

EVALUATION OF EMPLOYEE PERFORMANCE MANAGEMENT DEVELOPMENT  
SYSTEMS POLICY AS IMPLEMENTED AMONGST SOCIAL SERVICE  
PROFESSIONALS WITHIN DEPARTMENT OF SOCIAL DEVELOPMENT

BY

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DECLARATION

THE REGISTRAR

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Dear Sir

I ROSEMARY MAKHOSAZANE MTSHALI (Ntombela) student number 1988077 declares that the **Evaluation of Employee Performance Management Systems Policy as implemented amongst Social Service Professionals within Department of Social Development** is a result of my own investigation. It has not been submitted for any other degree in this university.

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Date -----

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## DEDICATIONS

This work is dedicated to my husband, Nhlanhla, my two children, Nkosinathi Thabiso and Sibabalwe my parents, Nomusa and Johannes, my sisters, my brothers particularly my late brother Langelihle and the entire Ndlovu, Mtshali and Ntombela family. I thank them for their support and love throughout my study.

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## ABSTRACT

The study investigates the implementation process of the Employee performance management development systems policy within the Department of Social Development, attitude of staff and policy makers towards whether or not it is achieving its goals, the strengths and constraints in its implementation as a way to improve it. This study is conducted with an aim of coming up with solution to the problem or to identify drawbacks and establish if the policy is implemented correctly with the required tools for the purpose of improving service delivery. Since the EPMDS aims at organizational development and efficiency, this study will investigate if social workers are delivering their services to their best and to find out it is the right tool in the grooming and career pathing of social workers.

The study reveals that there has been some dissatisfaction the way in which retention strategy was implemented, thus roll out campaigns are highly recommended for the provision of clarity provision of information on how it was implemented by the implementers. It explores the processes involved in implementation of Employee Performance Management Systems (EPMDS) it also identify what tools are used in the identification of other support mechanism and implementation of EPMDS mechanism. It establishes challenges that exist in the implementation and gain from participants possible recommendations for successful implementation of EPMDS. The study also establishes if there is integration of EPMDS with Integrated Service Delivery model (ISDM) and Situational Leadership Supervision Model (SLS), and focuses in the investigation of how Retention Strategy was implemented.

The researcher utilizes evaluative research because the study aims at evaluating how EPMDS policy has been implemented within the Department of Social Development .Evaluation research, frequently referred to as program evaluation or practice evaluation, involves searching for practical knowledge in considering the implementation and effects of social policies and the impact of programs.

The researcher used Questionnaires. Surveys were used using a structured interview schedule, the respondents included social workers, supervisors at different levels, Welfare Heads and Service Office Managers.

The information was searched from libraries, (books, journals and periodicals), newspapers, government departments and the internet.

From the findings it has come out clearly that training is very critical for all staff involved in the implementation of the policies of the department. This will enable better understanding, proper implementation and adherence thereof. Policies and Procedures play an important role in the successful operating of any organization; be it in the commercial sector, government sector or in the nonprofit sector. Organizational policies and procedures govern the relationship between the employer and the employee and help ensure equitable process for resolving difficulties, clarifying rights and obligations and specify termination clauses Cloete and Payne (1997: 9)

In spite of the majority of respondents displayed knowledge of the EPMDS and have had experience of the implementation it is recommended that trainings be done consistently for the benefit of both supervisors and supervisees. It is highly recommended that HR Training plans be aligned with individuals PDP, Efforts to be made for staff to be exposed in research at least once per quarter or research be included as part of Non Financial Data(NFD), so that it promotes the professionalism and the image of the profession, Only those that are furthering their studies are exposed to research. Retention strategy was implemented however there are still ill feelings about how it was implemented It is then highly recommended that the guidelines on the implementation of the retention strategy be rolled out.

From the above information one can conclude there are still gaps in the implementation of the EPMDS Policy which needs to be addressed by Senior Management of the Department. Over and above it has been revealed that Employee performance management development systems do not benefit social workers in terms of career pathing.





# **CHAPTER ONE**

## **1. ORIENTATION OF THE STUDY**

### **1.1. INTRODUCTION**

Employee Performance Management and Development System (EPMDS) is used as a tool to measure performance of all staff within the Department of Social Development including Social Service Professions. It aims at ensuring effective service delivery by staff to promote customer satisfaction.

The study investigates the implementation process of the approach, attitude of staff and policy makers towards whether or not it is achieving its goals, the strengths and constraints in its implementation as a way to improve it. Through the process of implementation of the EPMDS Policy, needs have been identified in terms of the gap, mainly the attitude of the workers towards implementation in the area of development and career pathing.

This study is conducted with an aim of coming up with solution to the problem or to identify drawbacks and establish if the policy is implemented correctly with the required tools for the purpose of improving service delivery. Since the EPMDS aims at organizational development and efficiency, this study will investigate if social workers are delivering their services to their best and to find out it is the right tool in the grooming and career pathing of social workers.

### **1. 2. MOTIVATION FOR THE STUDY**

The research wishes to establish if the policy is used in conjunction with other models for Social Workers which are Integrated Service Delivery Model (ISDM) and Situational leadership Situation Leadership Supervision model. (SLS)

The researcher wanted to find out if there is any integration among methods used to measure social service professionals' performance other than the current system utilized within the Government Departments which is Employee Performance Management System. This system is used to measure every employee of the Department from the general assistants, to the driver messenger, administration clerks, and all the levels of employees from level 1 to 12, However it depends on the Key results areas for each individual employee

### **1.3. STATEMENT OF THE PROBLEM**

Within the Department of Social Development, with specific reference to social workers, there is abnormal workload which is not in line with the norms for social workers which is 1:60 or 1: 1500 community members in terms of Service Delivery Model. The workload is due to the staff turnover which might have an impact in achieving organizational goals. The circumstance is that once the social worker leaves the Department, her case load is allocated to other social workers who had already has high case load. Contributory factors to challenges experienced by social workers are due to high caseload, social workers are litigated due to customers' dissatisfaction in terms of foster care application, shift from therapeutic intervention to foster care cases. Backlog on foster care which leads to the lapsing of the foster care grant.

On the other hand, in spite of those high case loads, there is an issue of retention strategy which has been implemented not according to some of the social workers satisfaction. The researcher aims at establishing how the retention strategy was implemented, and if the policy is benefiting the social workers in the career choice of their development. The researcher will further explore if the processes involved in the implementation is effective to measure the performance.

### **1.4. RESEARCH OBJECTIVES**

1.4.1 To investigate how the EPMDS is implemented in the Department of Social Development

1.4.2 To explore on the processes involved in implementation of Employee Performance Management Systems (EPMDS)

1.4.3 To identify what tools are used to implement EPMDS

1.4.4 To identify other support mechanism in the implementation. of EPMDS mechanism.

1.4.5 To establish challenges that exists in the implementation of the EPMDS.

1.4.6 To gain from participants possible recommendations for successful implementation of EPMDS.

1.4.7 To establish if there is integration of EPMDS with Integrated Service Delivery model (ISDM) and Situational Leadership Supervision Model (SLS).

1.4.8 To investigate how the Retention Strategy was implemented.

## **1.5. HYPOTHESIS**

Hypothesis is a guess about the nature of the relationship between two or more variables. Hypothesis should also make clear how the researcher believes in variables related to one another (Mark 1996: 21).

- Correct implementation of the EPMDS must meet the needs of the employee and organization. Its implementation depends on the number of factors the organization has.
- The manager and supervisor may not answer the questions truthfully for fear of being labeled as insufficient. The lack of information may lead the participants to partly lose interest and not answer some questions.
- By virtue of the facts that the researcher is in management position, it can pose a threat to social workers, in a sense that they will feel obliged to participate and maybe tempted to say positive answers.
- Employee performance management system is not the best system to assess social workers performance
- Employee performance management system does not provide career pathing to social service professionals

## **1.6. PRELIMINARY LITERATURE REVIEW**

The information was searched from libraries, (books, journals and periodicals), newspapers, government departments and the internet. The field of study has to be relocated in the research paper and is usually done through a literature review that maps out the main issues in the field being studied and should point out where this particular research fits in Cross & Brodie (1998: 18) as quoted by As de Vos et al. (2002).

Creswell (1998) as quoted by As de Vos et al. (2002, 273), regards a phenomenological study as a study that describes the meaning that experiences of a phenomenon. Researchers using this strategy of interpretive enquiry will mainly

utilize participant observation and long interviews with up to ten people as methods of data collection, multiple individuals who have experienced the phenomena must be identified. Data are systematically collected and meanings, themes and general description of the experience analyzed within a specific content. As de Vos et al. (2002, 273)

For the purpose of the study, Hanvey and Philpot, (1994, 14,) discuss the terms in systems theory that will help one understand the systems theory in relations to the topic under study. Input is what you must put into a system to make it work, for example, human, physical, material and financial resources must be contributed in the right ways and right amounts to achieve the results required. The human inputs may be described in terms of numbers, time and effort, roles and skills communications. Clearly imbalances between the different kinds of resources needed will affect how well the system may perform and there will be all sorts of knock-on effects. Being short staffed puts pressure on people so that they may not be able to deliver the sort of services they want to give Hanvey and Philpot (1994:15).

Because of the lack of predictability of social work it is important to obtain feedback continuously so that adjustments can be made that will help to keep one on track. Hanvey and Philpot (1994:15). The researcher is of the idea that the policy on its own cannot implement itself. It would need system of resources. Without staff the system cannot be implemented, the staff without resources cannot deliver.

### **1.7. RESEARCH DESIGNS**

Evaluative research design was used. The researcher used evaluative research because the study aims at evaluating how EPMDS policy has been implemented within the Department of Social Development .Evaluation research, frequently referred to as program evaluation or practice evaluation, involves searching for practical knowledge in considering the implementation and effects of social policies and the impact of programs

### **1.8. RESEARCH METHODOLOGY**

The researcher used Questionnaires. Surveys were used, using a structured interview schedule The respondents included social workers, supervisors at different levels .the Welfare Heads and Service Office Managers.



### **1.9. TARGET POPULATION**

The study was undertaken within the Department of Social Development in KwaZulu–Natal. The Department comprises of four regions which are Durban, Pietermaritzburg, Midlands and Ulundi. The researcher focussed on two service offices per region. Under Durban region, Ndwedwe and Pinetown service offices. In Pietermaritzburg region it was Mooi River and Howick. In Midlands region the focus was at Osizweni and Newcastle offices. Lastly, Ulundi region focussed on Ongoye and Esikhawini service offices. In all the offices the target was social work professionals who at least have more than 2 years of experience. A social worker who has joined the department might not be in a position to evaluate or share her experiences about the EPMDS.

According to (Morton 1996: 134), target population is the population to which one wishes to generalize. He further emphasized that when defining the target population the scope of the generalization planned and the practical requirements of drawing the sample should be considered (As de Vos et al. 2002; 201) quoted Kerlinger in that representativeness is always important when generalizing from the sample to the larger population. Kerlinger further stated that representativeness means that sample should have approximately the same characteristics as the population relevant to the research in question.

### **1.10 RESEARCH SAMPLING**

According to Payne and Payne (2004, 204) the frequently asked questions in sampling for social surveys is how much a sample do we need? The answer depends on the type of sample, the resources at our disposal and what quality of information we want from the sample.

The research sampling for the study was +/- 50 social work professionals from different regions, both male and female. The age ranged from 28 to 45 years. All levels were involved in the study, that is, level 7, 9, 10, and 12. The level 7 are the social workers, level 9 are the supervisors, level 10 are the welfare heads and level 12, the Service Office Managers. The sample chosen was be able to share information on the effectiveness of the Employee Performance Management Development Systems.

Simple random sampling was used as a tool in that each individual case in the population theoretically has an equal chance to be selected for the sample ( As de

Vos et al. 2002, 204). Cluster sampling was more appropriate for the study and that social work professionals will be grouped according to their level.

### **1.11. DATA COLLECTION**

According to Morton, (1996, 110) during data collection, the researcher collects various kinds of data, for instance historical statistical or documentary data. This is accomplished through various methods and techniques of observation such as document analysis, content analysis, interviewing and psychometric testing. During the process of data collection there are a number of methodological criteria that ought to be followed which includes suspension of personal prejudices and biases systematic and accurate recording of the observations.

Establishment of trust and rapport with the interviewee and creating optimal conditions in terms of location or setting for the collection of data. The outcome of the process should ensure reliability in collecting data, the researcher will use surveys will be used using a structured interview schedule, and questionnaires

Mouton (1996; 156) stated that the first general principle in data collection is that the inclusion of multiple sources of data collection in a research project is likely to increase the reliability of the observation. Morton (1996) quoted Denzin (1978) coined the term triangulation to refer to the use of multiple methods of data collection. The underlying assumption is that, because various methods complement each other their respective shortcomings can be balanced at.

### **1.12. DATA ANALYSIS**

Punch (2005, 195) mention that methods for analyzing data needs to be systematic, disciplined and able to be seen and described, if the methods cannot be described and scrutinized, it is difficult to have confidence in the findings.

Data matrix will be used to analyze the data. Data will be collected from social work professionals in 4 different regions, the gender being both males and females; ethnic group will include Blacks, Coloured and Indians.

According to Mouton (1996, 162) data matrix is any array of figures or numbers where the rows are the cases and the columns are the variables. For the purpose of

the study, the cases will be 50 social workers that will be the sample for data collection and the variables will be gender, ethnic groups, ages, positions and levels. Descriptive statistics and inferential statistics will be utilized. Descriptive statistics is concerned with organizing and summarizing the data at hand (for instance the sample data) to render it more comprehensively Mouton (1996, 162). Inferential statistics deals with the kinds of inferences that can be made when generalizing from data Mouton (1996, 162) states that frequency polygon will be utilized to measure work experience of social work profession against their ages and levels

### **1.13. DEFINITION OF TERMS**

**1.13.1.Evaluation:** is a system determination of a subject merit, worth and using criteria governed by a set of standards. It can assist an organization to assess any aim, realizable concept or proposal or any alternative, to help in decision – making or to ascertain the degree of achievement or value in regard to the aim and objectives and results of any such action that has been completed. The primary purpose of evaluation, in addition to gaining insight into prior or existing initiatives is to enable reflection and assist the identification of future change Rossi at al (2004)

**1.13.2.Performance Management :** A purposeful, continuous process aimed at positively influencing employee behavior for the achievement of the organization's strategic goals, the determination of the correct activities as well as the evaluation and recognition of the execution of tasks with the aim of enhancing their efficiency and effectiveness EPMDS(2005:6)

**1.13.3.Social service professions** ([www.sacssp.org.za](http://www.sacssp.org.za))refers to all professions in respect of which professional board has been established in terms of the Social Service Professions Act,1978,to provide professional services aimed at the improved social functioning of people.

**1.13.4.Social Development:** It is a process of planned social change designed to promote the wellbeing of the population as a whole in conjunction with a dynamic process of economic development. [www.socdev.gov.za](http://www.socdev.gov.za)

**1.13.5.Performance Management system:** An authoritative framework for managing employee performance, which includes the policy framework as well as the framework relating to all aspects and elements in the performance cycle, including performance planning and agreement, performance monitoring, review and control; performance appraisal and moderating; and managing the outcomes of appraisal EPMDS (2005:7)

**1.13.6. Integrated Service Delivery Model (ISDM).** A guideline for social services within the context of a developmental paradigm, and provides a value chain for social development services [www.socdev.gov.za](http://www.socdev.gov.za) It aims providing the basis for determining appropriate norms and standards for service delivery, which will in turn provide a basis for funding and greater efficiency and effectiveness in service delivery.

**1.13.7. Situational Leadership Supervision model (sls model)** is an integrated supervision model that is based on the situational leadership model of Hersey and Blanchard(1992)It aims at guiding the worker in her developmental process to become functioning autonomously Groenewald (1992:3)

#### **1.14. ETHICAL CONSIDERATION**

As far as the discussions of evaluation of services or cases are concerned, it should only be done for professional purposes only and with people directly involved. All information obtained about the participant were treated with confidentiality, The researcher should take credit only for work done in direct connection with scholarly and research endeavors, credit should be given to the contributions made by others As de vos et al ( 2002) The researcher applied the following research ethics that is confidentiality, they were given assurance that whatever information that they have shared with the researcher will be kept confidential, obtain informed consent from subjects, the subjects were not compelled to participate to the study it was the matter of choice, the researcher explained the importance of participation in the study. and avoid harm to subject and no penalty to subjects who might refuse to participate in the study. Participants were protected from unwarranted physical or mental discomfort, distress, harm, danger or deprivation

#### **1.15. FORMAT OF THE STUDY**

##### **Chapter One: Orientation of the study**

This chapter outlines the summary of the study. It includes the motivation of the study, the research problem, research objectives, theoretical framework and definition of terms.

## **Chapter Two: Literature review**

Chapter two comprises of the conceptual framework for the study through giving related information from literatures based on the evaluation of the effectiveness of the Employee Performance Management Development Systems.

## **Chapter Three: Research Methodology**

Chapter three describes the procedure in which the study was conducted. It outlines the research design that was utilized in conducting the study.

## **Chapter Four: Data collection, Analysis and Presentation**

Chapter four shows the raw data, data analysis and how data is presented and interpreted.

## **Chapter Five: Findings, Discussions, Conclusion and Recommendations**

This chapter entails the results of the study and presents conclusion and recommendations.

### **1.16. CONCLUSION**

Employee Performance Management and Development System (EPMDS) is used as a tool to measure performance of all staff within the Department of Social Development including Social Service Professions. It aims at ensuring effective service delivery by staff to promote customer satisfaction. Through the process of implementation of the EPMDS Policy, needs have been identified in terms of the gaps, mainly the attitude of the workers towards implementation in the area of development and career pathing.

## **CHAPTER TWO**

### **2. LITERATURE REVIEW**

#### **2.1. INTRODUCTION**

This chapter outlines the conceptual framework of the study .It aims to look at the contributonal factors involved to make Employee performance management development systems policy viable. It discusses in detail performance management processes, situational leadership model, integrated service delivery model ,implementation of the retention strategy and research conducted in other provinces in the implementation of EPMDS .and performance measurement and monitoring.

#### **2.2 PERFORMANCE MANAGEMENT**

Performance management forms part of the human resource management approach. To manage people and performance is a shared process between managers, individuals and teams in which objectives are agreed and jointly reviewed and aims to integrate corporate, individual and team objectives Foot and Hook (2005: 268).

Employment Performance Management Development Systems Policy (2003) defines performance management as providing the following: planning, observing performance, developing feedback to employees, personal evaluation, career, and personal development planning.

Byars & Rue (2006:223) defines performance appraisal as the process of evaluating and communicating to an employee how he or she is performing the job and establishing the plan for improvement. When properly conducted, performance appraisal do not only let employees know how well they are performing but also influence their future level of effort and task direction.

Byars & Rue (2006:223) further states that another important use of performance appraisal is to encourage performance improvement, In this regard performance appraisals are used as a means communicated to employees how they are doing and suggestion needed changes in behavior, attitude, skills or knowledge. This type of feedback clarifies for employees the manager's job expectations Often this feedback must be followed by coaching and training by the manager to guide an employee's work effort.

According to the research's point of view, considering these definitions of performance management and appraisal, the bottom line is to assess the individual, communicate with him/her how is she doing the job, give feedback, after feedback coaching or training might follow; the overall purpose is to achieve the overall objectives of the organization.

### 2.2.1 DETERMINANTS OF PERFORMANCE

Byars & Rue (2006:222) further discussed determinants of performance by stating that performance in any given situation can be reviewed as resulting from the interrelationships among effort, abilities and role perceptions. Effort which result from being motivated refers to the amount of energy (physical and or mental) an individual uses performance task.

Similarly, the level of proficiency in any one performance component can place an upper boundary on performance. If employees put forth tremendous effort and have excellent abilities but lack a clear understanding of their roles, performance will probably not be good in the eyes of their managers, much work will be produced but it will be misdirected, likewise an employee who puts forth a high degree of effort and understands the job but lacks ability probably will rate low on performance. An employee who has good ability and understanding of the role but is lazy and expends little effort, the employees performance will likely to be low.

According to the Journal on People Management dated 24 July 1997 Volume 3 no 5. Robert Mc Henry mention job features that are said to make people work hard, in terms of psychology safety as follows

- (i) **Support:** Where employees are given authority and their decisions are backed by their boss.
- (ii) **Role clarity:** Employees know what is expected of them and what standards their work is measured against.
- (iii) **Recognition:** Employees are given praise for what they do in terms of meaningfulness
- (iv) **Self-expression:** Employees are encouraged express their personality at work and to be a person in their own right.

- (v) **Contribution:** Employees can see that their individual effort makes a difference.
- (vi) **Challenges:** Employees are often stretched by doing their own job.

Foot and Hook (2005: 266) define Performance Management as a process which contributes to the effective management of individuals and teams in order to achieve high levels of organizational performance. They further emphasize the fact that it is a strategy which relates to every activity of the organization set in the conduct of its human resource policies, culture, and style and communication systems. The nature of the strategy depends on the organizational content and varies from organization to organization.

Performance management is a much broader concept than performance appraisal which traditionally has been concerned with judging the individuals performance, giving the individual feedback about this performance and helping that individual to improve by systematically trying to motivate them to work harder. Performance management is concerned with improving not only the performance of an individual but also the performance of team and the organization. (ibid).

One can conclude that performance management emphasizes effective management of individuals and teams, their improvement and a shared process between managers, individuals and teams. for the purpose of the study , researcher will use system theory, stakeholders management theory and evaluation theory.

## 2.3 SYSTEMS THEORY

For the purpose of the study, Hanvey and Philpot, (1994, 14,) discuss the terms in systems theory that will help one understand the systems theory in relations to the topic under study. Input is what you must put into a system to make it work, for example, human, physical, material and financial resources must be contributed in the right ways and right amounts to achieve the results required. The human inputs may be described in terms of numbers, time and effort, roles and skills communications. Clearly imbalances between the different kinds of resources needed will affect how well the system may perform and there will be all sorts of knock-on effects. Being short staffed puts pressure on people so that they may not be able to deliver the sort of services they want to give Hanvey and Philpot (1994:15)



## **2.4 STAKEHOLDER MANAGEMENT THEORY**

Stakeholder management theory will facilitate an understanding of the numerous aspects surrounding implementation of the EPMDS policy. The theory will assist understanding communication between HR, Management, Staff, external stakeholders which contribute to customer satisfaction and effective service delivery. [Wallace.chigona@uct.ac.za](mailto:Wallace.chigona@uct.ac.za).

The relevance of Stakeholder management theory will be visible in such a way that any achievement of the organization relies on the performance of the employees and policies that are being implemented According to Stakeholder Management Theory, a stakeholder for an organization is any group or individual who can affect or is affected by the achievement of the organization's objective (Freeman, 1984). Stakeholder of a firm may include government, investor, political groups, customer community, employee, trade association and suppliers. The Stakeholder Management Theory is categorized into normative, descriptive stakeholder theory focuses on describing how organization manager or interact with stakeholders.. [Wallace.chigona@uct.ac.za](mailto:Wallace.chigona@uct.ac.za).

## **2.5. EVALUATIVE THEORY**

The relevance of evaluation theory in this study is that the study aims at evaluating the effectiveness of the EPMDS policy as practiced within the Department of social development Evaluative theory will benefit the study in assessing whether the EPMDS policy has produced the intended results. Evaluation theory tells us when, where, and why some methods should be applied and others not, suggesting sequences in which methods could be applied, ways different methods can be combined. Evaluation research uses the tools of research to do a variety of different tasks such as describing the client using a particular program, exploring and assessing the need of different communities or population group, evaluating the effectiveness of a particular program, monitoring the progress of clients, or monitoring the performance of staff.(Babbie 2007:12)..

Evaluation should serve the interests not only of the sponsor but also of the larger society, and of various groups within society, particular those most affected by the program under review (Clarke, 1999:19). Evaluation theories are like military strategy and tactics; methods are like military weapons and logistics (Shadish et al., 1991:43) as quoted by( Clarke) 1999: 30

## **2.6. BENEFITS OF PERFORMANCE MANAGEMENT TO THE INDIVIDUAL**

In terms of the EPMDS Policy (2003) the benefits to the individual are that:

The employee will gain greater insight into his/her job, training and development on areas that need attention.

Employee will gain an opportunity to participate and raise issues in the planning of his /her development and performance management.

Employee will gain feedback on performance.

Employee will gain an opportunity to improve his/he relationship with the supervisor  
Armstrong and Baron (2006:82) concur with the epmds on the benefits of performance management to the individual on the greater clarity of roles and objectives, encouragement and support to perform well ,an objective and fair basis for assessing performance, opportunity to spend “quality time”with their managers, opportunity to contribute to the formulation of objectives and plans to improvement in the way work is managed and carried out.

## **2.7. BENEFITS OF PERFORMANCE MANAGEMENT TO THE ORGANISATION**

Armstrong and Baron (2006:82) mention how the organization benefits from Performance Management through the following;

- Align corporate, individual and team objectives,
- Improve performance,
- Motivate employees,
- Increase commitment,
- Underpin core values,
- Improve training and development processes,
- Help to retain skilled employees,
- Provide the basis for career pathing, and
- Provide for continuous improvement and development.

The relevance of the performance management in the organization promotes the good image of the Department and its ability to fulfill its aims and objectives of which the department exist to fulfill ,creates loyalty among the customers that are being served and thus promotes satisfaction among the employees considering the impact or results of their efforts

## **2.8. BENEFITS OF PERFORMANCE MANAGEMENT FOR MANAGERS**

Performance management does not benefit only the individuals and the organizations but also the managers Armstrong and Baron; (2006:82) They emphasize the following:

- Provision of the basis for clarifying performance and behavior expectations,
- Improve team and individual performance,
- Provide the basis for underperformers,
- Provide the basis for providing non-financial rewards to staff, for example recognition, opportunity for growth and development,
- May be used to coach individuals, support leadership, motivating and team building processes.

The relevance for performance management to the managers help to improve the team performance and motivate the teams to always do their best in achieving the mission and vision of the Department.

## **2.9. AIMS OF PERFORMANCE MANAGEMENT**

The researcher felt it is important to understand why performance needs to be managed. Armstrong and Baron (2006:51) clarify that when people (individuals and teams) know and understand what is expected of them and have taken part in forming these expectations, they will use their endeavors to meet them. The capacity to meet expectations depends on the levels of capability that can be achieved by individuals and teams, the level of support they are given by management and processes, systems and resources made available to them by organization. What is critical about performance management is to share understanding about what needs to be achieved.

The relevance of the aims of performance management is to create the understanding of why the employees should do their best in rendering effective and efficient service delivery

## **2.10 PERFORMANCE MANAGEMENT PROCESS**

If the true goal of the performance appraisal is employee development and organizational improvement, consider moving to the performance management

system. Place the focus on what you really want to create in your organization-performance management and development.

Much work is invested, on the front end, to improve a traditional employee appraisal process. In fact, managers can feel as if the new process is too time consuming. Once the foundation of developmental goals is in place, however, time to administer the system decreases. Each of these steps is taken with the participation and cooperation of the employee, for best results.(<http://www.about.humanresources.com>)

### **2.11 Performance Management and Development in the General Work System**

- Define the purpose of the job, job duties, and responsibilities.
- Define performance goals with measurable outcomes.
- Define the priority of each job responsibility and goal.
- Define performance standards for key components of the job.
- Hold interim discussions and provide feedback about employee performance, preferably daily, summarized and discussed, at least, quarterly. (Provide positive and constructive feedback).
- Maintain a record of performance through critical incident reports. (Jot notes about contributions or problems throughout the quarter, in an employee file).
- Provide the opportunity for broader feedback. Use a 360 degree performance feedback system that incorporates feedback from the employee's peers, customers, and people who may report to him.
- Develop and administer a coaching and improvement plan if the employee is not meeting expectations.( <http://humanresources.about.com>)

The relevance of performance management and development in the workplace is mainly for the purpose of understanding job description, providing feedback to the employee about his or her performance, further more if the employee is not performing according to the desired expectations, an improvement plan be designed to address the gaps.

### **2.12. PERFORMANCE MANAGEMENT TRAINING**

Armstrong and Baron (1994:371)point out that recent developments in performance management training have treated it as developmental process that enables

managers to get to the heart of how they can manage and coach people more effectively and that helps other staff to get the most of their involvement. Approaches to performance management training are likely to focus on the following

- Delivering training on a just in time basis to ensure that learning is reinforced as soon as possible after it has been received.
- Concentrating initially on learning styles(e.g. Kolb's ) because people have to understand how they themselves learn and how they can help others to learn
- Working on organization climate and management style so that those responsible for performance management gain a well articulated idea of the ways in which their own management style affect the organizational climate
- Conducting coaching workshops so that the principles of coaching to improve performance are properly understood and related to the current operating environment
- Conducting performance review workshops to reinforce the coaching and feedback messages of earlier training and to ensure that the reviews have the chance to get some coaching and support when they need help
- Working on the consistency of review, reward and recognition processes to ensure that common values apply and to reduce the risks of patchy implementation, the relationship of performance management with both the pay system and development processes should be clearly distinguished so that people understand the purpose and nature of each of them

Managers play an important role to get to the heart of how they can efficiently manage and coach people more effectively and that helps other staff to get the most of their involvement. The more productive staff, the more customers are satisfied and that lead to the achievement of the objectives of the Department and adherence to Bathopele principles.

### **2.13. OBJECTIVES OF THE PERFORMANCE AGREEMENT**

The objectives of performance agreement are clearly stated in the policy, It aimed at the following critical factors:

- Ensuring individual excellence and achievement
- Managing and recognizing of categories of performance that are not fully effective

- Evaluation of performance objectively
- Identifying, managing ,and promoting job holders development needs
- Clearly defined job descriptions
- And establishing performance and learning culture in the public service
- .Promote interaction on performance between jobholders and their supervisors

All the above will achieve individual excellence which will in turn promote effective service delivery. Signing of employee performance agreement creates a sense of commitment to deliver the service which each one of the employee is being paid for and allows identification of the job holder`s development needs which will promote service delivery.

## **2.14 PERFORMANCE PLANNING AND AGREEMENT**

### **2.14.1. The performance agreement**

Employee performance management development systems policy clearly states that the performance agreement is the cornerstone of performance management at the individual level. All employees are required to enter into an agreement and sign performance agreements with the employer. The Performance agreement applied to all level of employment in the department and is based on the department`s strategic and annual business plan, individual component business plan and the employee`s job role/job description. Supervisors who are at level 9 are authorized to enter into a performance agreement with another employee on behalf of the department. If the , if the employee has not been in the job role for three months or more for any reason, as for example, maternity, ill health, study, secondment, or travel; unless this absence was built into the original agreement especially the workplan, should be re-negotiated. Performance agreement is considered valid ,if its with completed and signed work plan. (Epmds Policy: 2005)

### **2.14.2 The Work plan**

The workplan is a document which is part of the performance agreement management and which contains key result areas, associated outputs and their performance standards and resource requirements. (Epmds Policy: 2005).It should be signed by the incumbent.

The relevance of the workplan in the study is that it contains key results areas and their performance standards which assist during performance assessment to measure if the incumbent has performed or not.

### **2.14.3 Personal Development Plan (PDP)**

Epmds policy defines Personal Development Plan as a requirement of the performance agreement whereby the important competency and other development needs are documented. The purpose of the development plan is to identify any performance output shortfall in the work of the employee, either historical or anticipated, to relate this to a supporting Generic assessment factors (GAF) shortfall and then to plan and implement a specific set of actions to reduce the gap. The PDP should include interventions relating to the technical or occupational 'hard skills' through e.g. appropriate training interventions.

The relevance of the personal development plan is critical in this study because it clearly shows the development areas as identified by the incumbent that will assist in improving service delivery within the workplace.

### **2.15 IMPROVEMENT OF THE EMPLOYEE PERFORMANCE**

(According to Flanagan & Finger, 1998: 156-157) staff performance problems can occur at any time and, when someone is under-producing or having problems meeting quality standards, immediate action is often required to remedy the situation. The effective manager must be quick to act to effect a turnaround. Here's one approach for improving employee performance on the run, without having to resort to the formality of a discipline or performance appraisal interview.

- **Outline the problem in a friendly manner** – Focus on the problem, not the employee. Refer to any available data that will help you show that there is a problem.

**Ask for the employee's help to solve the problem** – you need the employee on your side so that you can work together to get performance back to an acceptable level. Can get commitment by simply asking for help in deciding what to do about the performance problem. **Discuss possible causes of the problem** – Remember, the discussion is about the person's performance problem, not the person's attitude or personality.

- **Identify possible solutions** – Having identified the cause of the performance problem, you now want to correct them.
- **Decide on the specific action to be taken** – Now chose the best solution. At this point in the discussion, you should be ready to pinpoint exactly what must be done by whom and by when, to correct the performance problem.
- **Agree on a specific follow-up date** – By setting a date to meet again, you are sending a message that solving the performance problem is important to you and that you will be available to assist in making sure the problem is addressed.
- **Record the details** – If the meeting is held away from your office, record the details of your discussion immediately on your return, using your notes as a guide and memory trigger. Enter any follow-up arrangements in your diary (Flanagan & Finger, 1998: 156-157).

The CRF institute listed the best employers in terms of flexible working arrangements which include compressed working hours, flexi time, job sharing ,part time sabbaticals and working from home. Most of the top companies in South Africa are multinationals, Ernst and Young, which ranked first, together with SAP South Africa and Accenture ,offers flexible hours, reduced work schedules compressed hours and the ability to work anywhere. All staff are provided with laptops with 3G access ([eachone@sundaytimes.co.za](mailto:eachone@sundaytimes.co.za)) Microsoft encourages employees to work from home or outside the office. The company doesn't have fixed hours that employees have to be at their desk, and it focuses on what employees achieve, rather than how long they spend in office, However workers need to be responsible and needs to have a degree of trust and accountability. On the other hand Absa offers flexi or staggered working hours aligned to the operational requirements of the business. Employees can structure their working hours as long as the required amount of time is spent at work and all targets have been met ([eachone@sundaytimes.co.za](mailto:eachone@sundaytimes.co.za))

The relevance of understanding staff performance problems in this study is critical in a sense that staff can fail to produce the desired results or having problems meeting quality standards, immediate action is often required to remedy the situation. The effective manager must be quick to act to effect a turnaround. Here`s one approach



for improving employee performance on the run, without having to resort to the formality of a discipline or performance appraisal interview. The above and below questions assist the manager or supervisor to intervene in a most appropriate manner.

## **2.16. Performance Improvement Questions**

These are the key questions that you and the employee will want to answer to diagnose performance problems that result in the need for you to seek performance improvement. This checklist for employee performance improvement will help diagnose the performance issues:

- **What about the work system is causing the person to fail?** Does the organization have enough resources to perform the task allocated to him or her?
- **Does the employee know exactly what you want him to do?** Does he know the goals and the outcomes expected? Does he share the picture you have for the end result?
- **Does the employee have confidence in her competence to perform the tasks associated with the goal?** In my experience, procrastination is often the result of an employee lacking confidence in her ability to produce the required outcomes. Or procrastination can result from the employee being overwhelmed with the magnitude of the task.
- **.Is the employee practicing effective work management?** As an example, does he break large tasks into small chunks of doable actions? Does he have the method for tracking project progress and to do lists?
- **Have you established a critical path for the employee's work?** This is the identification of the major milestones in a project at which you'd like feedback from the employee. Do you keep your commitment to attend the meetings at which this feedback is provided?
- **.Does the employee have the appropriate and needed people working with him or the team to accomplish the project?** Are other members of the team keeping their commitments and if not, is there something the employee can do to help them?
- **Does the employee understand how her work fits into the larger scheme of things in the company?** Does she appreciate the value her work is adding to the company's success?

- **Is the employee clear about what constitutes success in the company?**  
Perhaps he thinks that what he is contributing is good work and that you are a picky, overly-managing supervisor.
- **Does the employee feel valued and recognized for the work she is contributing.** Does she feel fairly compensated for her contribution? For example are the workers given certificate of appreciation in whatever that they have excelled in as a way of motivating them to keep up the good work?

## **2.17.WELL-BEING OF EMPLOYEES**

The Discovery Health Company Index found that companies in South Africa lose an average of R9 199 per employee per year through loss of productivity including absenteeism. Importantly, these results were compared across healthier employees (using Vitality Age) and found that the cost saving of a healthy employee is R3 980 a year which is 42% in direct absenteeism costs. Dr. Craig Nossel article He further emphasize that there are many things companies can do ranging from distributing information about health to employees to raising awareness about health issues , to installing gyms and fitness facilities. Company facilities had the biggest effect on lowering Vitality Age or increasing the health status of employees and found the following to be the top interventions:

- Providing opportunities for employees to engage in activities/vents during work hours
- Development of incentives programs to reward employees for healthy behaviors and/or participating in health programs
- Providing programs access to spouses and or family members
- Company sponsored fitness events
- Stairwells that are well lit ,accessible and clearly marked
- Healthy food options in vending machines
- Prohibiting the sale of tobacco products ,for example at onsite stores or in vending machines; and
- The presence of a relaxation /quiet room area Nossel J(2012,2Dec Sunday times; Money and Careers

Moore,D( 2013, 24 March Sunday times; Money and Careers further mentions how to inject a positive attitude into workplace by stating the following factors which add value in boosting the positivity quotient in the office as follows

- :Every employee is motivated differently, but each one needs recognition and praise showing gratitude when done subtly will come across as sincere
- Physical activity is one of the best ways to relieve stress and companies that include fitness as a corporate benefit have higher satisfaction level.
- She further cited a report that was done in 2012 by CNBC on workplace wellness programme ,which revealed that 50% of the respondents said they were more likely to stay with their company and 30% took fewer sick days.
- .Fostering of corporate loyalty was of paramount because employees who feel that the company cares about their progress will be more productive.
- .Establishing a system where by new workers get a mentor and appointing a positivity marshall whose role is to filter out the negative and encourage more positive words and actions in the workplace.

## **2.18. SOCIAL WORKERS`ETHICAL RESPONSIBILITIES IN PRACTICE**

Section 5.4 on policy guidelines for Code of Conduct, Code of Ethics and rules for social workers states the following:

- Social workers who provide supervision or consultation should have the necessary knowledge and skills to supervise or consult appropriately and should do so only within areas of knowledge and competence.
- Social workers who provide supervision or consultation are responsible for setting clear, appropriate and culturally sensitive boundaries.
- Social workers who provide supervision should evaluate supervisees performance in a manner that is fair and respectful as well as record what transpired during supervision or consultation session.
- A social worker should be supervised on social work matters by a supervisor who is registered as a social worker.
- Regarding performance evaluation, social workers who are responsible for evaluating performance of others should fulfill this responsibility in a fair and considerate manner.

The relevance of the social workers ethical responsibilities in the study calls for intensive training of supervisors or acting supervisors on any issues, which will enable the supervisee to develop the sense of trust and believe their supervisors when advised about work related issues.

## **2.19. MOTIVATION AND REWARDS**

According to Robbins & DeCenzo (2005:320) motivation is defined as the willingness to exert high levels of effort to reach organizational goals, conditioned by the effort's ability to satisfy some individual need. In less academic terms, motivation is the function of three key elements- efforts, organizational goals, and needs. Although general motivation refers to effort towards any goal, here it refers to organizational goals because the effort is on work related behavior. The effort element is a measure of intensity. When someone is motivated, he or she tries hard. However, high level of effort are unlikely to lead to favorable job performance outcomes unless the effort is channeled in a direction that benefits the organization.

**2.19.1. Pay for performance programs** – pay employees on the basis of some performance measure. Piece rate plans, gain sharing, wage-incentive plans, profit sharing, and lump-sum bonuses are examples of pay for performance programs. What differentiate these forms of pay from the more traditional compensation plans is that instead of paying an employee for time on the job, his or her pay is adjusted to reflect some performance measures. These performance measures might include such things as individual productivity, team or work group productivity, departmental productivity, or the overall organization's profits for a given period ( Robbins & DeCenzo 2005: 337).

**2.19.2. Performance based compensation** is probably most compatible with expectancy theory. It is regarded as extension of the pay-for-performance concept is called competency based compensation. That is, employees should perceive a strong relationship between their performance and the rewards they receive if motivation is to be maximized. If employees are rewarded on nonperformance factors such as seniority, job title, or across the board, cost of living raises, then employees may be likely to reduce their efforts ( Robbins & DeCenzo 2005: 337).

**2.19.3 Competency based compensation** program pays and rewards employees on the basis of the skills, knowledge, or behaviors employees possess. These

competencies may include such behaviors and skills as leadership, problem solving, decision making or strategic planning ( Robbins & DeCenzo 2005:338).

EPMDS Policy (2005:22 )states that if an employee makes a suggestion, improvement or invention of exceptional value to the Department or Public service as a whole, the State shall have the right to use such suggestion, improvement or invention and the Executing Authority may reward the employee either with non monetary reward, non pensionable cash award not exceeding 20% of the employees pensionable annual salary or, with the Minister`s approval, non pensionable cash award in excess of 20% of the employee`s annual salary or such a non monetary reward as well as cash award The above provisions are incorporated to form part of the Departmental EPMDS.

For non sms members the incentive Policy Framework of 2003 introduced flexibility in the awarding of performance incentive. It further determined that the Department should not spend more than 1.5% of its annual remuneration budget for employees on level1 to 12 to award performance incentives.HRM circular no 4 of 2003 further supports the annual remuneration by stating that should a situation occurs where the budgeted amount proves to be insufficient to award the maximum of 18% to deserving members,departments will have to manage the situation by scaling down the applicable percentage to be granted or setting tighter standards for the granting of performance rewards.In exceptional cases the maximum percentage can be exceeded with the approval of the Executing Authority.

## **2.20. EDUCATION, TRAINING AND DEVELOPMENT**

According to the Recruitment and Retention strategy for social workers [www.socdev.gov.za](http://www.socdev.gov.za) a comprehensive skills audit should be done to identify skills gaps in the profession, the national skills strategy should be used to facilitate this process.

It further stipulates that management should provide opportunities for self-development of staff to ensure efficient and effective service delivery. Individual development plans for officials as stipulated in the Performance management and Development system and must promote the profession of social work, its principles and ethics.( [www.socdev.gov.za](http://www.socdev.gov.za) )

According to the (ISDM:34.) it is mentioned that training, education and development should occur in an integrated and holistic manner for a human resource cadre for effective service delivery.( ISDM : 33)mention the support for service delivery which are infrastructure equipment, compliance with professional ethics, education, training and development. It further stated that support for effective service delivery extends beyond available human financial and infrastructural resources. There also has to be a readiness to embrace new and changing technologies so that services delivery can make the staff ready to move from a paper based profession to an electronic one.

According to the document on(Recruitment and Retention Strategy ; 30) the recent implementation regarding of social work salaries has provided opportunities for career pathing within the social work profession. Career pathing should be linked to performance management as well as individual development plans.

South African Council for social service profession maintains that social workers should maintain competency in the areas of service provision through continuing social work education, training and development of student social workers([www.sacssp.org.za](http://www.sacssp.org.za))

## **2.21. MANAGING CHANGE, STRESS AND INNOVATION**

According to Robbins & DeCenzo (2005: 232) **Change** is an alteration of an organization's environment, structure, technology, or people. The issue of organization design would be solved because the environment would be free from uncertainty and there would be no need to adapt. Similarly, decision making would be dramatically simplified because the outcome of each alternative could be predicted with near pinpoint accuracy. However, change is an organizational reality. Handling change is an integral part of every manager's job.

**Stress** is a dynamic condition in which an individual is confronted with an opportunity, constraint, or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important. Stress can manifest itself in both a positive and a negative way. Stress is said to be positive when the situation offers an opportunity for one to gain something Robbins & DeCenzo (2005: 244)

**Innovation and Creativity** are vital to most businesses and encourage greater problem solving. When employees are encouraged to share their thoughts

processes can become streamlined new products emerge and communication improves Moore : Sunday times,24 March 2013 p 6 Money and Careers.

Kwazulu natal citizens charter(2005:8)puts forth that Department will ensure that the environment conducive to the delivery of services is created to enhance the mechanism that encourage innovation and creativity,recognize and reward performance,identify new ways of rewarding excellence ,keep track of number of contributes made by each employee and how were implemented and the impact there of

The researcher felt that discussing change, stress, and innovation is critical because there are a lot of transformation processes that are taking place within the Department of Social Development which impact on service delivery. In their daily performance of their duties, social workers are likely to be stressed due to work overload. That will impact negatively on customer satisfaction.

## **2.22. CAREER DEVELOPMENT AS PART OF PERFORMANCE MANAGEMENT PROGRAMME**

The successful manager will ensure the alignment of the organizational goals with the individual career path to ensure long term productivity and worker loyalty, this will prevent, employees being left feeling as though their company has neglected their individual career needs. This ultimately leads to lower employee turnover and makes it possible for an organization to retain top quality talent. That is why effective performance management incorporates the workers' needs with that of the company, when engaging an employee base on the level of their performance.  
<http://www.performance-management.us/>

## **2.23. INTERIM PERFORMANCE COACHING**

According to Micki (2001:x) Coaching is the excellent activity for ones people who are performing okay. They meet goals and perform tasks at standard- no more, no less. A coach by definition helps workers grow and improve their job performance by providing suggestions and encouragement

Mentoring is the best approach for average performers, those who are excelling. The mentor, by definition is an individual with advanced experience and knowledge who is committed to giving support and career advice to a less experienced person,for

people who are performing below average, counseling is the appropriate choice, by definition counseling is a supportive process to define and correct personal problems or skills that affect performance.

In any organization every new job title comes with a certain level of reasonable goals that the employee is expected to achieve, Inefficient job situations, these goals are often left undetermined and never inaccurately evaluated jobs. For the successful organization, however, there needs to be a high level of clarity when defining, and assessing, how an employee measures up to the required achievements set before him or her. Supervisors should be able to foresee the circumstances that can impact even unforeseen circumstances that can impact normal expectations.

<http://www.performance-management.us/>

The employees who are placed in the executive line can lead a company to riches or to ruin, and the right performance management ensures successful leadership at the top. Qualified executives are most probably a company's most important asset, and developing leader who are skilled and competent is a critical function of effective performance management. Unfortunately, for many performance specialists, the task of training those in the highest levels is a daunting one. That is because trying to define the core responsibilities of an executive is becoming more elusive every day.

<http://www.performance-management.us/>

One can conclude that without resources no effective services can be rendered by social workers and also if resources are insufficient poor service delivery can be the end result. For example – if the social workers do not have adequate computers to type reports vehicles to render services intervention can take longer and compromise, professionalism. EPMDS further emphasize that provision of relevant resources contributes to effective service delivery.

## **2.24. STAFF COACHING**

Micki (2001:270) emphasizes that staff coaching skills that encourage performance improvement are sustained by continuous assessment of results and constant adjustments in one's approach. As people contribute and successes increase in terms of improvement, one knows that one's approach is right. Micki (2001:270) discusses seven things from the coacher which are as follows:

- A basic understanding of your expectations concerning their jobs



- A continued awareness of what is expected of individuals and their integration within the team
- The opportunity and necessity of involvement in planning performance strategies and in decision making
- Continuous and constant support, direction and encouragement
- Regular feedback on performance before, during and after tasks
- Recognize and reward performance based on individual improvement
- Establish a work environment that respects and facilitates individual responsibility and self- growth

High performance teams are interactive and interdependent which helps to minimize the frictions and challenges.

## **2.25. KEEPING TALENTED ONES WHERE THEY SHOULD BE**

The article by Buyani Zwane the Chief executive: Group human resources at Sanlam group strongly believed that Companies are made up of teams of individuals with unique gifts and talents. These individuals are highly capable and can achieve great goals when placed in the right environment, Employers need to take into account that capable employees are highly mobile ,so they have options .Acknowledging that leads to engaging individuals and teams .When people feel valued they feel inspired to commit to more than just completing contracted work assignments. Most employment errors occur when candidates are placed without the necessary skills .Managers and leaders have an additional responsibility to equip individuals in their teams to become effective contributors to the business. This requires constant review of the talent and capabilities of those they lead. Regular communication between managers and employees around performance matters makes it easier for employees to confidently express their discomfort with an assignment or state their preparedness. Anxiety and frustration can be prevented and addressed through effective performance appraisals at regular intervals and not only once a year Sunday times (2012: April 29:7)

## **2.26. PEER REVIEW**

In South Africa Peer Review has been used as a tool to assess the performance of individuals. However in many countries it is used as a common practice in the public

and private sectors to review a broad range of issues. The objective of peer review is to improve service delivery. The handbook discusses two objectives of conducting peer review which are:

- Obtaining an independent, external assessment of performance against set standards “another set of eyes” adds objectivity so that the gap in performance can be addressed by implementing appropriate developmental plans
- Benchmarking against best practices determine the extent to which practices may be adapted by the organization to achieve superior job performance(Bathopele handbook)

Bathopele handbook maintains that peer review should be conducted in a place and environment that are non-threatening and which are conducive to learning and growth. The review is done in policy implementation and compliance with mandates, projects aligned to strategic components, both within and across the entire department and institutional performance

## **2.27. INTEGRATED SERVICE DELIVERY MODEL. (ISDM)**

The integrated model is a multi-pronged approach aimed at addressing the social welfare and development needs of targeted group in a holistic and integrated manner. This approach provides a basis upon which systems can be place to ensure that vulnerable people are assisted to access immediate short and long term material support. [www.socdev.gov.za](http://www.socdev.gov.za)

Beneficiaries should as far as possible be engaged in appropriate social service and development programs to ensure that when they unite the system, they are able to function optimally in society.

As quoted in the retention strategy document [www.socdev.gov.za](http://www.socdev.gov.za), the ISDM has sought to provide clarity on the nature, scope and level of services in the developmental social service sector. Providing education to clients about social work services. In that education process clients should be assisted with dignity and referred to accordingly. Part of the education process needs to facilitate clear understanding of the type and functions of social workers, Social Auxiliary workers, Youth cadre workers and Community Development workers, Social Security Personnel and lay counselors. [www.dsd.gov.za](http://www.dsd.gov.za)

Policies and Procedures play an important role in the successful operating of any organization; be it in the commercial sector, government sector or in the non profit sector. Organizational policies and procedures govern the relationship between the employer and the employee and help ensure equitable process for resolving difficulties, clarifying rights and obligations and specify termination clauses Cloete and Payne (1997: 9)

## **2.28. THE SITUATIONAL LEADERSHIP SUPERVISION MODEL (SLS)**

The situational leadership supervision model (SLS model) is an integrated supervision model that is based on the situational leadership model and Blanchard (1992).

The rationale underlying the SLS model is that through leadership the social worker must be enabled to function independently. Due to the fact that the worker moves through different phases in her growth process before she achieve professional maturity, the supervisor has to adapt her approach and behavior to address the developmental phase of the worker efficiently.

In achieving the ultimate goal of supervision, namely to enable the worker to function autonomously, the SLS model can be used as a directive and structural guideline to enable supervisors to work scientifically and purposefully to guide the social worker on the road to independence. (Groenewald 1992: 34).

### **2.28.1 SUPERVISION PHASES AND THE SLS MODEL**

The supervision process is an important building block of the SLS model is also based on the phases of the process. In the application of the SLS model the supervision process therefore plays an important role (Groenewald 1992: 31)

In applying the SLS model, it is important that both the worker and the supervisor must actively be involved in the process. This has the implication that the supervisor must involve the worker in two-way communication and that decisions regarding job requirements, objectives, the relevant supervision style and the maturity level of the worker, must be done jointly.

- The worker must fully understand the model and actively be involved during the whole process. The applicable supervision style must be contracted on (Groenewald 1992: 31)

- The supervision contract must indicate what is expected from each party in applying the specific supervision style. If there is contracted on the Ss2 Style, the supervision contract must specify what the implications for the supervision will be.
- Whenever the maturity level of the worker improves, a new contract must be drawn up. Every contract must also specify when the contract will be renewed. If taken into consideration that a worker must be able to function independently as soon as possible, it is recommended that a new contract be drawn up within a period of six months and even shorter if possible (Groenewald 1992: 31)

## **2.29. IMPLEMENTATION OF THE RETENTION STRATEGY**

- The success of the strategy will depend on the following:
- Development of the implementation plan which is the well resourced and project managed. The plan will obviously guide the implementation of the strategy, Buy in from all internal and external stakeholders.
- A well designed communication strategy to be developed and implemented.
- Monitoring, Evaluation and Reporting must take place at regular intervals through the Heads of Social Welfare Services and Heads of Social Development Fora.

A dedicated transformation unit at National and Provincial level that facilitate the implementation of the strategy. ([www.dsd.gov.za](http://www.dsd.gov.za)) Often this feedback must be followed by coaching and training by the manager to guide an employee's work effort.

- From the above mentioned issues, one can conclude that in the implementation of the retention strategy there were no hard and fast rules. Everything dependent on the implementation which should have been well planned. Whatever resources, inputs that were considered dependent on the knowledge of those involved within the Fora and further to that a well designed communication strategy. The strategy clearly indicates that there could not be any uniformity in terms of implementation by different Provinces, that clearly indicates that whatever money that they got need not be compared with another social worker in another Province.

- The Researcher can conclude by saying that implementation of the Retention Strategy dependent on the availability of resources, the good implementation plan which considered all the reasons as to why the retention has to be implemented and the good communication plan. Article by Buyani Zwane highlighted recent studies that was conducted by the Corporate Leadership Council on talent retention which pointed to the importance of high performers, with a specific focus on those who pursue meaning and purpose- they want to know why their work matters. Leaders need to explore methods of talent retention over and above cash rewards. Keeping high performers engaged in worthy projects that unleash the very best in them will help organization retain talent,

### **2.30. RESEARCH CONDUCTED IN THE IMPLEMENTATION OF THE EPMDS IN OTHER PROVINCES**

The Research that was conducted in the implementation of the Employee Performance Management Development Systems Policy in other Provinces revealed the following

- :Performance Agreements are signed after the period whereas they are supposed to be signed by the 1<sup>st</sup> of April, that is beginning of the new financial year.
- Performance Agreements failed to differentiate between the key results areas
- Performance agreements were not used as a reference point in managing performance even after being signed by the incumbent
- The link between lack of compliance with the PMDS and lack of training was also an issue of concern
- Recommendation was done on that the clusters and all relevant parties especially the Heads of Departments should meet to address the issues of induction and orientation and the importance of service delivery in government departments
- Another critical issue that was raised was that Departments should be summoned to explain why the annual reports are completed before signing performance assessments and they should account for that.

- Consensus was also reached that planning on the Performance Agreements needed to take place at the end of the year, in preparation for the next year in which they would be implemented.

<http://www.pmg.org.za>

## **. 2.31. PERFORMANCE MEASUREMENT AND MONITORING: DEPARTMENT OF PUBLIC SERVICE AND ADMINISTRATION (DPSA) BRIEFING**

History of performance management. emanated from the White Paper for human Resource Management, which showed the need for increased delegation of managerial responsibility and authority to departments and within departments, for decentralization of HR and a decentralized implementation of policy that was made at a central level. Macro-organization and certain aspects of job evaluation should be centralized, but departments could develop certain defined policies. This had come into effect in 1999. <http://www.pmg.org.za>

Public Service Regulations of 1999 clearly states that departments were required to determine their human resource management policies and practices, and ensure that there were adequate institutional and managerial mechanisms in place. Performance management aims to ensure each Executive Authority (EA), for each department needs to determine a system for performance management and development of employees.

The SMS was therefore developed in 2001 emanating from the Baskin report which revealed problems identified within the public sector ranging from. high turnover rates, recruiting and retaining skilled among some senior staff, poorly developed performance management systems, and insufficient attention to training and development This required the signature of performance agreements, and the development of a PMDS, which was implemented from 2002. The Public Service Commission administered an Evaluation Framework for Head of Departments. <http://www.pmg.org.za>

Employee performance was a continuous process, aimed at positively influencing employee's behavior for the achievement of strategic goals.

The need to measure performance measurement to stakeholders and internally were outlined, including the improvement of accountability, strategic planning and goal setting, decision making and long term goals and objectives. The heads of organization, senior managers, and other employees should all be measured. It

would determine the correct activities, enhance efficiency and understand and manage performance within an agreed framework of planned goals, objectives, indicators and support incentives. The objective of timeous submission of Performance agreement was to ensure that early in the financial year executive and head of departments clarify performance expectations as well as development needs for the year. It was critical that the Heads of Departments sign in order to cascade down other performance agreement. <http://www.pmq.org.za>

From the above information one can conclude there are still gaps in the implementation of the EPMDS Policy which needs to be addressed by Senior Management of each and every Department.

## **2.32. SUMMARY**

From the Researcher's view point, the EPMDS policy encompasses many factors which contribute to the effective performance of the employees. It highlighted the critical points of planning, observing, performance. Developing feedback to employers, personal evaluation and career development. It further emphasized that feedback given should be coupled with guidance, coaching and training. Further information from internet indicates that, it is very critical that the employee understands her job and responsibilities; performance goals should have measurable outcomes. Provision of positive and constructive feedback should be given to the employee. Performance improvement strategies, motivations and rewards have been discussed in depth so as to assist the staff in improving their performance. The next chapter will focus on Research Methodology.

In some instances the employee can fail to perform not that she does not like to work but because of change in the work situation and stress. Elaboration on integrated service delivery model, and the SLS model has been done in line with the performance management for effective service delivery.

## **2.32. CONCLUSION**

This chapter has embarked on the literature review on the performance management, situational leadership supervision model, integrated service delivery model and retention strategy .The next chapter will focus on Research Methodology.

## **CHAPTER 3**

### **3. RESEARCH METHODOLOGY.**

#### **3.1 INTRODUCTION**

This chapter is based on the methodology of the study, how the population was sampled, research design used. The researcher further displayed who were the respondents, how the data was collected, analyzed and interpreted. It further details the ethical consideration associated with the study. Garbas (1990:209) defines Methodology as the science of finding out. It also constitutes the set of procedures used in the research process to prevent errors of observation, interpretation, false generalization, dependency on authority and inappropriate use of evidence. According to Newman (2003) research methodology includes the specific techniques to be employed, the specific measuring instrument to be utilized, and specific series of activities to be conducted in making the measurements.

#### **3.2 RESEARCH DESIGNS**

(Mouton: 2002:107) defines Research design as set of guidelines and instruction to be followed in the research problem.

Barbie (2007) defines research design as a process of narrowing your choices and focusing your perspective for the purpose of the particular study. The study will make use of evaluative research design. Both qualitative and quantitative methods will be utilized for the study.

According to Barbie, (2007:350) Evaluation research is the process of determining whether a social intervention has produced the intended results.

The researcher will use evaluative research because the study aims at evaluating how EPMDS policy has been implemented within the Department of Social Development. Evaluation research, frequently referred to as program evaluation or practice evaluation, involves searching for practical knowledge in considering the implementation and effects of social policies and the impact of programs.

Evaluation research uses the tools of research to do a variety of different tasks such as describing the client using a particular program, exploring and assessing the need



of different communities or population group, evaluating the effectiveness of a particular program, monitoring the progress of clients, or monitoring the performance of staff.(Babbie 2001:12)

### **3.3. EVALUATIVE RESEARCH DESIGN**

O'Leary (2004: 135) argues that evaluation research attempts to assess the effectiveness of the change intervention programs and policies, and is related more to research purpose or goal than a particular methodological approach. Barbie (2007:349) states that the effectiveness is through the use of systematic research strategies, objective, methods of research which are capable of being replaced by others. Scriven(2008) argues that the objectives may be setting up a system that shows who get services, how much service is delivered, how participants rate the services they receive, and which approaches are most readily adopted by staff.

O'Leary (2004: 136) states that summative evaluation may consider cost-effectiveness and include cost-benefit analysis. The results are expected to inform decision making related to program funding, continuation, termination, expansion and reduction. (Scriven, 2008) states that summative evaluation enhances the importance of doing rigorously and accurately in order to arrive at a true picture of the best way of achieving desired results for beneficiaries. These desired results can include meeting the Millennium Development Goals, or achieving the targets under the Africa Action Plan.

Summative evaluation was utilized in this study because it focuses on judging the worth of a program at the end of the program activities. According to Scriven (2008) summative evaluations assess program outcomes or impacts that a project has on beneficiaries. It assesses the changes that can be attributed to a particular intervention, such as a project or program or policy. Scriven (2008) further argues that summative evaluation typically does this by comparing outcomes between beneficiaries and a control group, both before and after a project has been implemented. It also answers the question like 'what would have been the beneficiaries' outcomes in the absence of the project, both before and after the project'. It also focuses on 'what would have happened to these beneficiaries in the absence of the project' (Scriven, 2008).

The researcher used evaluative research design since design it involves assessing the strengths and weaknesses of programs, policies, personnel, products and organizations to improve the effectiveness. Scriven (2008) further states that this design pinpoints the services needed such as finding out what knowledge, skills, attitudes or behaviors a program should address

.

### **3.4. QUANTITATIVE AND QUALITATIVE RESEARCH METHODS**

According to Denzin and Lincoln (1994:4) 'The word qualitative implies an emphasis on processes and meanings that are rigorously examined or measured in terms of quantity, amount intensity or frequency According to these authors the aims of qualitative research methods are to establish the socially construed nature of reality, to stress the relationship between the researcher and the object of study, as well as to emphasize the value laden nature of the inquiry

(As deVos: 2005: 8) The purpose of quantitative research is to evaluate objective data consisting of numbers while qualitative research deals with subjective data that are produced by the minds of respondents or interviewees. Qualitative data are presented in language instead of numbers. The purpose of qualitative research is not to deal directly with everyday life but rather with an abstraction of reality.

Qualitative researchers investigate only the constraints of day to day events and base their results on the daily events and behavior of people whereas qualitative researchers try to understand the facts of a research investigation from an outsider's perspective. Qualitative researchers make use of a holistic approach they collect a wide array of data for example documents, records, photos, observations, interviews and case studies whereas qualitative involves small samples of people studied by means of in depth methods. Qualitative use unstructured improvising and detected observation processes to gain better information about the view of the subject.

### **3. 5.TARGET POPULATION**

The study was undertaken within the Department of Social Development in KwaZulu –Natal. The Department comprises of four regions which are Durban, Pietermaritzburg, Midlands and Ulundi. The researcher focused on two service offices per region which comprised of deep rural areas and semi urban areas Under Durban region, Ndwedwe and Pinetown service offices were selected. In

Pietermaritzburg region it was Mooi River and Howick. In Midlands region the focus was Osizweni and Newcastle offices. Lastly, Ulundi region focused on Ongoye and Esikhawini service offices. In all the offices the target was social work professionals who at least have more than 2 years of experience. A social worker who has joined the department might not be in a position to evaluate or share her experiences about the EPMDS.

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### **3.6. SAMPLE AND SAMPLING FRAME**

According to Payne and Payne (2004, 204) the frequently asked questions in sampling for social surveys is how much sample do we need? The answer depends on the type of sample, the resources at our disposal and what quality of information we want from the sample.

The research sampling for the study was +/- 50 social work professionals from different regions, both male and female. The age ranges from 28 to 45 years. All levels were be involved in the study, that is, level 7, 9, 10, and 12. The level 7 are the social workers, level 9 are the supervisors, level 10 are the welfare heads and level 12, the Service Office Managers. The sample chosen was able to share information on the effectiveness of the EPMDS.

Simple random sampling was used as a tool in that each individual case in the population theoretically has an equal chance to be selected for the sample (As de Vos et al. 2002: 204). Every social worker or community development practitioner, supervisor, welfare head or service office manager more than two years of experience within the department of social development participated. Cluster sampling was more appropriate for the study in that social service professionals were grouped according to their levels to allow the level of free participation and sharing of information.

### **3.7. DATA-COLLECTION INSTRUMENT**

According to Mouton (2002: 141) the fact that human beings are `objects` of inquiry in social research creates problems that are not encountered in the physical sciences. Human beings normally react to the fact that they are being studied and investigated. The researcher used questionnaire, interview schedule and because various methods complement each other their respective shortcoming can be balanced at.

### **3.8. DATA ANALYSIS**

In analyzing data tables and percentages were used as for of findings Punch (2005: 195) mentions that methods for analyzing data need to be systematic, disciplined and be able to be seen and described, if the methods cannot be described and scrutinized, it is difficult to have confidence in the findings. According to (Mouton 2002: 161) data analysis involves two steps, first, reducing the data that has been collected into manageable proportion, and secondly identifying patterns and themes in the data .Data was analyzed by looking at all questionnaires that were completed by respondents. Responses were captured as per questions from the first to the last. The purpose of data analysis was as per O`Leary(2004:184) which he stated that the purpose of data analysis is to sieve, classify the collected data so that it could be understandable and tackles the exact problem.

### **3.9. PRESENTATION AND INTEPRETATION**

Data was presented in the form of tables and percentages, 50 questionnaires were distributed to social service professionals to answer questions based on the implementation of Employee Performance Management Development Systems.

### **3.10 ETHICAL CONSIDERATIONS**

The researcher applied the following research ethics, that is confidentiality, prior participation to the study the respondents were given assurance that whatever information that they have shared with the researcher will be kept confidential, informed consent was obtained from subjects such that they were not compelled to participate in to the study, it was the matter of choice and voluntary participation,, the researcher explained the importance of participation in the study. and avoid harm to subject and no penalty to subjects who might refuse to participate. Participants were protected from unwarranted physical or mental discomfort, distress, harm, danger or deprivation in a manner that was explained in that no victimization would arise from what the respondents shared with the researcher.

### **3.11. CONCLUSION**

This chapter has mentioned clearly what type of research design was used highlighting the differences between qualitative and quantitative data, who were the

respondents, how the sample was chosen, who was the target population and what were the limitations experienced. The next chapter will focus on data analysis, presentation and interpretation.

## CHAPTER FOUR

### 4. DATA ANALYSIS PRESENTATION AND INTERPRETATION OF DATA

#### 4.1 INTRODUCTION

The purpose of this chapter was to analyze, present and interpret the data collected from the respondents.

O`Leary(2004:184)states that analysis is the process that requires the researcher to manage and organize the raw data, systematically codes it, interprets meaning ,uncover and discover findings, and finally draw relevant conclusions that reflect on the interest ideas, and theories that initiated the inquiry. The purpose of data analysis is to sieve and classify the collected data so that it could be understandable and tackles the exact problem.

In this chapter the researcher used tables and percentage in presenting and analyzing the data. The information is both qualitatively and quantitatively analyzed. The researcher distributed 50 Questionnaires to social service professionals but only 30 questionnaires were returned by the respondents' .The other 20 questionnaires were returned uncompleted.

#### 4.2.1. DISTRIBUTION OF RESPONDENTS ACCORDING TO GENDER.

**The researcher wanted to find out whether the respondents were males or females**

**TABLE 4.1 Gender**

<b>Gender</b>	<b>No of respondents</b>	<b>Percentage</b>
Female	29	97%
Female	1	3%
<b>Total</b>	<b>30</b>	<b>100%</b>

Table .4.1 below shows the responses to the question of gender .It reflects that 29 respondents, representing 97 percent of the total sample were females, and 1respondent representing 3 percent of the total sample was male. This indicate that

within the social service professionals there is a majority of females over males [eachone@sundaytimes.co.za](mailto:eachone@sundaytimes.co.za) indicates that women are a greater proportion of the workforce.

#### **4.2.2. DISTRIBUTION OF RESPONDENTS ACCORDING TO POSITION AT WORK**

The researcher was eager to know which category of professionals devoted themselves in the implementation of employee performance management systems policy

**Table 4.2. Position at work**

<b>Position at work</b>	<b>No of respondents</b>	<b>Percentage</b>
Social worker	9	30%
Supervisor	8	27%
Welfare Head	3	10%
Manager	8	27%
Community development practitioner	2	7%
<b>Total</b>	<b>30</b>	<b>100%</b>

Table 4.2 below shows responses in respect of position at work .The table reflects that 9 respondents were social workers which made up to 30% of the total sample. 8 respondents were supervisors which made of 27% of the total sample,3 respondents were welfare heads which made of 10% of the total sample,8 respondents were managers which made of 27% of the total sample,2 respondents were community development practitioners which made of 7% of total the sample. This response signifies that all the social service professionals have responded according to their categories with the exception of social auxiliary workers. The responses indicates that all of the above social service

have been exposed to the system of being assessed as employees on their performance.

#### 4.2.3 DISTRIBUTION OF RESPONDENTS ACCORDING TO SERVICE WITH CURRENT POSITION

The researcher wanted to know how many years of experience did each category of social service professionals had within their current position

**Table 4.3. Service with current position**

<b>Service within current position</b>	<b>Period within the current position</b>	<b>Percentage</b>
0-1 year	NIL	NIL
2-3 years	5 (Social Workers) 2 (Supervisors)	23%
<b>SUB TOTAL</b>		<b>7</b>
4-5 years	2 (Welfare Heads) 1 (Supervisor)	10%
<b>SUB – TOTAL</b>		<b>3</b>
6 years and above	7 (Managers) 1 (Welfare Head) 6 (Supervisors) 6 (Social Workers)	67%
<b>SUB TOTAL</b>		<b>20</b>
<b>GRAND TOTAL</b>		<b>30</b>
		<b>100%</b>

Table 4.3 reflects that 7 respondents from the category of social workers and supervisors representing 23 percent of the total sample had two to three years of service within the profession, 3 respondents from the category of welfare heads and supervisors representing 10 percent of the total sample had four to five years of service, and twenty (20) respondents from the category of managers, supervisors and welfare heads, supervisors and social workers representing sixty seven (67)%



of the total sample had 6 years and above within the current position .This means that subjects under study had enough experience about how the Employee Performance Management System is implemented within the Department of Social Development. It further clarifies that they had experience as social workers, supervisors, welfare heads and managers.

#### **4.2.4 DISTRIBUTION OF RESPONDENTS ACCORDING TO WORK EXPERIENCE**

The researcher was eager to know how many years of experience did the social service professionals have with the department of social development

**Table 4.4 Experience with the department**

<b>Experience with the Department</b>	<b>No of respondents</b>	<b>Percentage</b>
2-3 years	5	16%
4-5 years	10	34%
6 years and above	15	50%
<b>TOTAL</b>	<b>30</b>	<b>100%</b>

4.4 The table below reflects that 5 respondents representing 16% of the total sample, had 2 to 3 years of experience with the Department of social Development, 10 respondents representing 34% of the total sample had 4 to 5 years experience with the Department. 15 respondents representing 50% of the total sample had 6 years and above of work experience within the social service profession. This means that they have been social workers, supervisors, welfare heads and managers. The results signify that the subjects have more knowledge of the Employee Performance Management Development Systems policy. It further reflects that the majority of the respondents had been with the Department for a longer period.

#### 4.2.5 DISTRIBUTION OF RESPONDENTS ACCORDING TO KNOWLEDGE OF EMPLOYEE PERFORMANCE MANAGEMENT DEVELOPMENT SYSTEM

The researcher wanted to establish if the respondents have knowledge of employee performance management systems policy (epmds)

**Table 4.5 Knowledge of the employee performance management development systems**

<b>Knowledge Of The EPMDS</b>	<b>No of respondents</b>	<b>Percentage</b>
YES	27	70%
NO	3	30%
<b>TOTAL</b>	<b>30</b>	<b>100%</b>

Table 4.5 reflects that 27 respondents, representing 70% of the total sample have knowledge of Employee Performance Management Development Systems policy. This implies that majority of the subjects have had exposure to the system and understands the policy, and 3 respondents representing 30% of the total sample. have not been involved in the implementation of the system. The assumption based on the percentage as per analysis is that they understand the system and its benefit . In terms of the EPMDS Policy (2003) the benefits to the individual are as follows:  
The employee will gain greater insight into his or her job, training and development on areas that need attention

- Employee will gain an opportunity to participate and raise issues in the planning of his/her development and performance management
- Employee will gain feedback on performance.
- Employee will gain an opportunity to improve his or her relationship with the supervisor

Armstrong and Baron(2006:82) concur with the employee performance management development systems policy on the benefits of performance management to the individual on the greater clarity of roles and objectives encouragement and support

to perform well,an objective and fair basis for assessing performance,opportunity to spend “quality time” with their managers,opportunity to contribute to the formulation of objectives and plans to improvement in the way work is managed and carried out.

Armstrong and Baron (2006:82) mention how the organization benefits from Performance Management through the following;

- Align corporate, individual and team objectives,
- Improve performance,
- Motivate employees,
- Underpin core values,
- Improve training and development processes,
- Help to retain skilled employees,
- Provide the basis for career pathing,
- And provide for continuous improvement and development.

Performance management does not benefit only the individuals and the organizations but also the managers Armstrong and Baron; (2006:82) emphasize the following:

- Provision of the basis for clarifying performance and behavior expectations,
- Improve team and individual performance,
- Provide the basis for underperformers,
- provide the basis for providing non-financial rewards to staff, for example recognition, opportunity for growth and development,

Performance management may be used to coach individuals, support leadership, motivating and team building processes

#### **4.2.6 DISTRIBUTION OF RESPONDENTS ACCORDING TO INVOLVEMENT IN THE IMPLEMENTATION OF THE EPMDS**

The researcher aimed at establishing the extent of involvement of the respondents on the implementation of the EPMDS.

**Table 4.2. Involvement in the implementation of the employee performance management development systems**

<b>Involvement in the implementation of the EPMDS</b>	<b>No of Respondents</b>	<b>Percentage</b>
YES	28	80%
NO	2	20%
<b>TOTAL</b>	<b>30</b>	<b>100%</b>

Table 4.6 reflects that 28 respondents`, representing 80% of the total sample had been involved in the implementation of the system.2 respondents representing 20% of the total sample have not been involved in the implementation of the system. The minority of the respondents who were not involved in the implementation of Employee Performance Management Development Systems Policy need to be exposed in staff coaching which is clearly outlined by Micki(2001:270) as follows staff coaching skills that encourage performance improvement are sustained by continuous assessment of results and constant adjustments in one`s approach. As people contribute and successes increase in terms of improvement, one knows that ones approach is right. Micki (2001:270) discusses seven things from the coacher which are as follows:

- A basic understanding of your expectations concerning their jobs A continued awareness of what is expected of individuals and their integration within the team
- The opportunity and necessity of involvement in planning performance strategies and in decision making
- Continuous and constant support, direction and encouragement
- Regular feedback on performance before, during and after tasks
- Recognize and reward performance based on individual improvement
- Establish a work environment that respects and facilitates individual responsibility and self- growth

High performance teams are interactive and interdependent which helps to minimize the frictions and challenges.

The higher percentage signifies that majority of respondents had been involved in the implementation of the system. The assumption is that they understand the tools and the processes involved in implementation of the system The assumption is that all the employees involved in the implementation processes should have signed the performance agreements beginning of the new financial year,1<sup>st</sup> April . The above assumptions are supported by research undertaken in the implementation of the Employee Performance Management Development Systems in other Provinces which revealed the following findings:

- Performance Agreements are signed after the period whereas they are supposed to be signed by the 1<sup>st</sup> of April,that is beginning of the new financial year.
- Performance Agreements failed to differentiate between the key results areas
- Performance agreements were not used as a reference point in managing performance even after being signed by the incumbent
- The link between lack of compliance with the PMDS and lack of training was also an issue of concern
- Recommendation was done on that the clusters and all relevant parties especially the Heads of Departments should meet to address the issues of induction and orientation and the importance of service delivery in government departments

- Another critical issue that was raised was that Departments should be summoned to explain why the annual reports are completed before signing performance assessments and they should account for that.
- Consensus was also reached that planning on the Performance Agreements needed to take place at the end of the year, in preparation for the next year in which they would be implemented.

<http://www.pmg.org.za>

#### **4.2.7. DISTRIBUTION OF RESPONDENTS ACCORDING TO CAPACITY OF THE INDIVIDUALS**

The researcher was eager to know in what capacity the respondents were involved in the implementation of the Employee Performance Management Systems Policy.

**Table 4.7.Capacity**

<b>Capacity</b>	<b>RESPONDENTS</b>	<b>PERCENTAGE</b>
SOCIAL WORKER	10	20%
SUPERVISOR	0	0%
WELFARE HEAD	0	0%
MANAGER	0	0%
ALL OF THE ABOVE	20	80%
<b>TOTAL</b>	<b>30</b>	<b>100%</b>

- Table 4.7 reflects that 10 respondents representing 20% % of the total sample had experience of the system on the capacity of being Social workers. 20 respondents representing 80% of the total sample had been to the capacity of Supervisors, Welfare Heads and Managers. This signifies that they had experience of implementing EPMDS as Supervisors, Welfare Heads, and Managers. The assumption is that they have an understanding of the tools involved and compliance is ensured on the part of the supervisors, the supervisors should have necessary knowledge and skills to supervise or consult appropriately and she is competent to do that, further to that when the supervisor evaluates performance she must ensure that it is done in a fair and

respectful manner and the record of what transpired is kept. The above is supported by the social workers ethical responsibility in practice as follows: Social workers who provide supervision or consultation should have the necessary knowledge and skills to supervise or consult appropriately and should do so only within areas of knowledge and competence.

- Social workers who provide supervision or consultation are responsible for setting clear, appropriate and culturally sensitive boundaries
- Social workers who provide supervision should evaluate supervisees performance in a manner that is fair and respectful as well as record what transpired during supervision or consultation session
- A social worker should be supervised on social work matters by a supervisor who is registered as a social worker

Regarding performance evaluation, social workers who are responsible for evaluating performance of others should fulfill this responsibility in a fair and considerate manner. On the part of Managers the assumption is that they have been exposed enough in the implementation process such that they understand strengths of each and every individual within the workforce thus it is possible to place the talented ones where they should be for effective and efficient service delivery. That is supported by the article by Bongani Zwane published in the Sunday times (2012: April 29 p7) which states that

- Companies are made up of teams of individuals with unique gifts and talents.
- These individuals are highly capable and can achieve great goals when placed in the right environment,
- Employers need to take into account that capable employees are highly mobile ,so they have options acknowledging that leads to engaging individuals and teams.
- .When people feel valued they feel inspired to commit to more than just completing contracted work assignments.
- Most employment errors occur when candidates are placed without the necessary skills
- .Managers and leaders have an additional responsibility to equip individuals in their teams to become effective contributors to the business

- . This requires constant review of the talent and capabilities of those they lead.
- Regular communication between managers and employees around performance matters makes it easier for employees to confidently express their discomfort with an assignment or state their preparedness.
- Anxiety and frustration can be prevented and addressed through effective performance appraisals at regular intervals and not only once a year.

#### **4.2.8 DISTRIBUTION OF RESPONDENTS ACCORDING TO EXPERIENCES DURING THE IMPLEMENTATION PERIOD**

The researcher was keen to find out about the experiences the respondents had during the implementation of the EPMDS

**Table 4.8 Experiences in the implementation**

<b>Experiences in the implementation</b>	<b>No of respondents</b>	<b>Percentage</b>
Yes	29	90%
No	1	10%
<b>Total</b>	<b>30</b>	<b>100%</b>

Table 4.8 reflects that 29 respondents representing 90% of the total sample had experience on the implementation of the system as Social workers, Supervisor, Welfare Head and Managers. 1 respondent representing 10% of the total sample. This signifies that they had experience as junior employees, junior management and middle management. EPMDS Policy( 2005:22) states that if an employee makes a suggestion, improvement or invention of exceptional value to the Department or Public service as a whole, the State shall have the right to use such suggestion, improvement or invention and the Executing Authority may reward the employee either with non monetary reward, non pensionable cash award not exceeding 20% of the employees pensionable annual salary or, with the Minister's approval, non pensionable cash award in excess of 20% of the employee's annual



salary or such a non monetary reward as well as cash award The above provisions are incorporated to form part of the Departmental EPMDS. The incentive Policy Framework of 2003 introduced flexibility in the awarding of performance incentive, but placed a ceiling of a maximum of 18% of basic salary for non SMS performance award/bonuses it further determined that a Department should not spend more than 1,5% of its annual remuneration budget for employees on level 1to 12 on Performance incentives.

#### **4.2.9 DISTRIBUTION ACCORDING TO KNOWLEDGE OF PROCESSES INVOLVED**

The researcher was eager to know the views of the respondents on the effectiveness of the processes involved.

**Table 4.9 knowledge of the processes involved**

<b>Knowledge of Processes involved</b>	<b>No of respondents</b>	<b>Percentage</b>
Yes	28	80%
No	02	20%
<b>Total</b>	<b>30</b>	<b>100%</b>

Table 4.9 reflects 28 respondents representing 80% of the total sample have knowledge of the processes involved in the implementation of the EPMDS. This signifies that they understand what processes are involved in the implementation process .This further signifies that the system is implemented accordingly. 2 representing 20% displayed no knowledge in the processes involved in the implementation of the system. In responding to this question the majority respondents displayed knowledge of processes involved in the implementation of the system. The common ones that were highlighted were:

- One on one performance,
- Assessment of KRAs,
- Supervision sessions which is supported by Groenewald( 1992:31 ) The supervision process is an important building block of the SLS model is also

based on the phases of the process. In the application of the SLS model the supervision process therefore plays an important role (Groenewald 1992: 31)

In applying the Situational Supervision Leadership model, it is important that both the worker and the supervisor must actively be involved in the process. This has the implication that the supervisor must involve the worker in two-way communication and that decisions regarding job requirements, objectives, the relevant supervision style and the maturity level of the worker, must be done jointly.

- The worker must fully understand the model and actively be involved during the whole process. The applicable supervision style must be contracted on (Groenewald 1992: 31)
- The supervision contract must indicate what is expected from each party in applying the specific supervision style. If there is contracted on the Ss2 Style, the supervision contract must specify what the implications for the supervision will be.
- Whenever the maturity level of the worker improves, a new contract must be drawn up. Every contract must also specify when the contract will be renewed. If taken into consideration that a worker must be able to function independently as soon as possible, it is recommended that a new contract be drawn up within a period of six months and even shorter if possible (Groenewald 1992: 31)
- Signing of performance agreements and work plans, is supported by Research that was undertaken in the implementation of the Employee Performance Management Systems policy in other provinces which revealed the following: Performance Agreements are signed after the period whereas they are supposed to be signed by the 1<sup>st</sup> of April, that is beginning of the new financial year
- Consensus was also reached that planning on the Performance Agreements needed to take place at the end of the year, in preparation for the next year in which they would be implemented.  
<http://www.pmg.org.za>
- Providing of scales and ratings and

- Giving feedback.
- Midterm review
- Annual review

#### 4.2.10 DISTRIBUTION ACCORDING TO EFFECTIVENESS OF THE PROCESSES INVOLVED IN MEASURING PERFORMANCE.

The researcher was eager to know the views of the respondents on the effectiveness of the processes involved.

**Table 4.10 Effectiveness of the processes**

Effectiveness of the processes	No of respondents	Percentage
Yes	25	83%
No	5	17%
<b>Total</b>	<b>30</b>	<b>100%</b>

Table 4.10 reflects 25 respondents representing 83% of the total sample respondents felt that the processes involved are effective to measure performance. whereas 5 respondents representing 17% of the total sample felt that processes are not effective to measure performance. This signifies that the system is implemented accordingly. In responding to this question the majority of the respondents displayed knowledge of the effectiveness of the processes involved to measure performance.

The responses of the respondents were analysed as follows

The respondents in the category of social workers **category of Social Workers** strongly felt that constant workshops to be undertaken for better understanding. There was also a strong feeling that the system needs to be upgraded to an extent that social workers performance is measured separately. In terms of the system being the monitoring tool it needs to be guided by job description, work plans and operational plans.

- The respondents in the **category of supervisors, managers, welfare heads** strongly felt that “the system is not 100% effective to measure social workers performance when assessing social workers performance ,the total case load

must be considered, available resources and time spent on finalization of cases, quality of recording, report writing skills, impact of intervention, does intervention change the life of a person?” some respondents under this category felt that “ the system is more for administration than professional social workers.

- One respondent in the **category of supervisors** felt that the process is not effective because the scoring of the worker is per agreement between the social worker and the supervisor, there are no scientific bases to base scoring on.” She further states that norms and standards are not incorporated; the process of supervision is not balancing since the ratio of supervisor to supervisee is abnormal”
- In the **category of managers** one respondent highlighted that “ as a social worker the system has never meant anything as it was regular admin work done on a six month basis and annual terms, movement in the ranks of supervisor to the manager has drawn more focus to the intention of the tool in realizing the gaps and benefits to the employees as part of promoting capacity and rewarding excellence.” The (EPMDS policy:2005 )states that all job holders should know and understand what is expected of them and also job holder’s development needs should be identified, developed and promoted.

#### **4.2.11 DISTRIBUTION OF RESPONDENTS ACCORDING TO TOOLS UTILISED IN THE IMPLEMENTATION OF EPMDS.**

The researcher was passionate about knowing whether the respondents understand the tools utilized in the implementation of the EPMDS

**Table 4.11.Tools utilized**

<b>Tools utilized</b>	<b>Number of respondents</b>	<b>Percentage</b>
YES	28	88%
NO	2	12%
<b>Total</b>	<b>30%</b>	<b>100%</b>

Table 4.11 reflects that 28 of the respondents representing 88% of the total sample displayed knowledge of the tools utilized in the implementation of Employee Performance Management Development Systems and 2 respondents representing 12% of the total sample lacked knowledge of the tools utilized in the implementation of the system . Tools mentioned were as follows:

Job description,

Performance agreement

Work plan,

Operational plan

PDP and

Substantiating reports for performance.

Public Service Regulations of 1999 clearly states that departments were required to determine their human resource management policies and practices, and ensure that there were adequate institutional and managerial mechanisms in place. Performance management aims to ensure each Executive Authority (EA),for each department needs to determine a system for performance management and development of employees. <http://www.pmq.org.za> According to Micki (2001:x) Coaching is the excellent activity for ones people who are performing okay. They meet goals and perform tasks at standard- no more, no less. A coach by definition helps workers grow and improve their job performance by providing suggestions and encouragement

Mentoring is the best approach for average performers, those who are excelling. The mentor, by definition is an individual with advanced experience and knowledge who is committed to giving support and career advice to a less experienced person, for people who are performing below average, counseling is the appropriate choice, by definition counseling is a supportive process to define and correct personal problems or skills that affect performance.

In any organization every new job title comes with a certain level of reasonable goals that the employee is expected to achieve inefficient job situations, these goals are often left undetermined and never inaccurately evaluated jobs. For the successful organization, however, there needs to be a high level of clarity when defining, and assessing, how an employee measures up to the required achievements set before him or her. Supervisors should be able to foresee the circumstances that can impact

even unforeseen circumstances that can impact normal expectations.  
<http://www.performance-management.us/>

#### 4.2.12 DISTRIBUTION OF RESPONDENTS ACCORDING TO SUPPORT MECHANISM WHEN IMPLEMENTING THE SYSTEM

The researcher was eager to know if there are any support mechanisms that can be added when implementing the system

**Table4.12.Inputs on support mechanism**

<b>Inputs on Support Mechanism</b>	<b>No of respondents</b>	<b>Percentage</b>
Yes	15	50%
No	10	34%
No Response	5	16%
<b>Total</b>	<b>30</b>	<b>100%</b>

Table4.12 reflects that 15 respondents, representing 50%of the\_total sample felt that there must be support mechanism. 10 respondents representing 34% of the total sample felt that there must not be a support mechanism. 5 representing 16% of the total sample did not respond. This signifies that, there are gaps in the implementation of the policy. The most common ones were

- Lack of training and guidance of staff ,
- Qualifying social workers to get more than 1%and remain on that scale that would serve as a motivating factor in ensuring effective service delivery.
- Appreciation of staff.

The above responses are supported by Robbins & De Cenzo (2005:337 )who mention that the employees payment be adjusted to reflect some performance measures instead of paying an employee for time on the job. They further argued that performance measures might include individual productivity, team or work group productivity, departmental activity or organizational profits for a given period.

Robbins & De Cenzo (2005:337) further states that performance based compensation are probably most compatible with expectancy theory. If rewards are allocated solely on how performance factors such as seniority, job title or across the board, costs of living raised, then employees may be likely to reduce their efforts.

#### **4.2.13 DISTRIBUTION OF RESPONDENTS ACCORDING TO CHALLENGES WITH REGARD TO EMPLOYEE PERFORMANCE MANAGEMENT DEVELOPMENT SYSTEMS**

The researcher aimed at establishing the challenges that were experienced with regard to implementation of epmds

**Table 4.13 Challenges experienced**

<b>Challenges experienced</b>	<b>No of respondents</b>	<b>Percentage</b>
Yes	24	80%
No	6	20%
<b>Total</b>	<b>30</b>	<b>100%</b>

Table 4.13 reflects that 24 respondents, representing 80% of the total sample reported to have experienced challenges, 6 respondents, representing 20% of the total sample reported to have experienced no challenges. The respondent raised different types of challenges which have been captured as follows:

- Lack of operational plan which makes it difficult to device the work plans, which causes difficulties when assessing employees.
- Training not linked to Personal Development Plan (PDP)
- Lack of feedback when reports have been submitted to the cluster office
- Provision of evidence with high scores or ratings.

In support of the above (EPMDS policy 2005) define that that the purpose of PDP is to identify any performance output, short fall in the work of the employee either historically or anticipated and then to plan and implement specific sets of action to

reduce the gap. The PDP should include interventions relating to the technical or occupation “hard skills” through appropriate intervention. According to (ISDM policy: 34) it is mentioned that training development should occur in an integrated and holistic manner for a human resource cadre for effective service delivery.

<http://www.pmg.org.za>

The Research that was conducted in the implementation of the Employee Performance Management Development Systems Policy in other Provinces revealed the following

- Recommendation was done on that the clusters and all relevant parties especially the Heads of Departments should meet to address the issues of induction and orientation and the importance of service delivery in government departments
- Another critical issue that was raised was that Departments should be summoned to explain why the annual reports are completed before signing performance assessments and they should account for that.

Consensus was also reached that planning on the Performance Agreements needed to take place at the end of the year, in preparation for the next year in which they would be implemented. <http://www.pmg.org.za>



#### **4.2.14 DISTRIBUTION OF RESPONDENTS ACCORDING TO POSITIVE EXPERIENCES IN THE SUCCESSFUL IMPLEMENTATION OF EPMDS**

**The researcher aimed at establishing the respondent's positive experiences in the successful implementation of the EPMDS**

**Table 4.14 Positive experiences**

<b>Positive experiences</b>	<b>No of respondents</b>	<b>Percentage</b>
<b>Yes</b>	<b>14</b>	<b>47%</b>
<b>No</b>	<b>15</b>	<b>50%</b>
<b>No response</b>	<b>1</b>	<b>3%</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

Table 4.14 reflects that 14 respondents, representing 47% of the total sample reported that Employee Performance Management Development Systems as having positive experiences. 15 respondents, representing 50% had negative experience, 1 respondent representing 3% did not respond. EPMDS Policy: 2005 supports respondents with positive responses who reported that:

- The system helps in monitoring and evaluation of every employee,
- Implementation of incentive for good performance and promotion of supervisors, supervisees' relationship.
- Executing Authority may reward the employee either with non monetary reward, non pensionable cash award not exceeding 20% of the employees pensionable annual salary or, with the Minister's approval, non pensionable cash award in excess of 20% of the employee's annual salary or such a non monetary reward as well as cash award.
- The above provisions are incorporated to form part of the Departmental EPMDS.

- The incentive Policy Framework of 2003 introduced flexibility in the awarding of performance incentive, but placed a ceiling of a maximum of 18% of basic salary for non SMS performance award/bonuses
- It further determined that a Department should not spend more than 1,5% of its annual remuneration budget for employees on level 1 to 12 on Performance incentives epmds policy( 2005)

#### **4.2.15 DISTRIBUTION OF RESPONDENTS ACCORDING TO UNDERSTANDING OF INTERGRATED SERVICE DELIVERY MODEL (ISDM)**

The researcher was eager to find out if the respondents understand the service delivery model

**TABLE 4.15 Understanding of integrated service delivery model**

<b>Understanding of ISDM</b>	<b>No of Respondents</b>	<b>Percentage</b>
<b>Yes</b>	<b>10</b>	<b>34%</b>
<b>No</b>	<b>20</b>	<b>66%</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

Table 4.15 reflects that 10 respondents, representing 34% of the total sample, understand the model. 20 respondents, representing 66% of the total sample had no understanding of the integrated service delivery model. This signifies that there needs to be some workshops undertaken for all the social service professionals. The integrated model is a multi-pronged approach aimed at addressing the social welfare and development needs of targeted group in a holistic and integrated manner. This approach provides a basis upon which systems can be place to ensure that vulnerable people are assisted to access immediate short and long term material support.( [www.socdev.gov.za](http://www.socdev.gov.za) . Beneficiaries should as far as possible be engaged in appropriate social service and development programs to ensure that when they unite the system, they are able to function optimally in society.

As quoted in the retention strategy document [www.socdev.gov.za](http://www.socdev.gov.za), the ISDM has sought to provide clarity on the nature, scope and level of services in the

developmental social service sector. Providing education to clients about social work services. In that education process clients should be assisted with dignity and referred to accordingly. Part of the education process needs to facilitate clear understanding of the type and functions of social workers, Social Auxiliary workers, Youth cadre workers and Community Development workers, Social Security Personnel and lay counselors. [www.dsd.gov.za](http://www.dsd.gov.za)

#### **4.2.16. DISTRIBUTION OF RESPONDENTS ACCORDING TO THE RELATIONSHIP BETWEEN INTERGRATED SERVICE DELIVERY MODEL (ISDM) AND EMPLOYEE PERFORMANCE MANAGEMENT SYSTEMS (EPMDS)**

The researcher aimed at establishing if the respondents understand the relationship between isdm and epmds

**TABLE 4.16 Knowledge of relationship between isdm and epmds**

<b>Knowledge of relationship between ISDM and EPMDS</b>	<b>No. of Respondents</b>	<b>Percentage</b>
<b>Yes</b>	<b>10</b>	<b>32%</b>
<b>No</b>	<b>20</b>	<b>68%</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

Table 4.16 reflects that 10 respondents which made up of 32% of the total sample displayed knowledge of the relationship between integrated service delivery model and employee performance management systems. 20 respondents which made up of 68% of the total sample did not have knowledge of the relationship between integrated service delivery model and Employee performance management system. This shows that there is lack of training provided by human resource development to the employees for the betterment of service delivered. Policies and procedures play an important role in the successful operating of any organization; be it in the commercial sector, government sector or in the nonprofit sector. Organizational policies and procedures govern the relationship between the employer and the

employee and help ensure equitable process for resolving difficulties, clarifying rights and obligations and specify termination clauses Cloete & Payne (1997: 9).

#### **4.2.17 DISTRIBUTION OF RESPONDENTS ACCORDING TO THE KNOWLEDGE OF SITUATIONAL LEADERSHIP SUPERVISION MODEL (SLS )**

**The researcher aimed at establishing if the respondents have knowledge of situational leadership supervision model**

**Table 4.17 Knowledge of the situational leadership supervision model**

<b>Knowledge of sls model</b>	<b>No of respondents</b>	<b>Percentage</b>
<b>Yes</b>	<b>20</b>	<b>60%</b>
<b>No</b>	<b>10</b>	<b>40%</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

Table 4.17 reflects that 20 respondents which made up of 60% of the total sample had knowledge of Situational Leadership model which makes up the category of supervisors and managers .On the other hand 10 respondents which made up of 40% of the total sample displayed to have no knowledge of the model. The findings are supported by Groenewald(1992:34) as follows:

- In achieving the ultimate goal of supervision, namely to enable the worker to function autonomously, the Situational Leadership Supervision model can be used as a directive and structural guideline to enable supervisors to work scientifically and purposefully to guide the social worker on the road to independence .
- The situational leadership supervision model (SLS model) is an integrated supervision model that is based on the situational leadership model Blanchard (1992).
- The rationale underlying the SLS model is that through leadership the social worker must be enabled to function independently.
- Due to the fact that the worker moves through different phases in her growth process before she achieve professional maturity, the supervisor has to adapt

her approach and behavior to address the developmental phase of the worker efficiently .

Further to that code of ethics as outlined in policy guidelines for course of conduct for social service professionals emphasize the following:

- Social workers who provide supervision or consultation should have the necessary knowledge and skills to supervise or consult appropriately and should do so only within areas of knowledge and competence.
- Social workers who provide supervision or consultation are responsible for setting clear, appropriate and culturally sensitive boundaries
- Social workers who provide supervision should evaluate supervisees performance in a manner that is fair and respectful as well as record what transpired during supervision or consultation session
- A social worker should be supervised on social work matters by a supervisor who is registered as a social worker
- Regarding performance evaluation, social workers who are responsible for evaluating performance of others should fulfill this responsibility in a fair and considerate manner.

#### **4.2.18 DISTRIBUTION OF RESPONDENTS ACCORDING TO THE RELATIONSHIP BETWEEN SLS MODEL AND EPMDS**

The researcher wanted to find out if the respondents understand the relationship between sls model and epmds policy.

**Table 4.18 Knowledge of the relationship between sls and epmds**

<b>Knowledge of relationship between sls and epmds</b>	<b>No of Respondents</b>	<b>Percentage</b>
Yes	16	60%
No	14	40%
<b>Total</b>	<b>30</b>	<b>100%</b>

Table 4.18 reflects that 16 of the respondents which made up of 60% of the total sample displayed knowledge of relationship between situational leadership supervision model and employee performance management development systems model, and further to that 14 of the other respondents which made up of 40% of the total sample displayed no knowledge of relationship between sls and epmds This signifies that not all the social service professionals understands the importance of these models, Armstrong and Baron (1994:371) point out that recent developments in performance management training have treated it as developmental process that enables managers to get to the heart of how they can manage and coach people more effectively and that helps other staff to get the most of their involvement. Approaches to performance management training are likely to focus on the following

- Delivering training on a just in time basis to ensure that learning is reinforced as soon as possible after it has been received.
- Concentrating initially on learning styles(e.g. Kolb's ) because people have to understand how they themselves learn and how they can help others to learn
- Working on organization climate and management style so that those responsible for performance management gain a well-articulated idea of the ways in which their own management style affect the organizational climate
- Conducting coaching workshops so that the principles of coaching to improve performance are properly understood and related to the current operating environment

- Conducting performance review workshops to reinforce the coaching and feedback messages of earlier training and to ensure that the reviews have the chance to get some coaching and support when they need help

Working on the consistency of review, reward and recognition processes to ensure that common values apply and to reduce the risks of patchy implementation, the relationship of performance management with both the pay system and development processes should be clearly distinguished so that people understand

#### **4.2.19 DISTRIBUTION OF RESPONDENTS ACCORDING TO INTERGRATION OF EPMDs, ISDM and SLS MODEL**

The researcher wanted to know if respondents understand how the epmds, isdm and sls model are integrated.

**Table 4.19 Knowledge of integration of epmds, isdm and sls**

<b>Knowledge of integration of epmds, isdm and sls</b>	<b>No of respondents</b>	<b>Percentage</b>
<b>Yes</b>	<b>12</b>	<b>20%</b>
<b>No</b>	<b>18</b>	<b>80%</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

Table 4.19 reflects that 12 respondents which made up of 20% of the total sample displayed understanding of how epmds, isdm and sls are integrated. On the other hand 18 responses which made up of 80% of the sample displayed the lack of knowledge on how epmds, isdm and sls are integrated, This signifies that there needs to be training arranged for social service professionals in order to improve service delivery. The effective performance management program involves the following: Supervisors focus all the resources more on ranking and rating the workforce, as a result the employees feel as though their company has neglected them, thus, suffer high turnover and the company experiences difficulty to retain top quality and talented staff. It is crucial to balance the company's goals with those of the individual career path to ensure high level of worker loyalty and long term productivity, that is why effective performance management incorporates the

workers' needs with that of the company. When engaging an employee base on the level of their performance, the successful manager will work to align the company's goals with those of the individualized career paths to insure a high level of organization's productivity and loyalty among the employees

<http://www.performance-management.us/>

It is vital that the supervisor understands each model clearly, and that would facilitate further understanding of how these models integrate .

#### **4.2.20 DISTRIBUTION OF RESPONDENTS ACCORDING TO KNOWLEDGE OF THE RETENTION STRATEGY**

The researcher wanted to establish the extent of knowledge the respondents had about the retention strategy.

**Table 4.20 Knowledge of the retention strategy**

<b>Knowledge of the retention strategy</b>	<b>No of respondents</b>	<b>Percentage</b>
<b>Yes</b>	<b>26</b>	<b>86%</b>
<b>No</b>	<b>4</b>	<b>14%</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

Table 4.20 reflects that 26 of the respondents which made up of 86% of the total sample had displayed to have knowledge of the retention strategy. This signifies that they understand how the strategy was implemented. 4 responses which made up of 14% of the total sample had no knowledge of the retention strategy. The success of the strategy dependent on the following:

Development of the implementation plan which is the well-resourced and project managed. The plan will obviously guide the implementation of the strategy, Buy in from all internal and external stakeholders.

- A well designed communication strategy to be developed and implemented.
- Monitoring, Evaluation and Reporting must take place at regular intervals through the Heads of Social Welfare Services and Heads of Social Development Fora.



- A dedicated transformation unit at National and Provincial level that facilitate the implementation of the strategy. ([www.dsd.gov.za](http://www.dsd.gov.za))

#### **4.2.21. DISTRIBUTION OF RESPONDENTS ACCORDING TO EXPERIENCES IN THE IMPLEMENTATION OF THE RETENTION STRATEGY.**

The researcher was eager to get the views on the experiences on how retention strategy was implemented.

**Table 4.21.Experiences on the implementation of the strategy**

<b>Experiences in implementation of the strategy</b>	<b>No of respondents</b>	<b>Percentage</b>
<b>Yes</b>	<b>27</b>	<b>87%</b>
<b>No</b>	<b>3</b>	<b>13%</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

Table 4.21 reflects 27 respondents had experiences on the implementation of the retention strategy which made up of 87% of the total sample. This signifies that they either had positive or negative experiences .3 responses had not experienced the implementation of the strategy which made up of 13% of the total sample. This signifies that they had no experiences with how the strategy was implemented On the negative responses on the implementation of the strategy Micki(2001) supported by mentioning that this feedback must be followed by coaching and training by the manager to guide an employee's work effort Coaching is the excellent activity for ones people who are performing okay. They meet goals and perform tasks at standard- no more, no less. A coach by definition helps workers grow and improve their job performance by providing suggestions and encouragement.

On the negative responses on the implementation of the strategy Micki(2001) supported by mentioning that this feedback must be followed by coaching and training by the manager to guide the employee's work effort. Coaching is the

excellent activity for ones people who are performing okay. They meet goals and perform tasks at standard-no more, no less.

From the above mentioned issues, one can conclude that in the implementation of the retention strategy there were no hard and fast rules. Everything dependent on the implementation which should have been well planned. Whatever resources, inputs that were considered dependent on the knowledge of those involved within the Fora and further to that a well designed communication strategy. The strategy clearly indicates that there could not be any uniformity in terms of implementation by different Provinces that clearly indicates that whatever money that they got need not be compared with another social worker in another Province.

According to the Recruitment and Retention strategy for social workers ([www.socdev.gov.za](http://www.socdev.gov.za)) a comprehensive skills audit should be done to identify skills gaps in the profession the national skills strategy should be used to facilitate this process.

[www.socdev.org.za](http://www.socdev.org.za) further stipulates that management should provide opportunities for self-development of staff to ensure efficient and effective service delivery. Individual development plans for officials as stipulated in the Performance management and Development system and must promote the profession of social work, its principles and ethics.

The researcher can conclude by saying that implementation of the Retention Strategy dependent on the availability of resources, the good implementation plan which considered all the reasons as to why the retention has to be implemented and the good communication plan.

#### **4.2.22. DISTRIBUTION OF THE RESPONDENTS IN TERMS OF THE CHALLENGES OF THE IMPLEMENTATION OF THE RETENTION STRATEGY**

The researcher wanted to find out about what challenges were experienced by respondents in the implementation of the retention strategy.

**Table 4.22 Challenges in the implementation of the retention strategy**

<b>Challenges in the implementation of retention strategy</b>	<b>No of respondents</b>	<b>Percentage</b>
<b>Lack of transparency</b>	<b>9</b>	<b>30%</b>
<b>Lack of uniformity</b>	<b>9</b>	<b>30%</b>
<b>Lack of clarity from implementors</b>	<b>9</b>	<b>30%</b>
<b>No response</b>	<b>3</b>	<b>10%</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

Table 4.22 reflects that 9 respondents which made up of 30% of the total sample had experienced challenges on the lack of transparency, 9 respondents which made up of 30% of the total sample had experienced challenges on the lack of uniformity in implementing the strategy, 9 responses which made up of 30% of the total sample had experienced lack of clarity from the implementers and 3 responses which made up of 10% of the total sample did not respond. This signifies that there were challenges in the implementation of the strategy which calls for road shows on how the strategy was implemented. Contrary to the views of the respondents the (Guidelines on Retention strategy) states that available resources, budgetary constraints, and the successful implementation of the retention strategy was based on the following:

- Development of the implementation plan which is the well-resourced and project managed.
- The plan will obviously guide the implementation of the strategy, Buy in from all internal and external stakeholders.
- A well designed communication strategy to be developed and implemented.
- Monitoring, Evaluation and Reporting must take place at regular intervals through the Heads of Social Welfare Services and Heads of Social Development Fora .

- A dedicated transformation unit at National and Provincial level that facilitate the implementation of the strategy. ([www.dsd.gov.za](http://www.dsd.gov.za)) Often this feedback must be followed by coaching and training by the manager to guide an employee's work effort.

#### **4.2.23. DISTRIBUTION OF RESPONDENTS IN TERMS OF SUCCESS STORIES ON THE IMPLEMENTATION OF THE STRATEGY**

The researcher aimed at getting information on the positives of the implementation of the retention strategy.

**TABLE 4.23 Success stories**

<b>Success stories</b>	<b>No of respondents</b>	<b>Percentage</b>
<b>YES</b>	<b>26</b>	<b>86%</b>
<b>NO</b>	<b>4</b>	<b>14%</b>
<b>Total</b>	<b>30%</b>	<b>100%</b>

Table 4.23 reflects that 26 respondents which made up of 86% of the total sample had success stories on the implementation of the retention strategy, 4 responses which made up of 14% of the total sample reported to have no success stories. This signifies that majority of staff benefitted from the strategy and the minority of staff did not have something positive to share with regard to retention strategy.

The success stories were captured as follows:

- Upgrading of social workers.
- Recognition of social work profession.
- Retention of social workers and recognition of long service employees who has been on the post for a long period.
- Any promotion and decent remuneration.

#### **4.2.24. DISTRIBUTION OF RESPONDENTS IN TERMS OF THE SYSTEM BENEFITTING SOCIAL WORKERS IN THEIR CAREER PATHING**

The researcher wanted to find out if the Employee Performance Management Systems policy benefits social workers in their career pathing.

**Table 4.24 System benefitting social workers in terms of career pathing.**

<b>System benefitting social workers in terms of career pathing</b>	<b>No of Respondents</b>	<b>Percentage</b>
<b>Yes</b>	<b>4</b>	<b>14%</b>
<b>No</b>	<b>26</b>	<b>86%</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

Table 4.24 Reflects that 4 respondents which represented 14 percent of the total sample had responded positively to the question and 26 respondents which represented 86 percent of the total sample strongly felt that EPMDS does not benefit social workers in their career pathing, Of the 93% of the total sample their main concern was that the system does not provide career pathing due to the following:

- Trainings are not aligned with Personal Development Plans, In contradiction to that statement (EPMDS policy :2005) provides that training should be linked with the PDPs.
- Lack of incorporation of norms and standards,
- Inconsistency in rewarding performance especially 10% and 18%
- One respondent has indicated that “if you scored highly they need evidence, if you give evidence they do not reward you.”

Another respondent has further said “the HOD had made it clear that if the department got qualified audit report no one will get 10% or 18% because everyone would have contributed to that report, they do not look at how the individual person performed.”

EPMDS Policy (2005:22) states that if an employee makes a suggestion, improvement or invention of exceptional value to the Department or Public service as a whole, the State shall have the right to use such suggestion, improvement or invention and the Executing Authority may reward the employee either with non-monetary reward, non-pensionable cash award not exceeding 20% of the employees pensionable annual salary or, with the Minister`s approval, non-pensionable cash award in excess of 20% of the employee`s annual salary or such a non-monetary

reward as well as cash award The above provisions are incorporated to form part of the Departmental EPMDS .For non SMS members the incentive Policy Framework of 2003 makes a provision that flexibility in the awarding of performance incentive, but placed a ceiling of a maximum of 18% of basic salary for award/bonuses it further determined that a Department should not spend more than 1,5% of its annual remuneration budget for employees on level 1to 12 on performance incentives.

#### **4.3. CONCLUSION**

The researcher has analyzed data collected in terms of tables. In all the findings the researcher was able to find out from the respondents about how the EPMDS is implemented and how the retention strategy was implemented within the Department of Social Development .The next chapter will focus on findings, discussions, limitation, conclusions and recommendations.

## **CHAPTER FIVE**

### **5.FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

## **5.1. INTRODUCTION**

The aim of this chapter is to share the findings, discussions, and recommendations on the effectiveness of the EPMDS policy as implemented within the social service professionals in the Department of Social Development. The findings of the study will assist other researchers who would like to replicate the study. The study was conducted successfully and has revealed the gaps in the implementation of the Employee Performance Management Systems Policy. Statement of the problem and Objectives of the study are restated.

## **5.2 Re-STATEMENT OF THE PROBLEM**

For every department to achieve its vision and mission it needs human resources i.e. the staff to do the work that each Department is mandated to do in order to fulfill as per the Constitution of the country. The Departments then embark on assessing performance of employees monitoring and evaluating of performance through implementation of the policy known as Employee Performance Management Systems. The researcher undertook a study in evaluating the effectiveness of the system utilized with reference to social service professionals.

Within the Department of Social Development, with specific reference to social workers, there is abnormal workload which is not in line with the norms for social workers which is 1:60 or 1: 1500 community members in terms of Service Delivery Model. The workload is due to the staff turnover which might have an impact in achieving organizational goals. The circumstance is that once the social worker leaves the Department, her case load is allocated to other social workers who had already has high case load. Contributory factors to challenges experienced by social workers are due to high caseload, social workers are litigated due to customers' dissatisfaction in terms of foster care application, shift from therapeutic intervention to foster care cases. Backlog on foster care which leads to the lapsing of the foster care grant.

On the other hand, in spite of those high case loads, there is an issue of retention strategy which has been implemented not according to some of the social workers satisfaction. The researcher aims at establishing how the retention strategy was implemented, and if the policy is benefiting the social workers in the career choice of

their development. The researcher will further explore if the processes involved in the implementation is effective to measure the performance.

### **5.3 RE-STATEMENT OF OBJECTIVES**

5.3.1 To investigate how the EPMDS is implemented in the Department of Social Development

5.3.2 To explore on the processes involved in implementation of Employee Performance Management Systems (EPMDS)

5.3.3 To identify what tools are used to implement EPMDS

5.3.4. To identify other support mechanism in the implementation.of EPMDS mechanism.

.5.3.5 To establish challenges that exist in the implementation of the EPMDS.

5.3.6 To gain from participants possible recommendations for successful implementation of EPMDS

5.3.7 To establish if there is integration of EPMDS with Intergrated Service Delivery model (ISDM) and Situational Leadership Supervision Model (SLS).

5.3.8 To investigate how the Retention Strategy was implemented

### **5.4 HOW THE RESEARCH WAS CONDUCTED**

The researcher firstly did literature review on the theoretical information relevant to the study. The information was searched from libraries, (books, journals and periodicals), newspapers, government departments and the internet.

The research proposal was completed which outlined the orientation of the study and definition of terms was done.

The study was arranged on the basis of chapters which promoted and ensured the flows of thoughts are maintained.

The researcher used questionnaires as an instrument of data collection. The study was conducted within the Department of social development targeting the social service professionals

The data collected was analyzed using tables and presented in terms of percentages as per respondents with all scores.

### **5.5 The following findings are as per the objectives of the study.**



#### **5.5.1. To investigate how the EPMDS is implemented in the Department of Social Development .**

- The findings on this objective revealed that a majority of respondents knew how EPMDS is implemented within the Department of Social Development 100% of the respondents have had exposure to the system and understands how the system had been implemented .This signifies that all respondents had been involved in the implementation of the system. Among those who reflected the experiences of EPMDS state the following” It is a system used to measure and assess performance of an employee in terms of key results expected to manage in his/her job description in the workplace”.”It is the monitoring tool, where each and every employee performance is measured. The employee needs to have personal development plan”. In support to the above the performance management development systems policy defines performance management as providing the following:
  - Observing performance,
  - Developing feedback to employees,
  - Personal evaluation, Career, and personal development planning. Other experiences by the respondent reflect that before implementing EPMDS employees should undergo training which will help them understand what is expected of them.
- Some of the responses by the managers reflect that proper implementation of EPMDS improve service delivery and promote working relationship, it also helps evaluate performance fairly and objectively. The above views are being supported by (EPMDS policy: 2005) states that one of the objectives of the performance agreement is to evaluate performance fairly and objectively. Respondents displayed negative experiences in instances where employees had a negative attitude and could not take a constructive criticism from supervisor or had had bigger caseloads than others.

#### **5.5.2.To explore on the processes involved in the implementation of EPMDS**

The findings on this objective revealed that 80% of the respondents have knowledge of the processes involved in the implementation of the EPMDS .

This signifies that they understand how the system is implemented .This further signifies that the system is implemented accordingly.

In responding to this questions the respondents displayed knowledge of processes involved in the implementation of the system.

The common ones that were highlighted were:

One on one performance,

Assessment of KRAs,

Supervision sessions,

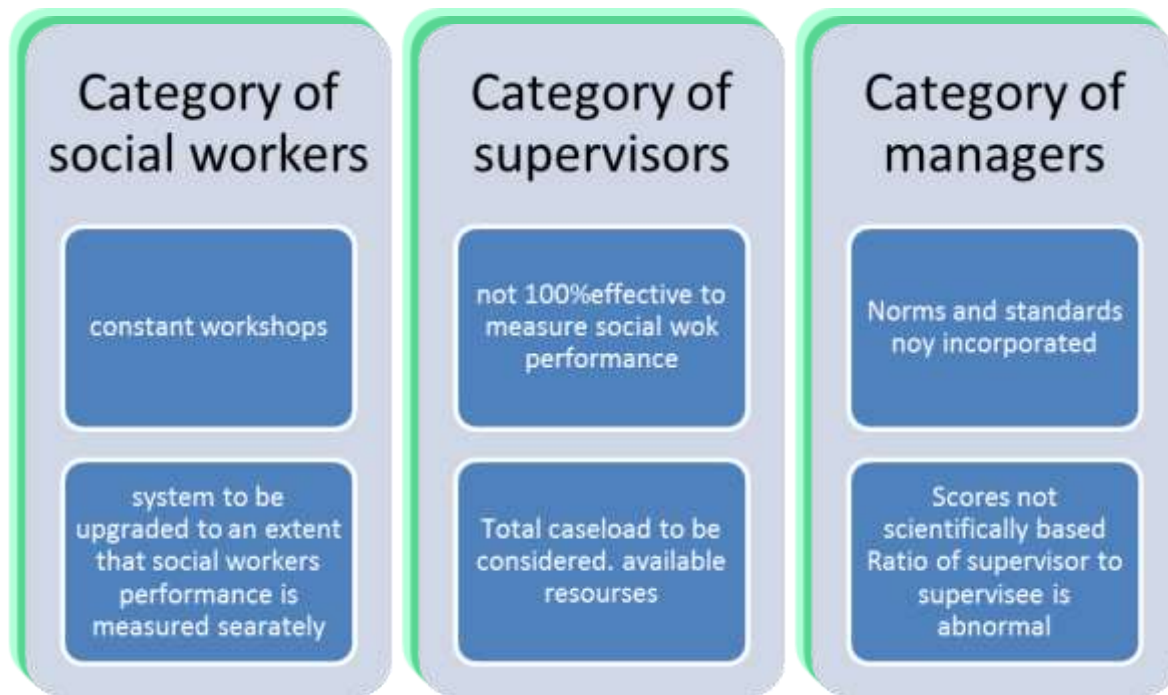
Signing of performance agreements and work plans,

Providing of scales and ratings

And giving feedback.

Respondents also displayed knowledge of the tools which involves job description, performance agreement, work plan, operational plan, PDP and substantiating reports for performance .Further to that, the respondents expressed on the effectiveness of the processes involved which is reflected as follows:

### **Views of social service professionals on the effectiveness of the Employee Performance Management Systems policy:**



- The respondents in the **category of Social Workers** strongly felt that constant workshops to be undertaken for better understanding. There was also a strong feeling that the system needs to be upgraded to an extent that social workers performance is measured separately. In terms of the system being the monitoring tool it needs to be guided by job description, work plan and operational plans.
- The respondents in the **category of supervisors**, managers, welfare heads strongly felt that “the system is not 100% effective to measure social cases, quality of recording, report writing skills, impact of intervention, does intervention change the life of a person?” some respondents under this category felt that “workers performance when assessing social workers performance, the total case load must be considered, available resources and time spent on finalization of the system is more for administration than professional social workers.
- One respondent in **the category of supervisors** felt that the process is not effective because the scoring of the worker is per agreement between the social worker and the supervisor, there are no scientific bases to base scoring on.” She further states that norms and standards are not incorporated; the process of supervision is not balancing since the ratio of supervisor to supervisee is abnormal”

In the category of **managers** one respondent highlighted that “ as a social worker the system has never meant anything as it was regular admin work done on a six month basis and annual terms, movement in the ranks of supervisor to the manager has drawn more focus to the intention of the tool in realizing the gaps and benefits to the employees as part of promoting capacity and rewarding excellence.” The EPMDS policy clearly states that all job holders should know and understand what is expected of them and also job holder’s development needs should be identified, developed and promoted.

### **5.5.3 .To identify what tools are used to implement EPMDS**

The findings on this objective revealed that 88% Of the respondents have knowledge of the tools utilized in the implementation of EPMDS .Respondents also displayed knowledge of the tools which involves the following:

Job description,

performance agreement.

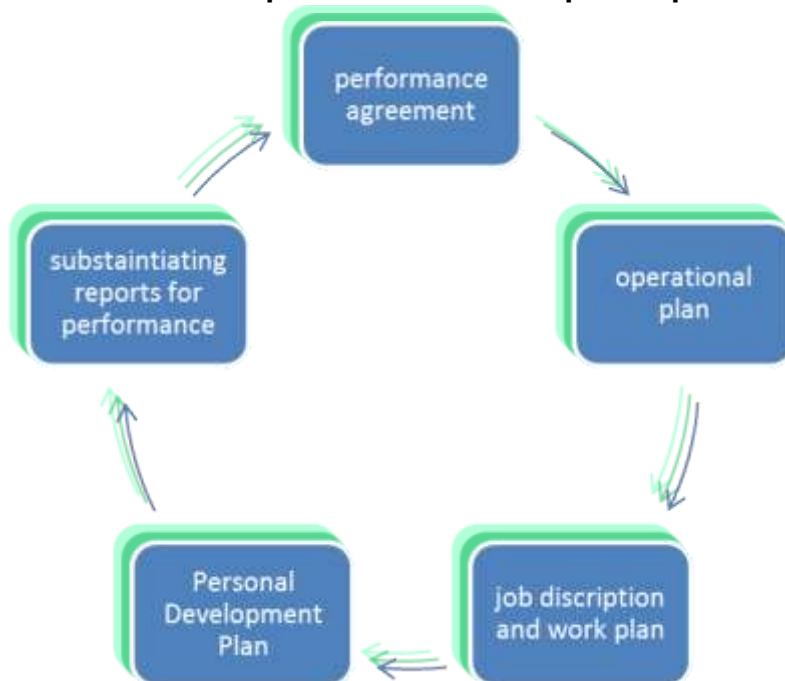
work plan,

operational plan,

pdp and substantiating reports for performance. The above findings were supported by Public Service Regulations of 1999 which clearly states that departments were required to determine their human resource management policies and practices, and ensure that there were adequate institutional and managerial mechanism in place. In any organization every new job title comes with a certain level reasonable goals that the employee is expected to achieve in efficient job situations, these goals are often left undetermined and never inaccurately evaluated jobs. Supervisors should be able to foresee circumstances that can impact even unforeseen expectations

<http://www.performance-management.us/>

#### Diagram on tools used to implement EPMDS as per respondents' views



#### 5.5.4. To identify other support mechanism in the implementation of EPMDS mechanism.

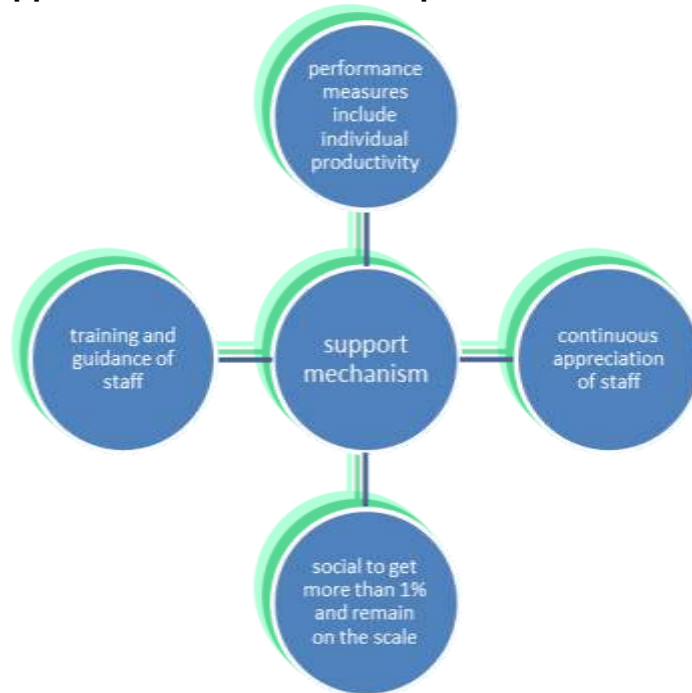
The findings on this objective revealed that

- 50% of the respondents felt that there must be support mechanism . This signifies that ,there are gaps in the implementation of the policy.

The most common support mechanism were captured as follows:

- Training and guidance of staff ,
- Qualifying social workers to get more than 1% and remain on that scale that would serve as a motivating factor in ensuring effective service delivery.
- Another support mechanism raised by other respondents was appreciation of staff.
- The above responses are supported by Robbins & De Cenzo (2005:337) who mention that the employees payment be adjusted to reflect some performance measures instead of paying an employee for time on the job.
- They further argued that performance measures might include individual productivity, team or work group productivity, departmental activity or organizational profits for a given period

### Diagram on support mechanism in the implementation of the EPMDS



- Robbins & De Cenzo 2005:337 further states that performance based compensation is probably most compatible with expectancy theory. If rewards are allocated solely on how performance factors such as seniority, job title or across the board, costs of living raised, then employees may be likely to reduce their efforts.
- Of the total respondents 43% felt that more training on Situational Leadership Supervision model linked to EPMDS for both supervisees and supervisors, and constant supervision need to take place

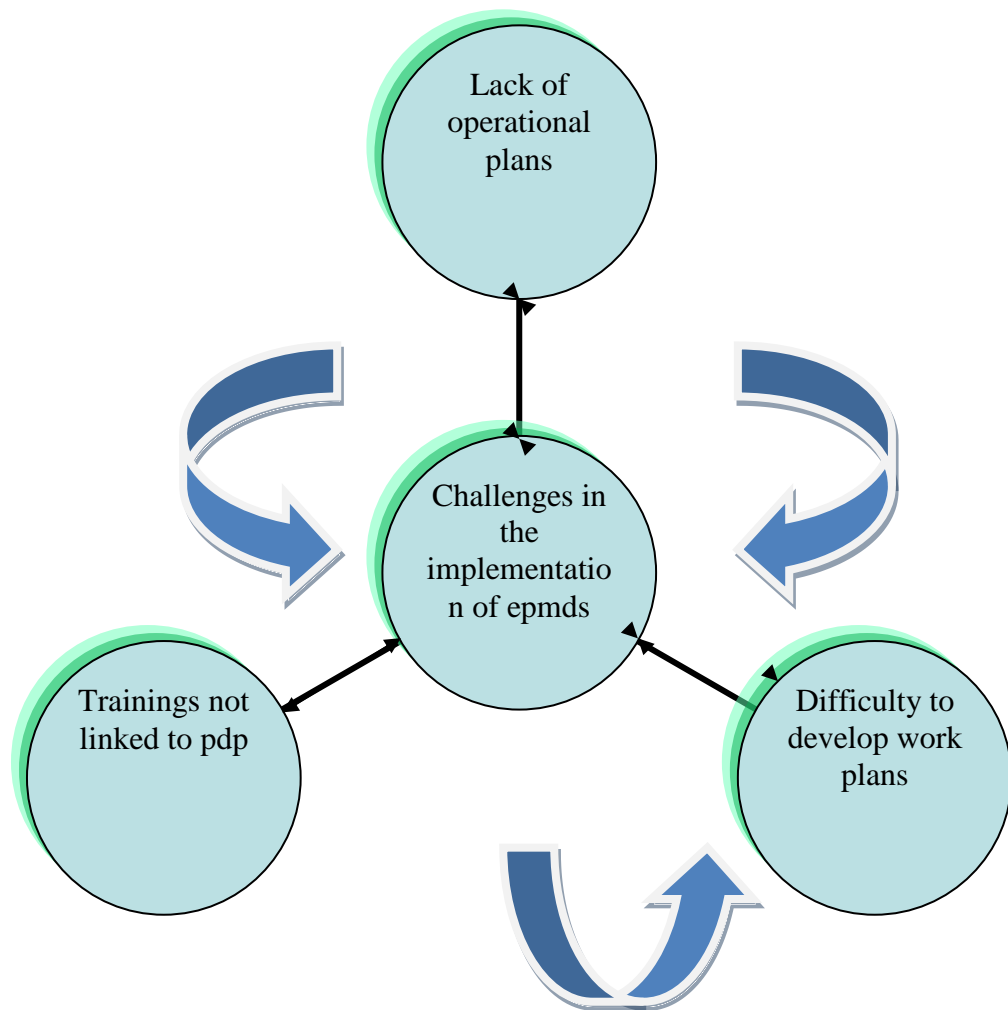
#### 5.5.5. To establish challenges that exist in the implementation of the EPMDS.

The findings on this objective revealed that:

- 80% of the respondents reported to have experienced challenges.
- The respondents raised different types of challenges which have been captured as follows:
- Lack of operational plan which makes it difficult to device the work plans, which causes difficulties when assessing employees.
- . Training not linked to PDP

- Lack of feedback when reports have been submitted to the cluster office  
Provision of evidence with high scores or ratings
- In support of the above( EPMDS policy: 2005) defines that that the purpose of PDP is to identify any performance output, short fall in the work of the employee either historically or anticipated and then to plan and implement specific sets of action to reduce the gap.
- The PDP should include interventions relating to the technical or occupation “hard skills” through appropriate intervention.
- According to (ISDM policy: 34)it is mentioned that training and development should occur in an integrated and holistic manner for a human resource cadre for effective service delivery.

**Diagram below displays challenges in the implementation of the EPMDS**





#### **5.5.6 To gain from participants possible recommendations for successful implementation of EPMDS.**

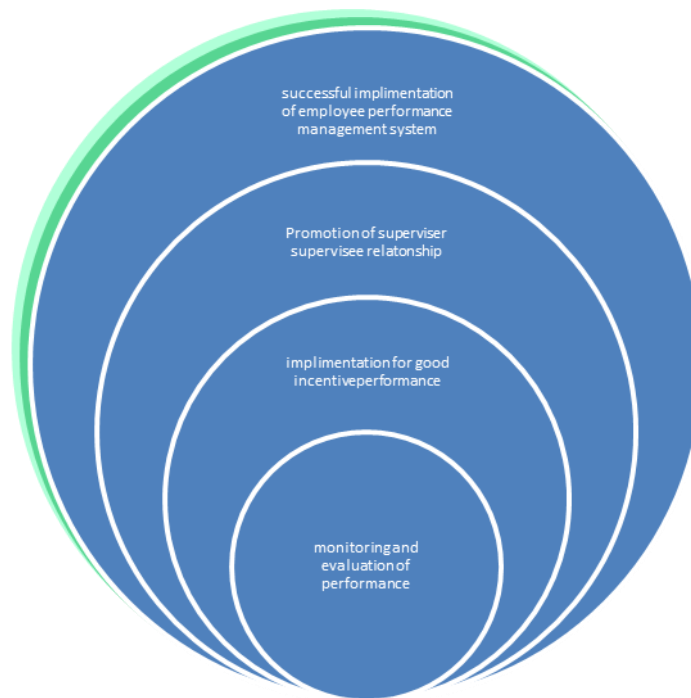
The findings on this objective revealed that:

- 50% of the respondents reported that EPMDS as having negative experience.
- 3% did not respond and
- 47% have reported positive impact in the system.

EPMDS Policy supports respondents with positive responses who reported that the system helps in achieving the following:

- Monitoring and evaluation of every employee,
- Implementation of incentive for good performance
- And promotion of supervisors, supervisees' relationship.

## Diagram on successful implementation of EPMDS



### 5.5.7 To establish if there is integration of EPMDS with Intergrated Service Delivery model (ISDM) and Situational Leadership Supervision Model (SLS).

The results of this objective revealed that:

- 80% of the respondents did not understand how epmds, isdm and sls are intergrated.

This signifies that there needs to be continuous training arranged for social service professionals in order to improve service delivery. The researcher further established from the respondents if they understand the Intergrated Service Delivery Model and the Situational Leadership Model. The results reflected the following:

- 60% of the respondents had knowledge of Situational Leadership model which makes up the category of supervisors and managers .
- The training of supervisors in particular is of utmost importance and this should result in supervisor knowing how to implement the system.
- Ensuring that employees receive adequate training and possess sufficient information to be able to participate in the process.

- This must be done with the support and cooperation of the Human resource development unit in the department (EPMDS;2005:8)
- 66% of the respondents had no understanding of intergrated service delivery model. This signifies that there needs to be some workshops undertaken for all the social service professionals.
- Intensive training on Policy on Intergrated Service Delivery Model be rolled out to promote implementation of the model as it serves as the basis for all social service professionals
- Lack of understanding of both models might contribute to poor performance on the part of supervisees and supervisors who also don't understand how to apply these models may contribute to poor performance and poor service delivery by the organization. The supervision process is an important building block of the SLS model is also based on the phases of the process. In the application of the SLS model the supervision process therefore plays an important role (Groenewald 1992: 31).

INTERGRATED SERVICE  
DELIVERY MODEL

CONTINUOUS TRAININGS

[EMPLOYEE  
PERFORMANCE  
MANAGEMENT  
DEVELOPMENT SYSTEMS  
POLICY

CONTINUOUS TRAININGS

SITUATIONAL  
LEADERSHIP  
SUPERVISION MODEL

- In applying the SLS model, it is important that both the worker and the supervisor must actively be involved in the process. This has the implication that the supervisor must involve the worker in two-way communication and

- that decisions regarding job requirements, objectives, the relevant supervision style and the maturity level of the worker, must be done jointly

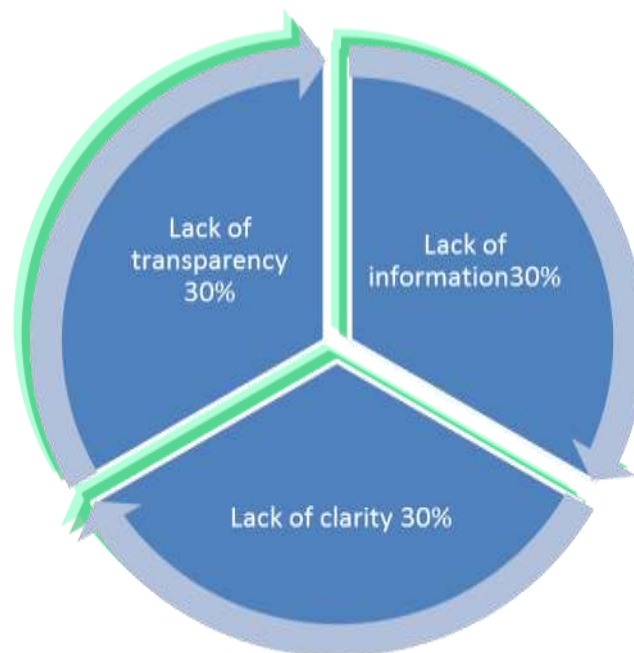
#### **5.5.8. To establish how the retention strategy was implemented**

The results of this objective revealed that 90% of the respondents had experiences with retention strategy. This signifies that they either had positive or negative experiences on how it was implemented the following reasons as the most leading challenges in the implementation of retention strategy:

- Lack of transparency
- lack of uniformity and
- lack of clarity from the implementers

90% of the respondents had almost similar challenges with 30% on each challenge which is displayed on the following diagram:

**Diagram on challenges on the implementation of retention strategy**



This signifies that there were challenges in the implementation of the strategy which calls for road shows on how the strategy was implemented

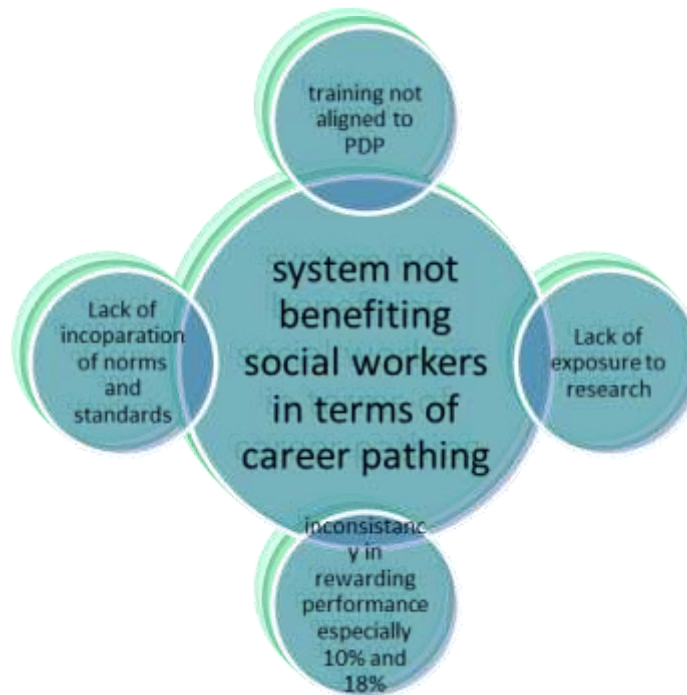
Diagram below represent the views on the success stories by the respondents



Findings reflected that 80% of the respondents had success stories on the implementation of the retention strategy. This signifies that majority of staff benefitted from the strategy. The success stories involved upgrading of social workers, recognition of social work profession, retention of social workers, and recognition of long service employees who has been on the post for a long period without getting any promotion and decent remuneration.

**5.5.9 To establish if EPMDS is benefitting social workers in terms of career pathing** The results of this objective revealed that 96% of the respondents strongly disagreed that the system benefitting social workers in their career pathing, they had negative experiences. their main concern was that the system does not provide career pathing due to the fact that trainings are not aligned with PDPs, in contradiction to that statement, EPMDS policy provide that training should be linked with the PDPs lack of incorporation of norms and standards, inconsistency in rewarding performance especially 10% and 18%. One respondent has indicated that “if you scored highly they need evidence, if you give evidence they do not reward you.” Another respondent has further said “the HOD had made it clear that if the department got qualified audit report no one will get 10% or 18% because everyone would have contributed to that report, they do not look at how the individual person performed.”

**Diagram below demonstrates how system is viewed as not benefitting social workers in terms of career pathing**



Their main concern was that:

- the system does not provide career pathing due to the fact that trainings are not aligned with PDPs,
- in contradiction to that statement, EPMDS policy provide that training should be linked with the PDPs
- lack of incorporation of norms and standards,
- inconsistency in rewarding performance especially 10% and 18%

## **5.6. OVERALL RECOMMENDATIONS**

In spite of the majority of respondents displayed knowledge of the Employee Performance Management Development Systems and have had experience of the implementation

- It is recommended that continuous trainings on the implementation of employee performance management systems policy be done consistently for the benefit of both supervisors and supervisees.
- Trainings not aligned with personal development plan. It is highly recommended that Human Resource Development Directorate training plans be aligned with individuals Personal Development Plan.
- Research even though is one of the key result area professionals are not exposed due to other work commitments which has deadline to meet .
- Efforts to be made for staff to be exposed in research at least once per quarter or research be included as part of Non-Financial Data, so that it promotes the professionalism and the image of the profession ,Only those that are furthering their studies are exposed to research.
- Retention strategy was implemented however there are still ill feelings about how is was implemented It is then highly recommended that the guidelines on the implementation of the retention strategy be rolled out.
- Recommended that intensive trainings be arranged for the supervisors and supervisees on Situational Leadership Supervision Model and Integrated Service Delivery Model as it serves as the basis for all social service professionals

## **5.7. FINDINGS AND RECOMMENDATIONS**

### **5.7.1. ALIGNMENT OF TRAININGS WITH PERSONAL DEVELOPMENT PLAN**

Human Resources Development component should analyze PDPs received from Officials and compile training plan aligned to PDP's priorities. Officials should also ensure availability to attend trainings.

### **5.7.2. TRAINING ON POLICIES**

From the findings it has come out clearly that training is very critical for all staff involved in the implementation of the policies of the department. This will enable better understanding, proper implementation and adherence thereof. Policies and Procedures play an important role in the successful operating of any organization; be it in the commercial sector, government sector or in the nonprofit sector. Organizational policies and procedures govern the relationship between the employer and the employee and help ensure equitable process for resolving difficulties, clarifying rights and obligations and specify termination clauses (Cloete and Payne 1997: 9).

### **5.7.3. SUPERVISORS COMPETENCY**

The competency of the supervisors will enable the supervisee to perform as expected because most of the time she relies from his or supervisor for guidance and coaching

Training of supervisors on Situational Leadership Supervision Model will equip the supervisors with the necessary skills on proper supervision, guidance and monitoring of the supervisees performance.

### **5.7.4. REWARDING PERFORMANCE**

Rewarding performance is one of the most encouraging factor within the workplace. It can be monetary and nonmonetary value. **Pay for performance programs** – pay employees on the basis of some performance measure. Piece rate plans, gainsharing, wage-incentive plans, profit sharing, and lump-sum bonuses are examples of pay for performance programs. What differentiate these forms of pay



from the more traditional compensation plans is that instead of paying an employee for time on the job, his or her pay is adjusted to reflect some performance measures. These performance measures might include such things as individual productivity, team or work group productivity, departmental productivity, or the overall organization's profits for a given period (Robbins & DeCenzo 2005: 337).

**Performance based compensation** is probably most compatible with expectancy theory. That is, employees should perceive a strong relationship between their performance and the rewards they receive if motivation is to be maximized. If rewards are allocated solely on nonperformance factors such as seniority, job title, or across the board cost of living raises then employees may be likely to reduce their efforts (Robbins & DeCenzo 2005: 337).

#### **5.7.5. STAFF COACHING**

Micki (2001:270) emphasizes that staff coaching skills that encourage performance improvement are sustained by continuous assessment of results and constant adjustments in one's approach. As people contribute and successes in terms of improvement, one knows that one's approach is right. High performance teams are interactive and independent which helps to minimize the frictions and challenges.

#### **5.7.6. ROLL OUT PLAN ON RETENTION STRATEGY**

- The study revealed that there has been some dissatisfaction the way in which retention strategy was implemented, thus roll out campaigns are highly recommended for the provision of clarity, provision of information on how it was implemented by the implementors. The document on recruitment and retention strategy states that the success of the strategy will depend on the following:
- Development of the implementation plan which is the well-resourced and project managed. The plan will obviously guide the implementation of the strategy, Buy in from all internal and external stakeholders.
- A well designed communication strategy to be developed and implemented.
- Monitoring, Evaluation and Reporting must take place at regular intervals through the Head of Social Welfare Services and Heads of Social Development Fora.

A dedicated transformation unit at National and Provincial level that facilitate the implementation of the strategy. ([www.dsd.gov.za](http://www.dsd.gov.za)) Often this feedback must be

followed by coaching and training by the manager to guide an employee's work effort.

#### **5.7.7. Operational Plans**

Availability of operational plans on time promotes effective and efficient service delivery. It also promotes timeous development of performance agreement work plans and job descriptions of employees which enables effective implementation of the Employee Performance Management Systems Policy. Research studies conducted revealed that, The benefits of performance measurement to stakeholders and internally were outlined, including the improvement of accountability, strategic planning and goal setting, decision making and long term goals and objectives. The organization, its head, senior managers, and other employees should all be measured. Employee performance was a continuous process, aimed at positively influencing employee behavior for the achievement of strategic goals. It would determine the correct activities, enhance efficiency and understand and manage performance within an agreed framework of planned goals, objectives, indicators and support incentives. The objective of timeous submission of Performance agreement was to ensure that early in the financial year executive and head of departments clarify what is expected in terms of performance of the staff as well as development needs for the year. It was critical that the Head of the Department sign in order to cascade down other performance agreement. <http://www.pmg.org.za>

From the above information one can conclude there are still gaps in the implementation of the EPMDS Policy which needs to be addressed by Senior Management of each and every Department.

#### **5.7.8. WELLBEING OF EMPLOYEES**

One critical factor which affects service delivery is highlighted by Dr. Craig Nossel in his article , He emphasized that there are many things companies can do ranging from distributing information about health to employees to raising awareness about health issues , to installing gyms and fitness facilities. Company facilities had the biggest effect on lowering Vitality Age or increasing the health status of employees and found the following to be the top interventions:

:

- Providing opportunities for employees to engage in activities/vents during work hours
- Development of incentives programs to reward employees for healthy behaviors and/or participating in health programs
- Providing programs access to spouses and or family members
- Company sponsored fitness events
- Stairwells that are well lit, accessible and clearly marked
- Healthy food options in vending machines
- Prohibiting the sale of tobacco products ,for example at onsite stores or in vending machines; and
- The presence of a relaxation /quiet room area Nossel J(2012,2Dec Sunday Times; Money and Careers

Healthy employees contributes to improved productivity which lead to customer satisfaction,which in turn promotes loyalty and trust among customers,that also contribute to to the decrease number of litigation from unhappy customers.

## **5.8. FUTURE RECOMMENDATIONS**

- Study is undertaken to social Auxiliary Workers and Community Development Workers, since they are part of the Social Services professionals.
- Focus group method of collecting data to enable the interactions amongst the research participants.
- The research suggests that employee performance management systems policy be integrated with other policies for an example, situational leadership model (SLS) and integrated service delivery model (ISDM) that will enable to establish the unique tool to measure social service professionals with specific reference to social workers.
- Research to be done within the Department of Social Development focusing mainly to the Senior managers for program 2 to establish the possibility of consolidating EPMDs, ISDM and SLS as a tool to measure social workers performance effectively.
- Research to be also done to HR at head office and cluster offices officials to get an understanding of challenges experiencing in ensuring implementation of the policy.

## **5.9 CONCLUSION**

The study has successfully managed to evaluate how the Employee Performance Management Development Systems policy is being implemented within the Department of Social Development in Kwa Zulu Natal. It has clearly elaborated on the findings as per the data collected from the respondents. It further stated the overall findings of the study, findings and recommendations as per responses integrated with literature review, and lastly the future recommendations clearly stating area of focus for the next research study.

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