A CRITICAL EVALUATION OF THE PERFORMANCE MANAGEMENT SYSTEM USED AT
LAFAEGE CEMENT ZIMBABWE (JANUARY 2009 TO DECEMBER 2010)

BY

PASCAL MUKWENHU (R088254G)

A Dissertation submitted in partial fulfillment of the requirements for the degree of
Master of Business Administration

Graduate School of Management
Faculty of Commerce
University of Zimbabwe

February 2012

Supervisor: Mr. G Magaramombe
DECLARATION

I, Pascal Mukwenhu do hereby declare that this dissertation is a result of my own investigation and research, except to the extent indicated in the acknowledgements, references and by comments included in the body of the report, and that it has not been submitted in part or full for any other degree to any other university.

Student’s Name……………………………..        Date…………………….

Student’s Signature…………………………..

Supervisor’s Name………………………………  Date…………………………

Supervisor’s Signature…………………………..

i
ACKNOWLEDGEMENTS

I, would like to acknowledge the immeasurable assistance that was rendered by my Supervisor the ever patient Mr. G Magaramombe towards the success of this study. Thank you sir. I am also indebted to my wife Karen and daughter Tatenda for their understanding during the period of my study; I spent most of my time on this project and they stood by me. I would also like to express my gratitude to the management and staff of Lafarge Cement Zimbabwe for their co-operation in allowing me to conduct the study to my parents I thank you for encouraging me from time and to all those who contributed in the smallest ways many thanks.
ABSTRACT

The study was an evaluation of the performance management system at Lafarge Cement Zimbabwe, to find whether the employees and management participate willingly and accept the performance management system as a tool which can benefit them and the organization for the period January 2009 to December 2010. The purpose of the research was to conduct a critical analysis of the performance management system at Lafarge Cement Zimbabwe focusing on the understanding of the system by employees and managers, the attitude of employees and managers towards the system and the benefits of the system.

The main findings were that staff had negative attitude towards the performance management system, staff does not trust the system most believe that the system is there to serve the interest of management and to punish employees, management is the only group that positive about the system. Most employees believe that the system is not transparent and is unfair and biased. The researcher’s proposition that employees willing participate and accept the system if they believe that the system is fair and transparent was supported by the findings. Open and close ended questionnaires were administered to ascertain the opinions of the managers and employees. Random sampling methods were used in selecting the respondents for the study. The average response rate was 70%.

The researcher has recommended what needs to be put in place to help the system work for the benefit of both the organization and the employees. Due to the complexity of the system, the researcher then recommended that training be conducted to educate employees about the performance management system, a budget be set aside for performance related rewards and introduction of a new rating system. Further research may be done to assess the nature of the relationship between rewards and performance at Lafarge Cement Zimbabwe and also research may be done on relationship between performance and promotion at Lafarge Cement Zimbabwe.
LIST OF TABLES

Table 1.1 SWOT analysis .............................................................................. 15
Table 2.1 Perceptions VS Actual Objectives .............................................. 43
Table 3.1 Differences between qualitative and quantitative research .......... 51
Table 4.1 Length of service of respondents .................................................. 63
Table 4.2 Understanding of the PMS ............................................................. 64
Table 4.3 Description of the PMS ................................................................. 65
Table 4.4 Performance management culture .............................................. 66
Table 4.5 Employees feeling towards the PMS ............................................ 67
Table 4.6 Measuring value addition of the PMS .......................................... 67
Table 4.7 Understanding of requirements of the PMS ................................. 68
Table 4.8 Confidence of respondents in the PMS ....................................... 69
Table 4.9 Demonstration of seriousness by management in the PMS ............ 70
Table 4.10 Team and individual objectives .................................................. 72
Table 4.11 Management transparency ........................................................ 74
Table 4.12 Management assistance ............................................................. 75
Table 4.13 Staff development ..................................................................... 75
Table 4.14 Policies and Procedures .............................................................. 77
Table 4.15 Management focus on staff development ................................... 78
Table 4.16 Benefits of courses offered on staff development ...................... 79
Table 4.17 Mentoring system ..................................................................... 80
Table 4.18 Relations between mentors and mentees ................................. 81
Table 4.19 Aspirations for senior positions ................................................. 82
Table 4.20 Management attitude on appraisals ........................................... 85
Table 4.21 Rating system ........................................................................... 86
LIST OF FIGURES

Figure 1.1 Organizational Structure .......................................................... 4
Figure 2.1 Management by Objectives Process ......................................... 32
Figure 2.2 Performance Appraisal process ............................................. 37
Figure 2.3 Balanced Score Card ............................................................... 40
Figure 3.1 Qualifications of Respondents ............................................... 62
Figure 4.1 Staff encouragement ............................................................... 70
Figure 4.2 Performance Goals ................................................................. 73
Figure 4.3 Staff Support of the mentoring system ................................... 81
Figure 4.4 Mentoring system ................................................................. 83
Figure 4.5 Performance Appraisal ............................................................ 84
Figure 4.6 Benefits of Performance Appraisal ........................................ 86
LIST OF ABBREVIATIONS

CZI                        Confederations of Zimbabwe Industries
EMA                    Environmental Management Agency
GDP                    Gross Domestic Product
HIV/AIDS            Human Immune Virus
NIPC                    National Income and Price Commission
SADC                    Southern African Development Community
WEF                    World Economic Forum
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 1</td>
<td>Objective list</td>
<td>101</td>
</tr>
<tr>
<td>Appendix 2</td>
<td>Career aspirations form special objectives list</td>
<td>102</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>Appraisal Form</td>
<td>103</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>Special Objective Appraisal form</td>
<td>104</td>
</tr>
<tr>
<td>Appendix 5</td>
<td>Special Objective list</td>
<td>105</td>
</tr>
<tr>
<td>Appendix 6</td>
<td>Covering Letter</td>
<td>107</td>
</tr>
<tr>
<td>Appendix 7</td>
<td>Questionnaire</td>
<td>108</td>
</tr>
<tr>
<td>Appendix 8</td>
<td>Interview Questionnaire</td>
<td>116</td>
</tr>
</tbody>
</table>
TABLE OF CONTENTS

CONTENTS                        PAGE

Declaration                       i
Acknowledgements                  ii
Abstract                          iii
List of Tables                    iv
List of Figures                   v
List of Abbreviations             vi
List of Appendices                vii

CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction                  1
1.1 Background of the study       1
1.2 Background of the company     3
1.3 The statement of the problem  12
1.4 Research Objectives           13
1.5 Research Questions            13
1.6 The Proposition               14
1.7 Justification of the study    14
1.8 Scope of the study            14
1.9 The research outline          14
## CHAPTER TWO: LITERATURE REVIEW

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0 Introduction</td>
<td>16</td>
</tr>
<tr>
<td>2.1 The Performance Management Overview</td>
<td>16</td>
</tr>
<tr>
<td>2.2 The role of managers and employees</td>
<td>18</td>
</tr>
<tr>
<td>2.3 Performance Management in practice</td>
<td>22</td>
</tr>
<tr>
<td>2.4 The benefits of effective performance management system</td>
<td>22</td>
</tr>
<tr>
<td>2.5 Management by Objectives</td>
<td>30</td>
</tr>
<tr>
<td>2.6 Benefits of Management by Objectives</td>
<td>31</td>
</tr>
<tr>
<td>2.7 Weaknesses of Management by Objectives</td>
<td>33</td>
</tr>
<tr>
<td>2.8 Performance Appraisal</td>
<td>34</td>
</tr>
<tr>
<td>2.9 The Performance Management Process</td>
<td>37</td>
</tr>
<tr>
<td>2.10 The 360 Degree Appraisal</td>
<td>38</td>
</tr>
<tr>
<td>2.11 Reasons for adopting a 360 degree process</td>
<td>38</td>
</tr>
<tr>
<td>2.12 Current usage of the process</td>
<td>39</td>
</tr>
<tr>
<td>2.13 Balanced Score Card</td>
<td>39</td>
</tr>
<tr>
<td>2.14 Financial perspective</td>
<td>40</td>
</tr>
<tr>
<td>2.15 Customer perspective</td>
<td>40</td>
</tr>
<tr>
<td>2.16 Linking the balanced scorecard to strategy</td>
<td>41</td>
</tr>
<tr>
<td>2.17 Perceptions vs. Actual objectives</td>
<td>43</td>
</tr>
<tr>
<td>2.18 The rights and wrongs of performance management</td>
<td>45</td>
</tr>
<tr>
<td>2.19 Chapter Summary</td>
<td>46</td>
</tr>
</tbody>
</table>

## CHAPTER THREE: RESEARCH METHODOLOGY

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0 Introduction</td>
<td>47</td>
</tr>
<tr>
<td>3.1 The Research Philosophy</td>
<td>47</td>
</tr>
<tr>
<td>3.2 Research Design</td>
<td>49</td>
</tr>
<tr>
<td>3.3 Research Approaches</td>
<td>50</td>
</tr>
<tr>
<td>3.4 Population and Sample size</td>
<td>51</td>
</tr>
<tr>
<td>3.5 Sampling</td>
<td>52</td>
</tr>
<tr>
<td>3.6 Data Collection</td>
<td>55</td>
</tr>
<tr>
<td>3.7 Pre-testing the questions</td>
<td>58</td>
</tr>
<tr>
<td>3.8 Data Analysis</td>
<td>59</td>
</tr>
<tr>
<td>3.9 Research Limitations</td>
<td>59</td>
</tr>
<tr>
<td>3.10 Chapter Summary</td>
<td>60</td>
</tr>
</tbody>
</table>
CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

This chapter introduces the research study and will briefly touch on the background of the study and that of the organization understudy (Lafarge Cement Zimbabwe). A statement of the problem relating to performance management system, the acceptance of the performance management system by employees, the understanding of the process of performance management by the employees and the communication of the process within the organization. The chapter will also outline the objectives of the study and the research questions are also outlined in the chapter. Justification and the scope of the research and an outline of the study are given towards the end of the chapter.

1.1 Background of the study

In this era of cut throat competition, organizations have realized the importance of strategic human resources practices for gaining competitive edge over the competitors. Fletcher (2001) commented that a well designed performance management system can play a crucial role in streamlining the activities of the employees in an organization for realizing the ultimate corporate mission and vision. The past decades have seen a process of continuous reforms in managerial practices, which have been aimed at improving the quality of performance in organizations, creating forms of partnerships between management and employees, and new types of accountability.

Roberts (1998) defined performance management as a strategic process which involves an ongoing dialogue between the supervisor and the employee for setting goals which are achievable and contribute in the direction of fulfillment of the organization goal. The author also highlighted that performance management system encompasses a much broader scope of activities such as continual feedback, review of performance in a collaborative manner to set new goals and develop objectives. According to Dess and Lumpkin (1999) managing the performance of an employee is one of the toughest challenges which organizations are facing today as this completely depends upon the employee’s commitment, competence and clarity of performance.
The authors further added that the employee’s morale and motivation to work is adversely affected by an absence of a transparent feedback mechanism and lack of employee involvement in the entire process of appraisal.

Roberts (1998) stated that performance management aims at breeding performance oriented employees for developing high performance organizations. He added that the entire process involves identification, evaluation and development of the work performance of the employees through effective management practices like continuous coaching, feedback and regular communication.

The Economist article (25-31/09/2012) reported a remarkable example of the Infosys Technology Company’s chairman who was dedicated and committed towards an efficient management of performance of the employees. He considered his employees as the most powerful wealth responsible for driving the success and the future of his company. He encouraged an open communication and provided them with an opportunity to interact with the management and share ideas in meetings. Similarly, the management of United Parcel Service of America (UPS) selects only those who fit into their organizational culture for effectively managing their performance and projecting a positive image before the customers.

According to Schultz (2003:76), the process of performance management starts with the joining of a new incumbent in a system and ends when an employee quits the organization. He regarded performance management as a systematic process by which the overall performance of an organization can be improved by improving the performance of individuals within a team framework through promoting superior performance by communicating expectations, defining roles within a required competence framework and establishing achievable benchmarks.

Perfect assessment can never completely be a reality and is susceptible to various errors or problems like halo effect which means manager acquires a tendency of generalizing the problems of poor perception, selectivity and poor interpretation.
1.2 The background of the company

Lafarge Cement Zimbabwe, formerly known as Circle Cement is a subsidiary of the Lafarge Cement Group, which is a world leader in cement and other building materials. Lafarge Cement Zimbabwe is known for its contribution to the construction industry over the years. The company is driven by the needs of its customers, shareholders and local communities. Lafarge Cement Zimbabwe has distinguished itself through its rigorous safety standards, its customized service, and the superior and consistent performance of its employees, its inclusive approach to all suppliers and service providers and its belief in employees, talent development and retention. The company has a capacity to produce 450000 tons of cement annually. It employs nearly 350 permanent staff members as well as a number of casual workers, apprentices, graduate trainees and contractors. (http://www.lafargezimbabwe.co.zw).

In order to remain focused on their business activities, most organizations craft mission, vision and value statements usually to the organization towards achieving its goals. Lafarge Cement Zimbabwe’s vision is to be the world class provider of cement and other building materials and its supported by its corporate values which include total customer focus, transparency and integrity, accountability to all stakeholders, a commitment to team work in service delivery. Lafarge Cement Zimbabwe also values social responsibility, equal employment opportunities and staff welfare and development. (http://www.lafargezimbabwe.co.zw).

In terms of Lafarge Cement Zimbabwe administration, it uses the traditional business structure where there are divisions, departments and layers in which lower layers answer to upper layers. Communication is top to bottom approach whereby instructions are given from the management and employees execute the instructions.

1.2.1 The company analysis using the McKinesy 7s Model

According to Waterman and Peters (1980), this model can be used to help identify what needs to be realigned to improve performance of the organization. This model will look at the organizational structure, the strategy, the staff, the systems, style and the skill.
The structure of Lafarge Cement Zimbabwe shows how formally work is segmented, how authority is assigned and responsibilities. The structure promotes a core process view of the organization and provides a basis for identification of authorities and responsibility consistent with the core process view. Structure is the skeleton, the form of shape, of the organization. It dictates the way it operates and performs (Waterman et al., 1980).

![Lafarge Cement Zimbabwe organizational structure](source: Lafarge Cement Zimbabwe Annual Report 2010)

**Fig 1.1 Lafarge Cement Zimbabwe organizational structure**

(Source: Lafarge Cement Zimbabwe Annual Report 2010)
On strategy Waterman and Peters (1980), described strategy as the plans for allocating of the firm resources to reach identified goals. These are plans the organization formulates to reach identified goals, and a set of decisions and actions aimed at gaining a sustainable advantage over the competition. For Lafarge Cement Zimbabwe strategies are used as a basis for Internal and external environmental assessment, they provide a basis for distinguishing strategic and tactical responses; strategies are used to improve Lafarge Cement competitive position in the market. The strategy used is the cost cutting and pricing strategy where Lafarge strives to be cost effective thus minimizing on cost to maximize on profit due lower prices.

On staff Lafarge Cement Zimbabwe believes in its employee talent and development, staff is a key stakeholder group at Lafarge Cement Zimbabwe, through its open approach to employee engagement their needs and expectations are part of strategy formulation and goal and objective formulation. Lafarge Cement Zimbabwe employs nearly 350 permanent staff members as well as a number of casual workers, apprentices, graduate trainees and contractors.

Systems define the flow of activities involved in the daily operations of the business (http://www.managementstudyguide.com), including its core processes and its support systems Lafarge Cement Zimbabwe has procedures and processes that are well documented and every organizational member is expected to follow these laid down procedures. Some of the systems at Lafarge Cement Zimbabwe include the management information system, performance management system, financial/capital allocation system, compensation and reward system and punishment system all well documented and distributed to stakeholders.

Style refers to the culture of the organization, how key managers behave in achieving the organizational goals, how managers collectively spend their time and attention and how they use symbolic behaviors (http://www.managementstudyguide.com), these are organizational patterns of behavior. The style promotes continuous improvement based on valid measurement of regular processes, products and services. Skills are what an organizational staff is best at, thus the dominating attributes that make Lafarge Cement Zimbabwe look good. The skills are used by Lafarge Cement Zimbabwe to provide a disciplined process for performance measurement, from selection of measure to reporting.
Due to many changes in the business environment there is need for organizations to keep reviewing their policies, strategies and other ways of doing business. Performance management and the evaluation of performance has become very key for organizations as it helps organizations to measure themselves against competition and changing environment. Performance management system can be used as a tool to review and measure organizational performance against set targets and objectives.

The Zimbabwean economy is recovering from a decade long recession caused by a combination of both internal and external factors. The macro-environment in which the company is currently operating can be understood better by conducting a PESTEL Analysis. According to Cant and Heerden (2010), this tool is effective in the analysis of the external environmental factors which impact on the performance of the business. However Dess and Lumpkin (2003) argue that this framework is static and cannot adequately account for the environmental dynamism, the framework can be used to analyze the environment but with a courteous mind as it is not the standard framework for analysis of the internal environment.

Politically, the Zimbabwean environment has become stable encouraging fair business trade, with the recent scare of indigenization where foreign owned companies are forced to sell stakes to locals through the indigenization Act passed. The political environment started to deteriorate around the late 1990s. The land reform programme also exacerbated the fragile situation. Disagreements on the strategy and modalities led to more tensions and resulted in the international isolation of the country. As a result the country’s risk factor soared resulting in the business environment becoming unstable as investors pulled out and avoided the country.

Access to international markets and capital became a challenge as the isolation intensified. The souring of relations with international financiers like World Bank and International Monetary Fund also followed suit. Populist policies by the Zimbabwean government like June 2007 price controls and industry invasions precipitated by distrust between government and business worsened the situation. The situation reached boiling point with the violent disputed elections of 2008. However the inevitable formation of the inclusive government in February 2009 by the three parties injected a sense of optimism in the country and elsewhere. It provided the much needed stability and enabling environment for business.
Zimbabwe’s voting rights were restored by International Monetary Fund amid renewed interest by the international community in Zimbabwe. The government is also engaged in serious dialogue with its European partners to bridge political differences and mend relations. However the continued bickering by political parties over outstanding issues continues to derail spirited attempts by the government to deliver on people’s expectations. Conflicting signals from the inclusive government on key policy issues like indigenization, new constitution and elections have also scared away potential investors. This has constrained the capacity of banks to access international capital to lend to productive sectors.

The Government of National Unity has brought some stability in the country and this stability has brought the increase in foreign investment boosting the local economy, even though the issue of elections instilled some uncertainty in other investors the current political environment has brought some significant encouragement and hope into the economy. Improvement in the regional relations has helped organizations through better trade tariffs and this improved the supply of materials and spares which were in short supply locally. The availability of materials and spares helped improve company performance and improved availability of products locally, improved performance meant better changes of fighting competition.

On the legal front although Zimbabwe has remained a stable country, concerns over rule of law mounted at the height of the political crisis. These concerns were magnified by the chaotic nature of the land reform program. The World Economic Forum (2009) noted that the politicization of institutions such as the justice and police meant that enforcement of statutes and rule of law in Zimbabwe became a challenge. The establishment of the National Incomes Pricing Commission (NIPC) to enforce price controls caused mayhem in industry. This resulted in product scarcity as the industry was unwilling and unable to produce at uncompetitive prices. However, the insistence on compliance ahead of complaining led to huge losses as the companies had to implement NIPC directives. On the other hand, the legal framework failed to curtail the thriving black market where scarce commodities and foreign currency were traded. This mismatch forced companies to resort to unorthodox means of survival, including participation on the parallel market. However, the formation of inclusive government and introduction of multi currencies has brought sanity as the government tries to build credibility.
Legal factors are important to consider as well especially now with the world becoming environmental friendly, this has put pressure on the organizations like Lafarge cement Zimbabwe and the government to put processes which are environmentally friendly. For Lafarge Cement Zimbabwe the non-governmental organizations fighting to protect the environment like the Environmental Management Agency (EMA) are always interested in their activities through pollution laws. Through organizations like EMA the government and society can force organizations to implement safer processes which do not harm the environment and the communities. Zimbabwe has environmental regulations for the protection of the environment also consumers are protected by law. In terms of the employment laws the government also has put laws to protect children from exploitation, the legal age is 18 years and above for employment. There are also other labour laws to protect employees from unfair practices by employers and these are governed by the labour courts for the protection of the workers’ rights.

According to Mukarati (2005) Zimbabwe’s technological base fares better compared to other countries in the Southern African Development Community (SADC). However, a sustained period of under investment has resulted in Zimbabwe lagging behind technologically. However, since the introduction of multi currencies, the mobile teledensity has improved from an average of 13% to 33% in 2010 (POTRAZ, 2010) and investment in telecoms infrastructure has soared tremendously. Power cuts however continue to be a challenge across all sectors with manufacturing industry incurring exorbitant downtime, plant inefficiencies and production wastage on a daily basis Lafarge Cement Zimbabwe has not been spared by these power cuts, the company resorted to investing in heavy duty generators to curb the short supply of electricity.

According to the Confederations of Zimbabwe Industries (CZI) report (2009), the pricing and availability of utilities remain a major area of concern to industry. The technological gap created by a decade of stagnation and obsolescence also remains the biggest challenge to industry re-invention (CZI, 2009). Production costs have therefore remained unsustainably high resulting in local industry losing cost and quality competitiveness.
Technology drives business systems and for any organization to survive in the current business world they need to keep up with the technological developments and I think Zimbabwe as an economy has done well to keep up with the technological train. Most organizations are now engaged in the E-Commerce era with e-banking and transacting the order of the day. Most business systems are now technological supported, financial transactions, business processes are all linked together.

Technology has improved business processes and hence improved business performances and productivity. Lafarge Cement Zimbabwe has acquired new technology and has trained its employees to improve individual performances and the organizational performance. New technologies help organizations improve in efficiency and in production of quality products, efficiency reduces costs. The government of Zimbabwe has made efforts to invest in technology through the establishment of different ministries like the ministry of technology the government shows its dedication to technological developments.

On the social front the provision of basic social services such as health, education and accommodation remain one of the government’s biggest challenges. The HIV/AIDS pandemic has also affected the organization, with loss of employees through death and illness. The high levels of unemployment estimated at over 90% have contributed to the increase in poverty. The health delivery system has collapsed and its recovery is at the mercy of donors as the government struggles to secure sustainable funding.

The HIV scourge remains a challenge in industry through productivity decline although a downward trend in prevalence rate is encouraging. The incessant droughts have also threatened the food security situation with government having already written off 11% of the crop in the 2009 to 2010 agricultural season. Poor planning and preparation had also contributed to mediocre productivity in the season. These issues, coupled with mediocre disposable incomes continue to strain the purchasing power of consumers and hence the demand for goods and services from industry.
The economic situation in Zimbabwe had also reached meltdown in sync with political developments which unfolded since 2000. By 2008, Zimbabwe’s ranking on the Global Competitiveness Index (GCI) had deteriorated to 133 out of 133 (WEF, 2009). The GCI report measures the ability of countries to provide high levels of prosperity to their citizens. The low ranking was attributable to poor institutional environment, extreme mismanagement of public finances, poor fiscal and monetary policies, collapsing health and educational system as well as overall macroeconomic instability.

The economy was dogged by funding constraints, international isolation, and acute shortage of foreign currency, price and foreign exchange controls, hyperinflation and populist economic policies among other factors. By the end of 2008, the Gross Domestic Product (GDP) had cumulatively shrunk by 48% since 2000 (Ministry of Finance, 2009) against 3.8% achieved by Sub Saharan Africa in the comparative period. The key productive sectors like manufacturing, tourism and agriculture suffered significant downturn with the average capacity utilization in the manufacturing industry being pegged at below 10% at the end of 2008 (CZI, 2009).

Overall, industry lost its capacity to innovate due to shortage of skilled workforce, resources, technology and poor economic fundamentals. This significantly undermined the industry and country’s export performance.

However the consummation of the Global Political Agreement resulted in significant improvement in the economic environment. By September 2009, Zimbabwe’s ranking on the Global Competitiveness Index had improved to 132. Capacity utilisation in industry rebounded to 33% by June 2009 according to the CZI (2009) manufacturing sector survey. GDP growth of 4% was achieved in 2009 and there are varying projections of further growth in 2010. The Ministry of Finance and World Bank projected a 7% growth in 2010, while the ministry of Economic Planning proposed an ambitious projection of 11% for the same period. These projections are predicated on the expected performance of productive sectors like agriculture, manufacturing, mining and tourism. Despite the positive signs, the macroeconomic environment has remained challenging to business. Apart from the modest uptake in the retail and telecoms sectors, other sectors, particularly manufacturing are still hamstrung in the absence of significant capital inflows.
According to the Reserve Bank report (2009), the economy is bleeding from liquidity crunch due to the global recession and hesitance by international investors to fund the fragile inclusive government. Business is lamenting the absence of credit lines and foreign direct investment due to perceived high country risk caused by political and economic uncertainty.

Some of the above challenges are being overcome by Lafarge Cement Zimbabwe due to its inherent strengths and opportunities that arise in the external business environment. The organization strives to reduce its weaknesses and encounter threats as much as possible, some of the organization’s strengths according to the Lafarge Zimbabwe Annual report (2010) are government support, strong asset base and infrastructure and highly skilled manpower. However the organization has its weaknesses which include poor internal communication, high staff turnover, and weak staff development.

**THE COUNTRY COMPETITIVE ANALYSIS**

Table 1.1 Swot analysis for the Country

<table>
<thead>
<tr>
<th>National Advantages</th>
<th>National Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Abundant minerals</td>
<td>Landlocked</td>
</tr>
<tr>
<td>· Vast arable land</td>
<td>· Dilapidated infrastructure</td>
</tr>
<tr>
<td>· Natural resources &amp; tourist attractions</td>
<td>· Political tensions</td>
</tr>
<tr>
<td>· High Literacy rates</td>
<td>· Poor international image &amp; relations</td>
</tr>
<tr>
<td>· Educated and hardworking labor force</td>
<td>· Weak economy</td>
</tr>
<tr>
<td>· Favorable climate</td>
<td>· Corruption</td>
</tr>
<tr>
<td>· Unparalleled hospitality</td>
<td>· Inconsistent policies &amp; poor investment climate</td>
</tr>
<tr>
<td></td>
<td>· Weak institutions(politicized)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Exploitation of vast resources(diamonds &amp; platinum)</td>
<td>High HIV prevalence rates (though falling)</td>
</tr>
<tr>
<td>· New product innovations</td>
<td>· Skills migration / flight</td>
</tr>
<tr>
<td>· Tourism (2010 World Cup)</td>
<td>· Global attention &amp; external interference</td>
</tr>
<tr>
<td>· New technology to deindustrialization</td>
<td>· De-industrialization (capital flight)</td>
</tr>
<tr>
<td>· Growing population</td>
<td>· Regional and global competition</td>
</tr>
<tr>
<td>· Regional &amp; global partnerships</td>
<td>· Widening income gap</td>
</tr>
<tr>
<td></td>
<td>· Social ills (crime, prostitution etc)</td>
</tr>
</tbody>
</table>
1.3 STATEMENT OF THE PROBLEM

Researchers and scholars look at performance management as a strategic tool which is holistic in nature as it pervades every activity of the organization concerned with the management of individual, team and the overall organizational performance. The researcher is of the opinion that performance management is a participative process, well communicated process which should be transparent, it should be concerned with establishing a culture of mutual trust and understanding that fosters free flow of communication at all levels in matters such as clarification of expectations and sharing of information on the core values of an organization which binds the team together.

However there are perceptions that performance management process is a system for managers, which they use to reward or punish employees at the end of the year usually on the payment of bonuses and salary increments. It would be prudent to ascertain where the perceptions are coming from and also ascertain whether employees and managers understand their roles in this performance management process. Lafarge Cement Zimbabwe management believe that the current performance management system is transparent and participative hence the need to do an analysis of the performance management system currently being used at Lafarge Cement Zimbabwe.

As asserted by Lockett (1992), performance management aims at developing individuals with required commitment and competencies for working towards the shared meaningful objectives within the organizational framework. The author further noted that performance management approach has become an indispensable tool in the hands of corporate as it ensures that the people uphold the corporate values and tread in the path of accomplishment of the ultimate vision and mission.
1.4 Research objectives

The main objective of the research was to look into the Lafarge Cement Zimbabwe performance management system to ascertain the roles played by parties involved in the process thus the employees and the management and the levels of participation to ascertain whether the performance management system is fair and transparent.

The Secondary objectives were:

1. To identify the communication channels used by the organization to communicate their expectations and values and objectives.
2. To ascertain the levels of understanding of the performance management system by both the employees and management and the roles played by both the employees and the management of the organization.
3. To ascertain the willingness of management and employees to participate in the performance management process.
4. To give any recommendations in light of the findings of the study.

1.5 Research Questions

The main research question was what were the roles played by management and employees in the performance management system of Lafarge Cement Zimbabwe?

The sub questions were:

1. What channels of communication are being used by the organization communicate expectations?
2. Do the parties involved in performance management system understand the performance management system used by the organization?
3. Are the parties involved freely participating in the performance management system?
4. Who drives the performance management system at Lafarge Cement Zimbabwe and what are the roles played by employees and managers in the performance management system?
5. What necessary recommendations could be given in light of the findings of the study?
1.6 Proposition

The researcher sought to test the following proposition: The acceptance of the performance management system at Lafarge Cement Zimbabwe, thus do the employees and management participate willingly and accept the performance management system as a tool which can benefit them and the organization.

1.7 Justification of the study

The study is justified as it stands to benefit the researcher, the organization Lafarge Cement Zimbabwe and the academic world. The researcher will apply the skills learnt in solving the practical business problems at work and in life in general, Lafarge Zimbabwe will benefit through use of the finding to improve their system and employees as respondents will get a better understanding of the performance management system. The study will add to the body of knowledge on the subject of performance management systems and other researchers will carry on from where this researcher left.

1.8 The scope of the research

The study looked at the roles and participation of management and employees in the performance management system of Lafarge Cement Zimbabwe over the period of January 2009 to December 2009. The study was conducted at Lafarge Cement Zimbabwe, respondents were drawn from all the permanent staff and those who qualified to be respondents had to have been with the organization for the past 5 years or more. Graduate trainees, casu als and contractors were left out as these were not directly involved in the performance management system and process.
1.9 The Research outline

The study is comprised of five chapters structured as follows:

Chapter 1 gave an introduction and background to the study and the organization understudy (Lafarge Cement Zimbabwe). The chapter also set out the objectives of the study and research questions, justification and scope of the study were also outline in this chapter. Chapter 2 was an extensive review of literature relevant to the subject of performance management. The various theories and models of performance management systems were discussed.

This chapter also provided the framework for discussion of results in chapter 4. Chapter 3 discussed the methodology used by the researcher covering the research design, population, sample size, data collection and data analysis. Chapter 4 was on the interpretation and analysis of data and the discussion on the research findings. In Chapter 5 the researcher presented the conclusions and the recommendations of the study as well as the areas of further study.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter covers a review of literature related to performance management system as we know it today. It establishes a historical background of performance management systems its importance and benefits. The researcher however reviewed the literature guided by the themes formulated from the research questions raised in chapter one.

2.1 Performance management

Various authors have defined performance management in many different ways, Carrie and McDevitt (2003) define performance management as the process of creating a work environment or setting in which people are enabled to perform to the best of their abilities. The authors, Carrie and McDevitt (2003) went on further to state that performance management is the main vehicle by which managers communicate what is required from employees and give feedback on how well they are achieving the organizational objectives.

Gregory and Platts (2005) defined performance management as a process by which the organization manages its performance in line with its corporate functions and objectives. According to Gregory and Platts (2005), it is the objective of that process to provide an integrated control system, where the corporate and functional strategies are deployed to all business processes, activities, tasks and personnel, and feedback is obtained through the performance management system to enable appropriate management decisions.

Gregory and Platts (2005) further noted that when performance of an individual is not managed this can lead to frustrations and discontent amongst team members. According to Gregory and Platts (2005), this frustration brings upon the big question, "Why don't people do what they are supposed to do? ", is that they do not know what to do, or why they should it, they do not know how to it, or they anticipate a negative consequence for doing it or they think that there is no positive consequence for doing it.
The authors, Gregory and Platts (2005) concluded that performance management is a whole system that begins when a job is defined as needed and starts from the assumption that most people want to work and perform well.

According to Lockett (1995), performance management aims at developing individuals with the required competencies for working towards the shared meaningful objectives within an organizational framework. The author, Lockett (1995) further noted that performance management aims at building a high performance culture for both the individuals and teams so that they jointly take the responsibility of improving the business process on a continuous basis.

Lockett (1995) also asserted that the main objective of performance management system is to achieve the capacity of the employees to full potential by defining the accountabilities, expectations in terms of roles, responsibilities and expected behaviors. The author went on to discuss the major objectives of performance management as below:
- To enable the employees towards achievement of superior standards of work performance.
- To help the employees in identifying the knowledge and skills required for performing the job efficiently as this would drive their focus towards performing the right task in the right time.
- Boosting the performance of employees by encouraging employee empowerment, motivation and implementation of an effective reward mechanism.
- Promoting a two way system of communication between the supervisors and the employees for clarifying expectations about the roles and accountabilities, communicating the functional and organizational goals.

Hellriegel (2004:51) agrees with Lockett in that managing the performance of employees is one of the toughest challenges which the organizations are facing today. In supporting Lockett, Hellriegel (2004) noted that managing performance of employees completely depends upon employee’s commitment, competence and clarity of performance objectives. The author further said that if performance is managed efficiently through a well planned reward practice and feedback mechanism a performance management system can serve as an important tool for employee motivation and development.
Armstrong and Baron (2004) defined performance management system as both a strategic and integrated approach to delivering successful results in organizations by improving the performance and developing the capabilities of individuals and teams. They further noted that performance management is an ongoing communication process which is carried between the supervisors and the employees throughout the year. Armstrong and Baron (2004) outlined the following performance management system actions:

- Developing clear job descriptions and employee performance plans which includes the key result areas and performance indicators.
- Selection of right set of people by implementing an appropriate selection process.
- Negotiating requirements and performance standards for measuring the outcome and overall productivity against the predefined benchmarks.
- Providing continuous coaching and feedback during the period of delivery of performance.
- Designing effective compensation and reward systems for recognizing those employees who excel in their jobs by achieving the standards set in accordance with the plans.

Armstrong and Baron (2004) conclude that a performance management process sets the platform for rewarding excellence by aligning individual employee accomplishments with the organizational mission and objectives and making the employee and the organization understand the importance of a specific job in realizing outcomes.

2.2 The Roles of Managers and employees in the Performance Management System

When managers consistently build one-on-one dialogue with employees, there are often measurable improvements in productivity, quality and personnel dynamics. Yet most leaders, managers and supervisors fail to regularly provide guidance and direction necessary to support a real performance management system, Bruce (2005). The author also noted that managers clarify performance expectations or offer feedback on an ongoing basis; as a result these managers will consistently assist project resource planning, track performance, correct failure and reward success.
According to Bruce (2005) there are seven roles or responsibilities of managers in performance management reviews:

(i) Review the agenda and time frame for meeting.
(ii) Review and discuss the performance appraisal and achievement list.
(iii) Listen and respond appropriately to the individual’s perceptions and feedback.
(iv) Discuss the assessment of the individual’s performance against objectives.
(v) Ensure full understanding of the core message.
(vi) Conclude the performance review discussion by scheduling for next review.
(vii) Handle all administrative issues.

Latham and Wexley (2004) noted that managers can support the creation of a high performance commitment culture by ensuring that there is an effective two way communication system. Thus they said that there should be a culture of openness and trust where relations are based on high levels of mutual respect. The author further noted that the responsibilities of managers include:

- Making it clear that performance matters by, ensuring that managers reward and recognize high performers and try to avoid rewarding negative behaviors.
- Help employees perform well, managers need to ensure that they utilize the planning process to provide clarity and direction, establish clear performance objectives and set expectations. This needs to be followed by support, staff training and development, regular reviews and constructive feedback.
- Engage the employees, motivation is a critical element, managers’ role involve understanding and motivating the team focusing on the positives.

Nash (2006) said that as a means of attaining desired results of performance, managers need to communicate organizational goals to individual and link them to performance in order to energize employees. The author said that this will help increase individual’s persistence as well as transfer effort into commitment and motivation. Employees who have accepted organizational goals would strive towards achieving them, hence their performance would improve.

Nash (2006) further noted that managers by coordinating the work of the employee with that of the organization, everyone will be going into the same direction, hence it would lead to a success.
According to Wilkens (2004) it is the manager’s responsibility to ensure that employees are aware of the organizational goals and objectives and also letting them, feel that they contribute to the overall success of the organization. The author further said that ensuring awareness of objectives by employee’s appraisals or reviews become much easier, causes far less anxiety, and goes much faster.

Bititci, Carrie and McDevitt (2005) noted that the success of performance management practices in any organization depend upon the commitment and involvement of the different stakeholders like top management, line managers, employees and the Human Resources specialists.

The authors, Bititci, Carrie and McDevitt (2005) further outlined the different roles and responsibilities of the managers and employees in performance management. According to these authors the top managers play a lead in the entire process by setting trends for the lower rung and acting as role models for employees. To managers are responsible for designing policies which ensure an efficient management of performance, they also play a vital role of convincing the line mangers that performance management can be instrumental in achieving organizational goals. To managers are expected to develop a performance culture by ensuring the following:

- By communicating an organizational mission and values to its customers and employees.
- By clearly defining the work expectations and communicating to everyone for ensuring success in the achievement of business goals and facilitating an overall performance improvement.
- By keeping the employees informed about their progress towards the achievement of goals and suggesting corrective actions for non-achievement of performance.
- By establishing a shared belief amongst the employees regarding the importance of continuous improvement in performance.

Bititci, Carrie and McDevitt (2005) went on further to outline the roles of line managers in performance management. The line managers or the front mangers according to these authors play a very crucial role in implementing and enacting the Human Resources policies. Hence, it is very important for the line mangers possess the right attitude towards performance management approaches and possess the competencies for executing it.
Schultz (2005) in his observations recommended that the following responsibilities should apply at the various levels within the organization:

**Senior Managers**

- Acknowledge that the Performance Management Program will have an impact on improved service delivery;
- Ensure that the organization’s vision, mission and strategic objectives are cascaded down to divisions, sections, line-managers and individual staff members;
- Acknowledge that they are the leaders in developing and implementing the Performance Management Program. Staff members should know that the Program is accepted and supported by senior management;
- Ensure that all resources are allocated to the appropriate divisions;
- Set the example in driving the Performance Management Program;
- During consultation, set line-managers targets against the strategic objectives of the organization;
- Identify any training and development needs that exist, or arise – both for themselves and the divisions for which they are responsible;
- On a continuous basis, monitor and review their divisional strategies to ensure that it is still in line with the organizational strategic objectives.

**Line Managers**

- Acknowledge that the Performance Management Program will have an impact on improved service delivery;
- Ensure that all staff members understand the organizational strategic objectives;
- Ensure that the best staff members are used to render the required services – and thereby ensuring that divisional goals are met;
- On a continuous basis, monitor the performance of staff members and give feedback on their performance;
- Seek advice and assistance when they are not sure of what needs to be done, or how the division’s actions will impact on the organization;
- Identify any training and development needs that exist, or arise – both for themselves and the staff members whom they are responsible for.
Staff members

- Be part of developing and implementing the Performance Management Program;
- Ensure that they understand where their own objectives fit into the overall strategic objectives of the organization;
- Be actively involved in identifying their own training and development needs,
- On a regular basis, communicate with their line managers – not just on matters relating to their own performance, but should also discuss matters that could have an impact on the overall achievement of the organization’s strategic objectives.

2.3 Performance Management in practice

According to Williams (2004), performance management is an excellent method of assisting the organization in delivering on its strategic objectives. It does this by ensuring that individuals, teams and ultimately the organization know what they should be doing, how they should be doing it and take responsibility for what they need to achieve. Williams (2004) further noted that performance management is also, about placing the emphasis on managing, supporting and developing staff at all levels within the organization.

2.4 Benefits of an effective Performance Management System

Derek (2010), said that an effective performance management system has multiple benefits for the organization, ultimately resulting in better, and more effective and efficient goods and service delivery. Usually, the Performance Management Program will ensure high levels of job satisfaction for staff members, as they know exactly what is expected of them and can therefore focus their attention on achieving that set goals and objectives. Derek (2010) further noted that with supervisors being available to render assistance when needed, staff members can always call on them for extra support in helping members to perform well. Continuous monitoring and evaluation by the organization limits unnecessary expenses that could occur due to errors, delays or wastages.
Wright (2007), suggested that corrective action can be taken timorously, preventing unnecessary complaints from clients, reruns in the production line or even litigation against the organization if the performance management is effective. The author went on to outline some of the importance or benefits of an effective performance management system.

2.4.1 Ensuring a receptive organizational attitude

According to Wright (2007), for the performance management system to be effective, it is essential that the organizational attitude and culture should be receptive to the possible changes that may be forthcoming with the introduction of the system. To ensure this, all supervisors should engage in the following actions:

- Having continuous discussions and interaction with their staff members, dealing with any questions and uncertainties that might arise prior, during and after introduction of the Program;
- Ensuring that all staff members know exactly what they need to do, how their performance will be measured and how their actions will impact on the strategic objectives of the organization, i.e. where they fit into the bigger picture;
- Justifying the benefits or making an effort to manage and improve performance and
- Ensuring that employees who perform well, are rewarded and those who under-perform are assisted in correcting their behavior, or are challenged.

2.4.2 The Performance Management Cycle

According to Schultz (2003:76), (Performance management is the day-to-day management of employees in terms of the goals of the organization). The author further defines performance management system as a systematic process that formally documents the goals and objectives of each employee, with a built-in review process. Good performance management means that each person will have goals and measures that are linked directly to the organization’s strategy.

The Cycle, as presented by Schultz (2003:77) and which was decided upon for the organization, is divided into the following steps:

- Clarify expectations
- Plan to facilitate performance
- Monitor performance
- Provide feedback
- Coach, counsel and support
- Recognize good performance
- Deal with unsatisfactory performance.

Schultz (2003), noted that the steps of a performance circle follow on, one after the other and are interdependent – the one cannot take place, before the previous step has been completed. They can also not be done at random, as this will cause the performance management system to fail, Schultz recommends the following:

(i) Clarifying expectations
(ii) Plan to facilitate performance
(iii) Monitor performance
(iv) Provide feedback
(v) Coach, counsel and support
(vi) Recognize good performance

2.4.3 Clarify expectations

Derek (2010), said that for any performance management system to be effective, it is important that all staff members know exactly what is expected of them. The process usually starts off with a discussion between staff member and supervisor, where the staff member’s performance objectives are set and it is explained what measurements would be put in place, to determine how successful he or she is. Derek (2010) went on saying that during this discussion, it is essential that dialogue take place, thereby ensuring that the staff member knows exactly what is expected. It should not be seen as an instruction-session, where the supervisor gives orders and the staff member has to obey them. Before this meeting is adjourned, the staff member should know exactly what needs to done, how it must be done and why. This is to ensure that he or she knows how his or her actions impact on the final achievement of the Organization’s Strategic Objectives.
According to Derek (2010), on completion of this discussion, staff members should be in possession of their individual goals and objectives with a clear understanding of the applicable measurements. They should also know how their actions (both positive and negative) would impact on the actual achievement of the Organization’s Strategic Objectives. In turn, supervisors should have a holistic picture of staff members’ abilities in achieving these goals and objectives. It is also supervisors’ responsibility to ensure that staff members experience as little obstacles, as possible in executing their jobs.

2.4.4 Plan to facilitate performance

As mentioned above, by Derek (2010) the supervisor must assist the staff member to achieve the set objectives. It is foreseen that various uncertainties will exist due to the introduction of the new Performance Management Program and it is supervisors’ responsibility to clear these uncertainties. During this phase of facilitation, supervisors will also be responsible to ensure that staff members have the necessary resources, skills and knowledge to perform their jobs.

2.4.5 Monitor Performance

Robbins (1998) contributed that once all uncertainties have been cleared and supervisors are satisfied that they know what to do and how it will be monitored; staff members will be allowed to work independently. During the initial discussions, supervisors would have informed staff members that they would be subjected to continuous monitoring and evaluation. Various methods of monitoring could be used, which could include closed circuit television cameras, interviews with staff members’ peers and production sheets.

The author further noted that It has been found that the most effective method of monitoring performance is “Management by Wandering Around.” Here, the supervisor actually visits the staff member’s place of work and physically observes the staff member’s performance. The advantage of this method of monitoring is that the staff member can clear any uncertainties immediately and the supervisor can discuss the staff member’s progress towards achieving the set objectives. It is the responsibility of each supervisor to determine how often monitoring is going to take place, which can vary from daily to once a week.
2.4.6 Provide feedback

Barmby (2002) asserted that the core function of the Performance Management Program is to provide feedback to staff members on their performance. According to the author the reason for feedback would be to encourage performance, which directly leads to the reaching of individual goals, while underperformance or incorrect performance can be rectified or dealt with appropriately.

Barmby (2002) further noted the following as important when giving feedback:
- Feedback should be to the point (specific) and not be a generalization;
- When providing feedback, focus should be on behavior and not on the person;
- To be effective, it must be done timorously;
- Effective, positive feedback is a powerful motivator and
- Feedback should be continuous and not just an annual procedure.

Derek (2010), supported the views of Barmby on communication and feedback, Derek noted that in any business setup it is very important to have excellent communication skills. The author went on to say that lack of communication and feedback may lead to misunderstandings, lack of information, decrease in employee performance and decrease in the overall organizational performance. According to Derek (2010), ineffective communication is frustrating for employees, and becomes a source of conflict. Manager’s inability to communicate or express their thoughts, ideas and demands leads to employees’ inability to perform work well, according to organizational demands.

Alla (2010) added that effective communication in the workplace provides employees with a clear understanding of what is demanded from them, with knowledge of what to do and what to expect. The author further noted that if managers are able to express their ideas employees will understand expectations, effective communication will provide the clear understanding of demands.
Alla (2010) gave some solutions for effective communication as follows:

- Managers should make sure that their communication style is positive and effective.
- The employees if they do not understand the situations correctly should convey the problem to supervisors in order for the organization to take corrective actions.
- The atmosphere inside the organization should be a place for encouraging effective communication.
- Communication should be two way, employees should not only listen, but always have a chance and be encouraged to ask questions, discuss and express own ideas.
- Feedback and sharing best practices internally are an essential part of organizational performance.

2.4.6 Coach, counsel and support

It could happen that a staff member’s performance is not at the required level, or he or she is doing things incorrectly. According to Neil (2005), it is the supervisor’s responsibility to inform the staff member accordingly and to also show him or her exactly what is expected from him or her. The supervisor would even have to physically do the “job at hand” just to show the staff member exactly what and how it should be done. The staff member can then do the job and while this is in progress, the supervisor can critically evaluate its execution. Neil (2005) went on to say that the supervisor should also determine why the performance was not at the required level, and should this be because of personal or interpersonal problems, the supervisor should counsel the staff member in overcoming the obstacles. During this counseling session, the supervisor should listen to the staff member and help him or her to come to a possible solution. Where it is job related, the supervisor could even refer the staff member to the Employee Assistance Practitioner.

Neil (2005) concluded that it is important for staff members to know that they have the support of their supervisors and that they could approach them with problems that are being experienced. It is however very important that staff members know that whatever is discussed with their supervisor would be treated in the strictest of confidence.
2.4.7 Recognizing good performance

Neilson and Quick (2008) stated that it is important to give credit where credit is due. When a staff member is performing well, or even above performance levels, it is important to acknowledge this and to give the necessary recognition. The authors further noted that the recognition does not always have to be in monetary terms, and could include a word of thanks, an afternoon “off work,” a meal voucher or even a “producer of the week photo” on the staff notice board. Giving the necessary acknowledgement for good performance encourages this behavior. It is however important that performance should ultimately be linked to the organization’s reward system, such as incentives, bonuses, share options and promotions.

2.4.8 Unsatisfactory performance

Unsatisfactory performance should also be dealt with immediately. Here all supervisors must take note of the Labor Relations Act of 1998 (66 of 1995, as amended), as well as the internal disciplinary procedures, which need to be followed, should the staff member’s performance not improve after the necessary intervention. Staff members should be given the opportunity to improve their performance and consideration should even be given to the redeployment of such staff members to other divisions, should their performance not improve.

Schultz (2003:80) recommends the following procedure, when dealing with poor performance:

- Inform the staff member that his performance is not at the required level and give him detailed reasons why these claims are being made;
- Determine if there is a sudden deterioration in his performance. This could usually be ascribed to personal conditions that have changed and it is expected from supervisors to assist the staff member in solving these problems – thereby ensuring improved performance;
- Re-evaluate the goals and objectives that had been set to determine if they are in actual fact achievable. Also make sure that the staff member knows exactly what needs to be achieved;
- Draw up a Performance Improvement Plan, which could include training and development workshops and mentoring. This Performance Improvement Plan can only be enforced if the staff member accepts and agrees to it;
- During the consultation process of the Performance Improvement Plan, it is also important that the staff member is informed that should he not comply with the stipulations of the Plan, he would be subjected to the next step in the Organization’s Disciplinary Procedure. It is recommended that the supervisor gets written consent and acknowledgement in this regard;
- Once the Performance Improvement Plan is set into operation, it is important that the supervisor adheres to this agreement and monitoring should be done, as was agreed. To complete this Program, regular Performance Management Meetings should take place, where the following matters could be discussed:
  - Evaluating the current goals and objectives and determining whether they are still in line with those of the organization – if not, taking corrective action;
  - Give detailed feedback on the staff member’s performance;
  - Ensuring that the staff member knows which tasks take priority;
  - Giving the staff member the assurance that he, as the supervisor, is always available, should he need assistance?
  - Making sure that the next meeting is scheduled (date and time).

2.4.9 Performance Agreement

Neil (2005) stated that the performance agreement must be documented to enforce the performance management system. The performance agreement should consist of:
- What the employee should contribute
- Principal accountabilities
- Indicators of measurement – to see if the goals have been achieved
- Training and development requirements, and
- The management performance process.
2.4.10 Training and Development Needs
According to Schultz (2003) it is important that competency development takes place. According to (Meyer 1996) it is the integration of knowledge, skills and attitude to be able to achieve the standard. The training needs are identified through the gaps in skills and knowledge between existing and desired performance. There are different methods to use in closing this gap such as:

- Foreman classroom training
- On-the –job training
- Coaching
- Mentorship programs
- Temporary assignments
- Shadow assignments
- Assignments to project teams for learning
- Self-managed learning, and
- Business management programs.

2.5 Management by Objectives
According to Lussier (2006) management By Objectives is where the process between management and employees should start, where they set objectives jointly, periodically review performance and then reward employees according to their performance. Lussier (2006) noted that a useful term used in MBO is effective standards; this has to do with the norms of good business and professional practice of managers and professionals in all areas of their work.
All objectives are achieved through organizational members. It is very important that employees know what the objective are and how their various departments, groups and individual activities contribute to achieving these objectives, Lussier (2006)

2.5.1 The changing concepts in Managing by Objectives
Norton (1999), argued that although it is a well known application, it is not always clear what is really meant by MBO, the author further, outlined the following perceptions of the system:

- That it is an appraisal tool
- It is a motivational technique and tool.
- Others find it to be a control and planning device.

According to Norton (1999), the above means that the purpose and application of the MBO concept differs widely.
Koontz and O'Donnell (2004) criticized the traditional appraisal programs that focused on the personality trait criteria for evaluating employees. The authors argued that in that approach the managers had to give personal judgments about the persona worth of employees. Koontz and O'Donnell (2004) suggested a new approach that was very much based on Ducker’s concept of MBO. The authors further noted that employees should set short-term objectives for themselves and review them with their superior. By doing this the employees become committed and create an environment for motivation.

2.5.2 Emphasis on short-term objectives and motivation

Grote (1996), stated that the early studies of the MBO program, a significant upward movement in the overall average levels of goals was found. There was also an improvement in the attainment of goals and a continuous improvement in productivity was noted in the organization where the study was conducted. Grote (1996) added that when a follow-up study was done it was found that productivity tapered off. It was important to look at other aspects of motivating employees, such as incentives, participation and autonomy. Grote (1996) identified the following core elements in MBO:

- The formation of trusting and open communication throughout the organization
- Mutual problem solving and negotiations in the establishment of objectives
- Creation of win-win relationships
- Organizational rewards and punishment based on job-related performance and achievement
- Minimal uses of political games, forces and fear, and
- Development of a positive, proactive and challenging organizational climate.

2.5.3 The Mechanics of MBO

Van Fleet (1991), stated that the organizational goals are set by top management, everyone then agrees on a set of collaborative goals. The communication of organizational goals starts at this stage. The author further stated that each employee will meet with their individual superior to discuss the superior’s goals and how the employee can help to achieve them, the two agree on goals for the employee. These goals will be verifiable and written down. The superior will have a session with the employee to establish how these goals can be addressed. They will then finally decide on what resources are needed to achieve the goals that were set.
Van Fleet (1991) went on to state that the employees have periodic reviews to assess the progress. Resources may be adjusted to help employees to achieve their goals if the unforeseen happens. At the end of the period the superior and the employee will hold another meeting to evaluate the degree of goal attainment. Employees are rewarded on how well they have attained their goals, and new goals are set for the new period of the following year. (Van Fleet, 2005) Figure 2 shows the various steps involved in the MBO process, and who and what ought to be done in those steps. It clearly displays the goal-orientated process.

**Figure 2.1 MBO Process**

*Source: Van Fleet (1991) The management processes*
2.6 Benefits of MBO

According to Van Fleet (1999), the benefits of MBO can be summarized as follows:

- Better management – results are much improved by improved managing. The results cannot be achieved if there was not good overall planning and specifically results-oriented planning in place. This forces management to think of proper planning so that the desired results can be achieved. The goals have to be set realistically. There is also no better way of controlling the standards of control if the goals that have been set are clear.

- Clarifies organization – It helps managers to clarify organizational roles and structures. Companies who embarked on the MBO method have often found that there are shortcomings in the organization. Managers often forget that for them to achieve results, they must delegate authority according to the results they expect.

- Personal commitment – MBO encourages people to commit themselves to their goals. Employees no longer just do their work and wait for instructions; they now have clearly defined goals and purposes. They have the opportunity of contributing towards setting these goals and contributing ideas for the planning of their work. They usually become very enthusiastic in their area of work.

- Development of effective control – It aids in developing effective controls. This is where results are measured and corrective action taken to correct deviations from plans in order to ensure that goals are reached.
2.7 Weaknesses of MBO

Van Fleet (1999) noted that MBO also has some weaknesses that can be summarized as follows:

- **Failure to teach the philosophy of MBO** – Managers need to explain to the employees what it is, how it works, why it is done, what part it will play in the appraisal for performance and how they would benefit from this method.

- **Failure to give guidelines to goal setters** – those that are expected to set goals must be given guidelines. Managers must know what the corporate goals are and where they would fit in. If corporate goals are vague and unrealistic, it would be impossible for managers to be tuned in. Managers should know the policies that would affect their operations.

- **Difficulty of setting goals** – verifiable goals are difficult to set. Participants in MBO report that at times the concerns for economic results put pressure on individuals and that could spark questionable behavior. The way to resolve this is that top management must agree to reasonable objectives and reward ethical and punish unethical behavior.

- **The short-run nature of goals** – managers set short-term goals that are less than one year and often for a quarter or less. This creates a problem for long-term organizational planning.

- **Dangers of inflexibility** – managers hesitate to allow employees to change objectives. If this happens too often it is foolish for managers to change objectives if organizational goals become obsolete.

- **Other dangers** – the desire to have verifiable goals. Managers fail to use objectives as a constructive force with enough assistance of the superior.

2.8 Performance Appraisal

**Performance Appraisal** – “is a discreet event which most organizations perform once a year to evaluate employees’ performance.” (Schultz, H. 2003:74). It can happen that divisional managers prefer to do this on a more regular basis (e.g. six-monthly or quarterly). Winston and Creamer (1997) define performance appraisal as “…an organizational system comprising deliberate processes for determining staff accomplishments to improve staff effectiveness”
Ford (2004), based on the study that she conducted, believes that there is a general problem with performance appraisals. The study revealed that performance appraisals have become one of the areas of work that have been mostly avoided within the organizational life. The supervisors do not feel happy doing appraisals and the employees are less than happy to receive them. The author further stated that the study further revealed that supervisor training was the problem. They needed to be trained to be able to conduct effective performance appraisals. This was one area that management needed to become accountable in making sure that the system was being used correctly and that those that use the system are properly trained and know why they need to do appraisals. According to Ford (2004), this was despite the fact that employees received strong incentives and avoided and even negatively regarded performance appraisals. The outcome of the study was as follows:

- All senior managers need to be involved in training for performance appraisals.
- Management needs to be committed to adult learning and a well-designed training program.
- A coaching module had to be introduced to assist management.
- Performance appraisal training will then enhance the performance management system.

Winston and Creamer (1997) quote Mohrman, Resnick-West and Lawler (1989) by identifying the objectives of a performance appraisal policy and its benefits:

- Increase motivation to perform effective
- Increase employee self-esteem
- Gain new insight into the performance of staff and supervisors
- Better clarify and define job functions and responsibilities
- Distribute rewards on a fair and credible basis
- Clarify organizational goals so that they can be readily accepted by all employees, and
- Enhance departmental manpower planning, test validation and development of training programs.
Lussier (1997) stated that the performance appraisal practices of American industry are the root causes of its quality problems. The author goes further and identifies four recurring problems:

- **Performance appraisal practices are unfair** – He believed they are unfair, because they held the employee responsible for errors that may have been the result of the system rather than the employee. He states that more than 90 per cent of problems that occur in the quality of the American industry were as a result of a fault that was built into the system, or some managerial shortcoming, rather than an error on the employee’s part. The judging of employees according to the output can result in a gross injustice.

- Performance appraisal practices promote behavior that compromises quality. He believed that when managers focus on quantity standards, employees would focus on the targets and quotas and ignore quality to meet them. Employees would then ship out defective products to meet a manager’s schedule.

- **Performance appraisal practices discourage employees from trying to excel** – When performance appraisal methods are based on subjective relative ranking with the use of measures such as average and satisfactory, there is a tendency to equate “average” with “unsatisfactory”. The decision that performance is below average can be due to the system, not the employee. When standards are subjective, which they often are, good performance might be designated simply because it is low relative to that of others in the group. Poor performance might be judged acceptable, simply because it falls in the middle. People that are good performers do not like to be called average. They are often demoralized and do not see the reason to excel.

- **Performance appraisal practices rob employees of pride in their work** – if managers set quality systems and reward employees for doing a quality job, they will do a quality job and will have pride in what they are doing. Employees see the evaluations as superficial, inconsistent and unreliable with scant relevance to actual duties or pay levels.
2.9 The Performance Appraisal Process

Figure 2.2 shows the performance appraisal process from start to completion. It gives a systematic approach of the steps you need to take to be able to have your appraisal done.

- Review Legal Requirements
  - Conduct Job Analysis
    - Develop Appraisal Instrument
      - Select Observers
        - Train Observers
          - Measure Performance
            - Give Employee Feedback
              - Establish Performance Goals
                - Praise/Reward Performance
                  - Align Process and Outcome with Organizational Justice Principles

*Figure 2.2 The Performance Appraisal Process*

*Source: Latham and Wexley (1993) Integrated Talent Management*
According to Latham and Wexley (1993:8-9) the importance of performance appraisals is emphasized, among others by, Cleveland, Murphy and Williams (1989); Lawler (1988) and Mallinger and Cummings (1986) namely for:

- Ensuring mutual understanding of effective performance
- Building employer and employee confidence
- Clarifying any misunderstandings regarding performance expectations
- Establishing developmental procedures
- Allocating rewards
- Sustaining and enhancing employee motivation
- Career planning, and
- Fostering communication and feedback.

2.10 The 360 Degree Appraisal

According to France (1997:5), in the traditional upward or downward appraisal the information is either gathered or delivered from a single source. The manager will communicate to the direct report or the direct report will report to the manager. The 360 degree appraisal has a broader scope than that type of approach and formally gathers information from a variety of sources.

The information for the 360 degree appraisal could potentially come from:

- The persons being appraised themselves (self-assessment)
- The person’s manager
- The other managers (especially in a matrix system)
- Direct reports in their own team (if they have them)
- Colleagues
- Customers, and
- Suppliers

2.11 Reasons for adopting a 360 degree process

Hacket (1998) added that in the traditional appraisal the assumption is that the manager is the person with sufficient knowledge and would provide comprehensive feedback to the employee. Times have changed and managers are now becoming more dependent on information from a variety of sources. Managers have larger teams and it becomes difficult to manage them all. Teams are based at different locations and they see each other about twice or thrice a year.
Hacket (1998) further added that organizations now recognize the fast changing environments and that the role of the manager is changing fast. There is a need for people to use their initiative and to provide the flexibility of satisfying their customers. This need was recognized when the process was adopted by Land Rover. The group wanted to change from managing to leading with the emphasis on empowering people, gaining their cooperation and contributing to business issues. In the survey, which was conducted by the Industrial Society in October 1995, as part of its series Managing Best Practices, 51 per cent of respondents indicated that they had introduced the process to fit in with a more empowered culture. In the same survey the single most cited reason mentioned by 65 per cent of respondents, was to improve individual performance. Organizations are recognized to help develop individual. Feedback from peers, team members, direct reports and even external people is likely to help (France 1997:7).

2.12 Current usage of the process

Hacket (1999) stated that the 360 degree system is not in widespread use. In the 1995 survey, eight per cent of respondents had introduced this system. The interest is however increasing. Of the respondent another 13 per cent were considering to introduce it. When the respondents were asked what they thought the standard appraisal system would be in ten years, almost 40 per cent thought it would be the 360 degree system.

2.13 Balanced Scorecards

Arverson (1998) noted that the Balanced Scorecard Management System enables companies to clarify their vision and strategy and translate them into action. Through this system organizations are able to provide feedback in both the internal business processes and external outcomes in order to continuously improve strategic performance and results. When this system is fully deployed, it can transform strategic planning from an academic exercise into the nerve centre of an organization.
The Balanced Scored Card System

Figure 2.3

Balance Scorecard Institute adopted from www.balancescorecard.org/basics/financial.html The Balance Scorecard (BSC) approach was developed by Robert Kaplan and David Norton in the 1990s. They developed this with the idea in mind of the weaknesses and vagueness of previous management approaches. The BSC approach provides a clear prescription as to what companies should measure for them to balance the financial perspective. (Averson 1998)

The BSC helps managers to view the well-being of the business from four perspectives. Each area of the scorecard reports performance measures directly into the corporate vision in the form of key performance indicators. (www.inphase.com), 4 October 2006)
2.14 Financial Perspective

Aversorn (1998) also stated that the financial objectives are linked to the corporate strategy. This serves as a focus for the objectives and measure of the other three perspectives. Every measure should be part of a cause-and-effect relationship that culminates in improving long-term sustainable financial performance. This illustrates the strategy by starting with long-term financial objectives and then linking them to the customer-focused initiatives, internal operational processes and investment in employees and systems that combine to produce the desired economic performance. Consideration is given to economic added value, and it is measured to ascertain how the company benefits from it.

2.15 Customer Perspective

According to Aversorn (1998), the driver of financial success is normally customer satisfaction. Satisfied customers mean retained customers, as well as referrals and new business. All businesses have their best customers, those that deliver the maximum contribution to the specific type of financial measures that matter most to them. Customer profiles must be addressed. It is important that a powerful link must be established between customer focused objectives and improved financial performance.

2.16 Linking the Balanced Scorecard to Strategy

2.16.1 Main Objective

According to Aversorn (1998) the main objective is that managers need to make sure that staff implements the organizational strategy. By translating the strategy into measures within the balance Scorecard, objectives and targets can be communicated to everyone.
2.16.2 The Balanced Scorecard needs to communicate strategy

Aversorn (1998) went on to say that it is important for the score card to communicate strategy due to the following reasons:
- It describes the corporate vision to the whole organization.
- It ensures that meeting performance targets contributes to achieving strategic objectives.
- It focuses efforts on the key objectives and measures.

2.16.3 Translating the Balanced Scorecard into action

According to Aversorn (1998), the translation of strategy into action can be achieved by:
- Establishing a cause-and-effect relationships between measures that will drive increased profitability
- Creating a framework against which underpinning objectives and actions can be assessed, valued and prioritized, and
- Ensuring that the cause-and-effect paths link through to on-going financial strengths.

According to Johnsen (2007) the balanced Scorecard is consistent with the MBO Model. The MBO model (Drucker 1954, 1976) is based on three parts:
- Formulation of goals
- Employee and middle management participation in the goal formulation process, and
- Feedback and results.

The elements of the BSC model have been met. Johnsen (2007) believes that one can see this model is an extension of the MBO, but with the emphasis on feedback of results by formal and integrated performance measurement. Drucker (1954) argues that management in every decision and action, in business or in public management, should always put economic performances first.

According to Williams (2002:66) critics have said that the approach does not go far enough. The author further stated that, that there are a number of weaknesses, including the failure to pay enough attention to employees and suppliers. He believes that a wider range of stakeholders needs to be incorporated in future.
## 2.17 Perceptions vs. Actual Objectives of Performance Management Program

**Table 2.1**

<table>
<thead>
<tr>
<th>Perceptions</th>
<th>vs.</th>
<th>Effective Performance Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process is viewed as a set of tasks that need to be completed by a specific date</td>
<td>vs.</td>
<td>Performance management is “the way we run the Organization”</td>
</tr>
<tr>
<td>Emphasis is on filling out forms and calculating ratings for making pay decisions, giving the process a transactional feel</td>
<td>vs.</td>
<td>Emphasis is on ongoing feedback, meaningful performance conversations and clear performance messages</td>
</tr>
<tr>
<td>The process is driven by the manager and “done to” the employee</td>
<td>vs.</td>
<td>Interaction and conversations about performance are initiated by both managers and employees</td>
</tr>
<tr>
<td>The process is driven by the manager and “done to” the employee</td>
<td>vs.</td>
<td>Interaction and conversations about performance are initiated by both managers and employees</td>
</tr>
<tr>
<td>Employee objectives are not well defined nor closely tied to the drivers of the Organization’s Strategic Objectives</td>
<td>vs.</td>
<td>Employee objectives are clearly defined and linked to the Organizations Strategic Objectives – staff feel “connected” to the Organization</td>
</tr>
<tr>
<td>Performance information is hard to access and yields limited ideas for growth and development</td>
<td>vs.</td>
<td>Performance information is highly accessible and yields robust ideas for growth and development</td>
</tr>
<tr>
<td>Large investments in enabling technologies have yielded little improvements in overall effectiveness</td>
<td>vs.</td>
<td>Enabling technologies have been supported by sustained efforts at improving process execution</td>
</tr>
<tr>
<td>Performance management works in some parts of the Organization and fails in others</td>
<td>vs.</td>
<td>Performance management is consistently executed and effective across the Organization</td>
</tr>
</tbody>
</table>

**Source:** [http://www.workinfo.com/free/Downloads/256.htm](http://www.workinfo.com/free/Downloads/256.htm)
2.18 The Rights and Wrongs of the Performance Management Program

According to Alla (2010), there are various obstacles that could cause the Performance Management Program not to work. These obstacles are found at various divisions, sections or areas within the organization and it is essential for all managers to take note of these, as the success of the Performance Management Program is ultimately their responsibility. A checklist that would assist in identifying these areas is provided below:

**Obstacles to Performance**

- Recruitment and Selection
- Compensation and Rewards
- Feedback and Communication
- Knowledge and Skills Training
- Evaluation of Measurement
- Work Design and Tools

Alla (2010) further stated that, it is essential that the Performance Management Program of the organization is discussed during the recruitment and selection of new staff, to ensure that they know exactly how they will be managed on their performance. Like any other aspect that is covered during the Induction Program, this should also be included. Here already, new recruits will be able to ensure that they would fit into the organization and its culture, as they would know whether they could deliver on what is expected from them. The author went on to say that, not knowing how employees’ performance impacts on the organization’s strategic goals could result in a “never-mind attitude,” which could have a negative impact on their actual performance.

Alla (2010) concluded that all employees should therefore know what is expected of them and how they would be compensated and rewarded for the services that they render, care should be taken that compensation and reward be given in a fair manner and should, where possible, be treated in strictest of confidence. Constant communication and feedback to employees are also important to ensure that they know what is happening in the organization, what is expected from them and how they are performing. As can be derived from the listed definitions, performance management refers to the “day-to-day” management of employees, where they are assessed on their actual performance and feedback is given continuously and timorously.
Also in conclusion Alla (2010) noted that, it is important for employees to know exactly WHAT must be done and HOW they are performing. Should this information not be communicated to them, they will accept that they are rendering the correct services and would continue doing it the way they deem correct. Should performance not be at the required level or incorrect, and corrective action not be taken immediately, it could cost the organization dearly in production reruns, occupational injuries and even litigation.

In support to Elliot (2010) also noted that, the organization also has the responsibility to ensure that employee have the necessary knowledge and skills to render the required services. It could be that when individuals joined the organization, they had the necessary knowledge and skills that were required at that stage. However, because of the rapid changes that take place within the organization (technology, strategic direction, and management structures), the required knowledge and skills could have become outdated and even obsolete.

Elliot (2010) added that, the organization’s responsibility is to ensure that the employee is assisted in acquiring the newly required knowledge or skills. When changes occur within the organization, it could lead to a change in the operational requirements of the organization, which again results in changed performance requirements from employees. It can therefore be said that as soon as there is a change in the performance requirements of the employee, a change in performance management should take place. Should no change in performance management take place, it would result in “past performances” being rewarded and the change in strategic direction would not be achieved.

Neilson (2008) noted that, it is also important for the organization to ensure that the performance management program being used is supportive of the work design and tools that are needed to execute the required performance. It is also the organization’s responsibility to ensure that all the tools that are needed to execute the job, is available. Not only should the tools be available, but the organization should also ensure that modern technology is used to secure optimum performance. One cannot, for example, expect the Payroll Clerk to keep accurate records of 500 employees manually, if an electronic remuneration package could have ensured easier performance delivery.
Should all the above “obstacles” be identified timorously and the organization ensures that they are removed, or addressed; it could almost be ensured that performance would reach the set targets. It is also the organization’s responsibility to ensure that the recommendations that were referred to be implemented – thereby ensuring that everything is done by the Organization to assist employees to render their services to the best of their abilities. Also, any change in goals, whether by the individual, the division, or the organization, will have an impact on the performance of that individual and should therefore result in the re-evaluation of the performance management program that is applicable to that individual. Should this not be done, it could result in an individual not reaching set targets, a division not reaching its goals and the organization not reaching its strategic objectives. This in turn, taking the definition of strategic objectives into account, could lead to the eventual demise of the organization.

2.19 Chapter Summary

In this chapter, the researcher has looked at the importance of performance management, the need for performance management, the importance of communication and feedback, the roles played by management and employees in performance. All these have been revealed in literature as complex, multiple or interlinked. To this end the issue of performance management is deemed difficult control as the world of management is so dynamic and constantly changing. The next chapter looks at the Methodology that was employed by the researcher to conduct the study.
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter focuses on the research methodology employed by the researcher to analyze the performance management system used by Lafarge Cement Zimbabwe. Given the complexity of the problem elements highlighted in chapter one, nature and size of the research universe and the type of data to be extracted both from primary and secondary sources, a combination of research methods were employed to collect the relevant data for analysis. Mouton (2001), states that research methodology focuses on the research process and the kind of tools and procedures to be used. The methodology highlights the specific tasks at hand in terms of one's data collection or sampling. He makes it clear that the focus moves towards the individual steps in the research process and the most objective or unbiased procedure to be employed.

According to the Bradford University School of Management (2005) there are two research philosophies which can be employed for this kind of research. These philosophies are positivist and phenomenologist. The Bradford University School of Management (2005), outlines the philosophies as:

- Positivist – includes methods like, surveys, experimental, longitudinal and cross sectional.
- Phenomenologist- includes methods like, case study, action research, ethnography, participative enquiry, feminist perspective and grounded theory.

3.1 The Research Philosophy

There are two main types of research philosophies that are adopted by most researchers. According to Saunders, Lewis and Thornhill (1997), identified phenomenology and positivism as the two main research philosophies. The authors went on to note that these two philosophies can be used together in research. For the collection of data on the analysis of the performance management system used by Lafarge Cement Zimbabwe the research chose the phenomenology philosophy.
3.1.1 The Phenomenology research philosophy

According to the Bradford University School of Management (2005) this philosophy attempts to describe, translate, explain and interpret events from the perspective of people who are the subject of the research. The researcher opted for this philosophy as he believed that it would greatly assist in gathering the data for analysis, as added by the Bradford University School Of Management that this philosophy assumes that people often influence events and act in an unpredictable way that upsets any constructed rules or identifiable norms.

Some of the key features of the phenomenology research philosophy according to the Bradford University School of Management (2005), include:
- Interpretation of meaning by the researcher.
- Examination of evidence and material.
- Interpretation of symbolic and pattern relationships.
- Unraveling complexity.

The use of empirical evidence in chapter two where the researcher sought to explain the concept of performance management to relevant literature satisfied the criteria for the phenomenological research philosophy. Kothari (1985:4) states that the empirical study relies on experience or observations, which could often be without due regard for system and theory. The researcher is able to adduce conclusions and verify his observations and experiments. This researcher will be using empirical methodology for the purpose of the dissertation. The researcher gathered all the necessary information and evidence for and against in the literature review, and analyzed and interpreted the information.

In chapter five where conclusions and recommendations were given further linked the adoption of the philosophy by the researcher. The use of graphs and tables were dimmed necessary by the researcher in analyzing the data and other qualitative research aspects. This research was confined to one organization Lafarge Cement Zimbabwe and was conducted in a natural set-up not in the laboratories or any other controlled environments.
3.2 The Research Design

According to Seltiz (1986), a research design is the arrangement of conditions for the collection and analysis of data in a manner that aims at combining the relevance of the research purpose with the economy in procedure.

Welman and Kruger (2001) stated that a research design represents the plan in which one obtains research subjects and collects information from them. They described their approach to the participants with a view to reaching conclusions about the research problem.

Wilkinson (2000) believes that research is carried out to fulfill one or more of the following objectives:
- To be able to contribute to a particular discipline
- To inform policy, and
- To address a specific issue or problem.

Muranda (2004) observed different research designs and methods as follows:
- Exploratory studies use the literature search, experience survey and focus group methods.
- Descriptive studies use the surveys, observation, case study and in-depth interviews methods.
- Casual studies use the true experiments and quasi-experiments.

A descriptive study research design was used by the researcher using a case study method; the research focused on Lafarge Cement Zimbabwe and drew large amounts of quantitative and qualitative data for analysis.

3.2.1 The case study research design

According to Muranda (2004), a case refers to a unit of analysis in research that supplies the sought answers. The author further notes that in business research, the common response is human respondent or organization in its persona status. The author concludes defining research
design by noting that a case study is an in-depth examination of a unit of interest such as an organization, supermarket, or employee.

Cavaye (1996) identified some of the strengths of a case study which included:
- The results of a case study are easily understood by a wider audience since there are written in everyday language.
- A case study catches unique features of a study that could be lost in a large scale data collection.
- A case study can be undertaken by a single researcher without needing a full research team.
- A case study provides insights into other situations thereby assisting in the interpretation of all other cases.
- A case study is applicable to both quantitative and qualitative research paradigms.

However Cavaye (1996), also noted some weaknesses of a case study, that the results may not be generalized except where other researchers or readers see their application, thus scholars believe that the study of a smaller number of cases can offer no grounds for reliability of generalized findings. The other weakness noted by the author was that case studies are not easily open to checking hence they may be selective, personal and subjective and are prone to bias by observers.

3.3 Research Approaches

The Bradford University School of Management (2005), identified quantitative/qualitative, applied/basic and deductive/inductive as some of the approaches which can be used.

Kothari (1985:3-5) identified the following research types:
- Descriptive research- This includes surveys and fact-finding enquiries of different kinds. The researcher has no control over the variables. The researcher can only report on what has or is happening. This method is also known as ex post facto research.
- Analytical research- The researcher uses facts or information that is already available to be able to do a critical evaluation of the material.
- Applied research- This refers to the researcher’s need to find a solution to an immediate problem facing the business, industry or society.
• **Empirical research**-This approach is used when proof is sought that certain variables affect other variables in some way. It is regarded as the most powerful support possible for a given problem.

### 3.3.1 Quantitative/Qualitative approach

The Bradford University School of Management (2005), summarized the distinctions between the quantitative and the qualitative approaches as shown in the table 3.3.

**Table 3.1 Differences between quantitative and qualitative research**

<table>
<thead>
<tr>
<th>Quantitative</th>
<th>Qualitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>The emphasis of Quantitative research is on collection and analyzing numerical data: it concentrates on measuring the scale, range and frequency.</td>
<td>Qualitative research is more subjective in nature than Quantitative research and involves examining and reflecting on the less tangible aspects of a research subject.</td>
</tr>
<tr>
<td>This type of research, although harder to design initially, is usually highly detailed and structured and the results can be easily collated and presented statistically.</td>
<td>Although this type of research can be easier to start, it can often be difficult to interpret and present the findings: the findings can also be challenged more easily.</td>
</tr>
</tbody>
</table>

*Source: The Bradford University School of Management (2005).*

### 3.4 The population and sample size

De Vaus (1995) defined a population as a similar group of people who form the subject of the study in a particular survey. According to Cooper and Schindler (2001), a population is the aggregate of persons of subjects under study or investigation. The researcher’s targeted population was the employees of Lafarge Cement Zimbabwe covering only the permanent staff that was both the managerial and non-managerial.
Zigmund (1994:358) states that a target population is the specific, complete group relevant to the research project. It is, however, not always possible to include all the staff, because some of them would be on leave and others off sick or out of the country on work commitments.

Lafarge Cement Zimbabwe has 350 employees both managerial and non managerial (Lafarge Cement Zimbabwe Annual report 2010). For data collection and analysis the respondents were grouped into managerial and non managerial. The targeted employees were randomly selected from the Lafarge Zimbabwe plant. 150 questionnaires were distributed, 20 to the managerial level employees and 130 to the non managerial.

Sample size
Best and Kahn (1993), defined a sample as a small proportion of a population selected for observation and analysis. According to Leedy (1994:210), the researcher should consider three factors in coming to any decision as to sample size:

• What degree of precision is required between the sample population and the general population?
• What is the variability of the population, and
• What method of sampling should be employed?

According to Huysamen (1994:47), the size of the population should be borne in mind when the size of the sample is determined. He states that the smaller the total population, the relatively larger the sample should be to ensure satisfactory results. Kothari (1985:71) argues that the sample size should neither be excessively large, nor too small. He believes that it should be optimum, which fulfils the requirements of efficiency, representativeness, reliability and flexibility.

3.5 Sampling

Zigmund (1994:48) states that sampling involves the procedure that a small number of items or useful parts of a population may be able to make a conclusion that could be extrapolated to reflect the conclusions of a whole population. There are two main types of sampling techniques which are the probabilistic and non probabilistic sampling methods. According to Cooper and Schindler (2001), the probabilistic methods have five techniques which are simple random sampling, systematic random sampling, stratified random sampling, cluster sampling and multi-
stage cluster sampling and the non probabilistic methods use the following techniques, convenience sampling, purpose/judgmental sampling, expert sampling, model instance sampling, snowball sampling and non proportional quota sampling.

3.5.1 Sampling Methods

Sampling is divided into two types, with each one its own sub-types. The two major types are non-probability samples and probability-based samples. (www.csulb.edu). These covers the following areas under the different headings.

Non-Probability sample: These samples focus on volunteers, easily available units, or those that happen to be present at the time of the research. This type is useful for quick and cheap studies, qualitative research, pilot studies and developing hypotheses for future research. The non-probability sampling is divided into three areas, which are:

• Convenience sample- This is also called an accidental sample or man-in-the-street sample. Here the researcher is able to use the units that are convenient and close at hand.

• Purposive sample- The researcher selects the units with some purpose in mind. According to Welma, Kruger and Mitchell (2005) they argue that this type of non-probability sampling has been regarded as the most important. Here researchers rely on their experience, ingenuity and previous research findings to deliberate analysis.

According to Babbie and Mouton (2001) the non-probability sample selects the type of units observed on the basis of your own judgment of which one will be the most useful or representative. They call this the judgment sample.

• Quota sample- The researcher constructs quotas for different types of units. Other non-probability methods include library research, participant observation, marketing research and consulting with experts.

Probability–based sample: These samples are based on the probability theory. This means that every unit of the population of interest has to be identified, and all units should have a known, non-zero chance of being selected into the sample.

• Simple random sample- Each unit in the population is identified and each unit has an equal chance of being in the sample. The selection of each unit is independent of the selection of every other unit. The selection of one unit does not affect the chance of any other unit.
• **Systematic random sample** - Each unit in the population is identified, and each unit has an equal chance of being in the sample. This system is less cumbersome than the simple random sample using either a table of random numbers or a lottery method. Problems with this system are encountered from time to time, for instance if the selection intervals match some pattern in the list one would then introduce systematic bias into the sample.

**Simple random sampling**

According to Borg and Gall (1989), random sampling is a procedure in which all respondents have an equal chance of being selected to represent the group. In the application of simple random sampling, selection of one individual does not affect the other. The researcher used simple random sampling in the selection of managerial and non-managerial respondents; the randomly selected respondents were permanent employees of Lafarge Cement Zimbabwe.

**Sample error**

Alreck and Settle (1985:66) states that no sample is likely to produce results that are exactly similar to those for the entire population from which the sample was drawn. These authors state that there is always a possibility that those included in the sample may not be perfectly representative of the whole population. The difference between the sample data and the population data results by random chance is known as sampling error. The higher the sample error, the lower the reliability, and conversely the smaller the sample, the lower the reliability of the data.

**Sample bias**

The researcher needs to ensure that an unbiased sample is selected from the target population. Leedy (1997:219) states that bias is inherent in all researching, but it may infect the descriptive survey more easily than most of the other methodological procedures. This is sometimes very difficult for the researcher to detect.
3.6.0 Data collection

A variety of data collection techniques were employed in this study and the techniques were heavily influenced by the sample size, sampling method, the population and the related problems such as the time required to collect data and the expenses involved. The researcher drew a sample from the population which data was collected using a questionnaire.

3.6.1 Types of Data

According to Saunders (2003), data or facts may be derived from several sources and can be classified as primary data and secondary data. Cooper and Emory (1995) stated that primary data is data collected for the first time by the researcher while secondary data is data collected from secondary sources either internal or external. For this research the researcher used both primary and secondary sources to collect data. The authors further noted some of the advantages of using secondary data, like secondary data can allow the analysis of social processes in what could otherwise be inaccessible settings, it facilitates comparisons with other data samples and allows multiple sets of data to be combined and it is cheaper and save time. However the authors noted that the use of secondary data has some of its disadvantages like it is not feasible for secondary data analysis to engage in the habitual process of making observations and developing concepts and data quality is always a concern because it might have been collected from unreliable sources.

Cooper and Schindler (2001) defined primary data as that data the researcher is collecting themselves for the first time using methods such as surveys, direct observation, interviews to answer specific questions. In this study a structured questionnaire was used to collect primary data from the respondents. According to Borg and Gall (1991), advantages of primary data include reliability of the data as the researcher will know its source and how it was collected, primary data addresses the specific areas of research and hence it is more reliable and useful. The disadvantages include the collection process is costly and time consuming.
3.6.2 Questionnaires

Goode and Halt (1990) defined a questionnaire as a device of sourcing answers by using a form which the respondent fills in himself or herself. The researcher used questionnaires as the main data collection tool because according to Cooper and Schindler (2001), questionnaires are economic and cheaper to administer, they can address a large number of issues and questions and have a higher possibility of response, they ensure confidentiality. However, there are some disadvantages which were noted by the authors like Law (2005), questionnaires tend to restrict respondents to precisely the limits of questions and thus tend to bar the respondents from providing further details and respondents cannot seek clarification on questions.

3.6.3 Questionnaire design

Walliman (2001:236) argues that as a method of data collection, the questionnaire is a very flexible tool, but it should be used carefully in order to fulfill the requirements of the researcher's research. Kothari (1985:124-125) states that a questionnaire that is forwarded to respondents via mail has certain advantages, which are:

- The cost involved is low
- It is free from the bias of the interviewer
- Respondents have sufficient time to provide well considered answers
- Respondents who may normally not easily approachable, can now be reached conveniently, and
- Large samples results are more dependable and reliable.

The disadvantages are as follows:

- Low rate of return
- It could be used only if the respondents are educated and cooperating
- Control over the questionnaire may be lost once it has been sent off
- The possibility of ambiguous replies
- The difficulty of knowing whether respondents are truly representative, and
- The method is likely to be the slowest of all.
The literature review in Chapter 2 serves as the bases for developing and constructing the questionnaire. (Annexure10). The questions in the questionnaire were derived from the literature review study.

3.6.4 Questionnaire type

**Qualitative-** Brewerton and Millward (2001:12) argue that quantitative methods focus on interpretation and the emphasis is on subjectivity rather than objectivity. However, there is some flexibility in the process of conducting research. There is an orientation towards the process rather that on an outcome and an explicit recognition of the impact of research process on the research situation. In the event the researcher interviewed seven managers who are responsible for managing the performance appraisals and system in their areas of responsibilities.

**Quantitative-** According to Patten (1997:19) quantitative research is presented in numbers or quantities. This type of research emphasizes that the data produces should be easily reduced to numbers, such as structured questionnaires and interviews with an objective format. This method is able to accommodate the selection of large samples, which is made possible within the limited research budget by objective instruments such as an anonymous, objective questionnaire that takes little time to administer.

This research focused on quantitative research. The collection of the data was placed in different categories and scales for facilitating the process to interpret the analysis.

3.6.4 Research questionnaires

For this research, two self-administered questionnaires, Appendix A and Appendix B were designed to help the researcher to collect information from respondents to answer elements of the research problem outlined in chapter one. Given the size of the sample and the nature of the research questions, the use of questionnaires was thought to ideal for the study. The questionnaires were a combination of closed and open-ended questions.
3.6.5 Open questions

According to Law (2005) open-ended questions allow respondents to give their answers or views to questions. These questions allow respondents to elaborate further on their responses. These questions give freedom to the respondent. Once the respondent understands the intent of the question, he is able to let his thoughts roam freely, unencumbered by a prepared set of replies. The spontaneity is often extremely worthwhile to record.

3.6.6 Closed questions

Leedy (1985), stated that closed questions offer pre-determined answers, there are options from which the respondents pick answers without room for their potential opinion. The advantage to the researcher is that they are easy to analyze. These types of questions could be attitudinal as well as factual. The questions guide the respondent's answer. Closed questions are comparatively easy and quick to answer. They require no writing and the quantification is straightforward. A disadvantage of the closed questions is the loss of spontaneity and expressiveness. Closed questions are often cruder and less subtle than open ones.

3.7 Pre-testing the questionnaire

The researcher pre-tested the questions to make sure that the objective of the questionnaire has been achieved. The pre-testing was done via forwarding the questionnaire via e-mail to the Managing Director. He then forwarded the questionnaire to his management team for suggestions and amendments. The management team was requested to respond within two days and to forward their suggestions.

The Managing Director called a meeting on the third day where the team jointly made changes and a few deletions to the questionnaire. The questionnaire was arranged in such a way that it covered all the areas that were included in the literature review in chapter 2. The management team added value to and assisted with the logical flow of the questionnaire. The researcher was mindful about the length of the questionnaire and after discussing it with the Managing Director, the latter agreed that fifteen minutes to complete the questionnaire would be in order.
The researcher also requested the assistance of a research professional to assess the questions and the structure of the questionnaire. The suggestions made were used to help construct a logically sequenced questionnaire.

3.8 Data Analysis

Simple descriptive analysis was used in order to give more meaning to the tables, charts and graphs. Qualitative data was coded and analyzed and all the data was presented in the form of graphs, table and pie charts.

3.9 Research limitations

Most staff members feared being victimized for discussing about the organization, such fear therefore may have had implications on the amount and type of information released. The use of case studies is prone to observer bias and scholars generally believe that the study of smaller number of cases can offer no grounds for establishing reliability of findings.

3.9.1 Reliability

F W Struwig and G B Stead (2001:130) argue that “reliability is the extent to which the test scores are accurate, consistent or stable”

Litwin (1995:8-21) refers to the various types of reliability. Reliability is commonly assessed in three forms, which are:

• **Test-retest reliability**-This is used in indicators of survey instrument reliability. It is a measure of how reproducible a set of results is.

• **Alternate-form reliability**-This method helps to provide one way to escape the problem of the practice effect. It measures the same attributes by using differently worded items.

• **Internal consistency reliability**-This method is a psychometric measure in assessing survey instruments and scales. This is applied to groups of items that are thought to measure different aspects of the same concepts.
Litwin (1995:27) also writes about the inter-observer reliability, which provides a measure of how well two or more evaluators agree in their assessment of a variable. Struwig et al (2001:132) writes about another reliability type:

- **Split-half reliability**-This method focus on the internal consistency of the test score. The test is split in two halves and the two halves are constricted by randomly allocating each item to one of the halves.

### 3.10 Summary

The objective of this chapter was to document the research methodology the researcher used during the study. The researcher also made use of a quantitative analysis of biographical details of the respondents. The study was focused on the population of Lafarge Cement Zimbabwe. The method used depicted that an unbiased methodology was used to be able to obtain the information for the research. The questionnaires to all employees were closed questions and scale ratings. The method used for data collection was by means of e-mail, personal collection and one-on-one interviews as the preferred method. The researcher used the split-half methodology, to be able to do a reliability test on the closed questions. A questionnaire was the main tool for data collection, 150 respondents were chosen for the study using random sampling method.
CHAPTER FOUR

FINDINGS AND DISCUSSION

4.0 Introduction

This chapter presents, discusses, categories and analyses the data that was gathered from respondents using the questionnaires. The demographic data of respondents was presented and discussions made pertaining to the implications of these factors to the study. Data obtained from questionnaires was analyzed and presented in the form of graphs, tables and charts. Both qualitative and quantitative data was analyzed given that the questionnaires themselves comprised both objectives and sub-objectives section. Objectives were analyzed quantitatively while descriptive data was analyzed thematically. Some of the themes included employment history of the respondent, the understanding of performance management by the respondent, the attitudes towards the system, the educational qualification levels of the respondents,

This chapter entails the analysis and responses received by means of a questionnaire to management and staff. It is important that the analysis be scrutinized in a professional manner to obtain the responses whereby positive recommendations could ultimately be laid on the table. The results will be presented in the form of tables and graphs in order to provide illustrations with a view to ensuring unambiguous understanding of the responses received.

4.1 Managerial and Non-Managerial questionnaire

This section will contain the analysis of the results obtained from the questionnaire, which was administered to the management and staff of Lafarge Cement Zimbabwe. The results from Section 1 to Section 7 of the questionnaire will be presented. Sections 1 to Section 7 of the questionnaire were designed with the purpose of covering most of the literature review that was presented in Chapter 2. Some of the questions with a limited value to the study will not be dealt with. Some items were not covered in the questionnaire, but these questions were asked during the one-on-one interviews that were conducted. The findings of the analysis will be presented in the same order of the questionnaire. The researcher used Microsoft Excel to analyze data to achieve meaningful results.
Figure 3.1 shows all the respondents have qualifications of Ordinary Levels up to Graduate levels and in terms of this study the researcher would expect all the respondents to understand the requirements of the questionnaire, and also to have a better understanding of the performance management system at Lafarge Cement Zimbabwe. It is apparent that the majority of the employees at Lafarge Cement Zimbabwe have at least the minimum requirements for employment by most organizations in Zimbabwe.
4.2 Length of service

Table 4.2 shows, that ninety per cent of respondents have been working for the company between six and more than twenty years. From these respondents ten per cent have been working for more than twenty years for the company. This certainly creates an impression that these are loyal people working for the company. Five per cent of respondents have worked for less than six years for the company.

Table 4.1 Length of service of the employees

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; 6 years</td>
<td>20</td>
<td>13.33%</td>
</tr>
<tr>
<td>7-10 years</td>
<td>70</td>
<td>46.67%</td>
</tr>
<tr>
<td>&gt; 11 years</td>
<td>60</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.1 shows that 90% of the respondents have been working for the organization from between 6 – 10 years. 20% of the respondents have worked for less than 6 years for the organization and 60% of the respondents have worked for more than 11 years in the organization. In terms of the research the researcher would expect the respondents to have experience of the performance management system at Lafarge Cement Zimbabwe since more than 80% of the respondents have been with the organization from between 7 years and above.

According to Schultz (2003), a performance management system can be well accepted by long serving members if participation in the process is fair and transparent employees would take ownership of the performance management process.
4.3 The need and understanding of performance management

Table 4.2 Do you understand the Performance Management System (PMS)?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>90</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>No</td>
<td>60</td>
<td>40%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.2 shows that 60% of respondents understand the performance management system and 40% of the respondents do not understand the performance management system. From table 4.1 it shows that 90% of the respondents have served the organization for more than 7 years and with the 60% of the respondents showing that they understand the performance management system to the research the 40% who do not understand the performance management system are the respondents amongst the 20% whom have served the organization for less than 6 years.

According to Wilkens (2004), it is the manager’s responsibility to ensure that employees are aware of the organizational goals and objectives and also letting them, feel that they contribute to the overall success of the organization. The author further noted that the more the employees understand the requirements of the performance management system the better for managers as they have fewer tasks of coaching and convincing employees about the importance of the performance management system.
Table 4.3 how would you best describe the PMS at Lafarge Cement Zimbabwe?

<table>
<thead>
<tr>
<th>Description</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity to excel in my work</td>
<td>10</td>
<td>6.66%</td>
<td>6.66%</td>
</tr>
<tr>
<td>Doing what management wants me to do</td>
<td>20</td>
<td>13.34%</td>
<td>20%</td>
</tr>
<tr>
<td>A process of management working together with staff in creating a win-win situation</td>
<td>24</td>
<td>16%</td>
<td>36%</td>
</tr>
<tr>
<td>A process of only benefiting a select few</td>
<td>30</td>
<td>20%</td>
<td>56%</td>
</tr>
<tr>
<td>Measuring performance against agreed targets</td>
<td>66</td>
<td>44%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.3 indicates that the majority of respondents – comprising 44% described the PMS as measuring one’s performance against the agreed targets. 16% said that it is a process of management working together with staff in creating a win-win situation.
20% replied that it is a process of only benefiting a selected few and the other 20% felt that it was doing what management wanted them to do and the opportunity to excel in one's job. From the responses given by the respondents it shows that about 60% of the respondents showed that they at least take performance management in a positive way and this shows that performance management process has been received and well taken by employees at Lafarge Cement Zimbabwe.

Table 4.4 Is the culture of performance management being driven on a daily basis?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>60</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>No</td>
<td>90</td>
<td>60%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.4 shows, that 60% of respondents reported that they do not agree with the statement that the culture of performance is driven on a daily basis. This raises concern, because it is expected of management to ensure that performance is being driven on a daily basis because employees' salary increase depends on their performance. 40% of respondents reported that performance management is driven on a daily basis through the daily tasks and targets which accumulate to weekly and monthly.

According to Wilkens (2004), it is the responsibility of the management to drive the performance management system in any organization, the author further adds that by driving performance management processes on a regular basis this will eventually be accepted as the way of doing thins in the organization and thus how a culture is built in any organization.
Table 4.5 Do you feel happy with the current PMS?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>60</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>No</td>
<td>90</td>
<td>60%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.5 indicates that sixty per cent of respondents do not feel happy about the current PMS. This raises concern that the majority of staff may be negative towards this system that is used to improve their performance and leads to their rewards. If this is the case, then one could deduce that the majority would also be unhappy with the benefits they would be receiving. Forty per cent of respondents feel happy with the current PMS system.

Bititci, Carrie and McDevitt (2005) noted that the success of performance management practices in any organization depend upon the commitment and involvement of employees at different levels within the organization. If the employees are unhappy with the performance management system in use then they will not be committed to the system. The authors went on to state that it is the role of the managers to ensure that employees accept and committee to the performance management system, coaching and enlightening employees about the performance management system to get their buy-in.

Table 4.6 Does the system provide any value addition?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>64</td>
<td>42.67%</td>
<td>42.67%</td>
</tr>
<tr>
<td>No</td>
<td>86</td>
<td>57.33%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

From table 4.6 It is clear that the majority of respondents, who comprised 57.33%, reported that the system does not provide any value to them. This may well raise some concerns, because the majority of staff believes that there is nothing of value for them in the system.
One could deduce that they are mostly probably going through the emotions and are just happy to receive a salary at the end of the month. 42.67% of respondents reported that the system does provide them with value addition. The general conclusion is that, the majority of respondents are not happy, since the system does not seem to add value to them as staff members the employees will not commit to the system because they do not see any benefits from being part of the performance management system.

Williams (2004) noted that performance management is about placing the emphasis on managing, supporting and developing staff at all levels within the organization. The author noted further that it is the role of managers to educate other employees about the benefits of performance management system.

Table 4.7 Do you understand the process of what could happen to you if you do not perform?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>88</td>
<td>58.67%</td>
<td>58.67%</td>
</tr>
<tr>
<td>No</td>
<td>62</td>
<td>41.33%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

From table 4.7 the majority of respondents, comprising 58.67%, agree that they do understand the process. 41.33% of respondents do not understand the process and what could happen to them if they should under-perform. This raises the question of whether or not staff members are explained to, on what would happen if they do not conform to the terms of their performance agreements.

Neilson and Quick (2008) stated that it is important to give credit where credit is due. When a staff member is performing well, or even above performance levels, it is important to acknowledge this and to give the necessary recognition. Neil (2005) stated that the performance agreement must be documented to enforce the performance management system this will help enforce rewards on good performance and also punishment on poor performance.
Table 4.8 I am confident that this PMS is a fair and unbiased system.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>70</td>
<td>46.66%</td>
<td>46.66%</td>
</tr>
<tr>
<td>No</td>
<td>50</td>
<td>33.34%</td>
<td>80%</td>
</tr>
<tr>
<td>No Response</td>
<td>30</td>
<td>20%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.8 reveals that 46.66% of respondents reported that the PMS system is unfair and biased. One could deduce that the majority of staff is not confident with the system, for the researcher this shows that majority of staff lack confidence in the system, which means that they will always be unhappy and uncommitted if the system is not improved. On the other hand 33.34% of respondents agree that the system is fair and unbiased, while 20% respondents did not respond to this question at all.

Armstrong and Baron (2004) noted that, commitment is very important in performance management thus all parties involved in the organization’s performance management process have to be willing to participate. The authors went on further to note that it is the role of management to ensure that the process of performance management is viewed by all as fair so that all participate without fear.
4.4 Lafarge Cement Zimbabwe management attitude towards performance management

The researcher will use the categories of "strongly disagree" and "disagree" as a disagree category and for "strongly agree" and "agree" as the agree category, even though the tables would report them separately. The "neither" category could be described as an undecided group. The research will try to find out the Lafarge Cement Zimbabwe management's attitude towards the performance management system through gathering data on various factors which would help in the analysis of the attitude of various people with the organization towards the performance management system.

**Figure 4.1 Staff is encouraged to participate in generating ideas and solutions**

![Graph showing frequency, percent, and cumulative percent](image)

Figure 4.1 shows that the majority of respondents that comprise fifty three per cent, agree that staff is encouraged to participate in generating ideas and solutions. Thirteen per cent of respondents disagree with this statement and thirty three per cent of respondents reported that they neither agree nor disagree.
Seven per cent strongly agree with the statement and forty seven per cent agree, which is a worrying factor that most of staff feel that they do not receive encouragement in their working environment.

Carrie and McDevitt (2003) stated that, performance management is the main vehicle by which managers communicate what is required from employees and give feedback on how well they are achieving the organizational objectives. This shows that according to the respondents the Lafarge Cement Zimbabwe management encourages participation through communication and feedback to employees on their performance.

Table 4.9 Management demonstrate that they take performance management seriously

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly – Disagree</td>
<td>30</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Disagree</td>
<td>40</td>
<td>26.67%</td>
<td>46.67%</td>
</tr>
<tr>
<td>Neither</td>
<td>15</td>
<td>10%</td>
<td>56.67%</td>
</tr>
<tr>
<td>Agree</td>
<td>40</td>
<td>26.66%</td>
<td>83.33%</td>
</tr>
<tr>
<td>Strongly – Agree</td>
<td>25</td>
<td>16.67%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

From the table 4.9 44% of respondents agree with the above statement that management take performance management seriously, 46% of the respondents disagree and 10% reported that they neither agree nor disagree. This does not represent a clear cut majority, because of the percentage group that did not respond to agree or disagree. For the researcher this shows that respondents are divided there is almost 50%-50% response on agree and disagree thus it shows that management is not that very serious about performance management system.
According to Gregory and Platts (2005), it is the management which should take lead and take charge of the performance management system so that subordinates will follow and accept the process. From the table 4.9 above the respondents demonstrated that management is not taking charge and hence there is no seriousness about the performance management system at Lafarge Cement Zimbabwe.

Table 4.10 Team and individual objectives are aligned with the mission, strategy and values of Lafarge Cement Zimbabwe

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>20</td>
<td>13.33%</td>
<td>13.33%</td>
</tr>
<tr>
<td>Disagree</td>
<td>30</td>
<td>20%</td>
<td>33.33%</td>
</tr>
<tr>
<td>Neither Agree</td>
<td>15</td>
<td>10%</td>
<td>43.33%</td>
</tr>
<tr>
<td>Agree</td>
<td>55</td>
<td>36.67%</td>
<td>80%</td>
</tr>
<tr>
<td>Strongly –Agree</td>
<td>30</td>
<td>20%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

In Table 4.10 it is clear that the majority of respondents, 56.67% agree with the statement that teams and individual objectives are aligned with the company strategy. In contrast 23.33% disagree with the statement while,10% neither agreed nor disagreed that team and individual objectives are aligned with mission, strategy and values of Lafarge Cement Zimbabwe. For the researcher this data shows that the objectives of the teams and individuals are aligned with those of the organization.

Gregory and Platts (2005) noted that, in order for any organization to pull together in one direction and also to have control of activities of teams and individuals, it is the management’s responsibility to ensure that objectives and mission and vision of the organization must be aligned with those of the teams and individuals.
Figure 4.2 reveals that thirty per cent of the respondents agree forty per cent of respondents are undecided thus they neither agree nor disagree that performance goals are set to stretch people, reflecting ever-increasing customer demands. Twenty three per cent disagree with the statement. The undecided respondents constitute a substantial percentage and they do not feel comfortable to answer the question. This raises some concern that the majority of staff members are not driven by customer demand and this is amidst the fact that they are working for a company that delivers a service to their customers.
<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>40</td>
<td>26.67%</td>
<td>26.67%</td>
</tr>
<tr>
<td>Disagree</td>
<td>80</td>
<td>53.33%</td>
<td>80%</td>
</tr>
<tr>
<td>Neither Agree</td>
<td>5</td>
<td>3.33%</td>
<td>83.33%</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>6.67%</td>
<td>90%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>15</td>
<td>10%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>150</td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.11 it is clear that 80% of respondents disagree with the statement that management at Lafarge Cement Zimbabwe management is transparent with the performance management system, 16.67% agree with the statement. 3% of respondents are undecided and not happy to express their views about the transparency of management in the PMS. It raises some concern that staff may not be happy with management and that they do not see all what is supposed to be reflected by the PMS.

According to Bruce (2005) it is the duty of management to ensure that all feedback and communication is of utmost importance as this will keep everyone is aware of what is happening with the system. Communication should be both ways that is top to bottom and bottom up with all employees being able to contribute their inputs into the system. Transparency is brought by proper feedback and fair communication where everyone is in the picture of what is going on within the system.
Table 4.12 Management makes it easy to understand the system, by always offering their assistance to staff when needed.

<table>
<thead>
<tr>
<th>Opinions</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>10</td>
<td>6.67%</td>
<td>6.67%</td>
</tr>
<tr>
<td>Disagree</td>
<td>70</td>
<td>46.67%</td>
<td>53.34%</td>
</tr>
<tr>
<td>Neither Agree</td>
<td>7</td>
<td>4.67%</td>
<td>58.01%</td>
</tr>
<tr>
<td>Agree</td>
<td>33</td>
<td>22%</td>
<td>80.01%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>30</td>
<td>19.99%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.12 shows 53.34% of the respondents do not agree that management does give assistance, whereas 41.99% of respondents agree. 4.67% of the respondents are undecided. For the researcher this data from table 4.4.6 above reflect that management do offer assistance to staff members but not always as the percentage of responses are not clearly showing that the management does offer or does not offer assistance, one could then conclude that management make it easy to understand and offer assistance but not always.

According to Armstrong and Baron (2004), management should be responsible for coaching and assisting employees in their day to day activities, through clearly spelling out expectations and enforcing corrective actions where activities are deviating from the plans.
4.5 Staff Development

This section will focus on how respondents have reported on the development of staff.

Table 4.13 I am happy with the way R&D has developed me.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>20</td>
<td>13.33%</td>
<td>13.33%</td>
</tr>
<tr>
<td>Disagree</td>
<td>70</td>
<td>46.67%</td>
<td>60%</td>
</tr>
<tr>
<td>Neither Agree</td>
<td>10</td>
<td>6.67%</td>
<td>66.67%</td>
</tr>
<tr>
<td>Agree</td>
<td>30</td>
<td>20%</td>
<td>86.67%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>20</td>
<td>13.33%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.13 shows that, 33.33% of respondents were in agreement with the statement they are happy with the way Lafarge Cement Zimbabwe has developed them. 6.67% of the respondents were undecided and 60% of the respondents disagreed with the statement that they are happy with the way Lafarge Cement Zimbabwe has developed them. For the researcher the data from table 4.13 shows that respondent feel that the performance management system of Lafarge Cement Zimbabwe has developed them in any way.

This can also be linked to the earlier question whether the PMS was fair and unbiased, where fifty two per cent of respondents reported a disagreement. If the system is “unfair” as the respondents reported, the question arises how the majority staff could be developed and be happy in what they are doing.

Bruce (2005) noted that performance management systems are meant to develop employees thus through training and coaching employees are eventually developed and become more mature personally and in the way they do things.
Table 4.14 Lafarge Cement policies and procedures support staff development

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>20</td>
<td>13.33%</td>
<td>13.33%</td>
</tr>
<tr>
<td>Disagree</td>
<td>60</td>
<td>40%</td>
<td>53.33%</td>
</tr>
<tr>
<td>Neither Agree</td>
<td>8</td>
<td>5.33%</td>
<td>58.66%</td>
</tr>
<tr>
<td>Agree</td>
<td>22</td>
<td>14.67%</td>
<td>73.33%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>40</td>
<td>22.67%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.14 reveals that 37.34% of respondents agree with the statement Lafarge Cement Zimbabwe policies and procedures support staff development, whereas 5.33% are undecided and 53.33% of the respondents disagree with the statement that Lafarge Cement Zimbabwe policies and procedures support staff development. The researcher is of the opinion that the respondents do not feel engaged in any of the policies and also from the data from table 4.14 the employees indicated that they do not feel that the performance management system at Lafarge Cement Zimbabwe not developed them in any way thus, the data from responses of table 4.14 supports table 4.13 in that policies and procedures do not support staff development.

According to Williams (2004), policies and procedures should be aligned with the development plans of employees so that objectives of the organization are aligned with those of the individuals.
Table 4.15 Management focuses lots of energy on staff development

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly – Disagree</td>
<td>45</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>Disagree</td>
<td>55</td>
<td>36.67%</td>
<td>66.67%</td>
</tr>
<tr>
<td>Agree</td>
<td>22</td>
<td>14.67%</td>
<td>81.34%</td>
</tr>
<tr>
<td>Strongly – Agree</td>
<td>28</td>
<td>18.66%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

From this table 4.15, 66.67% disagree with the statement that management focuses a great deal of energy on staff development. 33.33% of respondents agree with the statement. This question highlights the perception that management does not prioritize the development of staff members. This could well be one of the reasons why respondents could be unhappy with the system, because they understand the system to be a living document and that the system would not help to develop the staff.
Table 4.16 I enjoy attending courses and use the new knowledge to benefit Lafarge Cement systems

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly –Disagree</td>
<td>10</td>
<td>6.67%</td>
<td>6.67%</td>
</tr>
<tr>
<td>Disagree</td>
<td>30</td>
<td>20%</td>
<td>26.67%</td>
</tr>
<tr>
<td>Neither</td>
<td>60</td>
<td>40%</td>
<td>66.67%</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>10%</td>
<td>76.67%</td>
</tr>
<tr>
<td>Strongly –Agree</td>
<td>25</td>
<td>16.67%</td>
<td>93.34%</td>
</tr>
<tr>
<td>Missing</td>
<td>10</td>
<td>6.66%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.16 indicates that 13% of respondents agree with the statement they enjoyed attending courses and use the knowledge to benefit Lafarge Cement Zimbabwe, whereas 26.67% disagree and 40% did not respond to the question. This highlights the perception that the vast majority of staff members do not enjoy attending courses to be able to learn new developments and to introduce it at the company. It also highlights that people would be much happier if development should take place on the basis of which they would feel more appreciated.
4.6 The mentoring system

The mentoring system is a very good system?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly – Disagree</td>
<td>60</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>Disagree</td>
<td>34</td>
<td>22.67%</td>
<td>62.67%</td>
</tr>
<tr>
<td>Neither Agree</td>
<td>20</td>
<td>13.33%</td>
<td>76%</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>10.67%</td>
<td>86.37%</td>
</tr>
<tr>
<td>Strongly – Agree</td>
<td>20</td>
<td>13.33%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.17 shows that, 62.67% of the respondents disagree with statement that the mentoring system is a very good system, 24% of the respondents agree that the mentoring system at Lafarge Cement Zimbabwe is a good system, while 13.33% of the respondents neither agree nor disagree that the mentoring system at Lafarge Cement Zimbabwe is a good system. The researcher from the data can conclude that respondents feel that the mentoring system is of no value addition to them.
Figure 4.3 reveals that forty per cent of the respondents reported that they disagree with the statement that staff supports the mentoring system. This reveals to the researcher that there is a problem relating to the mentoring system. The same percentage of respondents is undecided. Staff may not feel free to report on the truth and may well feel that it would be safe to report that they are undecided. Twenty per cent agree that staff support the mentoring system. This could be linked with the staff development concerns raised earlier in this chapter that the performance management system at Lafarge Cement Zimbabwe does not benefit or support the needs of the employees.
Table 4.18 Mentors have developed good relationships with mentees.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly – Disagree</td>
<td>50</td>
<td>33.33%</td>
<td>33.33%</td>
</tr>
<tr>
<td>Disagree</td>
<td>60</td>
<td>40</td>
<td>73.33%</td>
</tr>
<tr>
<td>Neither</td>
<td>10</td>
<td>6.67%</td>
<td>80%</td>
</tr>
<tr>
<td>Agree</td>
<td>20</td>
<td>13.37%</td>
<td>93.37%</td>
</tr>
<tr>
<td>Strongly- Agree</td>
<td>10</td>
<td>6.67%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.18 shows that, 76.66% of respondents reported that they disagree with the statement that mentors at Lafarge Cement Zimbabwe have developed good relations with mentees. 6.67% of the respondents were undecided. For the researcher this raises some concern that there seems to be hardly any sound relationship between mentees and mentors, according to Robbins (1998) once all uncertainties have been cleared and supervisors are satisfied that they know what to do and how it will be monitored; staff members will be allowed to work independently. During the initial discussions, supervisors would have informed staff members that they would be subjected to continuous monitoring and evaluation.

Table 4.19 the mentor system helped me to aspire to senior/management positions

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly – Disagree</td>
<td>90</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>Disagree</td>
<td>20</td>
<td>13.33%</td>
<td>73.33%</td>
</tr>
<tr>
<td>Neither</td>
<td>40</td>
<td>26.67%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
Table 4.19 indicates that the majority of respondents – comprising sixty per cent – disagree with the statement that the mentoring system helped them to aspire to senior management positions, while twenty six per cent of respondents are undecided. There was no respondent who agreed with the statement. This means that all levels of management agree that the mentoring system has not helped any staff member to aspire or even develop them for a senior position. Robbins (1998) noted that, if the performance management system in any organization is active the employees should be attracted and be motivated to be promoted to higher levels of management as they will be seeing the benefits of the performance management system.

**Figure 4.4 the mentoring system added value to my development and career.**

Figure 4.4 shows that a majority of fifty six per cent of respondents reported that they disagree with the statement, thirty one per cent of respondents are undecided and three per cent of respondents agree. It would appear that the mentoring system has not provided any value to the staff that is despondent with the system that does not help them at all.
4.7 The Performance Appraisal (PA) Method

Figure 4.5: the PA method is it fair.

The Figure 4.5 reveals that forty three per cent of respondents agree that the performance appraisals method used by Lafarge Cement Zimbabwe is not fair, thirty three per cent of respondents are undecided and twenty four per cent of respondents disagree with the statement thus they reported that the performance appraisal method at Lafarge Cement Zimbabwe is fair.

Arverson (1998) noted that the Balanced Scorecard Management System enables companies to clarify their vision and strategy and translate them into action. Through this system organizations are able to provide feedback in both the internal business processes and external outcomes in order to continuously improve strategic performance and results. According to Arverson (1998) the appraisal method adopted by Lafarge Cement Zimbabwe enables management to provide feedback to employees on the outcomes of the appraisals so this brings out transparency.
Figure 4.6 The PA is developed so that all staff can benefit.

Figure 4.6 shows that forty six per cent of respondents reported that they agree with the statement that the performance appraisal was developed to benefit staff, and the rest are equally divided between disagree and undecided. To the researcher the data from graph 4.7.2 shows that the staffs believe in the appraisal system and expect benefits from the system. When staff believe that they can benefit from any system they will participate willingly.

Table 4.20 Management do not care about staff at appraisal time

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly –</td>
<td>60</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>Disagree</td>
<td>50</td>
<td>33.33%</td>
<td>73.33%</td>
</tr>
<tr>
<td>Neither</td>
<td>10</td>
<td>6.67%</td>
<td>80%</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>3.33%</td>
<td>83.33%</td>
</tr>
<tr>
<td>Strongly-</td>
<td>25</td>
<td>16.67%</td>
<td>100%</td>
</tr>
<tr>
<td>Agree</td>
<td>Total</td>
<td>150</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 4.20 shows that 73.33% of the respondents disagree with the statement that management at Lafarge Cement Zimbabwe care about at appraisal time, 6.67% of the respondents neither agree nor disagree that management do care about staff during appraisals and 20% of the respondents do agree that management do care about the staff during appraisals. To the researcher this data from table 4.20 shows that respondents feel that appraisal time should be treated as a special occasion and management should treat this period special.

Table 4.21 my job does not allow me to get more than a three rating

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>60</td>
<td>40%</td>
</tr>
<tr>
<td>Disagree</td>
<td>40</td>
<td>26.67%</td>
</tr>
<tr>
<td>Neither Agree</td>
<td>10</td>
<td>6.67%</td>
</tr>
<tr>
<td>Agree</td>
<td>25</td>
<td>16.67%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>10</td>
<td>6.67%</td>
</tr>
<tr>
<td>Missing</td>
<td>5</td>
<td>3.33%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.21 Shows that 66.67% of the respondents disagree with the statement their job does not allow them to get more than a 3 rating in performance appraisal, 6.67% neither agree nor disagree and 13% agree that their job does not allow them to get a 3 rating during the performance appraisal and 3.33% of the responses were missing. To the researcher this shows that the staff has no confidence in the appraisal system they feel that they are given lower scores even if their jobs can score them more than the scores they usually get.
4.8 Qualitative responses on one-on-one interview

As stated earlier, the researcher decided to formulate a questionnaire for the management team. The purpose for this was to search for information about the administering of the performance management system by means of thematic analysis. The system is managed by the management team. The researcher arranged with the Managing Director to conduct one-on-one interviews amongst the mentioned group. The following are the responses from the interviewees to the questions at the interview:

**Question 1**

**What was the Lafarge Cement Zimbabwe system like before the performance management system?**

**Reactions from interviewees**

The respondent stated that the system was very antagonistic, management use to crap all over staff the way they felt like doing, thus they felt the system was not friendly to employees. The other respondent noted that they used to have a form they used to appraise staff whenever they felt like doing it and this respondent was appraised twice in five years. The third respondent stated that there was a system that favored some people and not others; the system was good for the blue eyed boys of the boss, because they were the only people whom benefited. The last respondent noted that the system was unfair and very subjective. It was whom you know and not what you knew. The various job grades were treated differently, the respondent concluded that this was an informal system and was used ad hoc. At the end of the year one would be handed an envelope with your increase information in it. This was a very loose system and difficult to follow.

**Conclusion**

It is clear that the system used before the current performance management system, was not fair. It is difficult to call it a system, because it only benefited a selected few. There was no transparency and staff was never informed why people would be promoted or not. This gave rise to the need of a properly documented system that would be fair to all staff.
Question 2

Do you know what the Lafarge Cement Zimbabwe strategic objectives are?

The first respondent indicated that he remembered them vaguely, while the second respondent indicated that he indeed knew Lafarge Cement Zimbabwe strategic objective, the third respondent indicated that she did not know the organizational strategic objectives, the fourth indicated that she knew the objectives but however felt that they needed to be updated, whilst the last respondent indicated that he did not know the strategic objective of the organization.

To the researcher it is clear that the management that is expected to drive strategy in the business is not clear of what the strategic objectives are. The question thus arises as to if management is not sure about these objectives, what do they then drive and does the rest of the staff know what the objectives are? Ultimately staff members need to buy into these objectives. How do they know what their personal objectives are of they are not clear about the strategic objectives?

Question 3

How often do you visit your objectives to ensure alignment with what you are doing is in place?

The first respondent stated that she visited the objective twice a year, the second manager indicated that he did twice to thrice a year, especially during budget time, the third interviewee indicated that he does not visit objectives at all, number 4 interviewee stated that he did once or when reminded and the last one indicated that they did visit the objectives three times.

Conclusion

Objectives are visited twice a year, and in some cases interviewees do not bother to visit the objectives at all.
Question 4

Do you have succession planning in place?

Interviewee 1 indicated that he did not have any planning in place, interviewee 2 noted that she did have in the business information area, interviewee 3 indicated that she did not have anything in place, while the number 4 interviewee pointed that he had limited staff and the last manager indicated that she did not have anything in place.

Conclusion
It is clear that there is no succession planning in place and that this constitutes a problem for the business. The organization should have to plan for who takes over in the near future as the organization is a going concern and will be in business for the foreseeable future there should be plans for the future.

Question 5

What are the benefits of the PMS?

Interviewee 1 indicated that benefits of the performance management system include setting clear objectives, Motivate employees to go beyond the normal work, Helps to plan head and Identify poor performers, interviewee 2 stated that benefits included benchmarking them against their objectives thus the performance management system sets standards for him. Interviewee 3 stated that he saw no benefits from the performance management system, interviewee 5 indicated that the performance management system brings in a defined, well structured and formal way of clearly setting of objectives.

Conclusion
The benefits are that it helps to set objectives and to give direction.
Question 6

What are the disadvantages of the PMS?

Interviewee 1 stated that it is difficult to set objectives, because of the Lafarge Cement Zimbabwe type of environment. There is a tendency of a biased way of scoring appraisees. The one department can score their staff high for the same work done, whereas the other department should score just a three rating. Interviewee 2 indicated that the allocation of ratings is very difficult to do; the rating system needs to change. Interviewee 3 noted that all managers do not use the same formula to calculate their staff increases. The results become meaningless. Interviewee 4 stated that there is a lack of money, No incentives for staff and there is negativity towards a three rating. Interviewee 5 indicated that the one-on-one during performance appraisals is very subjective in its application.

Conclusion
The scoring system is a problem; there are no incentives for staff. The system is very subjective.

Question 7

What changes would you like to see in the system?

Interviewee 1 indicated that she would like a uniform way of completing a performance appraisal, interviewee 2 suggested that the organization should introduce a better rating system. Interviewee 3 noted that the rating scale needs to be adjusted and interviewee 5 suggested that the organization needed to make use of a 360° approach.

Conclusion
Interviewees would wish the rating scale to be changed, so that staff could achieve a better rating.
Question 8

Explain staff’s attitude during performance appraisal sessions.

The manager indicated that attitude of staff was positive, the next manager noted that the performance appraisal sessions are seen as planning sessions and they are upbeat, the other manager however noted that staff are negative and don’t like the performance appraisal sessions.

Conclusion

The above reflects mixed views of positive and being negative about the attitude; some members said that the attitude is positive while others feel that the attitude is negative.

4.9 Chapter Summary

The chapter summarized and analyzed findings from the study. Generally, all respondents acknowledged the awareness of the performance management system and its importance to them and the organization. 70% of the respondents reported that the performance management system was fair and were confident that it was not biased. 60% of the respondents indicated that they understood the performance management system as a process and its requirements, 60% responded that they were not happy with the performance management system and felt that the system does not provide any benefits to them. 50% of the respondents indicated that generally employees participate in generating ideas and solutions with the performance management system process. However 53% of the respondents felt that the performance management at Lafarge Cement Zimbabwe is not supported by the policies and procedures. Generally the employees felt that the performance management system at Lafarge Cement Zimbabwe does not support staff development Most employees suggested that the performance management system be improved in line with policies that support staff development and give employees more opportunities to develop themselves.
CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter revisits the research objectives as outlined in chapter one, draws conclusions and makes necessary policy and related recommendations. The chapter will reveal confirmation or otherwise of the research proposition and finally areas for further study on the topic.

5.1 CONCLUSIONS

The main objective of the study was to undertake a critical evaluation of the performance management system used by in an effort to determine whether the system is used correctly and also to highlight any shortcomings. The results show that the general feeling amongst staff is that they have a negative attitude towards the current system. The study revealed that there were a minority percentage of respondents who did not know what performance management entails. This raised concerns that these staff members were seemingly never given training on performance management. The researcher has concluded that this system needs to be updated to ensure that staff members understand it and that they would be able to contribute positively to the system.

5.1.1 The communication channels used by Lafarge Cement Zimbabwe to communicate expectations and objectives.

Lafarge Cement Zimbabwe has a formal structure of hierarchy and uses the top bottom approach and the bottom up approach to communicate. Communication is done through meetings departmental and operations meetings were all department heads meet weekly to discuss operational issues. Departmental meetings are held once a month were each department meet to discuss their departmental issues. Notice boards are also used to communicate information to employees, emails and memos are also used to pass information.
5.1.2 The level of understanding of the performance management system by the managers and the employees.

60% of the respondents indicated that they understood the performance management system at Lafarge Cement Zimbabwe with 40% of the employees indicated that they did not understand the system. Some described the performance management system as measuring one’s performance against agreed targets; others said that performance management is a process of management working together with staff in creating a win-win situation. 20% responded that performance management system is a process of benefiting a selected few and doing what managers wanted them to do because they felt the system was meant for managers only.

5.1.3 The willingness of managers and employees to participate in the performance management process.

60% of the respondents indicated that they were not happy with the performance management system at Lafarge Cement Zimbabwe; they indicated that they were not benefiting from the system and it added no value to them. These respondents only participated because they felt it was just part of the job hence they were not willing to be part of the process if they had other choices.

5.2 Answering the overall objective

The main objective of the study was to look into the Lafarge Cement Zimbabwe’s performance management system to ascertain the roles played the parties involved in the process and to also ascertain whether the system was fair and transparent during the period January 2009 to December 2010. The research findings were that the performance management system was viewed as unfair and biased with 60% of the respondents indicating that there were not happy and not willing to participate. On the issue of transparency the respondents generally indicated that the system was not transparent they felt it was introduced for managers only and they did not openly share information and benefits of the system with the employees.
5.3 Research proposition

The research proposition that acceptance of the performance management system at Lafarge Cement Zimbabwe was dependent upon the employees’ feelings on the transparency and fairness of the performance management system and the benefits gained from participating was supported by the findings from the study. The results showed that employees felt that the system was not fair and not transparent; also results showed that the employees believed that the performance management system brought no benefits and added no value to them.

5.4 RECOMMENDATIONS

5.4.1 Train and educate employees on the benefits of the performance management system

Training the employees would ensure that every employee understands the reasons and the need for the performance management system and it helps in the buying-in by employees and will ensure willingness to participate in the process because they now understand the purpose of the process.

5.4.2 Introduce an Individual Development Program

The researcher believes that an Individual Development Program needs to be implemented that should be linked with the Skills Development Plan. This will help to identify the needed training and development for all staff. Management should institute a development plan and help grow individuals. It is furthermore recommended that management budget more for staff development, because the majority of staff are in need of personal development. It is ultimately the responsibility of management to develop the staff for which they are responsible for. As stated before, the lack of succession planning, should lead to management seriously considering setting up a succession plan for Lafarge Cement Zimbabwe.
5.4.3 Introduce another rating system

There needs to be consistency in terms of how scoring and rating take place in all departments. The current rating system needs to change to make it more realistic to staff members. Since no one has ever in history scored beyond a four rating, it is recommended that the five rating should be abolished and substituted by a system whose highest score will be a four. This proposal seems more realistic and achievable.

5.4.4 Set a special budget for performance related rewards

Another recommendation is that a special budget needs to be set up for rewards and recognition. Lafarge Cement Zimbabwe personnel do not receive any performance bonuses. Since it is important for staff to deliver at a level above than what is expected of them, this budget will be a help in instituting a rewards and recognition system.

5.5 Areas of further study

Further research may be done to assess the nature of the relationship between rewards and performance at Lafarge Cement Zimbabwe and also research may be done on relationship between performance and promotion at Lafarge Cement Zimbabwe.
REFERENCES


24 (http://www.managementstudyguide.com).accessed 19/12/2012


28. [http://www.lafargezimbabwe.co.zw]. Accessed 20/01/12


42. Oppenheim, A.N (1999), Questionnaire design and attitude measurement. London, Morrison and Gibb Ltd.


64. Lafarge Cement Zimbabwe Strategic plan: 2009-10.


71. http://www.surface.syr.edu/cgi/viewcontent accessed 20/01/2012

## OBJECTIVES FOR PERIOD MARCH - DECEMBER 2010

<table>
<thead>
<tr>
<th>A</th>
<th>BUSINESS AS USUAL</th>
<th>RM</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL SECTION A**
### OBJECTIVES FOR PERIOD MARCH - DECEMBER 2010

<table>
<thead>
<tr>
<th>B</th>
<th>SPECIAL OBJECTIVES</th>
<th>RM</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL SECTION B**
APPRAISAL FORM FOR PERIOD:

<table>
<thead>
<tr>
<th>A</th>
<th>SPECIAL OBJECTIVES</th>
<th>Manager</th>
<th>WEIGHT %</th>
<th>RATING</th>
<th>SCORE WxR/100</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL SECTION A
OVERAL TOTAL

115
## APPRAISAL FORM FOR PERIOD:

### NAME

<table>
<thead>
<tr>
<th>B</th>
<th>SPECIAL OBJECTIVES</th>
<th>Manager</th>
<th>WEIGHT</th>
<th>RATING</th>
<th>SCORE WxR/100</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>MEASUREMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL SECTION B**

**OVERAL TOTAL**

116
## CAREER ASPIRATIONS LIST

<table>
<thead>
<tr>
<th>PUBLIC/PRIVATE</th>
<th>CAREER ASPIRATIONS</th>
<th>DEVELOPMENT NEEDED TO ACHIEVE THIS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WITHIN 1 YEAR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WITHIN 2 YEARS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MENTEE NAME
----------------------
…………………… MENTEE SIGNATURE............... DATE ................................

MENTOR NAME
----------------------
…………………… MENTOR SIGNATURE............... DATE ................................
PERFORMANCE APPRAISAL FOR PERIOD MARCH-DEC 09

MARCH -DEC 2009

<table>
<thead>
<tr>
<th>RATING SCORE</th>
<th>NO OF STAFF PER RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5</td>
<td>0</td>
</tr>
<tr>
<td>2.6</td>
<td>0</td>
</tr>
<tr>
<td>2.7</td>
<td>0</td>
</tr>
<tr>
<td>2.8</td>
<td>0</td>
</tr>
<tr>
<td>2.9</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>3.1</td>
<td>11</td>
</tr>
<tr>
<td>3.2</td>
<td>14</td>
</tr>
<tr>
<td>3.3</td>
<td>5</td>
</tr>
<tr>
<td>3.4</td>
<td>5</td>
</tr>
<tr>
<td>3.5</td>
<td>0</td>
</tr>
<tr>
<td>3.6</td>
<td>1</td>
</tr>
<tr>
<td>3.7</td>
<td>0</td>
</tr>
<tr>
<td>3.8</td>
<td>0</td>
</tr>
<tr>
<td>3.9</td>
<td>0</td>
</tr>
</tbody>
</table>

![Bar chart showing distribution of rating scores and corresponding number of staff per rating]
18 January 2010

Dear Management Team and Staff

**A critical evaluation of the Performance Management System used by Lafarge Cement Zimbabwe.**

After consultation with the Management Team, they have granted me the opportunity to do my research project (dissertation) on the Lafarge Cement Zimbabwe performance management system.

The objective of the project is not to change your current system, but to use this platform as a research vehicle to be able to complete degree. You are assured of confidentiality regarding your personal details and views. None of this will be revealed to anyone. Please give your own and honest opinion in all responses. This will greatly enhance the quality of recommendations that will come from the study. The survey results will be used as part of my research project to obtain my Masters of Business Administration (MBA) degree at the University Of Zimbabwe.

To all the respondents who have given me the benefit of your views by returning the completed questionnaire, please accept my sincere thanks.

Due to the time constraints, kindly return the questionnaire to the Human Resource office no later than 15 February 2012, at noon.

Yours sincerely.

Pascal Mukwenhu

MBA student, final year, University Of Zimbabwe.
Appendix 7

SURVEY QUESTIONNAIRE

SECTION 1: DEMOGRAPHICS

A. Name (Optional)…………………………………………

B. Category of respondent.

Customer ☐ Employee ☐ Management ☐

C. Age

< 21 ☐ 22-32 ☐ 33-43 ☐ > 44 ☐

D. Sex of respondent.

Female ☐ Male ☐

E. Total number of years working for the company.

< 1 year ☐ 1- 2 ☐ 3-5 ☐ 6-10 ☐ >11 ☐

F. Maximum level of education attained.

Below Ordinary level ☐ Ordinary -Advanced level ☐ Professional course(s) ☐
Undergraduate ☐ Post graduate ☐
SECTION 2: Need and understanding of Performance Management

2.1 Do you understand the Performance Management System (PMS)?

How to answer the questions

• Put an X in one box which is next to your answer.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Uncertain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

• Answer all questions, making use of the Likert’ scale which varies from Disagree strongly (1) to Agree strongly(5) as shown below:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

• Put an X in one box which is next to your answer.

2.2 How would you best describe the PMS?

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>An opportunity to excel in my work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>Doing what management wants me to do</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>A process of management working together with staff in creating a win-win situation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td>A process of only benefiting a selected few.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>Measuring of one’s performance against the agreed targets.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.3 Is the culture of Performance Management being driven on a daily basis?

- Put an X in one box which is next to your answer.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Uncertain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.4 Do you feel happy with the current PMS?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Uncertain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.5 Does the system provide you with any value addition?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Uncertain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.6 Do you understand the process of what could happen if you don’t perform?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Uncertain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.7 I am confident that this PMS is a fair and an unbiased system.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Uncertain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 3 Lafarge Cement management attitude towards Performance Management.

- Answer all questions, making use of the Likert’ scale which varies from Disagree Strongly (1) to Agree Strongly(5) as shown below:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

- Put an X in one box which is next to your answer.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Staff is encouraged to participate in generating ideas and solutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>Management demonstrates that they take performance reviews seriously.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>Lafarge Cement’s policies and procedures support staff development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4</td>
<td>Performance goals are set to stretch people, reflecting ever-increasing customer demand.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.5</td>
<td>Management is transparent with the PMS.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.6</td>
<td>Management makes it easy to understand the system, by always offering assistance to staff when needed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 4 Staff Development

- Answer all questions, making use of the Likert scale which varies from Disagree Strongly (1) to Agree Strongly(5) as shown below:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

- Put an X in one box which is next to your answer.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>I am happy with the way Lafarge has developed me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>Lafarge’s policies and procedures support staff development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3</td>
<td>Management focuses lots of energies on staff development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4</td>
<td>I regularly attend courses, conferences, workshops, etc to keep abreast with the developments in my field of work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5</td>
<td>I attend courses just to get away from work, because my work does not interest me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.6</td>
<td>I always enjoy attending courses and use the new knowledge to the benefit of Lafarge.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 5 The Mentoring System

- Answer all questions, making use of the Likert’ scale which varies from Disagree Strongly (1) to Agree Strongly(5) as shown below:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

- Put an X in one box which is next to your answer.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>The mentoring system is a very good system.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>Staff supports the mentoring system.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3</td>
<td>Mentors have developed good relationships with mentees.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4</td>
<td>Due to the mentoring system, it helped me to aspire to a more senior/management position.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5</td>
<td>The mentor system has added value to my development and career.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 6 The Performance Appraisal method

- Answer all questions, making use of the Likert scale which varies from Disagree Strongly (1) to Agree Strongly(5) as shown below:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

- Put an X in one box which is next to your answer.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>The Performance Appraisal (PA) method is a fair method.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>The PA is developed so that all staff can benefit from it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3</td>
<td>The objectives you set with your manager are all realistic/achievable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4</td>
<td>Management don't care about me when it comes to appraisal time, they run through the motions to get the job done.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5</td>
<td>My job does not allow me to get more than a rating of 3 (job well done).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 7 General comments
Are there any comments you would like to make, that were not covered in the Questionnaire? My additional comments are:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I would like to thank you for your time and sincerity in participating in this research. Please hand in your completed questionnaire to the Human Resources office

Pascal Mukwenhu
Mobile Number: 0772 957 229
E-mail: pmukwenhu@yahoo.com/pascal@snacks.co.zw
Appendix 8
Interview Questions

1. What was the Lafarge Cement systems like before the PMS?

2. Do you know what the Lafarge Cement strategic objectives are?

3. How often do you visit your objectives to ensure alignment with what you are doing is in place?

4. Do you have succession planning in place?

5. What are the benefits of the PMS?

6. What are the disadvantages of the PMS?

7. What changes would you like to see in the system?

8. Explain staff’s attitude during performance appraisal sessions.