

**AN EVALUATION OF THE PERFORMANCE MANAGEMENT  
SYSTEM AT STATE-OWNED INSTITUTIONS OF HIGHER  
LEARNING IN ZIMBABWE: THE CASE OF HARARE  
POLYTECHNIC**

**BY**

**CLAUDIOS NHOKWARA (*R068994Y*)**

**A DISSERTATION SUBMITTED TO THE DEPARTMENT OF POLITICAL AND  
ADMINISTRATIVE STUDIES IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF THE MASTERS IN PUBLIC  
ADMINISTRATION DEGREE**

**DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES**

**FACULTY OF SOCIAL STUDIES**

**UNIVERSITY OF ZIMBABWE**



**FEBRUARY 2014**

## **Abstract**

This study evaluated the performance management system (PMS) of Harare Polytechnic, a state owned institution of higher learning. The study sought to evaluate (assess effectiveness and efficiency) of the PMS at Harare Polytechnic. Thus, it focused on how the PMS was influencing HRM decisions such as the professional development of lecturers, promotion, salary increment and the grading system, the degree of absorption of the PMS by the lecturers, the degree of involvement of the lecturers and how wholesome the PMS was in helping to accurately measure, monitor and enhance the performance of the lecturing staff. The study was underpinned and informed by the concept of new public management (NPM) and the goal theory developed by Edwin Locke. The researcher employed a case study design, triangulating the qualitative and quantitative methods. Data were collected using two sets of questionnaires: one for LICs, HODs and HODivs responsible for implementing the PMS and the other for the lecturers and top management was interviewed. The study found out that the PMS was not yielding the desired results due to the interplay of factors such as low absorption of the system by appraisers and appraisees, wrong conception and implementation of the system, failure to allow the results of the system to influence other HR functions and inadequate management support. The study recommended the adoption of professional development programmes in order to increase the absorption of the PMS by the users, improvement of communication within the institution and ensuring that there is a link between promotion, incentives and the results of performance management results. It was also recommended that the lecturers, as key stakeholders should be involved in the entire process and that assessment of performance should focus on both the qualitative and quantitative aspects of the lecturing job. Going forward, the researcher recommended more researches focusing on the interaction of performance management and knowledge management.

## **Acknowledgements**

This dissertation was not a solo exercise; the researcher is grateful for the ideas shared and the assistance given by the various people and offices mentioned below, without their input this research would not have been possible.

I would like to register profound gratitude to my research supervisor Dr Alfred G. Nhema, who generously shared his wisdom, wealth of experience and insights. I feel privileged to have had you for a supervisor; Thank you Sir, for letting me stand on your shoulders.

Profound thanks go to the Acting Madam Chair of the Department Dr C Manyeruke, MPA lecturers Dr G. Zhou, Professor P.V. Mavhima, Dr H. Chingono, Mr E. Masunungure, Mr A. Madhekeni, Mr T. Zinyama for influencing and shaping my thought process at undergraduate and post graduate level. The researcher is indebted to the department's administration personnel for, willingly, assisting whenever there was need for administrative help.

Many thanks also to Kennedy Manduna for helping to improve several of the contributions including my own. A big bow of gratitude goes as well to all my 2012-14 MPA class mates TawandaMuparadzi, TawandaNyikadzino, Silas Tawanda, NyaradzoMakoni, Prince Zishiri, Otilia Diego, Lewis Chigora, Honourable Abigail Damasane, Hudson Mutandwa, FanuelNcube, and AdelaineKatiyo for their solicited and unsolicited criticisms.

At Harare Polytechnic I would like to acknowledge and appreciate the permission to carry out the study granted by the Acting Principal Mr T. Mudondo, Thank you Mr. T. Damba, (Head of Division, Commerce and HR specialist) for sharing your views on performance management with me. Specific thanks to the respondents, (too many to mention), who struggled (due to busy schedules) to create time to respond to the questionnaires, formal interview and informal covert interview questions.

Behind the scenes, there were three special beauties without whom this dissertation would not have been a success. To my wife Tryness, daughters Victorious and Blessed I say thank you *now and always* for allowing me to be away while being there.

## **Dedication**

To Victorious and Blessed may this work inspire and challenge you

## **Table of Contents**

Abstract .....	ii
Acknowledgements .....	iii
Dedication.....	iv
Table of contents .....	v-xi
Appendices .....	xii
List of tables .....	xiii
List of Figures .....	xi
<b>CHAPTER ONE</b> .....	1
<b>INTRODUCTION</b> .....	1
1.1 Introduction .....	1
1.2 Background to the Problem .....	1
1.3 Statement of the Problem .....	2
1.4 Research Objectives .....	2
1.5 Research Questions .....	3
1.6 Significance of the study .....	3
1.7 Hypothesis .....	4
1.8 Limitations .....	4
1.9 Delimitations .....	4
1.10 Structure of the Research Report.....	4
1.11 Conclusion .....	5
<b>CHAPTER TWO</b> .....	6

<b>LITERATURE REVIEW .....</b>	<b>6</b>
2.0 Introduction .....	6
2.1 Rationale of Literature Review .....	6
2.2 Performance for Performance Management .....	7
2.3 Reasons for Performance Management .....	9
2.4 Performance Management Process .....	10
2.4.1 Planning Performance .....	11
2.4.2 Managing Performance .....	13
2.4.3 Performance Review .....	14
2.4.3.1 Formal Review .....	14
2.4.3.2 Individual Self-Review .....	15
2.4.3.3 Peer Groups and Upward Appraisal.....	16
2.4.4 Rewarding Performance .....	16
<b>2.5 CONCEPTUAL AND THEORETICAL FRAMEWORK.....</b>	<b>17</b>
2.5.1 New Public Management .....	17
2.5.2 Goal Theory .....	18
2.5.2.1 Factors affecting the effectiveness of the goal theory .....	19
2.6 Conclusion .....	20
<b>CHAPTER 3 .....</b>	<b>21</b>
<b>RESEARCH METHODOGY.....</b>	<b>21</b>
3.0 Introduction .....	21
3.1 Research Philosophy .....	21
3.2 Research Design .....	21

3.2.1 Qualitative Paradigm .....	22
3.2.2 Quantitative Research Paradigm .....	22
3.3 Study / Target Population .....	23
3.4 Sampling Techniques .....	23
3.5 Data Type and Sources .....	24
3.6 Data Collection Instruments .....	24
3.6.1 Questionnaires .....	24
3.6.2 Interview .....	25
3.7 Data Presentation and Analysis Approach .....	25
3.8 Conclusions .....	25
<b>CHAPTER 4 .....</b>	<b>26</b>
<b>DATA PRESENTATION, ANALYSIS AND INTERPRETATION .....</b>	<b>26</b>
4.0 Introduction .....	26
4.1 Questionnaire for the Lecturers (appraises) .....	26
Age Range .....	27
1 Sex .....	27
2 Nature of Contract .....	28
6 Communication of reasons for conducting performance management .....	30
7 Link between institutional planning process and performance management process.....	30
8 Planning of performance management .....	30
9 Preparedness of appraisers .....	30
10 Lecturers' knowledge of employer's job expectations .....	31
11 Developmental programme for improving Lecturer's performance .....	32

12 Convention of workshops and seminars to enhance absorption of PM .....	33
14 Salary and performance management .....	33
15 Lecturer's knowledge of what is expected in their jobs .....	33
16 Fairness and consistency of rating standards .....	34
17 Conduciveness of environments .....	35
18 Evidence based performance management reviews .....	35
19 Provision of feedback on performance .....	35
20 Number of reviews per year .....	35
21 Promotion to responsibility posts .....	37
22 Pay structure and service .....	37
23 Civil service rewarding system and performance .....	37
24 Reprimands for poor work .....	37
25 Flexibility of the pay system .....	37
26 Effectiveness of the Performance Management System .....	39
27 Degree of simplicity and understandability .....	39
28 PMS at Harare Polytechnic is form filling .....	39
29 PMS at Harare Polytechnic aims to develop the capacity of employees .....	40
30 PMS provides the basis for self-development .....	40
31 PMS at Harare Polytechnic informs pay decisions .....	40
32 Alignment of individual and institutional performance .....	40
4.2 Questionnaires for Harare Polytechnic HODi, HODs and LICs .....	41
1. Age Range .....	41
2. Sex .....	41



3. Post-secondary education .....	41
4. Length of service /in the Ministry .....	42
5. Current job title .....	42
6. Duration as a Supervisor .....	42
7. Competence of LIC to assess performance .....	44
8. Regular Performance Management Training .....	44
9. Attending a workshop to enhance absorptive capacity of the systems in use .....	44
10. Subordinates' knowledge of how performance management should be conducted ...	44
11. Use of appraisal information to improve the lecturer's performance .....	44
12. Type and amount of knowledge lecturers have on the PMS in use .....	44
13. PMS at HP enables the appraiser to identify the in adequacies and strengths of Appraises .....	46
14. PMS has helped eradicate undesirable performance .....	46
15. Performance management model used at Harare Polytechnic is mixed .....	46
16. PMS at Harare Polytechnic comprises of all the four elements .....	46
17. Appraiser face no challenges when appraising their subordinates .....	46
18. Suitability of the performance management system in use .....	46
19. Performance management process is characterized by open communication .....	48
20. Awareness of the link between organizational and individual goals .....	48
21. How individual effort contributes to the accomplishment of the vision, mission and goals .....	48
22. Agree with subordinates on their responsibilities .....	48
23. Let subordinate know at the right time whether their work is acceptable or not.....	49

24. Degree of involvement of lecturing staff in the performance management process.....	49
25. Grading and compensation is linked to performance management results.....	51
26. Poor performance leads to demotion or dismissal .....	52
27. MDL is awarded on the basis of the results of performance management .....	52
28. Pay is a good reflection of performance .....	52
29. Promotion to responsibility posts is influenced by performance management Results..	52
30. How PMS at Harare Polytechnic is linked to HRM aspects of the institution .....	52
4.3 Interview .....	53
1. Description of PMS used at Harare Polytechnic to assess the Lectures .....	53
2. Strength s and weaknesses of the PMS used at Harare Polytechnic .....	54
3. Measures that put in place to improve the absorption and implementation of the PMS..	54
4. Impact of the performance management results on the performance of the Lectures .....	54
5. Strategies that can be employed to improve the PMS at Harare Polytechnic .....	55
4.4 Conclusion .....	56
<b>CHAPTER FIVE.....</b>	<b>57</b>
<b>CONCLUSION AND RECOMMENDATIONS .....</b>	<b>57</b>
5.0 Introduction .....	57
5.1 Conclusion .....	57
1. Employee knowledge of the performance management systems in use at Harare Polytechnic .....	57
2. Awareness of the significance of Performance Management .....	58
3. Training of lectures on the performance management processes .....	58

4. Use of performance management results in other areas of human resources management.....	58
5. Involvement of the lecturers in the performance management processes .....	59
6. Complexity of the performance management system in use .....	59
5.2 Hypothesis confirmation .....	59
5.3 Recommendations .....	60
1. Capacity building .....	60
2. Simplifying the performance management system .....	60
3. Involving all the lecturers in the process from planning to rewarding .....	61
4. Linking pertinent HR activities and aspects with the performance management Results.....	61
5. Recommendations for Academics .....	61
6. Topic for further study .....	62
5.3 Chapter summary .....	62
<b>BIBLIOGRAPHY .....</b>	<b>63 - 64</b>

## **Appendices**

- Appendix 1 : Letter granting permission to carry out investigation
- Appendix 2 : Questionnaire for Lecturing Staff
- Appendix 3 : Questionnaire for LICs, HODs and HODivs
- Appendix 4 : Interview Schedule for top management

## List of Tables

Table 1	:	Post-Secondary educational qualifications .....	27
Table 2	:	Period in the employ of the MoHSTES&TD.....	28
Table 3	:	Planning Performance .....	29
Table 4	:	Managing Performance .....	32
Table 5	:	Reviewing Performance.....	34
Table 6	:	Rewarding Performance .....	36
Table 7	:	General Performance Management Issues .....	38
Table 8	:	Post-Secondary Education .....	41
Table 9	:	Current Job Title .....	42
Table 10	:	Employee knowledge of the PMS .....	43
Table 11	:	Suitability of the PMS to lecturing work .....	45
Table 12	:	Involvement of the lecturers in the PMS process .....	47
Table 13	:	Influence of PMS results on critical HRM activities .....	50

## List of Figures

Figure 1	:	Performance management process elements .....	11
Figure 2	:	360 Degree Feedback .....	16
Figure 3	:	Qualitative and quantitative methods and techniques .....	23
Figure 4	:	Planning Performance .....	29
Figure 5	:	Managing Performance .....	32
Figure 6	:	Reviewing Performance .....	34
Figure 7	:	Rewarding Performance .....	36
Figure 8	:	General Performance Management questions .....	39
Figure 9	:	Employee knowledge of the PMS in use .....	43
Figure 10	:	Suitability of the PMS to lecturing work .....	45
Figure 11	:	Involvement of the lecturers in the PMS process .....	47
Figure 12	:	Influence of PMS results on critical HRM activities .....	51

## **Abbreviations**

CSC	:	Civil Service Commission
HOD	:	Head of Department
HODiv	:	Head of Division
HP	:	Harare Polytechnic
HRM	:	Human Resources Management
HRMS	:	Human Resources Management System
LIC	:	Lecturer in Charge
KM	:	Knowledge Management
MDL	:	Manpower Development Leave
MHTESTD	:	Ministry of Higher and Tertiary Education, Science and Technological Development
NPM	:	New Public Management
PM	:	Performance Management
PMS	:	Performance Management System
PSC	:	Public Service Commission
RBM	:	Results Based Management
RBPPS	:	Results Based Personnel Performance System

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

In this chapter the researcher introduces the entire investigation on the evaluation of the performance management system at Harare Polytechnic. The chapter outlines the background to the study, the statement of the problem, significance of the study, the various research questions addressed by the researcher, the objectives the research addressed, the hypothesis which guided the study, constraints encountered in the course of the study and the boundary of the study.

## **1.2 Background to the Problem**

Harare Polytechnic is one of the oldest institutions of higher learning in Zimbabwe having been established in 1919 by Hubert Davies. At its inception the focus was to train students in Engineering courses (at small scale) such as mechanical and automotive so that they could service the founder's farm. To date the institution is comprised of thirteen academic and three non-academic departments offering different courses (to close to 10 000 students) that meet different needs of the industry. It has a mandate to train students and apprentices in various areas and this necessarily requires a committed staff performing at tip-top level, hence the need for effective performance management system.

Since mid-2000 the performance of the lecturers has been declining, with pass rates getting low every year and allegations of unethical practices have been raised against a number of lecturers with some being found on the wrong side of the law and being fired. Questions have been raised about the quality of the performance management system being used at the institution. Machingambi (2013:10) observes that many governments and leaders in education the world over are resorting to the use of Performance Management Systems (PMS) to monitor the quality of training so that the tuition delivered is of the highest standard. The performance management system used at Harare Polytechnic is prescribed by the Civil Service Commission (CSC), (the employer of all civil servants), and cascaded to the institutions via the Ministry of Higher and Tertiary Education, Science and Technology Development (MoHTESTD). This means that the CSC has to train the officials in the MoHTESTD who are then obligated to pass on the knowledge to the management at Harare Polytechnic. As is expected, many things happen as the knowledge and expertise is transmitted from the CSC to the MoHTESTD officials and lastly to Harare Polytechnic management and staff. Apparently, the officials from the MoHTESTD and the management at Harare Polytechnic do not have a say in the choice of the system, how it



should be implemented, theirs is to do as prescribed. The ability of the CSC trainers to pass on the knowledge to the MoHTESTD en-route to the polytechnics was found to be questionable hence the motivation for this investigation.

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

The performance management system (PMS) at Harare Polytechnic was chosen because of the alleged complaints by key stakeholders of the system that include the lecturers and management. Allegations were that the system was exhibiting multiple inadequacies, thus rendering it ineffective and inefficient. The employees are regularly bemoaning the effectiveness of the systems in place to the extent that some of the lecturers were of the view that there was no performance management system to talk about. The appraisal system in place was considered a farce, a smokescreen meant to purport compliance with CSC requirements. To the lecturers, performance management that does not improve their career development and material well-being is a non-event. In the absence of tangible benefits/results, employees did not see the reasons for appraisal (main tool of performance management) (Boxal and Purcell 2008). Getting a high rating is the same as getting a low rating to the majority of the employees. The institution has on several occasions registered very low pass rates (below 9%) in certain subjects (Mathematics, Engineering Science, Cost and Management Accounting) consistently and nothing has been done to address the issue raising many questions on the effectiveness of the performance management. Also that no known evaluation of the PMS has been carried out bolstered the researcher's resolve to carry out this empirical investigation.

### **1.4 Research Objectives**

The researcher gathered data from the respondents and source documents in order to address the following objectives:

- To establish the rate of absorption of the management and lecturers of the PMS in use at Harare Polytechnic.
- To analyse the components (inputs, processes and outputs) of the performance management systems used to assess the performance of lecturers at Harare Polytechnic.

- To establish the role played by the staff (management, lecturers and support staff) at Harare Polytechnic in the implementation of the performance management system.
- To examine the impact of performance management on other human resources management activities (training and development, promotion, demotion, reward management)

## **1.5 Research Questions**

- What is the level of absorption of the PMS by the lecturers and management at Harare Polytechnic?
- To what extent is the performance management system used at Harare Polytechnic suitable for the nature of work done by the employees at the college?
- To what extent do the employees get involved in the performance management process?
- How influential are the performance management results on human resources management activities (training and development, compensation, demotion, promotion)?

## **1.6 Significance of the Study**

According to Bratton and Gold (2007) performance management is an essential tool for high performing organizations, and it is one of a manager's most important responsibilities. This study is of paramount importance to Harare Polytechnic in particular and all the Polytechnics in general. The results of this study can be used by the policy makers to improve the administration of the performance management systems in the Polytechnics. The study identified the challenges associated with the PMS at Harare Polytechnic and these can be generalised to the other Polytechnics in the country. The study can help the institution address inadequacies unearthed by the study and this would result in the improvement of the training at the institution. The study findings and methodology can be borrowed by future researchers interested in performance management.

## **1.7 Hypothesis**

The study was guided by a hypothesis which read, “Performance management at institutions of higher learning (Polytechnics) is not understood and appreciated by the lecturing staff due to low absorption of the concept and this is making it ineffective and inefficient”.

## **1.8 Limitations**

Constraints faced by the researcher included;

Some of the respondents were reluctant to provide data to the researcher afraid of violating the Government Privacy Act. The researcher had to use multiple sources of data to overcome this predicament.

Time was limited; the researcher had to go on leave for a month to accomplish the study within the pre-set time frame.

## **1.9 Delimitations**

The study confined itself to an evaluation of the performance management system in the institutions of higher learning; the case of Harare Polytechnic, data was collected from the lecturers and management at Harare Polytechnic and the study was undertaken from September 2013 to February 2014.

## **1.10 Structure of the Research Report**

The researcher divided the research report into five distinct but inter-linked chapters as follows;

Chapter 1: Introduction

This chapter introduces the entire project by outlining the foundational aspects such as background to the problem, the definition of the problem, the research objectives the researcher sought to achieve among many other aspects.

Chapter 2: Literature Review

The chapter comprises of the review of the related literature and major theoretical framework of the study, the relevant methodological issues and major findings and gaps in knowledge.

### Chapter 3: Research Methodology

In this chapter the researcher describes the philosophy of science that informed the study, the population that was targeted by the researcher and how that population was sampled and the instruments that were used to gather data from the study subjects.

### Chapter 4: Data Presentation, Analysis and Interpretation

Data collected from the respondents are reported in this chapter, logically and clearly. The researcher made use of the statistical package for social scientist (SPSS) to analysis analyse the data descriptively.

### Chapter 5: Summary of findings, Conclusion and Recommendations

The findings presented, analysed and interpreted in chapter four are summarized in this chapter. Inferences drawn from findings are presented in this chapter and finally the suggestions that can help management at Harare Polytechnic improve performance management

#### **1.11 Conclusion**

In this chapter one the researcher laid the foundation for the write-up by articulating the background to the study, the statement of the problem, research objectives and many other pertinent preliminary issues. The next chapter is concerned with the literature that was reviewed by the researcher for the purpose of informing the study, bringing the researcher's knowledge to date and sharpening the researcher's theoretical understanding.

## **CHAPTER TWO**

## **LITERATURE REVIEW**

### **2.1 Introduction**

This chapter covers the related literature that was reviewed by the researcher and this includes the reasons for reviewing literature when carrying out the study, the meaning and importance of performance management, the performance management process among many related issues. The New Public Management was briefly reviewed and so was the goal theory propounded by Edwin Locke, these were the concept and theory respectively that informed and guided the study.

### **2.1 Rationale for Literature Review**

The word literature is defined by the Oxford Advanced Dictionary (1989) as referring to published written articles or books on a particular subject. A review is a survey or report of past events. Related Literature refers to those studies which are somehow connected or associated in one way or the other with one's area of study. According to Cooper (1988:12) a literature review uses as its data, base reports, primary or original scholarship and does not report new primary or original scholarship itself. The primary reports used in the literature may be verbal, but in the vast majority of cases reports are written documents. The types of scholarship may be empirical or theoretical or critical or analytical or methodological in nature. In this study the researcher sourced literature from Human Resources Management (HRM) and Public Administration reference textbooks, relevant articles from academic and professional journals and unpublished works such as dissertations, theses and newspaper articles.

The literature review seeks to describe, summarise, evaluate, clarify and integrate the content of primary reports (Best and Kahn 1993:33). Thus, literature review helps the researcher in evaluating research efforts by comparing them with related efforts done by others. It also helps the research results by comparing them to various investigations. Literature review is also essential to the researcher in such a way that the objectives of the research are achieved. According to Adcock (1991:24), "it is important to have a clear idea of the objectives of the study before embarking on the investigation. According to Cohen and Manion (1994), a study without a proper review of related literature is likely to produce contradictory results to already established data. Literature review brings clarity and focus to the problem under investigation,

thus it is playing an important role in shaping research problems because the process of literature review helps to understand the subject area.

## **2.2 Performance Management**

Most people in organisations (including Harare Polytechnic) have a misconception of what is performance management. To them, performance management is a ritual, a necessary evil that ought to be carried out. It is a misconception that performance management should be carried out if there are performance problems. Even if there are no performance problems performance management helps employees to develop new skills. Various authorities consulted by the researcher below make apparent that performance management, if conducted properly, has the potential to improve the performance of the employees and that of the organisation.

Performance management is generally understood to be a systematic process aimed at improving organizational performance by improving the performance of individual employees and teams. Weiss and Hartle (1997) cited in Armstrong (2009:618) define performance management as, “a process for establishing a shared understanding about what is to be achieved and how it is to be achieved, and an approach to managing people that increases the probability of achieving success”. Clark (2005:318) defines performance management as establishing a framework in which performance by human resources can be directed, monitored, motivated and refined, and that the links in the cycle can be audited. According to Hartle (1997:12) performance management is a process for establishing a shared understanding about what is to be achieved, and how it is to be achieved, and an approach to managing people which increase the probability of achieving job-related success. Key points emerging from these definitions are that;

1. Performance management is a process, thus it is not just a set of forms which are routinely completed or the annual appraisal ritual, or something related to the bonus scheme. It is about the everyday actions and behaviours which individuals take to manage performance improvement in themselves and others. It cannot be divorced from the management processes which pervade the organisation generally.
2. Performance management is for establishing a shared understanding about what is to be achieved, and how it is to be achieved. To improve performance individuals need to have a common shared understanding about what performance in their job looks like. Whether

it is a set of tasks, objectives or results; or a set of behaviours; or a combination of both. They need to be defined clearly and by agreement with the job holder so that people know what they are working towards.

3. Performance management is an approach to managing people. The focus thus is on people; it is about how individuals and teams work together and support each other to achieve shared aims. Hartle (1997:13) asserts that performance management puts the responsibility on managers to work effectively (through coaching and motivating) with those for whom they are accountable.
4. Lastly, performance management increases the probability of achieving job-related success since it has the clear purpose, namely achieving success in the work place for individuals and the organisation in which they work. It is about achieving wins for everyone.

Armstrong (2009:618) says,

“performance management is concerned with aligning individual objectives to organisational objectives and encouraging individuals to uphold corporate core values, enabling expectations to be defined and agreed in terms of role responsibilities and accountabilities (expected to do), skills (expected to have) and behaviours (expected to be) and providing opportunities for individuals to identify their own goals and develop their skills and competencies”.

Emerging from the above definitions and explanations of performance management is that the supervisor and the employee are engaged in ongoing communication that establishes clear organisational expectations and understanding about the job functions the employee is expected to undertake. This communication makes it apparent how the incumbent employee contributes to the goals of the organisation and what standard (in concrete terms) will be used to measure the performance of the employee and most importantly how the employee and the supervisor will work together.

Performance management is not something that is done to employees by the supervisors; rather the employee and the supervisor are in partnership. Thus, they work collaboratively and cooperatively. The literature on the definitions imply that performance management benefits the

supervisors, the employees and ultimately the organisation. It is only through effective communication that performance management can be beneficial to three stakeholders; the communication has to be ongoing both parties talking and listening and aiming to learn and improve. This regular open communication ensures that there are no surprises at year end.

It is essential at this juncture to emphasise that performance appraisal is not the same as performance management. As illustrated in figure 1 (page 11) performance appraisal is a part of performance management hence Armstrong (2009:618) defines appraisal as, “the formal assessment and rating of individuals by their managers at or after a review meeting”. From the above definitions it is apparent that performance management is holistic, continuous and is aimed at making apparent common expectations. Performance management emphasises the supportive role of the organisational leadership who have to coach their subordinates.

### **2.3 Reasons for Performance Management**

There are many noble reasons as to why an organisation has to manage the performance of its employees. Armstrong (2009:619) views the overall objective of performance management as the development of the capacity of people to meet and surpass expectations and to achieve their total potential to the benefit of themselves and the organisation. Two issues emerging from the reasons for performance management are that it provides the basis for self-development and also ensures that the support and guidance employees need to develop and improve are availed. Performance management goes right to the heart of the employment relationship (Marsden 1999:148) as it is the most intimate area of management prerogative: the relationship between line managers and the staff they supervise. Marsden (1999:148) observes that it is at this level at which one would expect job demands to be most closely determined by the firms’ objectives.

According to Armstrong (2009:619) respondents to an e-reward survey produced the following responses;

- 64% of the respondents were said to have perceived the objectives of performance management as that of aligning individual and organisational objectives,
- 63% said performance management aims at improving organisational performance,
- 46% said performance management aims at improving individual performance,



- 37% said performance management is aimed at providing the basis for personal development,
- 32% said performance management is for developing a performance culture, and
- 21% said that performance management informs pay decisions

Apparently all these respondents were correct since performance management is aimed at attaining all the six objectives plus many others. Performance management is at the core of the organisation's ability to attain its goals.

While admitting that performance management is not a panacea to all HRM problems it has the potential to address many of HRM concerns. To add value, performance management has to be used properly; time has to be invested in the creation of cooperative relationships. Proper performance management eliminates micro-management, saves time as employees can make decisions on their own, petty misunderstandings among employees are reduced and errors and mistakes are reduced. Arguably, performance management is an investment up front; the benefits far outweigh the costs. It is through performance management that employees know how they are performing, the level of authority they have, and the recognition they will be getting for doing well and the opportunity for developing new skills.

## 2.4 Performance Management Process

Armstrong (2009:624-633), Torrington et al (2011:271-274), Hartle (1997:64) concur that performance management process is made up of four distinct stages namely; planning performance, managing performance, reviewing performance and rewarding performance. As illustrated in figure 1 performance management is a continuous cycle, with employees and managers working together to establish key objectives, monitor progress towards these objectives, assess results and provide reward/recognition for achievements.

<p><b>Elements of Planning Performance</b></p> <ul style="list-style-type: none"> <li>Establishing individual/team objectives</li> <li>Describing job expectations</li> <li>Planning competency improvements</li> <li>Describing task</li> <li>Personal training and development planning</li> <li>Setting performance standards</li> </ul>
---

<p><b>Elements of Managing Performance</b></p> <ul style="list-style-type: none"> <li>Coaching</li> <li>Counseling</li> <li>Feedback and day-to-day planning meetings</li> <li>Motivating management styles</li> <li>Self-monitoring</li> <li>Monitoring training and development</li> </ul>
--

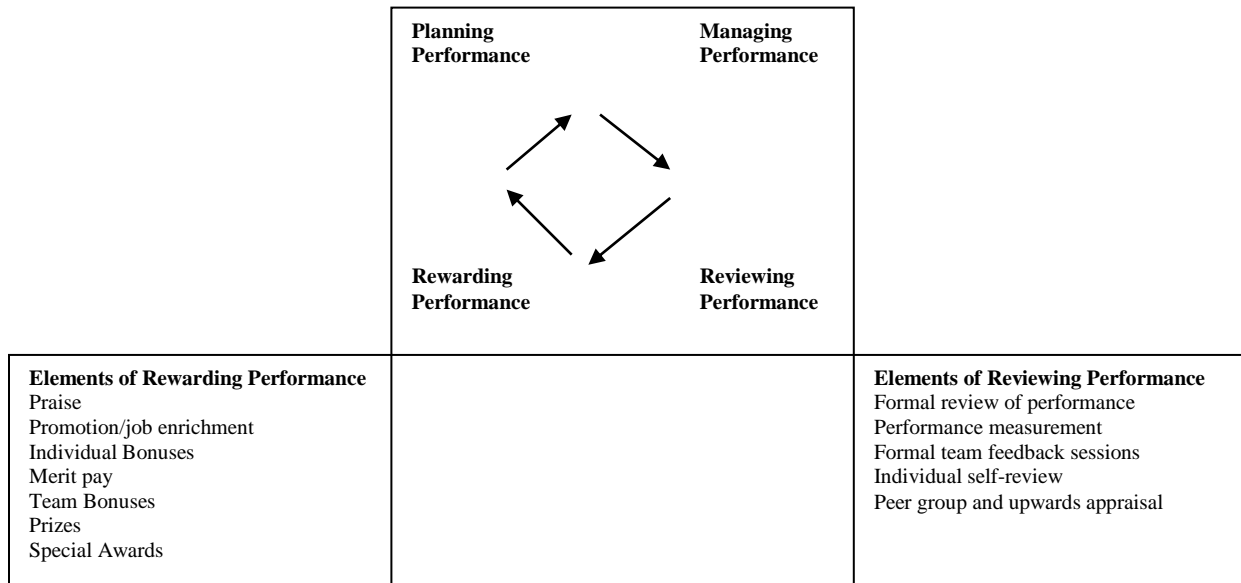


Figure 1: Performance management process elements (extracted from Hartle 1997:64)

### 2.4.1 Planning Performance

The first stage in the performance management process is performance planning. This is the process of identifying the desired performance and gaining employees' commitment to perform to those expectations (Hartle 1997:65). Armstrong (2009:624) says, "planning performance as part of the performance management sequence which entails agreement between the manager and the individual on what the latter needs to do to achieve objectives, raise standards, improve performance and develop the required competencies". According to Torrington et al (2011:271) objectives or targets should be SMART thus Specific, Measurable, Appropriate, Relevant and Timed. It is apparent from the above that planning performance leads to the line managers and employees sharing a view of the expected performance. Concurring with this view Torrington et al (2011:271) observe that performance expectations need to be understood and, where possible, to involve contributions from the employee. This is vital because unless individual know what is expected of them in the future they will be unable to work effectively to achieve the objectives.

Hartle (1997:66) observes that performance planning that clearly identifies the expected results, as well as the behaviours and skills the individual is expected to demonstrate, provides a specific action plan aimed at a clear target. It is advisable to make the planning strategy effective by soliciting the active participation of employees in the process, this helps to build commitment to the achievement of the objectives. The net effect is that with clarity of understanding, good performance is possible.

According to Hartle (1997:66) the planning phase is made up of four key processes namely;

**a) Establishing team/individual objectives**

The definition of team/individual objectives is an important element in performance management. The individual/team objectives may be set through establishing improvements over previous years, external bodies that set targets and standards to be achieved and benchmarking internal setting standards and targets compared with the best in the field. As indicated under planning performance (above paragraph) managers responsible for setting objectives should consult their staff in order to add clarity and set priorities.

**b) Describing the job roles of individuals**

Sound performance management requires defining individual roles by identifying key accountabilities. According to Hartle (1997) a key accountability is simply an area of responsibility for which the job holder is expected to produce results. Jobs can also be defined according to skills and competencies necessary for success. Hartle (1997:68) and Torrington et al (2011) concur that a role profile comprise of key accountabilities, skills and competencies. This aids in defining one's job worth and the person's worth.

**c) Objective Setting**

Armstrong (2009) and Hartle (1997:69) concur that a key part of performance management is the setting and agreeing of team/individual objectives. Williams quoted in Hartle (1997:71) asserts that the setting of objectives is the management process which ensures that every individual employee knows what role they need to play and what results they need to achieve to maximise their contribution to the overall business. As a matter of fact, setting objectives enables employees to know what is required of them and on what basis their performance and contribution will be assessed

### **2.4.2 Managing Performance**

According to Hartle (1997:72), this is the on-going process of working towards the performance expectations established in the previous planning stage. In most cases this stage is neglected much to the detriment of the success of the performance management process. Managing performance thus carrying out reviews is the responsibility of the appraiser and the appraisee and as depicted on figure 1 should be carried out periodically. If the appraisee's performance is on course or above expectations the appraiser is expected to provide positive reinforcement in order to maintain that standard or level of performance. The reverse is true, if the performance is below the set standard the manager coaches or counsels the employee in order to address the inadequacies. Managers/supervisors who periodically track and review performance let employees know where they stand; thus then performance appraisal discussions hold no surprises. Managing performance entails the development of strategies with the individual appraisee in order to find remedies to the causes of underperformance.

#### **a). Coaching**

Coaching is a process that involves the appraiser working with the appraisee on a specific task of activities that constitutes a part of their job, in a methodically planned approach so that their knowledge, competence or skill is improved. Hartle (1997:72) is of the view that coaching on a timely basis eliminates the often unpleasant punitive post-mortem aspects of the performance appraisal. Coaching should be understood as a learning process and not a teaching process and the supervisor (appraiser) allows the subordinates to plan and achieve the task through his/her support. When coaching the manager has to provide specific feedback on time and the feedback should be focused on positive achievements as well as the need to improve some aspects of performance.

#### **b) Counselling**

When employee performance is below the set standard, there is need for the manager to take a formal and planned approach in order to help the employee overcome the challenges. Hartle (1997:73) observes that counselling is an important part of managing performance. Counselling is not a disciplinary measure; rather it is designed to be positive and helpful. Hartle (1997:73) advises that counselling should be timely, planned and most importantly a two way dialogue and should end with agreement on specific action plans which both the appraiser and appraisee are committed to take so as to bring about performance improvements.

### **2.4.3 Performance Review**

This stage provides the opportunity to step back from day-to-day activities, assess performance trends and plan for the future (Hartle 1997:75). Periodic performance reviews are meant to eradicate any surprises at the end of the year to both the appraiser and the appraisee. These review leads to career development and helps to build the employee's commitment and loyalty to the firm while increasing motivation and productivity.

#### **2.4.3.1 Formal Review**

Formal Performance reviews mark the beginning and the end of the financial year for the organisation. The analysis of the past performance provides the basis for planning next year's expectations, and at the same time, it 'closes the loop' of the current cycle (Hartle 1997:75). The manager has to be careful in order to ensure that the reviews yield the desired results. To create a better environment for performance reviews Hartle (1997:76) suggest the following;

1. Link the review to planning process. (One should review the agreed key objectives as well as whole job performance during the preceding twelve month period).
2. Meeting should be planned in advance and dates/time/location agreed with the job holder.
3. All information on the job holder's performance should be should be shared with the job holder, preferably in advance of the meeting.
4. The review should focus on performance only; it should not be concerned with other elements which do not genuinely link with performance, for example behaviour traits, issues of gender or race.

5. Both parties should prepare adequately for meeting. It may be sensible to consult with colleagues who work with the appraisee.
6. If periodic progress reviews have taken place throughout the year, there should be 'no surprise' and relatively little anxiety about the meeting in that such meetings have become a regular part of 'managing'.
7. If a rating system is used, staff should be clear about the significance of different ratings and what standards apply to each. Consistency matters a lot and the organisation should have a monitoring system to ensure that there is consistency between departments as well as between individual appraisers.
8. If performance ratings affect salary, the organisation must decide how the links are to be made, the timing of pay increase and should communicate the results of the pay link separate from the review. Performance-related pay should not be the driver of the performance management process. It should not be usual or, nor sensible, to discuss pay in the same meeting as performance review.
9. Both appraiser and appraisee should agree (or agree to disagree) a written record of the meeting.
10. Some organisations have a 'grandparent' to sign off the record of the meeting. This is felt to increase the probability of reaching greater consistency and objectivity. Usually it is the line manager's manager.

#### **2.4.3.2 Individual Self-Review**

According to Hartle (1997:77), all individual job holders should be partners in the performance management. This is largely because the individuals have an accurate picture of their own performance and they certainly have an opinion of how they have performed. It is the duty of the managers to encourage their subordinates to participate fully in reviewing their achievements, and understanding the factors that have led to successful performance in some aspects of their job or problems in other areas.

### 2.4.3.3 Peer Groups and Upward Appraisal

This is what is called the top down approach, in contrast to the traditional bottom up approach. This approach is known as the 360 degrees feedback as the employee gets feedback from the manager, subordinates and peers as illustrated in figure 2 below

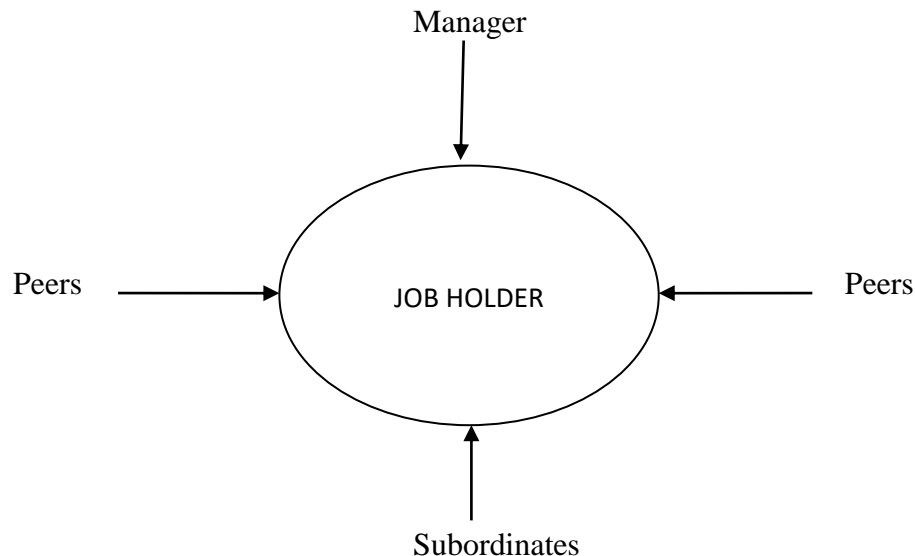


Figure 2: 360 Degree Feedback (extracted from Hartle 1997:79)

According to Hartle (1997:80), in the UK Health Education organisation, five people contribute towards the appraisal of the skills/competences of a colleague. The author goes further to say for the system to work the people should have worked with the appraisee closely and should be able to form a view about his or her competencies and must meet and agree in advance of the appraisal meeting.

### 2.4.4 Rewarding Performance

This is the last stage of the performance appraisal process and constitutes the vital feedback loop in the performance management. Reward is, however, not concerned with money as is often thought by most managers. Hartle (1997:82) suggests that a reward only has positive effect on the individual if it is valued by them and appropriate to the effort put in and the achievement. To overcome the challenge of which emanate from the fact that different individuals are motivated by different things the rewards should be adequately flexible to cater wide preferences. The line

manager can choose from array that includes praise, promotion, individual bonuses, merit pay, team bonuses, prizes and special awards.

There should be effective links with rewards if performance management is to yield results. Unfortunately employees at most organisations think that there are poor links between their performance management process and the reward system, this results in them not seeing a real, credible link between what they and others have contributed and what they and others are getting.

Emerging from the literature above is that performance management should be designed as an integrated core management process which becomes the organisation's way of doing things. This means that it should comprise of planning, managing, reviewing and rewarding.

## **2.5 CONCEPTUAL AND THEORETICAL FRAMEWORK**

The practice of employee performance management is informed by both theories and concepts and in this study the researcher interrogates the new public management concept and the goal theory. Bucher (2007) cited in Armstrong (2009:621) concurs that performance management is underpinned by three theories namely goal theory, control theory and social cognitive theory.

### **2.5.1 New Public Management**

Performance management is a key component of the public sector reforms dating back to the 1980s. Hood (1991), Christensen & Lægreid (2001) and Pollit (1993) cited in Decramer, Christiaens and Vanderstraeten (2007:1) concur, "the introduction of the New Public Management (NPM) paradigm in the early 1980's, with its clear emphasis on effectiveness, efficiency and accountability, is often located at the offspring of these changes". The NPM was characterised by the introduction of market and quasi-market mechanisms in the public sector with strong emphasis on outputs and performance rather than inputs. Townley (2001) observes, "accountability is emphasised via the measurement of outputs and the creation of performance indicators".

In a nutshell, Christensen & Lægreid (2001) says, "NPM meant the adoption of private management tools in order to become more market oriented and able to compete for clients,



funding and prestige, and to meet the growing pressure to cut costs”. To this end the public sector had to respond to the increasing demands for performance and performance documentation by adopting performance management. By adopting performance management the public sector managers aim to make state institutions accountable for the public resources they use. Performance based practices are characterised by the proper allocation of resources, altering and amending work processes, ensuring increased efficiency, the formulation and monitoring of externally sourced private services the adoption of strategic planning and performance based remuneration. Performance management practices focus on the allocation of resources, altering work processes and increasing efficiency, strategic planning and rewarding staff and performance pay.

### **2.5.2 Goal Theory**

Latham and Locke are credited for founding this theory. According to Latham and Locke (1979),

“the goal theory highlights four mechanisms that connect goals to performance outcomes namely directing the attention to priorities, stimulating employee effort, challenging employees to bring their knowledge and skills to bear and increase their chances of success and lastly the theory alleges that the more challenging the goal, the more the employees will draw on their full repertoire of skills”.

From the above it can be gleaned that the process of performance management draws heavily from this theory. Concurring with the basis of the theory Armstrong (2009:621) observes, “the goal theory underpins the emphasis in performance management on setting and agreeing on objectives against which performance can be measured and managed”.

Goals are a key ingredient for effectively coaching employees hence Locke (1996), Locke and Latham (1990) assert “the prime axiom of goal setting theory is that specific, difficult goals lead to higher performance than when people strive to simply do their best”. Apparently, challenging goals have the capacity to enable employees to guide and refine their performance by providing directions and a standard against which progress can be monitored. Concurring Heslin, Carson, and VandeWalle (2009:90) observes,

“it is well documented in the scholarly and practitioner literatures that specific goals can boost motivation and performance by leading people to focus their attention on specific objectives, increase their effort to achieve these objectives, persist in the face of setbacks and develop new strategies to better deal with complex challenges to goal attainment”.

When employees work to achieve valued goals they are relieved of boredom by imbuing work with a greater sense of purpose. The attainment of goals creates a higher level of efficacy (personal effectiveness), self-satisfaction, encouraging effect, and sense of achievement. According to Wiese and Freud (2005) this happens especially when the goals attained were considered challenging. There are, obviously many pay offs that come with the attainment of worthwhile goals, Tziner and Latham (1989) note that achieving goals often increases organisational commitment, which, in turn positively affects organisational citizenship behaviour (Organ, Podsakoff and Mackenzie, 2006). According to Wagner (2007) the other benefit of having self-satisfying goals is negative staff turnover and the increase in the strength of the relationship between difficult goals and performance.

#### **2.5.2.1 Factors affecting the effectiveness of the goal theory**

According to Heslin, Carson, and VandeWalle (2009:90), “specific challenging goals do not, however, necessarily lead to desirable personal and organisational outcomes”. Goal setting is affected by factors such as task complexity, goal commitment, feedback goal framing and team goals. According to Klein et al (1999), “goal commitment is a critical ingredient for goals to lead to high performance, especially when the goals are difficult”. To increase goal commitment Locke and Latham (2002) suggest the increasing of goal importance and fostering self-efficacy.

On goal importance, Latham (2001) writes that employees can be convinced that goal accomplishment is significant by revealing a commitment to goals, propagating an inspiring organisational vision, using an empathy box analysis, providing necessary financial rewards for goal attainment and communicating the confidence that the identified goal will be attained. Implied, here, is that absence of one of the factors may make goal attainment difficult.

Task complexity is defined by Wood (1986) as involving three aspects namely; component complexity, coordinate complexity and dynamic complexity. This means that a complex task

requires the incumbents to devote time and mental effort in order to understand and complete them. A moderately difficult task is motivating than an easy or too complex task.

Heslin, Carson, and VandeWalle (2009:100) observe that the concept of goal framing can be accomplished in multiple varying ways that affect how effectively people learn and perform. Managers can frame goals negatively for example when they say to their subordinates, do not lose ten out of your thirty customers. They can also be framed in stretch way, for example asking employees to attain goals they do not yet know (Kerr and Landauer 2004).

Erez (1977) observes that for challenging goals to result in good performance, they need to be accompanied by sufficient feedback. Employees need to be informed of how they are performing if they are to be motivated. According to Kruger and DeNisi (1996) feedback should not be aimed at eliciting an ego focus as this makes an employee less productive than focusing on his or her goals, past performance or rate of performance.

## **Conclusion**

Literature review is concerned with examining the works of other writers that is related to one's topic or problem under investigation. Reviewing literature helps to sharpen the researcher's theoretical understanding of the issues related to one's study. The researcher defined and explained the performance management as a process that is aimed at enhancing the performance of the employees in an organisation or institution. The PM process is made up of planning performance, managing performance, reviewing performance and rewarding and providing feedback. The information generated by a performance management exercise helps the organisation to make various human resources management decisions. The practice of performance management is informed by the NPM and the goal theory. In the next chapter the researcher outlines the methodology that was employed in the study.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

In this chapter, the researcher describes and explains the methodology that was used in the study. Hallebone and Priest (2009:28) define methodology as a set of tactics and supporting steps that operationalise the chosen science and logic of inquiry. In simple terms, it is the map that describes the major parts, their primary tasks and the key stages within those tasks, which, combined constitute the way the research questions are to be answered. The methodology is made up of methods, thus the techniques, tools, procedures and associated skills that are required to perform the specific tasks.

#### **3.1 Research Philosophy**

The researcher employed a hybrid of positivism, interpretivism and criticalist philosophies of science, though the criticalist model was the consistent guiding philosophical framework. Hallebone and Priest (2009:26) asserts that a philosophy of science is a set of explicit fundamental assumptions and frames of reference that underpin a way to conceive of, and know about, a particular reality being studied in a research frame of reference. The philosophy was positivism because it aimed at producing generalisable findings and the possibility of making predictions about the phenomena (Hallebone and Priest 2009:47). The main reason for choosing interpretivism was largely because the researcher had deep understanding about the disparities between the performance management goals and what was obtaining on the ground. According to Hallebone and Priest (2009:47) a criticalist approach often combines quantitative and qualitative reporting. The above writers go on to say that the criticalist model aims to yield an objectively and subjectively constructed reality with an emancipatory possibility.

#### **3.2 Research Design**

Management scholars can improve their research by triangulating alternative philosophies of science to gain a rich holistic understanding of complex managerial problems (Bechara and Van de Ven 2011). There many reasons why researchers have to triangulate. According to Mathison

(1988) triangulation assumes that the bias inherent in any particular theory, method, or data source will be eliminated, or at least minimised by relying on the convergent information from different methods. The study juxtaposed the qualitative and quantitative research designs

### **3.2.1 Qualitative Paradigm**

Hayes (1997) cited in Brewerton and Millward (2001:11) observes that qualitative research paradigms are becoming increasingly fashionable in the social sciences as valid alternatives to positivism and in part as an ideological criticism of positivistic science. Thus, the researcher made use of this paradigm because it is now a recognised means of generating knowledge in the social sciences. According to Brewerton and Millward (2001) qualitative methods can be used to generate quantitative data.

The qualitative paradigm was chosen by the researcher because it focusses on interpretation rather than quantification and emphasises subjectivity rather objectivity (Cassell and Symon 1994:7). One significant feature of the qualitative research approach is its flexibility in the process of conducting research.

According to Ghauri and Gronhaug (2002:86), qualitative research is a mixture of the rational, explorative and intuitive, where the skills and experience of the researcher play an important role in the analysis of data. Apparently this research paradigm requires the researcher to think abstractly, detach himself or herself from the reality under study, recognise and avoid biases, obtain valid and reliable information and having to keep analytical distance while at the same time utilizing past experiences (Strauss and Corbin 1990) and having a shrewd sense of observation and interaction.

### **3.2.2 Quantitative Research Paradigm**

To a lesser extent the theses borrowed some techniques from the quantitative paradigm. Rosseau (1990) suggests that the two approaches can be used in tandem to provide a comprehensive overview of organisational culture from as many perspectives as possible. This paradigm prescribes a method of investigation which presupposes complete control over particular variables and their effects on or interactions with, other variables as a means of identifying

quantifiable cause-effect relationships (Brewerton and Millward 2001:11). While the researcher did not have control over the study subjects, the study was guided by a hypothesis.

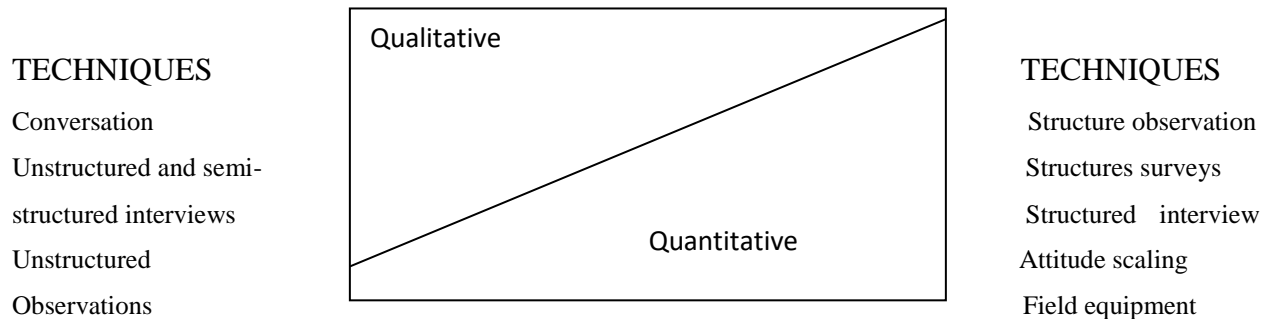


Figure 3: Qualitative and Quantitative techniques (Source:Jankowicz 1991:159)

### 3.3 Study/Target Population

The target population is the group of people or elements which the researcher is interested in making inferences. Concurring with this definition Best and Kahn (1993) writes that the study population is the collection of study units for which the values of the variables of interest can possibly be determined. Walker (2001) suggests that clear specification of the population is important because it helps the researcher to select a sample for the study. The researcher targeted the lecturing staff numbering 432, Heads of Divisions (6), Heads of Departments (12) the LICs (48) and the management (3) comprising of the acting Principal, Acting Vice Principal and HRO. The total was thus 501. Since this population was made up of homogeneous groups the researcher employed stratified random sampling method and the purposive sampling method on the management.

### 3.4 Sampling Techniques

Sampling is the process of selecting a subset of the population that is representative of that population in order to determine the characteristics of the random variable under study. Kumar (2005) and Smith (1995) concur that sampling is closely linked to external validity or generalisation of the findings in a study to the study population. The target population was first divided into four segments namely lecturing staff, supervisors (HODivs, HODs and LICs) and

management. Using stratified sampling method the researcher on the first two groups the researcher sampled 20 % of each segment. By virtue of their strategic positions the Acting Principal, Acting Vice-Principal and HRO the researcher did not sample them. The sample size was 89 study subjects comprising of 62 lecturers, 24 supervisors and 3 management staff.

### **3.5 Data Type and Sources**

The researcher sourced primary and secondary data from the respondents and the college performance appraisal documents.

### **3.6 Data Collection Instruments**

The data from the study subjects was collected using questionnaires, interviews and document analysis thus the researcher triangulated the data collection instruments. The instruments used by the researcher were found to be consistent with the qualitative research paradigm. Cited in Ghauri and Gronhaug (2002:87) Becker (1970), Miles and Huberman (1994) and Straus and Corbin (1990) concurs that “there are three components of the qualitative research namely that data is often collected through interviews and observations, use of interpretive or analytical procedure and the techniques to conceptualise and analyse the data to arrive at findings or theories and that the research report is written or verbal (in this case written in the form of a project).

#### **3.6.1 Questionnaires**

Questionnaires are described by Babbie (1973) as usually paper and penal instruments that the respondent completes. The researcher chose questionnaires because of their capacity to generate a lot of data without interfering with the respondents’ work schedules and also that they assure respondents of anonymity.

The researcher prepared and distributed two sets of questionnaires: one to the lecturers (appraisees) and another to the supervisors comprising of the Heads of Divisions, Heads of Departments and Lecturers in Charge (appraisers) (refer to appendix 2 and 3). To make the questionnaires exhaustive the researcher combined both open-ended and closed end questions in both questionnaires. Since the questionnaires had questions exceeding 30 the researcher ensured that the bulky of the questions were closed end in order to reduce the time for filling them.

### **3.6.2 Interview**

According to Saunders et al (2003), interviews are a far more personal form of research than questionnaires, thus the researcher works directly with the respondent. While they can be time consuming, interviews enable the researcher to probe deeper and wider and thus get justifications of why an institution adopted a certain policy or strategy or practice.

The researcher collected data from the management using a structured interview approach (see appendix 4).

### **3.7 Data Presentation and Analysis Approach**

The researcher made use of the tables and figures to present the collected data. Analysis was done using the Statistical Packages for Social Science (SPSS). The researcher interpreted the presented data so as to drive meaning out of it.

### **3.8 Conclusions**

This chapter outlined the methodology that was employed by the researcher. The thesis juxtaposed the qualitative and quantitative research designs. Data was collected from the respondents using questionnaires and interviews. The study population comprised of the lecturing staff, the LICs, the HODs, HODivs and the top management comprising of the Acting Principal, Acting Vice Principal and the Human Resources Officer. Since the segments of the lecturers and LICs and HODs were homogenous, it was sampled using the stratified random sampling while the top management was not sampled. To present data the researcher used bar charts and tables and interpretations were done manually.



## **CHAPTER 4**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.0 Introduction**

In this chapter, the researcher presented, analysed and interpreted the data that was collected from the study subjects. To collect the data the researcher made use of two sets of questionnaires and an interview. One set of the questionnaires targeted the lecturers who, in the study were technically called the appraisees and another set targeted the heads of divisions, Heads of Departments, the Lecturers in Charge, the Training Manager and the Public Relations Officer and these were the appraisers responsible for superintending over the performance management of the institution. The researcher interviewed the institution's top management and the Human Resources Officer responsible for the institution at the Ministry of Higher and Tertiary Education and Science and Technology Development.

#### **4.1 Questionnaire for the Lecturers (appraisees)**

The researcher distributed 62 questionnaires to the sampled lecturers and 43 were returned fully answered, thus the response rate was therefore 63 %. The questionnaire was made up of section A with demographic questions and section B which sought data to do with the performance management process at Harare Polytechnic. Section B was divided into four parts with each part containing questions that sought to gather data aimed at addressing a specific component gleaned from the performance management process. To present section B, the researcher used integrated tables and diagrams so as to reduce the number of pages also make to comparison of data much easier.

### 1. Age Range

The researcher found out that 11.6 % of the lecturers fell within the age range 18-24 years, while 18.6 % were aged between 25-31, age range 32-38 was found to be 25.6 %, the majority (30.2 %) of the lecturers were found to be in the age range 39-45 and lastly those above 45 years were found to be 14 %. These percentages show that lecturers at Harare Polytechnic are young since 86 % were found to be below the age of 45.

### 2. Sex

With 58.1 % found to be males and 41.9 % females, the researcher considered this ratio to be fairly representative of both sexes, considering that the work environment has, for long been characterised by a male-dominated scenario.

### 3. Post-Secondary Educational Qualifications

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Certificate	1	2.3	2.3	2.3
Diploma	11	25.6	25.6	27.9
Degree	23	53.5	53.5	81.4
post graduate	5	11.6	11.6	93.0
professional qualifications	3	7.0	7.0	100.0
Total	43	100.0	100.0	

Table 1: Post-secondary educational qualifications

2.3 % of the respondents were found to be holding Certificates and these were mainly in the engineering department, 25.6 % held Higher National Diplomas and were found to be spread in all the departments of the college 53.5 % were found to hold degree while 7 % had professional qualifications. This question was made relevant by the fact that performance management is a knowledge intensive concept which can only be absorbed by people who have a certain level of educational qualifications. The majority of the respondents have qualifications that can make them appreciate the significance of performance management for their careers and for the accomplishment of institutional goals.

#### 4. Nature of Contract

93 % of the lecturers were found to be employed full time while a paltry 7 % were part time. The contracts have a bearing on the level of commitment, those on part time contracts have to (a)desire to become permanent hence they go an extra mile to get the job done while those who are permanent may become complacent as they feel that their jobs are secured.

#### 5. Length of Service (in months)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0-12	5	11.6	11.6	11.6
12-24	9	20.9	20.9	32.6
24-36	6	14.0	14.0	46.5
36-48	5	11.6	11.6	58.1
above 48	18	41.9	41.9	100.0
Total	43	100.0	100.0	

Table 2: Period in the employ of higher and tertiary education (in months)

The researcher found out that 11.6 % of the respondents had been with the institution for a period ranging between 0-12 months, 20.9 % had been with the institution for a period ranging from 12-24, 14 % between 24-36 months, 11.6 % from 36 to 48 months and lastly 41.9 % had been with the institution for more than 48 months. With 67.5 % having been with the institution for more than 2 years it would be expected that they know the performance management system in use and understand what is expected of them.

## Section B

### Part 1: Questions asked sought to find out how the planning of performance was being done at Harare Polytechnic

Questions	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Total %
6.Communication of reasons for conducting performance management	9.3	25.6	16.3	48.8	0	100
7. Link between institutional planning process and performance management process	4.7	41.9	23.3	30.2	0	100
8. Planning of performance management	16.3	46.5	18.6	18.6	0	100
9. Preparedness of appraisers	27.9	44.2	9.3	18.6	0	100
10.Lecturers' knowledge of employer's job expectations	9.3	16.3	7	60.5	7	100

Table 3: Planning Performance

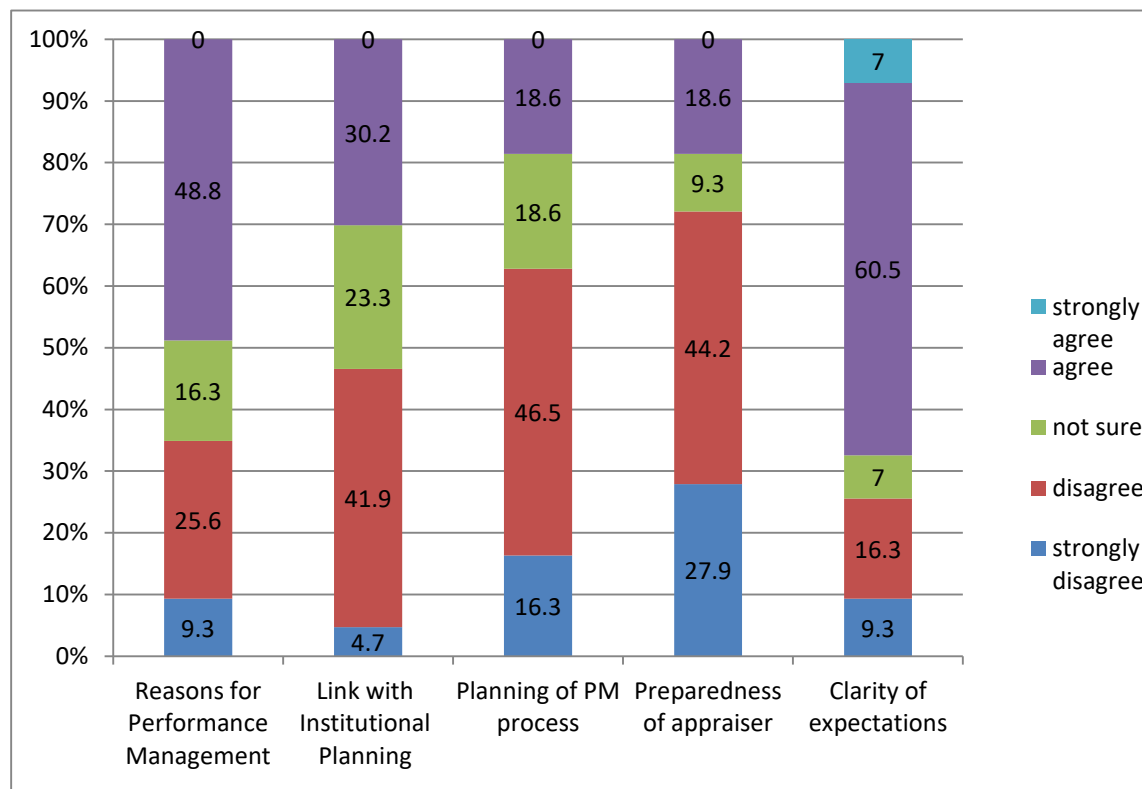


Figure 4: Planning Performance

## **6. Communication of reasons for conducting performance management**

48.8 % of the respondents agreed that the institution communicates reasons for conducting performance, 16.3 % were not sure while 34 % (cumulatively) disagreed that reasons for performance management were communicated. While the majority (48.8) agreed it would be retrogressive for almost more than half (51.2 %) not to be informed of why the institution is creating time for the exercise. Ignorance of why performance management has to be conducted may lead to lack of interest in the exercise and thus retard its success and meaningfulness.

## **7. Link between institutional planning process and performance management process**

Close to half of the respondents 4.7 % and 41.9 % disagreed that there is a link between the institution's planning process and the performance management process. If indeed there is no link then it becomes difficult for the performance management process to be influenced by the plans of the institution as it should be. 23.3 % were not sure if there is a link and 30.2 % agreed that there is a link. The lack of concurrence may be interpreted to mean that there is lack of formal communication of the plans or that not all the lecturers are consulted when institutional plans are being formulated.

## **8. Planning of performance management**

62.8 % (cumulatively) of the respondents disagreed that performance management at Harare Polytechnic is planned, 18.6% were not sure and the remainder 18.6 % agreed that performance management was planned. The 62.8 % seem to imply that performance management in the institution is haphazard and thus it does not follow preset stages, this can lead to lack of uniformity in the approach used by various line and other managers to appraise their subordinates.

## **9. Preparedness of appraisers**

The researcher found out that the appraisers (72.1 %) do not prepare for the appraisal, 9.3 % of the respondents were not sure while 18.6 % agreed that their appraisers came prepared. With the majority not being prepared, it means that the exercise is conducted appropriately, this concurs with the finding on planning that without planning it makes it difficult to be prepared.

#### **10. Lecturers' knowledge of employer's job expectations**

67.5 % (cumulatively) of the respondents agreed that they were aware of their employer's job expectations, 25.6 % disagreed that they knew what their employer expected of them while 7 % were not sure. It would appear the majority knows and this can be attributed to the provision of a job description when one commences employment at the institution. Of surprise is what those who do not know do every day they go to work. Knowledge of employer's expectations helps to dovetail performance management plans with one's work with easy.

**Part 2: Question asked sought to establish how Harare Polytechnic was Managing Performance the performance of the Lecturers**

Questions	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Total %
11.Developmental programme for improving Lecturers' performance	51.2	39.5	4.7	4.7	0	100
12.Convention of workshops and seminars to enhance absorption of performance management	44.2	44.2	0	11.6	0	100
13. Regular feedback on performance and results	30.2	53.5	9.3	7	0	100
14.Salary as reflection of performance	55.8	32.6	7	4.7	0	100
15. Lecturer's knowledge of what is expected in their jobs	4.7	9.3	7	65	14	100

Table 4: Managing Performance

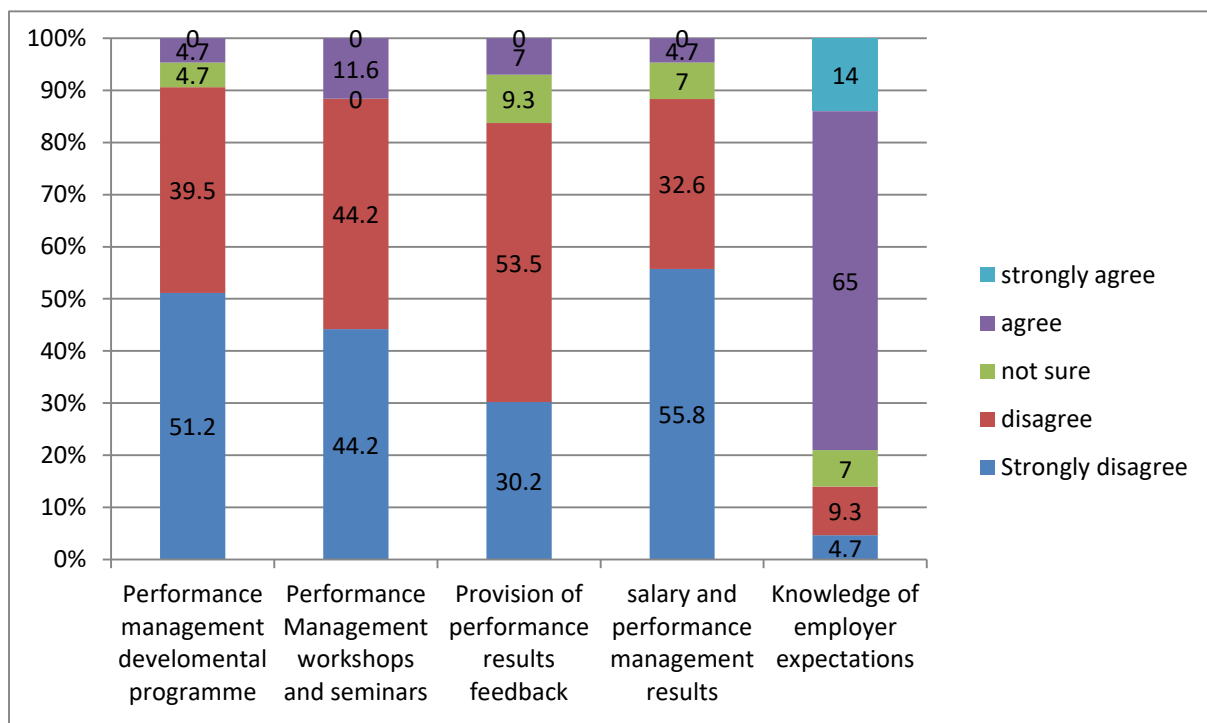


Figure 5: Managing Performance

### **11. Developmental programme for improving Lecturers' performance**

Results of the study show that Harare Polytechnic does not have a developmental programme for improving the performance of lecturers since 90.7 % (cumulatively) disagreed, 4.7 % were not sure while another 4.7 % agreed that there is such a developmental programme. It would appear the institution is using performance management results, especially when considering that some departments record pass rates as low as 20% (office management in the academic year 2013).

### **12. Convention of workshops and seminars to enhance absorption of performance management**

44.2 % strongly disagreed that Harare Polytechnic holds workshops and seminars to enhance lecturer's understanding of performance management, 44.2 5 disagreed while 11.6 % agreed that such arrangements were made. Apparently there are no workshops or seminars, thus making it difficult for the lecturers to know the PMS. In the absence of workshops and seminars it becomes difficult for the management to transmit the requisite knowledge to the lecturers.

### **13. Regular feedback on performance and results**

88.4 % (cumulatively) disagreed that the salary they were getting was a reflection of their performance, 7.0 were not sure of the link while 4.7 agreed that their salaries were a reflection of their performance. Apparently it would appear that no communication has been effected to tell how the two are linked and as such employees do not know how to rate their performance.

### **14. Salary and Performance Management**

55.8 % of the respondents strongly disagreed that their salaries were a reflection of their performance, 32.6 % disagreed, thus cumulatively 88.4 % disagreed that their salaries were co-related to their performance, 7 % were not sure and 4.7 % agreed that indeed what they were getting was commensurate with their performance.

### **15. Lecturer's knowledge of what is expected in their jobs**

79.1 % (cumulatively) of the respondents are clear of what is expected of them in their jobs, 14 % said they did not know while 7 % were not sure. The findings to this question concurred with the findings to question 10 thus proving that the respondents' responses were accurate.



### Part 3: The researcher sought to establish how the institution was reviewing performance

Questions	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Total %
16. Fairness and consistency of rating standards	9.3	51.2	16.3	23.3	0	100
17. Conduciveness of environment for performance management	16.3	51.2	18.2	14	0	100
18. Evidence based performance management reviews	11.6	48.8	20.9	18.6	0	100
19. Provision of feedback on performance	16.3	48.8	11.6	23.3	0	100
20. Number of reviews per year	4.7	7	4.7	72.1	11.6	100

Table 5: Reviewing Performance

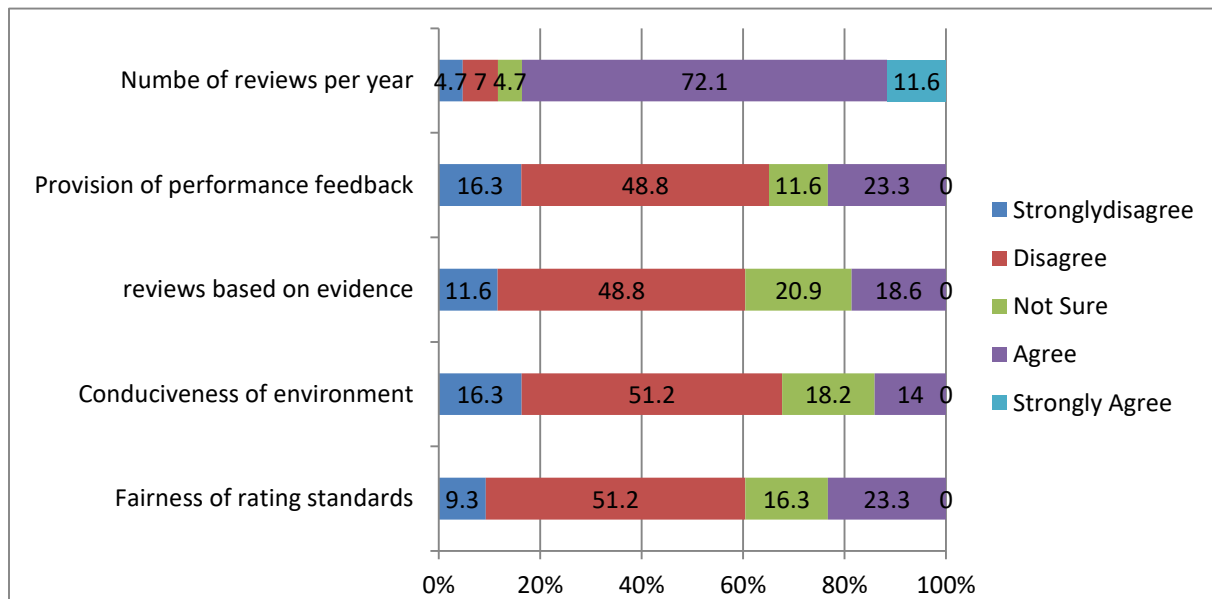


Figure 6: Reviewing Performance

## **16. Fairness and consistency of rating standards**

9.3 % of the respondents strongly disagreed that the performance management rating standard was fair and consistent, 51.2 % disagreed, and 16.3 % were not sure while 23.3 % agreed that it was both fair and consistent. Results suggest that the system is not fair and consistent, something undesirable if employees are to accept the results of the system.

## **17. Conduciveness of environment**

69.5 % (cumulatively) of the respondents disagreed that the LICs create the right environment when conducting performance management reviews, 18.6 % were not sure while a paltry 14 % agreed that the environment was conducive. This difference in perception can be attributed to the LICs hence some may be found to suitable but generally the majorities are not suitable.

## **18. Evidence based performance management reviews**

60.4 % (cumulatively) disagreed that discussions on performance management reviews are based on facts, 20.9 % were not sure while 18.6 agreed that the reviews were based on evidence. Apparently if reviews are not based on evidence they are therefore based on opinions and this makes it subjective and this may result in appraisees highly rated or lowly.

## **19. Provision of feedback on performance**

65.1 % of the respondents disagreed that they were not being provided with feedback on their performance, 11.6 % were not sure and 23.3 % agreed that they were being provided with feedback. As indicated on question 13 there is no way of improving or attending to inadequacies if appraisees are not provided with feedback.

## **20. Number of reviews per year**

83.7 % (cumulatively) respondents agreed that the institution reviews performance three times per year, 11.7 % disagreed while 4.7 % were not sure. This is a positive as it allows the institution to fine tune its yearly plans in light of the actual performance on the ground. It is, however, one thing to carry out reviews and another to use the information to improve the performance.

**Part 4: The researcher sought to find out how the performance management system was influencing the rewarding of Lecturers**

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Total %
21. Promotion to responsibility posts	44.2	34.9	11.6	7	2.3	100
22. Pay structure and service	7	11.6	18.6	53.5	9.3	100
23. Civil service rewarding system and performance	37.2	39.5	16.3	4.7	2.3	100
24. Reprimands for poor work	39.5	44.2	4.7	11.6	0	100
25. Flexibility of the pay system	62.8	25.6	7	2.3	2.3	100

Table 6: Rewarding Performance

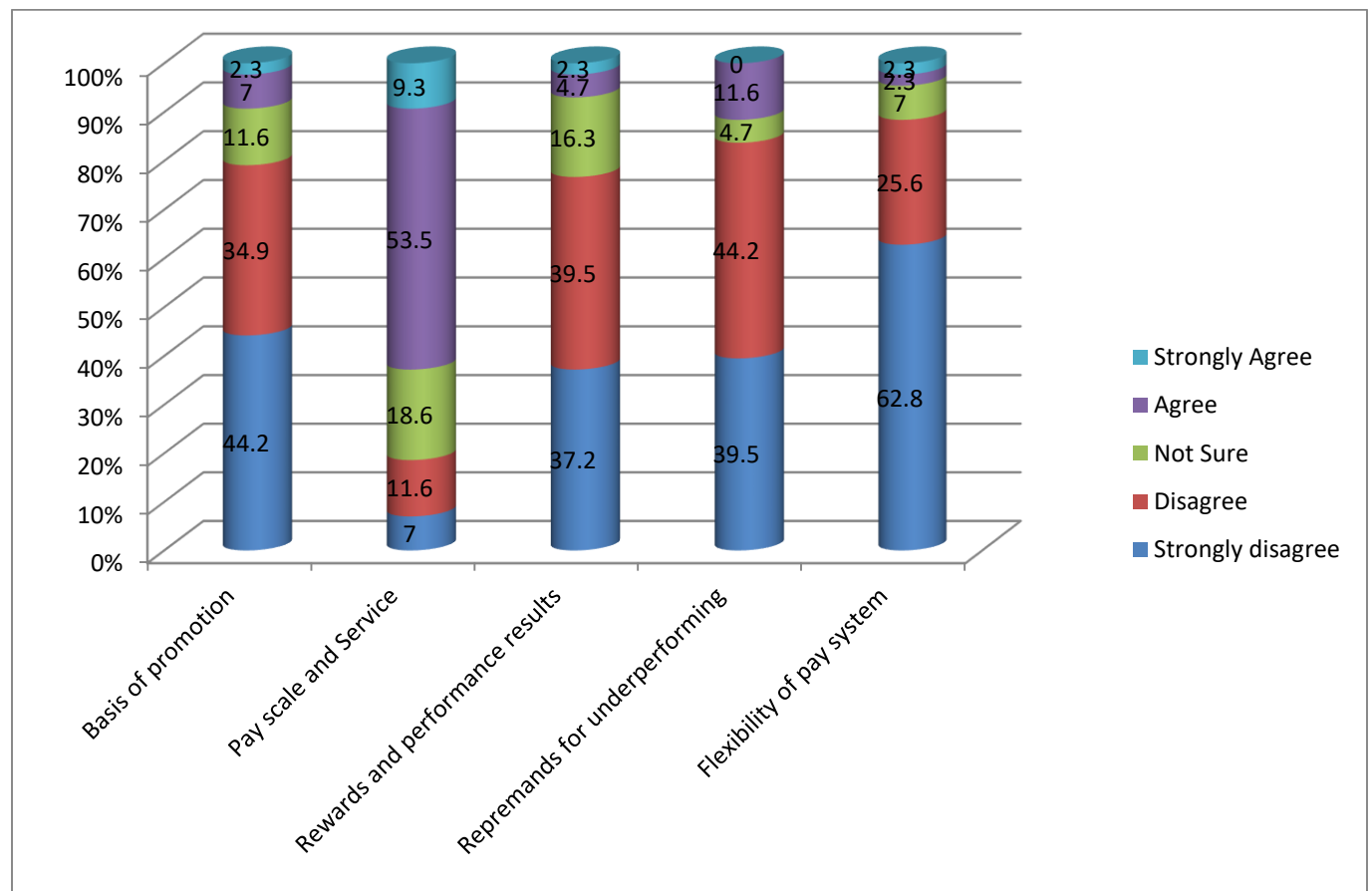


Figure: Rewarding Performance

## **21.Promotion to responsibility posts**

The researcher found out that 79.1 % of the respondents disagree that promotion is based on performance, 11.6 were not sure and 9.3 % were of the view that promotion to positions of responsibility is based on performance.

## **22. Pay structure and service**

62.8 % agreed that the civil service pay was linked to length of service, 18.6 % disagreed while 18.6 % were not sure. This was even confirmed by the interviewees even though the differences in dollar terms were insignificant due to the constrained fiscal space.

## **23. Civil service rewarding system and performance**

76.7 % (cumulatively) disagree that the Civil Service Commission rewards government employees according to performance, 7 % agreed while 16.3 % were not sure. This may be attributed to the freeze on grades and promotion which has been in place since the dollarization of the economy in 2009.

## **24. Reprimands for poor work**

83.7 % disagreed that they had been reprimanded for delivering below standard work, while 4.7 % were not sure and 11.6 % agreed that they had been reprimanded. It is, however, difficult to believe that out of the sample of 43 respondents only 5 had been reprimanded and that some respondents were not sure as to whether they had been reprimanded or not was difficult to believe, unless if one is of the view that such respondents did not want to reveal their position.

## **25. Flexibility of the pay system**

88.4 % of the respondents disagreed that the performance management system is flexible enough to allow variations in rewarding employees such that outstanding employees are better rewarded than less performing employees, 7 % were not sure while 4.6 agreed that outstanding performance was being rewarded. This is largely because the salaries of civil servants are centrally managed and administered by the CSC. Maybe it would have been different if there were incentives that were locally determined.

**Part 5: This part sought answers to questions generally related to the PMS at Harare Polytechnic**

<b>Questions</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total %</b>
26. Effectiveness of the Performance Management System	23.3	53.5	16.3	7	0	100
27. Degree of simplicity and understandability	48.8	25.6	16.3	9.3	0	100
28. PMS at Harare Polytechnic is form filling	2.3	4.7	7	41.9	44.2	100
29. PMS at Harare Polytechnic aims to develop the capacity of employees	27.9	39.5	11.6	16.3	4.7	100
30. PMS provides the basis for self-development	18.6	48.8	25.6	4.7	2.3	100
31. PMS at Harare Polytechnic informs pay decisions	20.9	58.1	16.3	2.3	2.3	100
32. Alignment of individual and institutional performance	18.6	51.2	16.3	9.3	4.7	100
33. Suitability of the Performance Management System	16.3	30.2	34.9	9.3	9.3	100

Table 7: General Performance Management questions

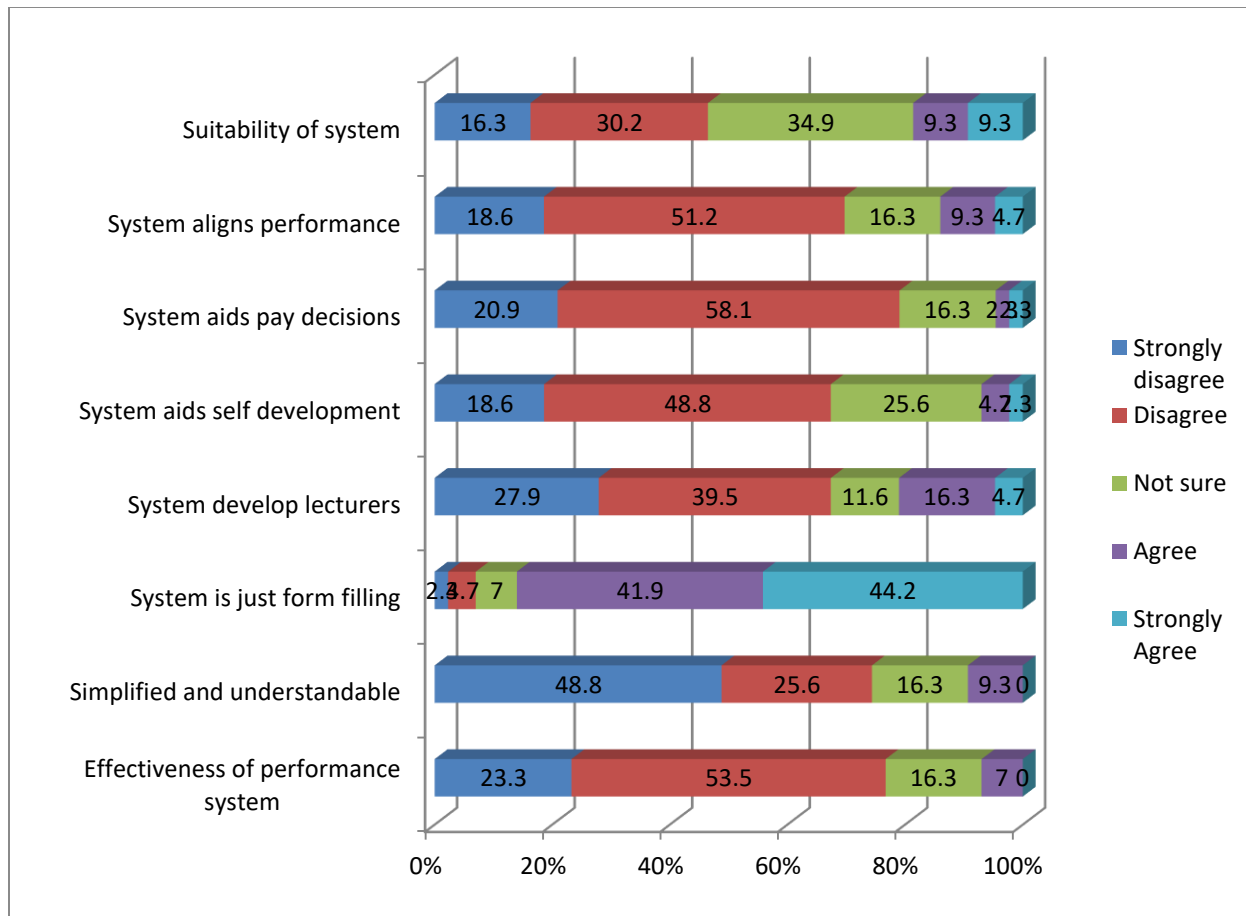


Figure 8: General Performance Management questions

## 26. Effectiveness of the Performance Management System

76.7 % of the respondents disagreed that the PMS at Harare Polytechnic was effective, 16.3 % were not sure while 7 % agreed that it was effective. In light of this alleged lack of effectiveness it would mean that the system is not yielding the expected results.

## 27. Degree of simplicity and understandability

74.4 % of the respondents disagreed that the PMS at Harare Polytechnic is simplified, 16.3 % were not sure while 9.3 % agreed that it was simple. PMSs are naturally comprehensive and as a result ought to be simplified since lack of simplicity could result in the appraisers and appraisees.

## 28. PMS at Harare Polytechnic is form filling

86.1% agreed that the PMS at Harare Polytechnic is mere form filling, 7 % were not sure and a paltry 7 % disagreed that the PMS was mere form filling. This is consistent with the response to

question 27 that the system is not simple and understandable. It is not a surprise that the system is said not to be effective.

### **29. PMS at Harare Polytechnic aims to develop the capacity of employees**

As presented on figure 8 and table 27, 67.4 % disagreed that the PMS system aims to develop the capacity of the employees. 11.6 % were not sure while 21 % agreed that the PMS aimed at developing the capacity of individual employees. Without holding workshops and seminars (reference question 12) there is no way the institution would capacitate the employees.

### **30. PMS provides the basis for self-development**

The majority (67.4 %) of respondents disagreed that the PMS provides the basis for self-development, 25.6 % were not sure while 7 % agreed that the system provides the basis for self-development.

### **31. PMS at Harare Polytechnic informs pay decisions**

79.1 % disagreed that the performance management system informs pay decisions, 16.3 % were not sure while 4.6 % agreed that it informs pay decisions. This could be as a result of the freeze by the employer on upgrading the employees due to limited fiscal space.

### **32. Alignment of individual and institutional performance**

The researcher found out that 18.6 % of the respondents strongly disagreed that the performance management system aligned individual and institutional performance, 51.2 % disagreed, 16.3 % were not sure while 9.3 % agreed and 4.7 strongly agreed.

### **33. Suitability of the Performance Management System**

46.5 % disagreed that the PMS in use at Harare Polytechnic is suitable for assessing lecturing work, 34.9 % were not sure while 18.6 % agreed that the system is suitable for lecturing work. The suitability of a system is determined by the core business of the entity and if the system is not appropriate it obviously fails to produce the desired results, which facilitates effective performance by the employees.

## **4.2 Questionnaire for Harare Polytechnic Heads of Divisions, Heads of departments and Lecturers in Charge**

The researcher prepared and distributed 24 questionnaires to the appraisers comprising of LICs, Heads of Divisions and Heads of Departments. Out of these, 15 were returned making the response rate of 62.5 %. The questionnaire comprised of a section with demographic questions and another section with questions that sought to address the research questions individually.

### **1. Age Range**

The researcher found out that 26.7 % of the appraisers fall within the age range 32 to 38, 60 % within 39 to 45 and 13.3 % above 45 years of age and age range 18 to 24 and 25 to 32 registered 0 %. The 0 % registered for the first two age ranges may imply that the management appoints individuals who are mature for leadership positions and with regards to performance management such age ranges may be deemed to have the relevant experience.

### **2. Sex**

The management team is dominated by males as it was found out that 93.3 % were males while only 6.7 % were females. This may be interpreted to mean that the appointments are not gender sensitive or that women shun positions of responsibility. Without a gender balanced management team the performance management may also be biased such that certain challenges which are gender sensitive and have an impact on performance management do not come out.

### **3. Post-secondary education**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	diploma	6	40.0	40.0	40.0
	degree	7	46.7	46.7	86.7
	post graduate	1	6.7	6.7	93.3
	professional qualification	1	6.7	6.7	100.0
	Total	15	100.0	100.0	

Table: 8: Post-secondary qualifications



40 % of the respondents hold diplomas as their highest post-secondary educational qualification, 46.7 % are degreed, 6.7 % have post graduate qualifications and 6.7 % have professional qualifications. The study unearthed that those who hold diplomas are lecturers in the engineering department and a few in the business studies who have the higher national diploma. The higher the educational level the better the ability to absorb the performance management system in use.

#### **4. Length of service in the Ministry**

20 % of the respondents have been with the Ministry of Higher and Tertiary education for a period ranging from 0-12 months, 6.7 % between 12 and 24 months, 13.3 % between 24 and 36 months, and 46.7 % above 48 months. Apparently most of the Lecturers (60 % cumulatively) have been with the Ministry for more than 3 years (36 plus months) and this means they have an insight into how the performance management system works.

#### **5. Current job title**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Lecturer in Charge LIC	9	60.0	60.0	60.0
Head of Department (HOD)	4	26.7	26.7	86.7
Head of Division (HODiv)	1	6.7	6.7	93.3
Public Relations Officer	1	6.7	6.7	100.0
Total	15	100.0	100.0	

Table 8: Current job Title

60 % of the respondents were found to be LICs, 26.7 % were heads of departments, 6.7 % heads of divisions and 6.7 % public relations. The LICs are the line managers and they report to the heads of departments and considering the number of lecturers the LICs are overwhelmed such that they do not give adequate attention to the performance of the individual lecturers.

#### **6. Duration as a supervisor**

The researcher found out that 46.7 % of the respondents have been supervisors for a period not exceeding 12 months, 26.7 % between 24 and 36 months, 13.3 % between 36 and 48 months and lastly 13.3 % have been supervisors for more than 48 months, thus can be considered to know the performance management system in place. Those who have been supervisors for less than a year, do not have sufficient knowledge of appraising the lecturers unless if they were trained.

## Section B

### Objective 1: The questions sought to establish employee knowledge of the PMS in use at Harare Polytechnic

Questions	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Total %
7.Competence of LIC to assess performance	13.3	6.6	6.7	66.7	6.7	100
8.Regular Performance Management Training	40	26.7	20	6.7	6.6	100
9.Attended a workshop to enhance absorptive capacity of the system in use	13.3	33.3	13.3	33.3	6.8	100
10. Subordinates' knowledge of how performance management should be conducted	13.3	46.7	26.7	13.3	0	100
11.Use appraisal information to improve the lecturer's performance	0	40	13.3	40	6.7	100

Table 9: Employee knowledge of the PMS in use at Harare Polytechnic

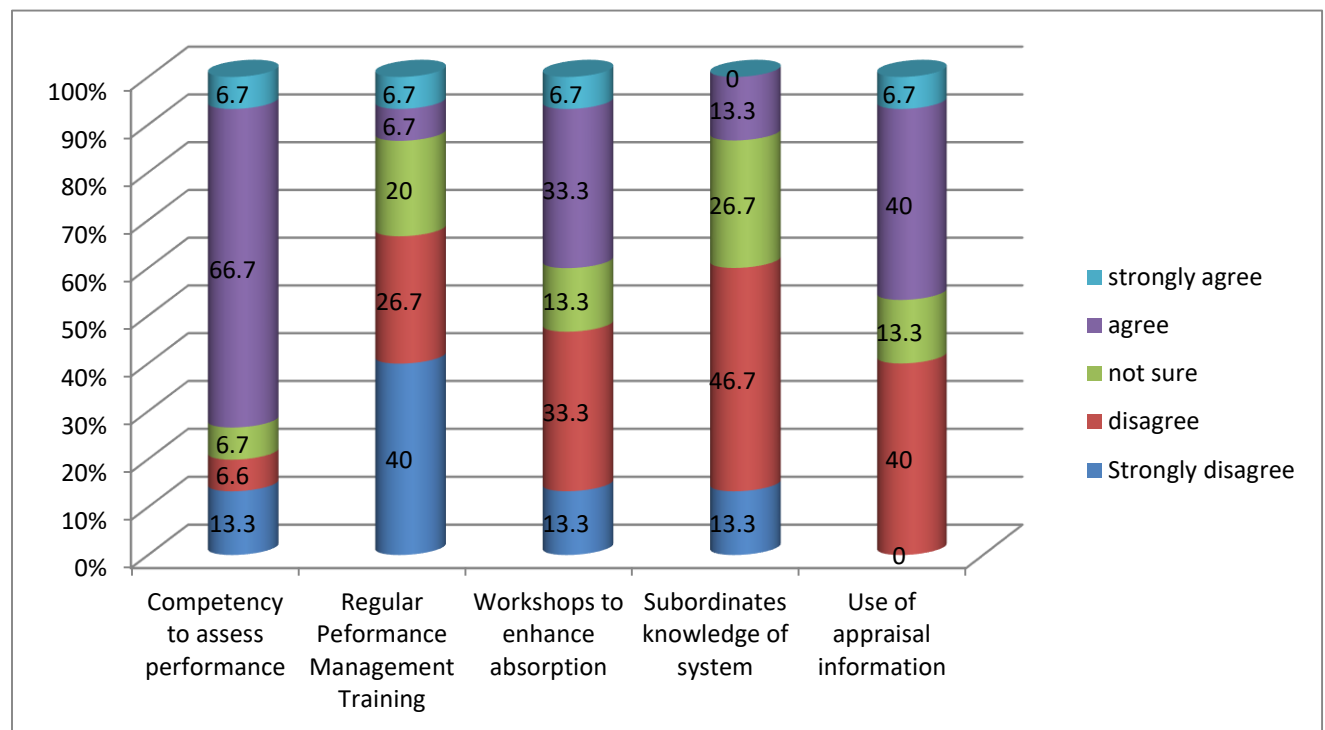


Figure 9: Employee knowledge of the PMS in use at Harare Polytechnic

## **7. Competence of LIC to assess performance**

The question on self-assessment registered that 20 % who disagreed that they were competent to assess the performance of their subordinates, 6.7 % were not sure and 73.4 % agreed that they were competent. May be those who said were not competent were from the group that had been supervisors for less than a year.

## **8. Regular Performance Management Training**

66.7 % disagreed that they receive regular training (at least twice a year), 20 % were not sure while 13.4 % agreed. In light of the absence of regular training one wonders how the employees know the PMS which is a knowledge-intensive exercise.

## **9. Attended a workshop to enhance absorptive capacity of the system in use**

46.7 % disagreed that they had attended a workshop aimed at enhancing their absorptive, surprisingly, 13.3 % were not sure while 40 % indicated that they had attended a workshop aimed at enhancing their absorptive capacity of the performance management system in use.

## **10. Subordinates' knowledge of how performance management should be conducted**

According to 60 % of the respondents subordinates do not exhibit knowledge of how performance management should be conducted, 26.7 % were not sure if the subordinates know how performance management is.

## **11. Use appraisal information to improve the lecturer's performance**

40 % of the respondents disagreed that they use appraisal information to improve the performance of lecturers they would have appraised, 13.3 % were not sure and 46.7 % said that they use the information collected during appraisal to improve the performance of the lecturers.

## **12. Type and amount of knowledge lecturers have on the PMS in use**

Not much was indicated by the respondents apart from that the lecturers know that they have to be appraised at the beginning of the year and at the end of the year. Some respondents said that most of the lecturers did not have much knowledge about the PMS in use as they have not been trained. It was also found out that because the management prescribed the targets all the lecturers had to do was to fill in the forms and agree.

**Objective 2: The questions asked sought to establish the suitability of the PMS to lecturing work**

Questions	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Total %
13. PMS used at HP enables the appraiser to identify the inadequacies and strengths of appraisees	6.7	20	13.3	60	0	100
14. PMS has helped eradicate undesirable performance	13.3	40	26.7	13.3	6.7	100
15. Performance management model used at Harare Polytechnic is mixed	13.3	33.3	20	33.3	0	100
16. PMS at Harare Polytechnic comprises of all the four elements	20	46.7	6.7	26.7	0	100
17. Appraiser face no challenges when appraising their subordinates	0	60	6.7	33.3	0	100

Table 10: Suitability of the PMS to lecturing work

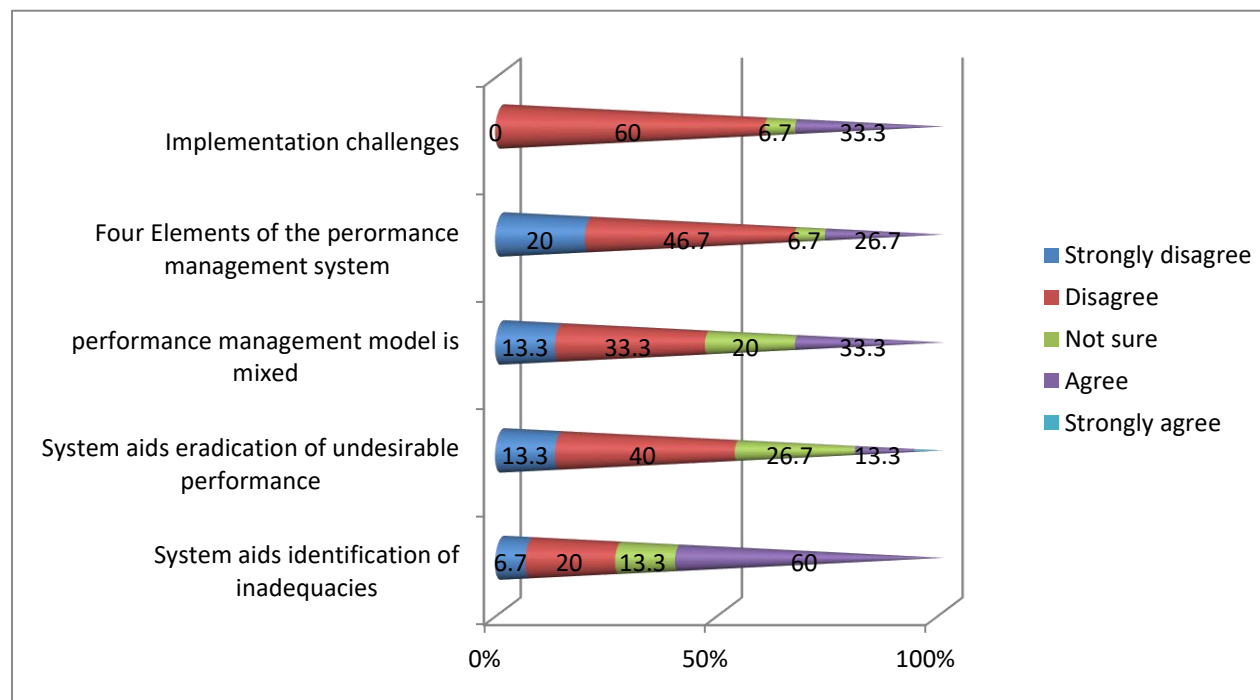


Figure 10: Suitability of the PMS to lecturing work

### **13. PMS used at Harare Polytechnic enables the appraiser to identify the inadequacies and strengths of appraisees**

26.7 % disagreed that the system enabled the appraiser to identify the weaknesses of the appraiser while 13.3 % were not sure and 60 % indicated that indeed the PMS allowed the appraiser to identify the weaknesses and strengths of the appraisees.

### **14. PMS has helped eradicate undesirable performance**

Cumulatively 53.3 % disagreed that the PMS helped to eradicate undesirable performance implying that undesirable performance persisted, 26.7 % were not sure while 20 % agreed that the system had helped eradicate undesirable performance in the past. A system that does not help address the performance of the employees does not eliminate the possibility of a repetition of the same mistakes in future.

### **15. Performance management model used at Harare Polytechnic is mixed**

46.7 % (cumulatively) disagreed that the performance management model used in institutions of higher learning is mixed, 20 % were not sure while 33.3 % agreed that the model considered results produced by the incumbent and the skills possessed by the incumbent.

### **16. PMS at Harare Polytechnic comprises of all the four elements**

66.7 % of the respondents did not agree that the PMS comprised of planning, managing, reviewing and rewarding elements, 6.7 % were not sure of what the PMS comprised of while 26.7% agreed that the four elements were visible in the system used at Harare Polytechnic.

### **17. Appraisers face no challenges when appraising their subordinates**

Respondents who disagreed that they face challenges when appraising their subordinates amounted to 60 %, while 6.7% indicated that they were not sure and 33.3 % agreed that they faced no challenges.

### **18. Suitability of the performance management system in use**

The respondents indicated that PMS used at Harare Polytechnic was not very suitable as it did not elaborate on the qualitative aspects of the lecturing work. It was noted that the system emphasised the number of students who passed, the number of lecturers one had to work per

week and the records one had to keep. Respondents noted that there is no measurement for the quality of work produced for example what the students would be able to do. The system was said not to be suitable because the appraisees did not take part in the planning or in the management of the process. It was also noted that the system did not help improve areas that required attention for example it was said students continued to fail Business mathematics and shorthand in commerce and engineering mathematics and science in the engineering department while lecturers were getting high scores.

**Objective 3: To ascertain the involvement of the lecturers in the PM process**

Questions	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Total %
19. Performance management process and openness of communication	0	20	13.3	53.4	13.3	100
20. Awareness of the link between the organisational and individual	0	6.7	13.3	80	0	100
21. Aware of contribution of individual effort to vision, mission and goals.	0	13.3	0	80	6.7	100
22. Agree with subordinates on their responsibilities	0	33.3	6.7	53.3	6.7	100
23. Time for communication of acceptability of work produced.	0	20	13.3	53.3	13.3	100

Table 11: Involvement of the lecturers in the PM process

Figure 11: Involvement of theess is characterised by open communication between appraiser and appraisees, 13.3 responded that they were not sure and 66.6 % (cumulatively) agreed. Open

communication is the hall mark for effenk. If the individual appraiser are aware of how their individual goals link with those of the organisation they can positively influence those they appraise.

## 21. Aware of how individual effort contributes to the accomplishment of the institutional vision, mission and goals.

13.3 % disagreed that they were aware of how their individual effort contributed to the attainment of the institutional vision, mission and goals, 86.7 5 agreed that they knew how their individual effort contributed to the attainment of the vision, mission and goals of the institution.

Being aware of how individual effort feed into the organ

Questions Strongly Disagree Disagree Not

Sure Agree Strongly Agree Total

% 100 90 80 70 60 50 40 30 20 10 0

100 90 80 70 60 50 40 30 20 10 0

100 90 80 70 60 50 40 30 20 10 0

100 90 80 70 60 50 40 30 20 10 0

100 90 80 70 60 50 40 30 20 10 0

100 90 80 70 60 50 40 30 20 10 0

100 90 80 70 60 50 40 30 20 10 0

100 90 80 70 60 50 40 30 20 10 0

100 90 80 70 60 50 40 30 20 10 0

100 90 80 70 60 50 40 30 20 10 0

100 90 80 70 60 50 40 30 20 10 0

100 90 80 70 60 50 40 30 20 10 0

100 90 80 70 60 50 40 30 20 10 0

