

Chapter 5

METHODOLOGY

"A theory has only the alternative of being right or wrong. A model has a third possibility: it may be right but irrelevant."

Manfred Eigen

5.1 INTRODUCTION

As the study is based on the development of a new and not the evaluation of an existing system, research was not confined to one single experiment empirically proving a hypothesis valid or invalid. Over a number of years different experiments were conducted in the form of presentations to employees, workshops trial implementations and case studies. Various organisations and groups of personnel were targeted for these purposes and a number of overseas study missions were also undertaken to observe the ways in which business was conducted in a number of organisations. The conclusions from the above mentioned techniques and these study missions were fed back into the system under development in attempts to improve its overall functionality and usage.

In this chapter a breakdown of all the significant experiments is provided, and findings and results on them is provided in the next chapter under corresponding headings.

5.2 THE RESEARCH PARADIGM

5.2.1 Methodological Paradigm - Quantitative or Qualitative

In deciding on the research methodology to be pursued, it is important to distinguish between the quantitative or qualitative nature of the research process. Creswell (1994:2) defines quantitative study as "an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers and analysed with statistical procedures, in order to determine whether the predictive generalisations of the theory holds true." In contrast, he defines a qualitative study as "inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting."

These two definitions highlight the distinguishing characteristics of each approach. Depending on whether the research is aimed at deducing and testing the implications of performed hypotheses or inducing hypotheses from his own observations, a quantitative or qualitative approach will be selected.

This research project starts with more general questions after which an extensive amount of verbal data will be collected from a number of informants from different case studies, to present the findings with words/descriptions that are intended to accurately reflect the situation being studied (op. cit.). In light thereof that a distinguishing feature of this research project is to explain and describe a phenomenon, as opposed to proving it, a qualitative methodological paradigm is applicable to this study.

Whilst ample emphasis is placed on theory, the analysis of the research data aims to extract themes of a strategy from the evidence and organising the data to present a consistent and coherent picture of the research question (Van der Colff 1999). In most cases in this study, the researcher is capturing and discovering meaning through a research interview. According to Casell and Simon (1998) insightful analysis is really at the heart of successful qualitative investigations. Furthermore they say that the real mystique of qualitative inquiry lies in the process of using the data rather in the process of gathering data (op. cit.).

5.3 RESEARCH DESIGN

According to Leedy (1997:3), research can be defined "as the systematic process of collecting and analysing information (data) in order to increase our understanding of the phenomenon with which we are concerned or interested." Leedy (op. cit.:5) goes on to state that "research is a process through which we attempt to achieve systematically and with the support of data the answer to a question, the resolution of a problem, or a greater understanding of a phenomenon. This process, which is frequently called research methodology, has eight distinct characteristics:

- Research originates with a question or problem. Research requires a clear articulation of a goal
 - Research follows a specific plan or procedure.
 - Research usually divides the principal problem into more manageable sub-problems.
 - Research is guided by the specific research problem, question, or hypothesis.
- Research accepts certain critical assumptions.

- Research requires the collection and interpretation of data in attempting to resolve the problem that initiated the research.

Research is, by its nature, cyclical; or more exactly, helical.

5.4 STRATEGIC DECISION

Groenewald (in Van der Colff 1999) states that the strategic decision revolves around the points of departure, general orientation, focus of study, unit of analysis, decisions between ideographic and nomothetic approaches. The strategic decision taken in this study leans towards the ideographic approach that seeks understanding or explanation through an analysis of a number of cases or events and aims at a complete understanding of a particular phenomenon, using all relevant factors.

5.5 OPERATIONAL DECISION

Groenewald (in Van der Colff 1999) goes on to note that the operational decision refers to the choice of a research design and is typically influenced by the strategic decision. In this study, the source of data is the investigation of the social reality by means of indirect observation in the field by the researcher through interviews and experiments.

5.6 TACTICAL DECISION

As this thesis focuses on a set of real issues within a number of organisations - the case study method is regarded to be appropriate.

5.6.1 Selection from the various qualitative research design alternatives

The four most common qualitative designs are: case study, ethnography, phenomenology, and grounded theory (Leedy 1997). In selecting an appropriate qualitative research design, it is necessary to answer the question that is central to the particular design. When attempting to establish what the characteristics of a phenomenon are (as is the case with the research problem at hand) the case study design is applicable.

Case studies, according to Creswell (1994:12), are a type of qualitative research in which the researcher "explores a single entity or phenomenon ('the case') bounded by time and activity

(a program, event, process, institution, or social group) and collects detailed information by using a variety of data collection procedures during a sustained period of time".

The purpose of a case study is to shed light on a phenomenon, be it a process, event, person, or object of interest (Leedy 1997) - shedding light on the components and implementation of a generic corporate performance communication system. The process during a case study is characterised by an extended period of time spent with research participants collecting a substantial amount of data (op. cit.) - programme of interviews and interaction with participants.

Data is collected in the form of words, images, or physical objects (op. cit.) recordings of interviews, notes, documentation, et cetera. Data is analysed using three approaches - interpretational analysis (examining for themes, constructs, and patterns), structural analysis (patterns inherent in discourse, with no inference made to meaning), and reflective analysis (using primary intuition and judgement to portray or evaluate the phenomenon) (op. cit.) - in the instance of the development of the corporate performance communication system, emphasis will be placed on interpretational and reflective analyses.

Findings will be communicated in a report of a rich, descriptive narrative.

5.7 RESEARCH (MEASURING) INSTRUMENTS - DESIGN AND APPLICATION

Two research instruments were selected for the collection of data; Questionnaires on elements of the research question and interviews conducted with members of different samples. As a point of departure, documented results of a previously conducted climate study in the SABC were reviewed to locate possible areas of concern relevant to performance management (See Appendix A).

5.7.1 Document Review

Per definition, secondary data "are data that were developed for some other purpose than helping to solve the problem at hand" (Tull & Hawkins 1987:65). Although the SABC climate study which was conducted prior to the period under investigation, was not specifically intended to provide a reference for introducing a performance management system into the SABC - thereby rendering these documents as sources of secondary data - it is considered relevant in solving the research question at hand.

The following common problems, normally experienced with secondary data, will be addressed as indicated:

- Availability - the researcher had free and unhindered access to the documentation to be reviewed.;
 - Relevance - as the climate study being reviewed was specifically written for the purpose of documenting the concerns of employees at a given time, these documents are regarded as being relevant in assisting in answering the research question;
 - Accuracy - due to the qualitative nature of the data contained in these documents, the level of accuracy is regarded as acceptable;
 - Sufficiency - this data source was intended to provide a starting point for the development of a prototype corporate performance communication system only.
- Although the review of this source of data provided a large amount of secondary data, it is regarded as amply sufficient to serve this (supporting) purpose (Tull & Hawkins 1987).

Table 29: Problems with Secondary Data

Saunders, Lewis & Thornhill (1997), reason that there exist indeed advantages in using secondary data in that the researcher has more time to think about theoretical aims and substantive issues, as the data will already be collected and the researcher can subsequently spend more time, and effort, analysing and interpreting the data.

5.7.2 Interviews

If secondary data sources do not provide sufficient data, primary data may be collected. Survey research is the most common method of collecting primary data to define and explain a research question. Surveys can provide data on attitudes, feelings, beliefs, past and intended behaviours, knowledge, ownership, personal characteristics and other descriptive items. Surveys can provide evidence of association, but can seldom prove cause. Survey research is concerned with the administration of questionnaires i.e. interviewing (Tull & Hawkins 1987). Survey research, according to Tull and Hawkins (op. cit.:96) "is the systematic gathering of information from respondents for the purpose of understanding and/or predicting some aspect of behaviour of the population of interest. As the term is typically used, it implies that the information has been gathered with some version of a

questionnaire. The administration of a questionnaire to an individual or group of individuals is called an interview."

Various aspects with regard to interviews (and their questionnaire basis) are considered. These include the degree of structure of the interview; the degree of directness of the interview; and the type of survey to be conducted - personal, mail, computer, and telephone (op. cit.). For the purposes of this research project, interviews with the members of the samples will serve as the main source of primary data. Figure 23, a flow-diagram suggested by Tull and Hawkins (op. cit.), proved useful in deciding on the type of interview based on the desired levels of structure and directness, respectively - the shaded areas indicating the decision path followed for this study.

interviews.

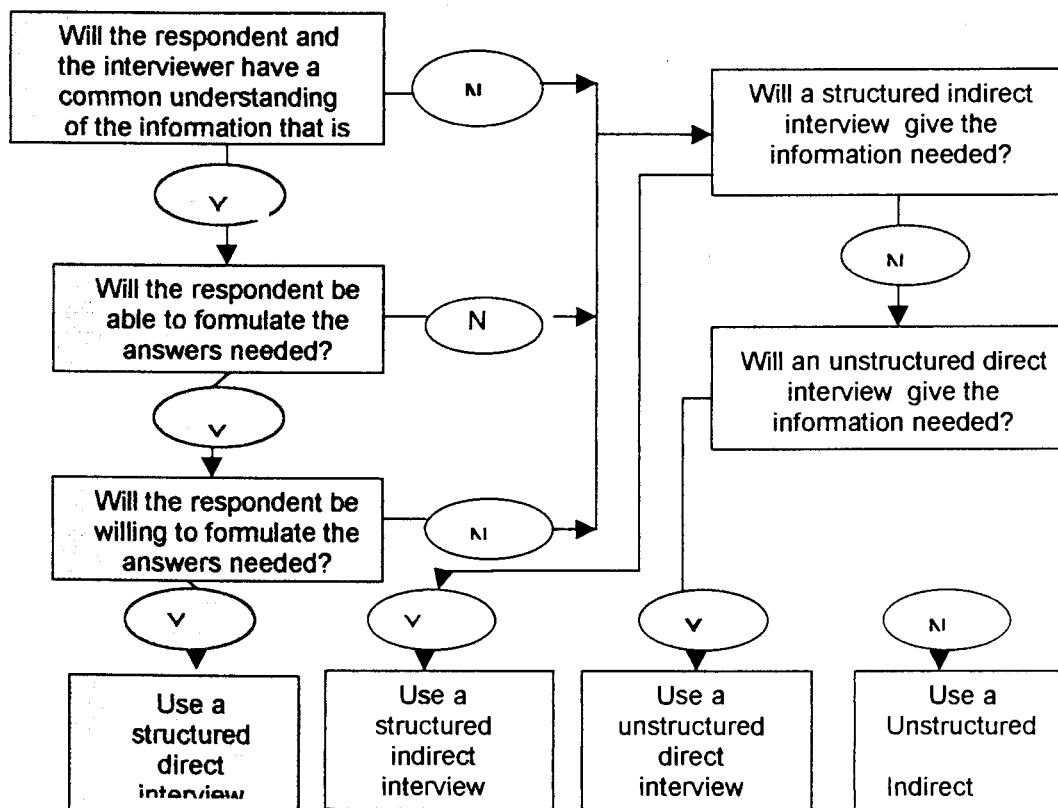


Figure 23 Model for Selection of Interview Questionnaires
(SOURCE: Tull & Hawkins 1987)

The above-mentioned model of Tull and Hawkins (op. cit.) is limited to a certain extent because it only provides for two types of interviews - in terms of the extent of structuring

(structured and unstructured) and proximity of interview (indirect and direct). Saunders et al (in Van der Colff 1999:45) describes a third alternative: "in semi-structured interviews the interview is non-standardised and the researcher purely has a list of themes and questions to be covered. This will differ from interview to interview as the researcher might decide to omit certain questions in particular interviews as well as change the order of questions to accommodate the flow of the conversation. In certain instances additional questions may also be required to explore a certain issue in depth. The data will be recorded either by note-taking or by tape recording the interview."

According to Robsen in Saunders et al (1997), the lack of standardisation in semi-structured and in-depth interviews may lead to reliability concern. However, Marshall and Rossmari's response in Saunders et al (1997) states that "the findings from these type of interviews are not necessary intended to be repeatable". This method was used during the first 10 interviews conducted in the SABC to establish a set of criteria to be used in further structured interviews. According to Neuman (1997), advantages of open ended questions are as follows:

- Permit unlimited number of possible answers
- Respondents can give a detailed answer to a complex question
- Unanticipated findings can be discovered
- Permit creativity, self-expression and richness in detail

Table 30: Advantages of Open-ended Questions

The structured interview forms the basis of this research project, but in some cases semi-structured interviews were conducted, because it combines the benefits of both types of interviews described by Tull and Hawkins (1987) - the order and discipline of the structured interview on the one hand, and the flexibility and probing possibilities of the unstructured interview on the other hand.

In order to capitalise on the benefits offered by both the structured as well as the unstructured interviews, interview questionnaires were designed which contained the following two categories of questions:

Firstly, structured questions that offer the interviewee a limited number of (multiple-choice) answers. This approach not only allows for extensive quantitative data analysis, but also ensures consistency and comparability of interviewee's responses

Secondly, unstructured and open-ended questions are included in the

questionnaire to facilitate probing of concepts and allow the interviewees to pursue their trains of thought.

Each question contained in the questionnaires was designed to explore and relate to specific aspect of the corporate performance communication system.

The final consideration in choosing the type of interview is based on the most appropriate method of communication. In this regard the personal interview format is likely to be the most advantages - the interviewer put the questions to the respondent in a face-to-face situation. (Refer to Appendices for examples of the 2 questionnaires used at different stages as framework for the interviews.)

Most experiments in this study comprise of case studies during which the researcher either observed and interpreted the results or made use of interview techniques to gather information. Hartley (in Casell & Symons 1998), states that "a case study can be defined as consisting of a detailed investigation, often with data collected over a period of time, of one or more organisations, or groups within organisations, with a view to providing an analysis of the context and processes involved in the phenomenon under study".

One of the fundamental assumptions of this research report is that the corporate performance and productivity levels of an organisation are driven by the leadership of the company. However, Sunter (in Loewen 1999:7) argues that "no matter how powerful the strategic plan that emanates from the top, it will lead to a trifling amount of action if it meets with resistance from layers of middle management who are indifferent and employees who are ignorant of the direction in which the company is headed." To therefore assess the attitude towards the implementation of a corporate performance communication system a "test"-group comprising of members from middle management was identified in the last of 14 experiments.

5.8 CONSIDERING THE RELIABILITY AND VIABILITY OF RESEARCH DATA

5.8.1 Reliability

Due consideration is to be given to the reliability of assimilated research data as a number of factors can give rise to variable errors in measurement. Whilst Tull and Hawkins suggest using a combination of approaches to assess reliability, the test-retest approach is of more value in most research situations. According to this approach, the "same measure (is

applied) to the same objects a second time" (Tull & Hawkins 1987:223). The researcher found this unnecessary in this situation and once-off interviews were appropriate in all cases. The outcome of some case studies were however reinforced by similar results from other cases.

By its nature, qualitative data do not lend itself easily to extensive quantitative measurement and therefore, reliability testing by means of quantitative methods. However, due to the selection of the structured method of conducting interviews, a substantial portion of research data collected will be susceptible to quantitative analysis allowing for adequate (quantitative) reliability testing e.g. "70% of the sample interviewed agree that the commitment of top management to the project plays the most important role in the development and implementation of the corporate performance communication system." A further test that will be employed to test reliability is follow-up unstructured interviews to "make sure that I understood your answer during the initial interview correctly", requesting a limited number of the interviewees to repeat their response. A comparison is then drawn between the response during the interview and the response received during the follow-up interview.

5.8.2 Validity

Validity, like reliability, is concerned with error. However, it is concerned with consistent or systematic error rather than variable error. There are three basic types of validity:

Content validity, construct validity, and criterion-related validity (op. cit.:225).

Firstly, contents validity estimates are essentially systematic, but subjective, evaluations of the appropriateness of the measuring instrument for the task at hand (The term face validity has a similar meaning.) Given the qualitative nature of the research question (performance communication) the qualitative measuring instrument of interviews is regarded as valid.

As the principal research instrument utilised in this research is the face-to-face interview, follow-up interviews will be conducted with at least 10% of the interviewees and a comparison drawn between the data of the initial (first) and follow-up (second) interview to assess consistency in answers/opinions. This comparison will however not make use of a statistical number-crunching process, but will rely with the judgement of the researcher.

Secondly, construct validity - understanding the factors that underlie the obtained measurement - is the most complex form of validity. It involves not just knowing how well a given measure works; it also involves knowing why it works. To ensure construct validity, a sound theory of the nature of the concept being measured and how it relates to other concepts is required (op. cit.).

Lastly, criterion-related validity can take two forms based on the time period involved: Concurrent and predictive validity. In view of the fact that an essential outcome of the research is aimed at predicting whether (and if indeed, under what circumstances) the implementation of a corporate performance communication system can improve productivity, the predictive validity of the research measurement is of high importance.

5.9 INTERVIEW TEST GROUP

5.9.1 Population

The corporate performance communication system is intended for the use by all members of staff in all organisations. Thus the population represents all people employed by all organisations in South Africa, or for that matter in the World. The population size of all employees in South Africa is too many to consider therefore the research project focussed on various case studies over a period of 7 years in total. According to Tull and Hawkins (op. cit.:369) the definition of the population is to be done in terms of "elements, sampling units, extent and time". In relation to these constituent parts, all (extent) employees (element) in an organisation (sample unit) in each case study at the time (time) will be considered the population for purpose of that specific experiment

5.9.2 Sample

Leedy (1997:210) states that "the basic rule (of sampling) is: the larger the sample, the better." In all cases, a representative number of employees is regarded as the sample. Except in the case of the initial interviews in the SABC, no scientific technique was employed to select the sample members and they were chosen according to location and position in the organisation. No specific criteria such as representation, homogeneity, et cetera.) associated with taking a sample were taken into consideration as it falls beyond the scope of this study to reset any differences in perception between different groups. In all cases it was

decided to select people from a developed literacy level in order to eliminate the effect of misunderstandings due to lack of literacy skill.

In the case of the SABC experiment, a random sample without replacement was drawn from the population using the Natural ADABAS Computer Programme

5.10 METHOD OF ANALYSIS

5.10.1 Capturing the Response Data

Work environment assessments were done using the BIMP Computer System which provides a worksheet for each candidate to use. Their manual responses were then fed back into the system which produces accumulative reports in the form of frequency tables, dissatisfaction indexes and level indicators.

5.10.2 Analysis of Response Data - Qualitative and Quantitative

5.10.2.1 Quantitative

The response data contained in the spread sheet format were - manipulated with the various Microsoft Excel functionality such as summation, percentage spread (and concentration) of responses, et cetera.

5.10.2.2 Qualitative

General areas of congruency were derived from the quantitative analysis of the response data - level of agreement in response received from various interviewees. Non-quantitative i.e. qualitative data such as responses from interviewees listed under "Other Comments" and trains of thought probed by the interviewer, were utilised to assess themes of performance communication.

5.11 CASE STUDIES

5.11 .1 CASE STUDY 1: SURVEY AT SABC

SETTING:

The SABC was used to conduct the first set of experiments. The SABC represents a multi-

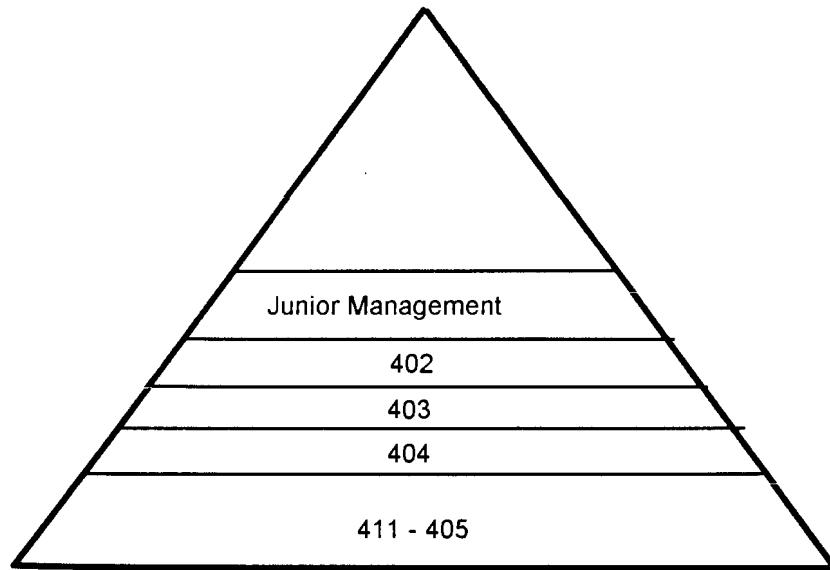


Figure 24 Occupational layers of sample

This comprises 2086 people made up of:

	TOTAL	FEMALE	MALE
TOTAL	2086	605	1481
White	1564	537	1027
Indian	36	12	24
Coloured	23	5	18
Black	463	51	412

Table 31: SABC Test Population Attributes

The represented occupational types are the following:

(A) **Human Resources**

- 1 Manpower Management
- 2 Training Management
- 3 General Manpower

- 4 Manpower Training
- 5 Labour Relations
- 6 Rewarding

(B) **Data**

- 1 Computer Management
- 2 Computer Specialist Consultant
- 3 Computer Maintenance
- 4 Computer Operation
- 5 Users Consultant
- 6 System Analyst & Programming

(C) **Financial Audit and Bookkeeping**

- 1 Financial Management
- 2 Budget and Operational Control
- 3 General Bookkeeping
- 4 Cash Control
- 5 Audit
- 6 Salaries and Tax
- 7 Systems and Leave
- 8 Pensions

(D) **Technical and Architecture**

- 1 Technical Management
- 2 Electronics
- 3 Electronic Engineering
- 4 Electrical Engineering
- 5 Electrical
- 6 Mechanical Engineering
- 7 Mechanical
- 8 Technical Drawings
- 9 Project Management
- 10 Architecture

- 11 Mechanical and Electrical
- 12 Technical Research and Development
- 13 Specialised Audio & Optical
- 14 Trade and Casuals
- 15 Operators
- 16 Rigger and Antenna
- 17 Computer Technical

(E) **Legal**

- 1 Legal Management
- 2 Legal Adviser
- 3 Contracts, Patents and copyrights

(F) **Inventory and Buying**

- 1 Inventory, Control and Buying Management
- 2 Material Handling and Storage
- 3 Buying

(G) **Library and Archives**

- 1 Management
- 2 Film Video Library and Discotheque
- 3 Research Library Museum and Language
- 4 Archives
- 5 Mediatheque

(H) **Management Information and Research**

- 1 Management Information and Research
- 2 Managerial Information
- 3 Research

(I) **Public Relations**

- 1 Public Relations Management
- 2 Public Relations
- 3 Media Relations
- 4 Publicity

(J) **General Management** (Not represented)

- 1 Top Management
- 2 General Management
- 3 Corporate Secretarial

(K) **Administration/Clerical/Secretarial**

- 1 Administration Management
- 2 Administration Supervising
- 3 Reception/Information
- 4 General Administration
- 5 Secretarial
- 6 General Clerical
- 7 Scheduling
- 8 Corporating
- 9 Finance Clerical

(L) **Security**

- 1 Security Management
- 2 Security Operation

(M) **Logistics**

- 1 Logistics Management
- 2 General Logistics
- 3 Building and Personnel Services
- 4 Printers
- 5 Catering
- 6 Transport

- 7 Postal and Messengers
- 8 Telex and Switchboard Operators
- 9 Office Services
- 10 Occupational Safety

(N) **Artistic**

- 1 Artistic Management
- 2 Set design
- 3 Graphics
- 4 Music Specialist
- 5 Photography
- 6 Dress Design
- 7 Makeup Art
- 8 Animation
- 9 Lighting, Sound & Special Effects

(O) **Journalism**

- 1 Journalistic Management
- 2 Information compilation and editing
- 3 Journalistic gathering
- 4 Presentation

(P) **Radio and TV Programmes**

- 1 Programme Management
- 2 Programme Production
- 3 Presenter/Translator
- 4 Programme Support Personnel

(Q) **Marketing**

- 1 Marketing Management
- 2 Production Advertising
- 3 Advertisement Sales

- 4 Product Sales
- 5 Advertisement Production
- 6 Promotion

(R) **Radio and TV Operation**

- 1 Operational Management
- 2 Radio and TV Operation
- 3 Operational Support Personnel

THE NUMBER OF STAFF WHO OCCUPIED THESE OCCUPATIONAL GROUPS WERE AS FOLLOWS:

<u>Occupational Group</u>	<u>Total</u>	<u>Level</u>	<u>Level</u>	<u>Level</u>
		<u>402</u>	<u>403</u>	<u>404</u>
	2086	650	633	803
A	18	10	6	2
B	43	12	20	11
C	48	23	13	12
D	381	124	142	115
E	5	3	2	0
F	27	6	5	16
G	64	19	16	9
H	2	1	1	0
I	22	1	13	8
K	84	32	35	117
L	71	5	24	42
M	24	8	7	9
N	100	27	31	42
O	191	101	36	54
P	258	149	52	57
Q	109	22	28	59
R	539	107	202	230

Table 32: Occupational distribution - test group

A random sample without replacement of 1500 people was drawn from this population using the Natural ADABAS Computer Programme. From this sample, 660 people participated in the interviews. This represents 16,2% of the target population and 44% of the sample.

With the help of a team of experts from the personnel department they were interviewed in 2 hour sessions. During the first 10 interviews they were allowed to speak freely on emotional or intellectual bases regarding performance management systems. They were then asked specific questions displayed in Appendix A, and their responses were recorded in summary. From the outcome of these responses a questionnaire was compiled to be used in structured interviews with the remainder of

the sample.

5.11.2 CASE STUDY 2: IMPLEMENTATION AT SABC

SETTING:

The SABC. Employees were introduced to the principles and basic operations of the newly developed system in 3 hour sessions conducted by a team of trained training practitioners. Employees attended these sessions in large groups ranging from 20 to 80 people at a time. They were allowed feedback and questions at the end of the sessions and their concerns were recorded and fed back to the developers of the system. They were all issued with high quality training manuals and port-folios to create an image of quality and investment in them. A unique name were chosen for the SABC namely, PIP, Personal Investment Programme, in attempt to overcome some of the resistance against these type of systems caused by previous systems that were not seen as investments to them by the employees. They were expected to implement the system and start using it. A target date was set a year ahead for the first performance assessments to be in place and to come into effect. They were offer the assistance of the training department on their request. The first phase were to be the setting of performance specifications which involved performance outcomes, tasks for each outcome and required competencies to achieve each task.

SABC Centres:

- Auckland Park Gauteng
- Cape Town
- Port Elizabeth
- Bloemfontein
- Durban
- Pretoria
- Pietersburg

TARGET GROUP:

All SABC employees were subject to the this phase after top management had been convinced of the merit of the newly developed system. It included all levels of work up to top management. Over 3000 employees underwent these introductory sessions.

5.11.3 CASE STUDY 3: IMPLEMENTATION AT SENTECH

SETTING:

SENTECH, a national network for the distribution of electronic media, which used to be a part of the SABC before, were encouraged by the SABC to invest in the PIP system and similar introductory sessions were conducted to all SENTECH employees at all their different sites nation wide. Employees are mainly from a technical background in light current electronic engineering. They received similar training manuals as the SABC employees.

SENTECH Sites:

- Panorama Gauteng
- Vryburg Northern Cape
- Uppington Northern Cape
- Vredendal Western Cape
- Cape Town
- Port Elizabeth Eastern Cape
- East London Eastern Cape
- Middleburg Cape Province
- Bloemfontein
- Vryheid KwazuluNatal
- Durban
- Pretoria

TARGET GROUP:

All employees including top management participated in groups ranging from 5 to 40 people at a time. All employees at a specific site were included in one session for that specific location. A total of 550 employees participated.

5.11 .4 CASE STUDY 4: UBUNTU WORKSHOPS SABC

SETTING:

The SABC nationally. Vertical and horizontal cuts from all members of personnel were included in large groups ranging from 20 to 50 people at a time to attend 2-day collective learning workshops away from the work premises and with an overnight-stay between the 2 days. The intention was to establish and promote a positive attitude towards the

transformation of the organisation and to breed a culture of self-empowerment and personal responsibility. The vehicle to be used to make it a practical reality, was the PIP system, but candidates were not informed accordingly up-front to eliminate any chance of prejudice. The sessions were conducted by Prof. Lovemore Mbigi on the first day, who sketched the importance of understanding the real business agenda that was facing South Africa and how the organisation should respond to it. It contained cultural issues, the handling of fears and expectations as well as the importance of building performance capacity. It also contained a high level of academic content to distinguish it from motivation talks in a vacuum. The evening was intended to encourage bonding amongst team members. The following day was conducted by the researcher where he brought the conceptual issues closer to organisational dynamics and the pragmatic way of making it a reality. The focus was on the personal role in productivity improvement using the PIP system that they had been introduced to as a tool to achieve the desired outcome. The purpose was to excite employees to use the system properly after they had failed to make it work from own initiative and to make them see the real value that can follow from it within a wider picture. The employees thus had been introduced to the system, they received self-instructed guides in the use of it and they were now extrinsically being motivated to use it. The researcher reasoned at the time that this was as much as what could possibly be done to inspire employees to use the system purposefully.

TARGET GROUP:

As many as possible of the entire organisation were encouraged to participate in groups that were selected from the same work environment as per department or business unit. Groups comprised of all ranks and functions at a time to be able to deal with the real business concerns. Business units that attended a series of 21 workshops were:

- Human Resources from all locations
- Port Elizabeth
- Bloemfontein
- Pietersburg
- Pretoria
- Television
- Radio
- Technical Services
- Sentech

A total of 870 members of personnel participated. A representative sample of their feedback is displayed in Appendix D.

5.11.5 CASE STUDY 5: STUDY MISSION TO JAPAN

SETTING:

A study mission from 14 to 30 October 1994 to Japan in the company of Anatole Goshi, Professor in Comparative Management, Nihon University - Tokyo, was undertaken to learn about Japanese businesses' successful approach towards productivity and to test some of the theories that underpinned the corporate performance communication system. The group consisted of 12 South African businessmen from human resource, industrial relations, operations and training and development backgrounds including the researcher. A number of days were spent at the Japan Productivity Institute (JPC) where the group was introduced to a number of Japanese experts who made presentations to the group and who answered questions posed by the group. They included:

- Mr Yamazaki – Productivity and Labour Relations: JPC
- Mr Tanaka – Client Service and Sales Promotion: Odakyu Department Store
- Mr Yoshida – Continuous Improvement: President of Kaizen Institute
- Mr Maeda – Resource Development and Motivation: Former director JPC

The sessions at the JPI were followed by educational visits to the following businesses located in the cities of Tokyo, Fuji, Osaka, Kyoto, Nagoya:

- Nippon Steel – Mr Tamyra on Total Quality Control
- Fuji Junior High School – Educational systems
- Beyonz – Mr Takashi Gotoh – World class performance
- Juji Chamber of Commerce and Industry – International problems and possibilities
- Konya Paper Mill – Mrs Yamamoto and Watanabe – Joint consultation and job security
- Toshiba Air Conditioning – Mr Fumio Sato – Total Quality Control, Total Productive Maintenance, 5S, Gain Sharing and Industrial Relations
- Matsushita Electric (Panasonic) – Continuous Improvement and innovation
- Nagoya Toyota Plant – Manufacturing systems and team work

At each of these businesses the group was further met by 2 panels from personnel; One panel representing top and senior management and another representing the unions. In some cases it was a mixed panel. They explained their operations, quality control and human relations to the group and answered questions as posed by the group. The

researcher specifically asked them in-depth questions on productivity improvement, performance management, training and development, industrial relations, management role, HR department role and management-employee relationships with specific reference to trust.

5.11.6 CASE STUDY 6: STUDY MISSION TO SINGAPORE

SETTING:

The same group of South African businessmen who visited Japan followed the Japanese study mission by a similar mission to Singapore. A number of days were spent at the Singapore National Productivity Institute (NPB) where the group was introduced to a number of Singaporean experts who made presentations to the group and who answered questions posed by the group.

- Mr Teow – Director of International Relations Centre – IR, multi-skilling, reward systems, gain sharing and general employment issues
- Mr Hew – Institute of Productivity Training (IPT) – Training and development and Quality Circles

This was followed by visits to the following Singaporean businesses where the same procedure was followed as in the case of Japan:

- Glaxo Pharmaceuticals Pioneer Section – Quality Circles and employee involvement
- Port of Singapore Authority – Quality Circles, HR development and improvement through technology

At each of these businesses the group was interviewed by a panel from HR and Operations. They explained their operations, quality control and human relations to the group and answered questions as posed by the group. The researcher specifically asked them in-depth questions on productivity improvement, performance management, training and development, industrial relations, management role, HR department role, management-employee relationships with specific reference to trust, reward systems and employee involvement.

5.11.7 CASE STUDY 7: GLOBAL STUDY MISSION ON ACTION LEARNING AND PERFORMANCE MANAGEMENT

SETTING:

A group of 80 delegates from 20 different countries gathered in Heathrow for 4 days of workshopping under the guidance of Prof. Reg Revans, the inventor of Acton Learning. During this time the researcher worked with a small group of 4 other delegates from Norway,

Virginia, USA and India on a project to establish the best way of introducing action learning into the organisation in a way that it would improve productivity continuously. The researcher supplemented this by leading four 5-hour sessions with business experts from a number of countries including:

- Norway
- Holland
- China
- Sweden
- Australia
- Niew Zealand
- Hungary
- USA
- UK
- Egypt
- Poland
- Austria

During these sessions performance management concerns were discussed and notes were compared on the similarities and differences between the different countries. The findings from these sessions were interpreted and fed back to the corporate performance communication system.

5.11.8 CASE STUDY 8: STUDY MISSION TO ENGLAND

SETTING:

A study mission to England were undertaken by 4 South Africans including the researcher. The tour was facilitated by the Involvement & Participation Association (IPA). A number of businesses were visited to learn about their business approaches towards productivity improvement and performance management. At each business the group was received by a panel comprising of top management, management union representatives where applicable.

Businesses included:

- Kent County Council – Communications, information distribution, consultation an negotiations, empowerment and participation, change and ownership, case study and syndicate discussions

Facilitators: W Griffiths, J Oliver, J Tafford, G Brown, B Budd, J Summers

- Nuclear Electric – Total Quality Management, investors in people, multi-skilling,

performance assessment

Facilitators: A Sheard, J Bowles, W Huggins, R Pooley

- Royal Mail London – Industrial partnerships, business values, communication, employee relations, IR, employee involvement, training, business planning, union involvement, improvement projects

Facilitators: D Rhodes, S Heseltine, T Banting, T Hutchen, M Hogan, N Candy, J Denton

- Staveley Chemicals – Ownership, bonuses, conditions of employment, flexible working practices, prosperity plans, training, communication, dealing with redundancy, management development, single salary structures, employment security, legitimacy, sharing success, safety, organisation culture, building trust

Facilitators: P Peet, M Gee

- Burall – Total Quality, customer enthusiasm

Facilitators: D Burall, A Leet

- Vauxhall – Lean organisations, IR, demarcation of jobs, reduction of shifts, teamwork

Facilitators: D Kapman, K Fowler, AC Lines

During these interviews ideas on the mentioned topics were exchanged and findings were interpreted and fed back to the corporate performance communication system. The researcher specifically asked them in-depth questions on productivity improvement, performance management, training and development, industrial relations, management role, HR department role, management-employee relationships with specific reference to trust, reward systems and employee involvement.

5.11.9 CASE STUDY 9: IMPLEMENTATION AT AUTONET

SETTING:

AUTONET, a subdivision of TRANSNET, decided to implement the system in their head office department. Their main intention was to determine performance related bonuses based on performance indicators derived by means of the corporate performance communication system, called the Win-Win Performance Management System at that stage. A special function where the bonus reference, e.g. "salary", could be indicated and where sets of performance level indicators could be clustered and linked to a specific percentage bonus, were developed and included in the system. Local AUTONET facilitators were trained to champion the system. The system was installed on a central personal computer where they processed all input data. Groups of employees were selected to generate the performance specifications which was standardised for all employees doing similar work. It

was however at large a top-down intervention and management decided what the final criteria would be.

TARGET GROUP:

All non-managerial members of personnel in this division were targeted totalling at first as a trial group of 100 employees which was increased to a total of 500 employees a year later. That represented the full population of the Head Office division.

5.11.10 CASE STUDY 10: IMPLEMENTATION AT NCP CHLOORKOP

SETTING:

NCP CHLOORKOP is a manufacturing organisation that specialises in the production of chloride. It is part of a chemical industry where performance accuracy and occupational safety is of critical importance. They decided to implement the system for all their plant workers in an attempt to manage their performance better and to eventually link it to fair performance rewards. They were issued with the Win-Win system and 500 self-instructing training manuals and port-folios. Four in-house facilitators were trained to champion the system and to train the rest of the personnel in the use of it.

TARGET GROUP:

All non-managerial members of personnel totalling 500 people. They were all plant workers with at least basic literacy skills.

5.11.11 CASE STUDY 11: IMPLEMENTATION AT SA BATES

SETTING:

SA Bates is an advertising production organisation that specialises in the production of television, radio and print media advertisements. It therefore operates in a highly creative and abstract industry where performance achievements are hard to determine, yet of critical importance. They decided to implement the system for all their workers in an attempt to manage their performance more proactively and to eventually link it to fair performance rewards. They were issued with the Win-Win system and 100 self-instructing training manuals and port folios. One in-house facilitator was trained to champion the system and to train the rest of the personnel in the use of the system.

TARGET GROUP:

All members of personnel including management totalling 100 people.

5.11.12 CASE STUDY 12: IMPLEMENTATION AT DORBYL HEAD OFFICE

SETTING:

DORBYL is a mother company to a number of companies in the steel manufacturing and engineering industry, specialising in the production of steel products. It is part of an industry where performance accuracy and occupational safety is of critical importance. They decided to implement the system for their head office workers in an attempt to manage their performance better and to eventually link it to fair performance rewards. This would act as a pilot group and should it meet their expectations it was up to the researcher and his team to “sell” the system to the individual companies in DORBYL. They were issued with the Win-Win system and 500 self-instructing training manuals and port-folios. A facilitator from the researcher’s team undertook to train in-house facilitators at a later stage, but to drive the system personally until such time it was established properly and all concerns and customisation were dealt with.

TARGET GROUP:

All members of personnel in the head office division, totalling 500 people. The entire population in the DORBYL group amounted to 11000 people at the time.

5.11.13 CASE STUDY 13: WORK ENVIRONMENT EXPERIMENT AT SAIMR

SETTING:

The South African Institute for Medical Research is an organisation partly owned by Government and partly by the Mining Industry. They specialise in doing medical research on diseases and medicines and comprises therefore of a highly skilled semi-academic personnel supplement. It also has a head-office department that supplies administrative and support services to the rest of the organisation. They decided to conduct a work environment audit amongst the head-office administrative personnel using the Win-Win system for the purpose. From there they would follow it up by implementing the other sections of the system as well and from there they would take it to the rest of the organisation. The work environment session was conducted by the researcher in person who facilitated the complete process, step by step, with the team. The results were recorded, analysed and presented to the HR Director.

TARGET GROUP:

Administrative members of the head-office department totalling 30 people of all races and gender.

5.11.14 CASE STUDY 14: PILOT IMPLEMENTATION AT BKS

SETTING:

BKS is a construction engineering company in the civil engineering industry mainly, specialising in the design and building of large roads, bridges and other constructions. They claim to sell knowledge in the form of their design work and comprise of a highly educated work force primarily. It is part of an industry where performance accuracy is of critical importance. They decided to implement the system for a pilot group at their head office at first in an attempt to manage their performance better and to eventually link it to fair performance rewards. This would act as a pilot group and should it meet their expectations it was the intention to roll it out to the rest of the organisation. They were issued with the Win-Win system and 30 self-instructing training manuals and port-folios. The researcher chose to drive the system personally until such time it was established properly and all concerns and customisation were dealt with. He conducted a comprehensive training session of 2 days with the members of the pilot group going into great depth regarding the underlying principles of the system and the role of productivity in business and national welfare. The purpose was to motivate the group to give their full support to the experiment and to be critically constructive and objective about it. Proper communication channels were established and a local person took responsibility from the organisation's side to see to it that deadlines were met. A formal project was planned leaving no detail to chance. Being an engineering company, members of the group were very analytical and all details had to be planned formally and properly.

TARGET GROUP:

A deliberately selected group of members of personnel in the head office division, totalling 30 people. This pilot group included the MD and 3 other members of top management. The experiment was therefore enjoying full commitment from the top and was taken very seriously. The entire population in the BKS group amounted to 500 people directly working for BKS and another 1000 people working in association with them at the time.

5.11.15 CASE STUDY 15: IMPLEMENTATION AT DCE

SETTING:

Dynamic Computer Encounters was small company in the IT software development industry specialising in providing client server solutions to other organisations. They appointed the researcher to do a work environment audit amongst their programming and administrative personnel followed by a full-scale implementation of the corporate performance communication system, called the 3D Productivity Improvement System at the time. The audit was done by the members on their own after an explanation by the researcher on the principles underpinning it and the purpose of it. Each delegate was given the work environment vocabulary list as part of the experiment to test if it was self-explanatory enough to facilitate independent interpretation.

TARGET GROUP:

All programming personnel ranging from programmers to project leaders totalling a number of 9 people plus 1 administrative staff member. All participants had tertiary academic qualifications in the computer science field. The administrative person was busy completing a BCom degree in personnel management and accounting.

5.11.16 CASE STUDY 16: IMPLEMENTATION AT VESTA TECHNOLOGIES

SETTING:

Vesta Technologies is a public company in the IT software development industry specialising in providing various computer-based solutions to other organisations. It is listed on the JSE and was formed by a merger between DCE, CSSG and WebActive. They appointed the researcher to implement the 3D system amongst their programming and administrative personnel starting with the performance specification section. At the same time they bought the rights to the 3D Productivity Improvement System and renamed it to BIMP, Business Improvement Management Platform. They planned to re-programme it in state-of-the-art technology to make it a prime software system. Each delegate was given a detailed set of instructions per e-mail on how to define their job specifications accompanied by explicit examples and they were requested to submit their efforts by e-mail to the researcher by a certain date. Using these outcomes, generic job specifications would be compiled to act as a foundation to the rest of the performance management system data requirements. This formed part of the experiment to test if it was self-explanatory enough to facilitate independent interpretation and the production of meaningful results. Vesta planned to become a performance driven company with no annual bonuses but performance derived rewards. It was crucial to them to have a very accurate and objective system in place, which

all employees would accept as fair and trustworthy.

TARGET GROUP:

All programming personnel ranging from programmers to project leaders totalling a number of 42 people plus 7 administrative staff members. Most participants had tertiary academic qualifications in the computer science field. The administrative people were either busy completing their first degrees or had attained a degree already.

5.11.17 CASE STUDY 17: CASE STUDY AT VISTA UNIVERSITY

INTRODUCTION

As indicated in some of the previous cases the system was introduced at several organisations during the past few years and although no organisation really set to task to employ it in full, they all responded by saying that it creates and stimulates sensible communication amongst the employees and between departments. It was also fed back that the feeling was that the process could be enhanced if managers adopted the responsibility to take the conversation to their subordinates in an effective way. This exposed the need to test the ability of managers in doing so and also to find ways of improving not only their ability to interact effectively with their subordinates, but to indicate strengths and weaknesses of the BIMP system. It was therefore decided to target a knowledge organisation and put all their first-line managers through a performance management workshop of 3 days, explaining the fundamentals of sound performance communication and the need for it to them. They would then role-play in an unthreatening environment, performance meetings with one another and have third parties observe and critique them. They would also be allowed to assess their work environments in terms of dissatisfaction from which valuable deductions could be drawn and supply their opinions of performance communication via a questionnaire.

SETTING:

A final experiment was conducted in the form of a case study at Vista University. Vista is a South African based university specialising in the education of black students, primarily in the teaching profession. They appointed the researcher to do a leadership development programme with their first line managers and supervisors over an estimated period of 8 months in total. The programme was to consist of 33 modules packaged into 25 days of training sessions. Each candidate had to be pre-assessed in terms of competence and potential to be done again after the completion of the entire programme. Heavy emphasise was to be placed on performance management and productivity improvement. The first

phase of the programme comprised of 1- day orientation sessions with all targeted members introducing them to the performance dilemmas in South Africa and their specific institute, followed by 2- day training workshops on productivity improvement and performance management. During these sessions the researcher lectured the delegates on the principles of the BIMP system and invited criticism and feedback from them. They were then instructed to participate in role-play sessions to actually practice conducting performance related communication sessions with other members of personnel. They participated in groups of 3 where one member would take on the role as manager, another as sub-ordinate and the third would observe and critique the manager using a structured pre-set guide. They would then rotate until each member had the opportunity to act as manager. They conducted feedback sessions after each round and shared their experiences and learning points with the rest of the group. These role-plays were repeated for setting performance criteria and standards as well as setting performance goals and objectives. They also completed a real work environment assessment regarding their own personal work situation to test their experience and feel of this section and to analyse the results to locate the real concerns in the organisation (See Appendix F). They supplied answers to a questionnaire on a suggested corporate performance communication system (See Appendix E).

TARGET GROUP

All supervisory personnel ranging from administration, services and academic departments, totalling a number of 200 people. 84 are from admin and services and 116 are academic sub-heads or departmental heads. Approximately 50% of participants from admin and services had tertiary academic qualifications and all academic staff had post graduate qualifications on masters or doctoral levels. These 200 people were invited and at the end of the day, 184 people managed to participate actively in the experiment (76 admin and 108 academic). This represents 92% of the target group.

TREATMENT

All participants were issued with the following instructions after they had been thoroughly introduced to the theme and after they all announced their desire to proceed with the performance communication session. The participants were therefore convinced about the value of the system and the actual components of the specific BIMP system. The purpose was twofold:

1. To establish whether managers actually knew how to conduct performance related interviews, and if not

2. Whether putting them through learning sessions in the form of practical role-play sessions would help to built the necessary skill

To demonstrate that managers do not spontaneously know how to do conduct performance interviews and that practical role-play sessions in an unthreatening learning environment can equip them with skills, the researcher set the following 2 null hypotheses:

- Hypothesis 1. Managers do not spontaneously have the skill to conduct effective performance interviews with their sub-ordinates.
- Hypothesis 2: Instructed practical role-play learning sessions are an effective means in the acquisition of performance communication skill.

Instructions to participants:

CONDUCT A PERFORMANCE MANAGEMENT MEETING AS AN INTEGRAL PART OF THE CORPORATE PERFORMANCE COMMUNICATION SYSTEM

Inform employee about the initial performance meeting and its intention.

1. Plan and conduct initial meeting with employee.
2. Complete your copy of the job analysis worksheet.

Conduct the main performance meeting.

3. Review job summary.
4. Ask employee to explain each task.
5. Share your perceptions of each task.
6. Arrive at a consensus.
7. Ask employee to make a composite of both worksheets after the meeting.
8. Thank employee for his/her efforts.

Conduct the follow-up meeting.

9. Review composite worksheet with employee.

10. Agree on trial period and set review meeting.

Detail on different steps:

1. Plan and conduct initial meeting with employee.

- ◆ Allow sufficient time for meeting.
- ◆ Select a place with privacy.
- ◆ No interruptions
- ◆ Do your homework.
- ◆ Explain what you're up to:
- ◆ What are we doing? Why?
- ◆ What are "performance standards"?
- ◆ Explain job analysis worksheet.
- ◆ Give employee draft of job summary on worksheet.
- ◆ Analyse one key job task on worksheet.
- ◆ Ask employee to complete worksheet on all other job
- ◆ tasks in preparation for next meeting.
- ◆ **Specify when and where the next meeting will take place**

Points Of Clarification For Step 1

1. Focus on the positive and helpful aspects of performance standards.
2. Base performance standards on what employee should be doing and not on what he or she is doing.
3. Do not base standard on nice-to-have's.
4. We assume four points:
 - ◆ Employee is trained.
 - ◆ The speed at which the employee works is "normal".
 - ◆ Conditions do not hamper the employee.
 - ◆ Employee is experienced.

Preparation for Main Meeting

2. Complete your copy of the job analysis worksheet before the next meeting.

- ◆ Ensure that you are properly prepared for the meeting.
- ◆ Make sure you know what is expected from your team.
- ◆ What special conditions exist that should be satisfied?
- ◆ Who are your internal and external customers?
- ◆ What are their expectations from your team's performance?
- ◆ Do you know how the employee's job fit into this picture?
- ◆ Focus on the job, not the specific individual.

Main Meeting

3. **Review job summary** so you and the employee agree on the overall scope of the job.

4. **Ask employee to explain each task:**

- ◆ The task—its relationship to the job summary
- ◆ How he or she sees it measured
- ◆ Problems he or she may have:
 - ◆ Personal obstacles to performing the task
 - ◆ Problems involving other workers by performing the task well or poorly
 - ◆ Perceived authority level for that task

Guidelines for steps 3 and 4.

1. Agree on overall scope of job.
2. Ideally, standards originate with and are proposed by the employee.

3. Prompt employee if necessary.
4. Support the employee in his or her effort to establish high standards.
5. Make sure employee understands authority level.
6. Have employee focus on the most critical tasks of his or her job.

5. Share your perceptions of the job summary.

- ◆ The task—its relationship to the job summary
- ◆ How you see it measured
- ◆ Analyse any problems by exploring cause:
 - ◆ Internal to employee (skills, knowledge, attitude)
 - ◆ External to employee (functional overlay, role discrepancy, interpersonal conflict, complex job set up, et cetera.)
- ◆ Discuss and agree on solution if possible.
- ◆ Specify your role in this process of establishing performance standards.

1. Make sure the task is directly related to job performance.
2. Analyse each standard as task is discussed.
3. Try to avoid standards that stifle initiative and box the employee in.
4. Does the employee understand how the standards of our unit could affect another unit?
5. Does the employee understand how the standards will

be used?

6. Are both of us clear on manager's role?

The performance standard should be agreed to by the manager and the employee and they should share the same interpretation of it.

6. Consensus is achieved when:

1. employee and manager understand task and how it is to be measured.

2. employee is committed to achieving the standard.

3. manager and employee agree that achieving the standard constitutes satisfactory performance for the time period involved.

7. Ask employee to make a composite of both worksheets after the meeting.

8. Thank employee for his or her efforts.

Follow up meeting

9. Review composite worksheet with employee.

10. Agree on trial period.

Establish follow-up date to review performance against standard.

Practical application:

We have

- ◆ Defined and explained how to establish performance standards
- ◆ Seen a demonstration of a manager establishing performance standards with an employee
- ◆ **Now . . . application:**
- ◆ Each of you will have the opportunity to establish a performance standard for a job task with another participant who will be the employee.
- ◆ A third participant in your small group will observe and critique the practice session.

On the job, we normally conduct these interviews in private with the employee. Therefore, it is difficult to receive feedback on our performance in actual sessions. So, in this practice session, seek out accurate feedback. We are all trying to learn. Do not settle for a “good job” comment from your observer. Ask for specific feedback for improvement.

- ◆ In the practice session that follows, you will be asked to
- ◆ role play yourself as the employee and your partner will
- ◆ pretend to be your manager.

1. Divide up into **teams of three** (and one or two teams of four if there are people left over).
2. Pass your filled out job analysis worksheet to the next member in your team.
3. Using the job analysis worksheet you have received, fill out the “manager’s (Manager’s) preparation sheet for role play” found on page 16.

In the role play session that follows, you will be the manager to the person who’s job sheet you have and this person will role play himself or herself as the employee.

- Refer to pages 8, 9, and 10 in your participant’s guide.
 - (Feel free to ask this person for more information if needed.)
 - Approximately 10 minutes time will be allowed to fill out page 16.
4. Do not begin role playing until all have completed this preparation sheet and

your workshop leader has given you additional instructions.

GOAL SETTING

- 1. Preparation
- 2. Introduction
- 3. Discuss employee's tentative objectives and determine measurability of each.
- 4. Offer additional objectives if appropriate.
- 5. Determine priorities of objectives.
- 6. Review employee's strategies and plans to achieve key objectives and offer ideas.
- 7. Set follow-up date for first review session.
- 8. Conclude meeting.

Detail on steps:

1. Preparation

A. Meet briefly with employee in advance of interview and discuss:

- ◆ Purpose of future meeting
- ◆ How the "Objective Work Sheet" form is to be filled out
- ◆ Suggest that the priority column not be filled out until the meeting
- ◆ When and where the meeting will take place
- ◆ Any appropriate organisation/department/section goals the
- ◆ employee needs to know

B. You should also fill out the "Objective Work Sheet" in private on his or her job in advance of the meeting.

C. Plan a minimum of one hour for the meeting.

- ◆ Privacy
- ◆ No interruptions

OPTION:

- ☞ Ask employee to give you copies of his or her objectives several days before the meeting.
- ☞ If available, give the employee copies of your objectives (section, department, or organisation) that are appropriate to his or her needs.

Objectives can be written in four general areas:

A. REGULAR OR ROUTINE

“To maintain existing turnover rate in his department during this fiscal year”

B. PROBLEM SOLVING

“To develop written plans and procedures for orienting and training new employees in his section by December of this year”

C. INNOVATIVE

“To obtain budget approval from executive management for an intra-department team which will analyse and report on the Japanese Q.C (Quality Control) circles by March of next year”

D. PERSONAL

“To obtain a college degree at night within 5 years”

2. Introduction

A. Explain your role as a resource of:

- Organisational goals and objectives
- Your department or section goals

- Ideas or suggestions
- Potential problems

B. Outline the meeting agenda.

Example:

“Betty, the researcher sees his principal role in today’s meeting as your resource. Hopefully, the researcher can give you ideas about the organisation goals and his own objectives for our section. In addition, the researcher will try to offer ideas and suggestions and assist you in exploring potential problems. For the most part, Betty, these are your objectives and the researcher is here to help you in any way possible.”

3. Discuss employee’s tentative objectives and determine the measurability of each.

- A. Ask employee to relate each of his or her objective or goal statements (not plans or strategies yet).**
- B. Insure that each objective is specific, measurable, and has a target date.**

Example:

“Betty, why do not you read him your first objective statement. Let’s not worry about your specific plans and strategies at this point, only the goals or objective statement. We’ll discuss each and determine if it is specific, quantifiable, and has a target date.”

Obtain Behaviour

“How will you know when you are successful?”

“What will you be able to do (or not do) when you have achieved your

objective?"

Determine Results *"What tangible results will be achieved?"*

If Necessary *"What are you going to do in order to
make this happen?"*

WHEN YOU DISCUSS THE EMPLOYEE'S TENTATIVE OBJECTIVE STATEMENTS:

- Do not discuss the employee's specific plans or strategies.
This will be done later in Step 6 as some of the employee's objectives may not be used at this time. In Step 5, we will set priorities and only spend meeting time working on the strategies and plans of the key objectives selected.
- Do not indicate whether or not the objective is appropriate.
This will naturally happen when priorities are set by the employee (and you) in Step 5.
- Do not discuss feasibility at this time. This will be determined later when you both discuss specific plans and methods in Step 6.

4. Offer additional objective if appropriate.

- ORGANISATION'S GOALS AND OBJECTIVES

*"In light of our organisation's cost concern for next year, you also need to have an additional objective in this area for your job. How would **you** write an objective to control costs in your area?"*

- RELATED TO YOUR OBJECTIVES OR GOALS:

“One of the things **the researcher** would like to accomplish by December of next year is to have a fully operational set of training plans for our section’s new employees. Since you are one of his senior employees and have demonstrated a talent for training new employees, the researcher would like for you to handle it. How would you write an objective for this?”

5. Determine priorities of objectives.

A. Review categories.

- **Must do!** - **Ought to do.** - **Nice to do**

B. Ask employee to categorise all objectives.

C. Discuss with employee and arrive at consensus **if possible.**

D. Limit number of objectives (4 to 8 for most employees).

E. Objectives not selected can be deferred to a later time. In the quarterly follow-up meetings, these objectives can be implemented as the original objectives are achieved.

Why Limit the Number of Objectives?

- Employee’s chances of success are better if energies are concentrated on only a few key objectives rather than on 20.
- If you have 10 employees and each employee writes 20 objectives, you will need to follow up 200 objectives. What are the odds you can do it?

6. Review employee’s strategies and plans to achieve key objectives and offer ideas.

- A. Give specific positive feedback to the employee on any of his or her significant plans or strategies.
- B. Ask what you can do to help the employee reach his or her objectives.
- C. Offer your own ideas and suggestions to further improve the employee's list of activities.
- D. Analyse potential problems by asking, "What can go wrong?"
- E. Develop any required contingency or preventative action and insert into plans.
- F. In light of planning analysis, examine the original target date in the objective and change if needed to make it more realistic.

7. Set follow-up dates for review session.

- A. Tell employee that you are available to discuss his or her progress at any time if needed.
- B. Inform employee that there will be scheduled meetings each quarter.
- C. Write specific dates in your calendar (in the employee's presence) for the first follow-up meeting (approximately 3 months).

8. Conclude meeting.

- A. Ask employee to provide you with a copy of his or her objective worksheet after this meeting.
- B. Spell out your **positive expectations**.

"the researcher knows you can do it!"

OR

“the researcher has confidence in your ability to achieve your objective!”

C. Express your appreciation.

"MANAGER'S" PREPARATION SHEET FOR ROLE PLAY

STEP 2:

In each step below, write what you will actually say or do in the role-play. Please refer to the horizontal handout prior to this section {pages 8, 9, and 10}.

PREPARATION:

1. Plan and Conduct Meeting with Employee.
What will you say to this employee in the initial meeting?
2. Manager and Employee Complete Copy(ies) of the Job Analysis Worksheet before the next Meeting (Not included in role-play.)

MEETING:

3. Preview Job Summary.
What will you say when you review the job summary?
4. Ask the Employee to Explain the Outlined Job Task.
How will you ask the employee to explain his/her job task?
5. Share Your Perceptions of the Task Outlined by the Employee.
the What are some of the critical items you need to discuss when you share your perceptions of task with the employee? Prepare a checklist of these items.
6. Arrive at a Consensus.
What will you say when you try to arrive at a consensus?
7. Ask Employee to make a Composite of both Worksheets after the Meeting.
What will you say to ask the employee to make a composite worksheet?
8. Thank Employee for his/her Efforts.
What will you say to thank the employee'?

FOLLOW-UP: (Not included in role-play.)

9. Review Composite Worksheet with the Employee.
10. Agree on Trial Period and Set Review Meeting.

OBSERVER'S CRITIQUE FORM FOR ROLE PLAY

PREPARATION

1. Plan and Conduct Initial Meeting.
What did the "manager" say in the initial meeting with the supervisor? Was it clear?
2. Complete Job Analysis Worksheet (Not included in role-play).

MEETING:

3. How did the manager review the job summary?
4. Who did most of the talking during Step 4? Why?
How well did the "manager" listen?
Did the "manager" interrupt the supervisor? If so, when?
5. How well did the "manager" discuss all elements of the performance standard?
6. Was a specific attempt made to reach consensus? How was it done?
7. What did the "manager" say in asking the supervisor to prepare a composite?
8. Did the "manager" thank the supervisor? How?

FOLLOW-UP: (Not included in role-play.)

9. Review Composite Worksheet with the Supervisor.
10. Agree on a Trial Period and Set Review Meeting.

SUMMARY

This chapter deals with the methodology which was employed in 17 different case studies with different purposes and objectives. Some experiments tested specific dimensions of performance communication and others acted as learning missions to reflect on the successes and failures of proven and established situations. To explain this, the method, setting, target population and treatment which were used in the experiments, are described.

The researcher pays particular attention to why it was not possible to conduct one single comprehensive experiment setting specific null hypothesis as part of a quantitative analysis. In most cases randomly selected samples are not possible due to the nature of the

experiment and the purpose of it. It is however very clear that the various groups are representative to provide a sound credible result. All outcomes or interpretations from questionnaires were discussed and verified with randomly selected samples from the experiments as well as with other experts on the topic. The researcher is convinced that the findings and interpretation of the results are true and sound.

The results obtained from the experiments will be presented and discussed in the next chapter and based on these results, the researcher will also make certain recommendations pertaining to improving these experiments as well as for future research. The researcher will also provide a framework of an ideal corporate performance communication system based on the results and findings accompanied by recommendations in the implementation and use of it.

Chapter 6

FINDINGS AND RESULTS

6.1 PRESENTATION OF RESULTS

6.1.1 Introduction

The purpose of this study was to determine the complete set of elements to be included into a corporate performance communication system and to package it in such a way that it results in the most attractive and meaningful way to be implemented successfully in any organisation. After studying a number of academic sources on the topic, conducting numerous discussion sessions with a number of experts and experienced facilitators in the field, a prototype system was designed on which a number of practical experiments were conducted in the form of real case studies under real circumstances. From the scepticism that prevailed regarding performance management, it was discovered that it is one challenge to design the mechanics of the system correctly, but that it was quite another to get employees to use it in the way it was intended to be used. No exact measuring instrument could be used, as the observations would lead to what was to be discovered and learnt. The setting of null hypothesis would not have served any value-adding results at this stage and would indeed have contributed to a limited perspective and outcome. By treating the experiments as study missions, observing any positive and negative incidents and occurrences, conclusions were drawn by the researcher and in cases where other knowledgeable people were involved a final conclusion was derived at after group discussion and debate. This chapter is structured to reveal the main results that were recorded during each experiment followed by a conclusion regarding their effect on the corporate performance communication system. After each experiment improvements were made to the system based on these conclusions and the next experiment would therefore be one step closer to the final product also critically evaluating their impact of the improvements.

6.2 CASE STUDIES

6.2.1 CASE STUDY 1: SURVEY AT SABC

Questions that were posed to the groups and their majority responses:

1. Do you have a pleasant frame of reference regarding performance assessments?

Response:

- No, it was viewed as a destructive tool full of flaws

2. What are the most negative aspects of it?

Response:

- It is subjective and inaccurate
- It is based on non-job related criteria
- It is un-differentiated for different occupations and jobs
- It is one-way from top down only
- It is not free of prejudice or personal feelings
- It is a stick to hit a dog with if you happen to dislike the dog
- It happens once-off with no improvement plan following it
- It has serious financial implications and poor ratings stay on record for ever, having a continuous adverse affect on the employee
- It comes as a surprise at the end of the year when the employee hears for the first time what he is going to be measured on
- The personnel department is the custodians of the system and it is barely a managerial ritual on its behalf
- It means extra work and paper monuments

3. Does it make your life and work easier? Does it help you to perform better?

Response:

- No, not at all

4. Does the organisation need a performance management system?

Response:

- Yes

5. Do you want performance-related rewards?

Response:

- Yes

6. Would you like the opportunity to appraise your manager?

Response:

- Yes, very much so.

7. What do you want to see in a performance management system?

Response:

- It must be based on job related criteria
- The criteria must be agreed upon at the beginning of the year
- The measuring scale must be accurate and allow for superior performance as well as inferior performance

- The means of appraisal must be objective and factual
- It must allow for skills development
- It must create a win-win relationship between management and employees
- It must measure the output of the performance, but it must allow for inputs to be specified as well
- Appraisal must occur at regular intervals
- It must be customised for individual situations
- It must be easy to use and not involve a time consuming effort

These responses and responses from additional open-ended questions were analysed and discussed by the panel of system developers and the results were clustered more orderly (See Appendix B).

Based on these responses from the first 194 employees interviewed a more structured interview was compiled and the responses of the groups were recorded during each interview. The following table is an indication of the accumulative result. Based on the very high incidence of similar responses and high level of correlation on the questions, the researcher was convinced that the conclusions that were made were justifiable and valid.

n= 660

Choice	Weight
A = Strongly agree	+1,5
B = Agree	+1,0
C = Do not know	0
D =Disagree	-1,0
E = Strongly Disagree	-1,5

Statement	A	B	C	D	E	Score
	+1,5	+1,0	0	-1,0	-1,5	
1. You have a pleasant frame of reference regarding performance assessments	3	38	1	280	348	-764
2. The system is objective and accurate	435	120	8	39	58	+647
3. It is based on non-job related criteria	606	50	1	12	9	+934
4. It is un-differentiated for different	56	45	8	12	39	+59

occupations and jobs						
5. It is one-way from top down only	656	0	2	20	0	+964
6. It is not free of prejudice or personal feelings	493	161	16	16	6	+876
7. It is a stick to hit a dog with if you happen to dislike the dog	182	273	17	124	64	+326
8. Appraisals happen as a once-off event with no improvement plan following it	652	2	1	5	0	+975
9. It has serious financial implications and poor ratings stay on record for ever, having a continuous adverse affect on the employee	384	273	25	34	12	+797
10. It comes as a surprise at the end of the year when the employee hears for the first time what he is going to be measured on	400	228	3	28	1	+799
11. The personnel department is the custodians of the system and it is barely a managerial ritual on its behalf	119	339	61	98	43	+355
12. It means extra work and the production of paper monuments	339	312	17	14	6	+798
13. The organisation needs a performance management system	478	79	6	93	4	+697
14. You want performance-related rewards	288	291	63	8	10	+700
15. You would like the opportunity to appraise your manager	609	27	16	7	15	+911
16. It must be based on job related criteria	580	74	6	0	0	+944
17. The criteria must be agreed upon at the beginning of the year	620	40	2	2	0	+968
18. The measuring scale must allow for superior performance as well as inferior performance	174	339	79	17	51	+507
19. The means of appraisal must be objective and factual	592	148	4	0	0	+1036
20. It must allow for skills development	506	45	22	6	1	+797
21. It must create a win-win relationship	566	12	1	45	16	+792

between management and employees						
22. It must measure the output of the performance, but it must allow for inputs to be specified as well	222	288	100	48	2	+570
23. Appraisal must occur at regular intervals	283	288	32	45	12	+650
24. It must be customised for individual situations	96	209	117	177	61	+85
25. It must be easy to use and not involve a time consuming effort	650	6	4	0	0	+981

Table 33: SABC Questionnaire Response

The researcher based interoperation on the following measurement:

- For all cases where the score > +660, which is the total possible score if all rated “Agree”, the statement holds true without any doubt.
- For all cases where the score lies between +330 or -330, which is 50% of the score if all rated “Agree” or “Disagree”, there exists sufficient doubt to call for further investigation (It implies that 75% rated the same and 25% rated the opposite)
- For all cases where the score < -660, which is the total possible score if all rated “Disagree”, the statement is false without any doubt.

The response to Question 1 correlates significantly with responses 2 to 12. Question 7 was deliberately built into the questionnaire to check whether a negative response to Question 1 is merely based on an emotional reaction. The response to question 7 indicates that that is not the case and that the dissatisfaction with the system can be contributed to questions 2 to 12.

A test question to test the integrity of response, was incorporated by means of Question 24, which comes much later during the questionnaire and which is a disguised version of Question 7.

Responses to Questions 7 and 24 differ by $85 - 59 = 26$ from a possible 1980, which represent a 1,31% discrepancy. Responses to Questions 7 and 24 therefore correlate significantly and it is therefore accepted that the responses of the respondents are true of their situation.

6.2.1.1 CONCLUSION

From the experiment it is concluded that the following is true with regard to the members of the group in terms of their existing system:

1. They have an unpleasant frame of reference regarding performance assessments

Reasons that can be associated with this negative frame of reference are:

2. The system is not objective or accurate

3. It is based on non-job related criteria

4. It is not differentiated for different occupations and jobs

5. It is one-way from top down only

6. It is not free of prejudice or personal feelings

8. Appraisals happen as a once-off event with no improvement plan following it

9. It has serious financial implications and poor ratings stay on record for ever, having a continuous adverse affect on the employee

10. It comes as a surprise at the end of the year when the employee hears for the first time what he is going to be measured on

11. The personnel department is the custodians of the system and it is barely a managerial ritual on its behalf

12. It means extra work and the production of paper monuments

This correlates with the criteria that they would like to see in the ideal system:

13. The organisation needs a performance management system

14. You want performance-related rewards

15. You would like the opportunity to appraise your manager

16. It must be based on job related criteria

17. The criteria must be agreed upon at the beginning of the year

18. The measuring scale must allow for superior performance as well as inferior performance

19. The means of appraisal must be objective and factual

20. It must allow for skills development

21. It must create a win-win relationship between management and employees

22. It must measure the output of the performance, but it must allow for inputs to be specified as well

23. Appraisal must occur at regular intervals
24. It must be customised for individual situations
25. It must be easy to use and not involve a time consuming effort

Table 34: SABC Findings on Experiment

The prototype system that was not in use as yet, was adjusted to allow for all the specifications that were derived from the results of this survey.

Furthermore another sub-experiment was conducted after the researcher felt comfortable that the system was good from a technical point of view. A comprehensive training manual were compiled and test group comprising of 25 selected employees from junior management upwards underwent a 2 day training session lead by the researcher and an assistant. It was not a random selection, but people who were considered to be objective, critical and sensible, were specifically targeted from a spread of employees regarding gender, work background and age.

6.2.1.2 Finding

This session proved to be too time intensive and would require such a major intervention that it would take too long to put everyone through a similar experience for the project to gain and sustain momentum. It would also be very costly. Furthermore, 2 days only allow for the introduction to the principals and basics of the system and not the computer system per cè. A new self-instructed manual was compiled as displayed in chapter 10. This allowed the user to study the system and to use it as an instruction manual for future reference. The manual was also compiled in a competency based instructional manual format to the specifications of the Department of Labour at the time and was registered at the Department as an official training programme with national accreditation status. The whole of the SABC was then exposed to the introduction sessions described in “Case Study 2”.

6.2.2 CASE STUDY 2: IMPLEMENTATION AT SABC

A number of departments embarked on the implementation of the system whereas other departments either refused to use it or just did not apply the effort to make it work. From the departments who wanted to use it, it became very clear through their queries and the researcher’s observations that they did not have the expertise to be able to define the job specifications. It became very clear that they needed to be facilitated and guided by an experienced person in order to generate the input data of the system.

The more artistic people such as the symphonic orchestra and TV producers argued that their jobs could not be measured. The researcher asked them if therefore their job output could not be classified as poor or good and they all responded that there indeed exists a clear difference between a job well done and a job poorly executed. By defining the characteristics of a good job and a bad job, they then in fact defined the standards of the desired job outcome.

6.2.2.1 CONCLUSION

The researcher came to the conclusion that all jobs have performance standards, some are more abstract and subjective, but they do exist and can be specified. After interviewing team members of the above mentioned groups, it became evident that it is necessary to specify these as it leads to sensible discussions, eliminating or minimising perception differences that could lead to poor performance or spoiled relationships. It also provides the opportunity for employees to state and discuss performance related concerns as the communication platform that is established this way, makes dialogue easy.

The researcher furthermore concluded that employees, including management, do not have the ability to conduct these sessions on their own without the assistance of an experienced facilitator. This was confirmed by the many phone calls the researcher and his team received from eager people who tries to do it on their own, and who realised they needed help.

6.2.3 CASE STUDY 3: IMPLEMENTATION AT SENTECH

After the whole of SENTECH was introduced to the system by means of 1-day introduction sessions the system stay unimplemented, because of the reluctance of the human resource manager to accept the system as their means of performance management. Interviews with him revealed no sound criticism and the conclusion was made that he based his attitude on company politics. This was an important discovery, indication that a single person in the hierarchy with enough mandate, could prevent a complete intervention to lift of the ground in spite of all the positive feedback and complete acceptance of the workforce.

6.2.3.1 CONCLUSION

If the intervention is not properly evaluated, discussed and accepted at the very top level, delegates lower down the hierarchy could very much influence the rejection of it based on

private agendas. They would then package their findings to discourage top management from using the system. This could be very harmful to any organisation and the researcher is convinced that this syndrome could well be a very critical syndrome in South African business at present. His observation was reinforced at many occasions when he presented the system to other organisations as well.

6.2.4 CASE STUDY 4: UBUNTU WORKSHOPS SABC

After realising the importance of the human element in the committed use of the system, it was decided to launch a series of collective learning workshops throughout the SABC. The feedback on these workshops was extremely positive with only 3 negative reports from 580 in total. The sessions concluded on the second day with the PIP system as the instrument to be used to build capacity in the organisation and after the inspirational theme of the workshop, most delegates were inspired to start using the system more effectively. After a couple of months the system was however still not being used by everyone and it was not adopted by the organisation as it's performance management system. It was evident that it was difficult to sustain momentum if there did not exist any external driving force and the generation of job specifications remained an obstacle.

6.2.4.1 CONCLUSION

It was concluded that top management commitment and not merely permission or involvement was lacking therefore not giving enough weight to the importance of the system. The system cannot be driven by the training department or human resource department, but must visibly and sincerely be driven by top management with the assistance and facilitation capabilities of the mentioned support functions. Any collective learning event that supports the intervention must actually be communicated as such. It should not be viewed by the participants as another once-off training event. It all should be part of the implementation process as adapted from Killman and explained in chapter 3.

6.2.5 CASE STUDY 5: STUDY MISSION TO JAPAN

The study mission to Japan and Singapore produced the following information and verified some of the theories that were discussed in the literature review:

As recent as 1969 Japan was still less developed than South Africa occupying position 24 on the World Competitiveness report as to South Africa's number 23. Today they fluctuate between the top few in contrast with South Africa who made a decline to number 43. (World

Competitiveness Report, 1999). South Africa is being considered last amongst the listed countries on the world rankings with respect to international openness and the management of people.

Often when an attempt is made to draw parallels between South Africa and Japan or when it is suggested that South Africans learn from the Japanese, it is rejected on the grounds that they are totally different from the Japanese as a nation and that the Japanese all come from the same culture. The Japanese are as human as all other peoples with the same basic desires and aspirations, such as job satisfaction, security, a liveable wage, social acceptance and a pleasing family life. It is also true that they do business as everyone else does and they trade in the same commodities. They also experience major cultural differences according to their geographical positioning. For instance, the Japanese in Osaka differs significantly from those in Tokyo with respect to values and attitude.

They believe, however, that they can learn from everybody, that is why their Productivity Centre currently has about 35 000 students studying all over the world, detecting and learning from others. Before World War II, they had a very weak economy with 80% of the population involved in agriculture and only 20% in business. Their products were described as “Jap Scrap” all over the world. After the war they went through a period of total instability and insecurity, characterised by low levels of performance, lack of value systems, union aggression, very bad industrial relations, distrust and mob rule. People had no housing, few jobs and little to eat. The Japan economy was totally destroyed and they had little direction with a 40% unemployment rate and low levels of national schooling. It took them 10 years to return to the pre-war level and they only focused on daily activities. They were not pulling together through a shared vision as many people like to believe, but were lost in industrial unrest and strikes.

Restructuring started as unions wanted their people to earn the same quality of life as the West. The Japan Productivity Centre was formed based on European models, but it was privately owned. They sent people to America to learn from them and they also invited people such as Demming and Duran to Japan to help them establish business on a sound platform. They recognised the unions to bring democracy into the workplace. The unions were a collection of amateurs and 7 years of bad industrial relations followed until the unions realised that strikes were in no-one’s interest. They started to pay some attention to the JPC, but were not fully committed to their suggestions yet. The word “Productivity” was alien and suspected by the unions and even business. The JPC established 3 guiding principles

The researcher is convinced that it will not come from talks, seminars, management training or team building exercises alone.

6.2.7 CASE STUDY 7: GLOBAL STUDY MISSION ON ACTION LEARNING AND PERFORMANCE MANAGEMENT

The day sessions on the action learning platform clearly indicated the importance of the employees themselves to participate in their performance management activities. Action learning underpins the principal of employees finding their own solutions to their specific performance problems. Team work forms the key and performance specifications from the reference of discussion. From the evening sessions it became evident that all countries represented experienced similar problems regarding the autocratic role of management. All delegates agreed that performance was being stifled and limited by management in their organisations. There existed a general need for a performance management system that would allow employees to communicate sensibly and freely about performance concerns and needs without management being able to disregard it. They saw the need for a holistic system that would be output driven, but also recognising the input needs. The receivers of output should specify standards and they should evaluate the outcome. All was in favour of performance reward provided it was derived by means of a fair and transparent system that allow for the performer ton participate.

6.2.7.1 CONCLUSION

The poor relationships experienced in South Africa between management and employees were not confined to this country, but in most other countries they were also a stumbling block to organisational performance and trust. More sophisticated countries, however, managed to work around the problem, because their workers were keen to protect their private interests and they had a better understanding of business and the effects of destructive actions. It was agreed however that they could also benefit tremendously by the use of a well designed corporate performance communication system. The whole essence of action learning, is the resolution of performance problems by the employees themselves. Small cells or teams are formed in order to stimulate and drive the initiative. If the performance issues and organisational thinking was made visible by means of a corporate performance communication system, it would make their operations more efficient and effective. The combination of action learning as a way of doing things and the corporate performance communication system as a means to it, would prove very effective.

6.2.8 CASE STUDY 8: STUDY MISSION TO ENGLAND

From the companies visited only Nuclear Electric had a performance assessment system in place, but all other organisations were seriously searching for performance management systems. Their main need was performance reward based on actual performance as compared against a pre-set norm. In Nuclear Electric they made use of a manual system by which they determined a number of generic key performance areas, the same for all employees. For each KPA they specified 5 possible outcomes ranging from poor to outstanding performance. At the end of each cycle they would assess the employee's performance against these criteria by deciding which description matches the employee's actual performance best. This is then converted to a numerical outcome to indicate the overall level of performance. A very important aspect was found at this organisation, namely "upward appraisal". This was the first evidence the researcher ever found of an organisation allowing its employees to assess their superiors' performance. This was also done in the same system using a fixed set of appropriate key performance areas. A person in a supervisory position's performance outcome would be the combination of the normal appraisal and the upward appraisal from his subordinates. Members of management who were interviewed expressed their satisfaction with the system and clearly indicated that the introduction of upward appraisal improved the effectiveness of management considerably.

At Vauxhall England a distinctive us-them syndrome was evident between representatives of the resident union and management. During the interviews with both parties a high level of blame fixing and antagonism were detected. A tour through the factory, which resembles the Japanese car manufacturing system, revealed a less efficient workforce in terms of numbers and work rate. Management expressed the desire to install a performance management system to rectify the problem. They did not indicate any awareness that such a system might further damage the relationships if not package properly.

6.2.8.1 CONCLUSION

All organisations can benefit from a well designed corporate performance communication system. There exist such a need by all companies the researcher encountered. The performance specifications can be generic per job type if it is only going to be used as a performance merit system. It would not be able to reveal individual unique performance concerns, but the researcher considers it to be a good starting point. Once the organisation uses the system successfully and the employees are positive about it, further

individualisation of performance criteria based on the situation can be explored.

Upward appraisal is indeed possible without adverse effects, as long as it is based on appropriate performance criteria and not personality issues. It should definitely be a part of the corporate performance communication system.

6.2.9 CASE STUDY 9: IMPLEMENTATION AT AUTONET

AUTONET acquired the system with the sole purpose of deriving and calculating performance bonuses. They argued that the underpinning principles NOF the system were sound and that it made good business sense. They had a history of poorly derived performance bonuses based on non-job related criteria leading to low morale amongst the employees. A section was built into the system that allowed the user to set up a bonus reference that was linked to the performance level indicators derived for each employee. They could link ranges of indicators to percentage intervals in terms of basic salaries. An employee would therefore receive either less, exactly or more than 100% of his monthly salary as determined by his level indicator. The required indicator came to 50 on a range of 0 – 100, therefore if an employee achieved an overall performance indicated as 60, he would receive $60/50 \times$ monthly salary. According to them it worked well as it was directly linked to expected performance, the criteria were agreed upon up front and the calculations were transparent and accurate. They bought more licenses the following year to bring their number of users to 500. They expressed a specific desire to use the terms “superior” and “sub-ordinate” in the system and not “team leader” and “team member” and the titles had to be changed in the system.

6.2.9.1 CONCLUSION

Some organisations prefer to use their own terminology in the system and instead of having to change the source code every time, it is advised to list all field titles in a default list in the computer system, for users to rename as they wish.

Performance reward could be managed successfully by means of the system, but it requires constant monitoring to test the climate. The researcher does not advise the use of this section without the use of the work environment improvement section, where employees have the opportunity to express their satisfaction or dissatisfaction with regard to these performance issues. This way management can timeously and easily pick up potential problems. Care must be taken not to hurt trust through unfair performance rewards. The

researcher furthermore doubts if performance rewards on their own will bring about continuous improvement.

6.2.10 CASE STUDY 10: IMPLEMENTATION AT NCP CHLOORKOP

The intention was to train 5 resident facilitators in the use of the system and for them to implement it throughout the organisation. The person, who purchased the system on the company's behalf, resigned and the project was put on ice. Six months later the HR manager wanted to see a return on their investment and asked for another introduction session to a new facilitator team, which took place as planned. The system was again not used due to the difficulty and demanding effort to generate the input data. This data refers to the performance outcomes (tasks), performance standards and required competencies. The HR manager resigned for other reasons and the system was shelved indefinitely as no one really knew what it was about.

6.2.10.1 CONCLUSION

If top management does not commit to the intervention and see it as an important investment, the project will probably die at some or other stage, due to lack of commitment lower down, convex of interests of the HR manager, or that person vacating the position. It also stands a very good chance of having a still birth if too many problems are experienced with the generation of the performance specifications.

6.2.11 CASE STUDY 11: IMPLEMENTATION AT SA BATES

One specific individual was assigned the full-time task to drive the system and see to the generation of input data by the 100 employees involved. The nature of the work was highly abstract and creative and employees experienced it as barriers to their initiative. They perceived performance standards as rigid prescriptions that would stifle their performance and make them all act equivalents to a herd of sheep. They however proceeded with the system and some employees saw it as an opportunity to expose their superior performance as before it was taken for granted due to the lack of a standard reference. The facilitator resigned at a later stage due to other reasons and the system died a silent death.

6.2.11.1 CONCLUSION

The system can work in any type of organisation no matter how mechanical or abstract the operations are. The implementation project however needs a total onslaught approach to take it beyond the initial resistance. It was confirmed again that if it became the responsibility of a single person lower down the hierarchy without visible real commitment from top management, it will lose momentum and be shelved for a future opportunity. Once this stage is reached it can be considered as over and it will not be resurrected again. This is very harmful, as employees will view other possible systems or events with scepticism and suspicion and they will not commit to the “yet another management gimmick”. It is vitally important for top management to make up their minds realising the full impact of their decision, and then either reject it or fully commit to it. There exist no middle of the road scenario that will produce the desired results. If they don't pull it through, they will hurt the organisation more and they should then rather have abandoned the idea in the first place.

6.2.12 CASE STUDY 12: IMPLEMENTATION AT DORBYL HEAD OFFICE

Dorbyl Head Office started to implement the system with the help of a colleague of the researcher. Management was originally impressed by the computer functions, but the employees viewed it as extra work and yet another system. The enthusiasm that drove the system was confined to one individual, the HR director, who purchased the system in the first place and he was seldom available to spend time on driving the system due to other commitments. It became evident that it was considered as a peripheral duty and it received secondary attention. The different business units within Dorbyl refused to be prescribed to by head office and in 50% of the cases they viewed the system with prejudice. The system never went beyond the borders of head office and it was also shelved after a while. It became obvious to the researcher that a pattern of initial eagerness followed by a lack of enthusiasm when the input data needed to be generated ending in abandonment repeated itself in all organisations who implemented the system. During interviews with a number of these users and other appropriate people in the field, it became evident that people would prefer an easy way out in the form of a system with predetermined generic criteria. This would eliminate the existing problem, but it would not produce a solution to the concerns of productivity improvement, performance reward and outcomes based training, as it would depart from the wrong reference. It was decided to create a database table for the different fields of the performance criteria and to store a pool of criteria from which new lists could be selected easily through the click of the mouse. This was intended to assist the process and

to reduce processing time, but it could not completely replace proper facilitation, as the user would be confined to the boundaries of the pool. It was also experienced that as the list grew very long covering a huge number of pages, it became virtually impossible to scan through the entire list to select only a few. The list was modified to be categorised and clustered under various fields and sub-fields, which helped to reduce the latter problem, but facilitation was still advisable.

6.2.12.1 CONCLUSION

Again it was confirmed that top management full commitment was required and that they should not consider it as an HR system that is incorporated serving some administrative purpose, but that it very much forms an integral part of a holistic strategic organisational intervention. Either with a complete transformation theme or else as a productivity improvement intervention. *It should NOT BE VIEWED as a HR system for the convenience or use by the personnel department. It is intended for improved business in all line functions, whether support or core functions.*

A data-pool containing all the possible performance outcome statements, tasks and competencies that could be encountered in business, will help tremendously in the generation of performance specifications, but the process still has to be facilitated to eliminate the limitation of thought within the boundaries of the list. New ideas and creativity is a vital component of continuous improvement and properly conducted facilitation sessions could assist greatly at achieving it.

6.2.13 CASE STUDY 13: WORK ENVIRONMENT EXPERIMENT AT SAIMR

The outcome of the work environment assessment produced an eye-opener to the HR director who for the first time was able to see what was troubling his employees. The actual detail of the study falls beyond the scope of this study, but the effectiveness of this section of the system was proven beyond any doubt again. The system provides an accumulated outcome of all the input from the participants and problem areas could be identified. The system also encourages the formulation of improvement plans based on the concerns raised by the assessment. This makes it dynamic and the HR Director drew up such improvement plans with his employees. He was also able to conduct private interviews with individuals based on specific unique concerns they have expressed. The exercise proved to be non-threatening to all parties and the exposure of problems led to constructive action and

improved relationships according to interviews with the participants.

6.2.13.1 CONCLUSION

The researcher came to the conclusion again that the WEI section is a valuable tool and it is easy to use not demanding a high level of expertise from the participants or the facilitator. It produces valuable, usable management information that can lead to real performance improvement continuously.

The commitment of top management to make it an organisation wide intervention, stays critical to success. If it is applied in a small pocket of the organisation, the philosophy and principles of the system will not be adopted in the HR practices and the system will thus not be pulled through to the final stages, leaving it incomplete. No assessor or participant will thus be able to experience the full consequences of the system, and they will not be able to pass balanced judgement.

6.2.14 CASE STUDY 14: PILOT IMPLEMENTATION AT BKS

According to the managing director and project leader, the value of the exercise lies in the fact that it causes deliberate communication between employees regarding performance requirements and standards. They felt that it does not require a sophisticated computerised system that demands a huge financial investment. To them the use of a system revealed discrepancies between different team members regarding their perceptions of their performance requirements. Although most of the team members expressed to the researcher their desire for the system to be used to calculate merit rewards, top management preferred not to link it explicitly to rewards, but rather to use it to eliminate performance misperceptions. Their final response was “people are now talking to one-another” and they found that significant enough for them to confine the merit of the system to the introduction of performance communication alone. They were prepared to make use of an unsophisticated text-type programme to facilitate performance specification conversations.

6.2.14.1 CONCLUSION

The researcher was surprised to find that they discarded the very system that gave birth to their much desired performance communications. It is left to be seen whether the approach

they have chosen will maintain the communication or whether in fact it is one of the causes of communication extinction. The researcher identified it in his surveys as one of the reasons why employees do not take performance communications seriously. The fact that it only asks of people to get together to have superficial discussions about their performance issues, with no integrated system that will pull the outcome through to productivity improvement, causes employees not to take it serious with sincerity and to consider it as a waste of production time to satisfy a need of the HR department. The researcher is convinced that if their exist no consequences to the execution of a corporate performance communication system and if no tangible results can be linked to it at the end of the day, it is not worth the effort.

6.2.15 CASE STUDY 15: IMPLEMENTATION AT DCE

The implementation was started with a work environment assessment. The managing director was sceptical about the value of the exercise as they were a small family-like organisation with a close-knit culture. He claimed that all employees were very happy and that they were not seeking more money, but that the warm atmosphere and lack of stringent rules provided high levels of job satisfaction. After all 9 participants had completed their ratings the results were revealed to the researcher who processed and interpreted it. In this case the participants conducted the assessment on their own using a vocabulary list indicating the meaning of each listed environment element. They only approached the researcher when they were in doubt or where they failed to grasp the meaning of the statement. From 30 listed elements, they all experienced problems with 2 statements and the researcher adapted the vocabulary statements to make it easier to understand.

From their feedback it became clear that the managing director were functioning under a misperception regarding the happiness of his employees as the accumulated level indicator came to 55 on a scale of 0 to 100, where 50 to 60 means "definite improvement" needed. According to their responses and individual feedback sessions conducted by the researcher, it became evident that 6 of the 9 employees felt they were underpaid and that the pleasant atmosphere could not compensate for that. They also expressed their need for more structure regarding project planning and standards.

The researcher discussed the outcome with the managing director who was at first taken aback, but who overcome his personal hurt and reacted constructively and objectively on their responses. The exercise proved to be such a timeous eye-opener to the managing

director, that he offered to buy the rights to the system. He saw the value of it in the market place and felt he could add value to it from an information technology perspective by re-programming it in state-of-the-art technology. It was decided to proceed with the rest of the system, namely performance management and competence development.

All 9 employees were exposed to a 1-day workshop on deriving and defining performance criteria (Performance outcomes, tasks and standards). The outcome of their individual attempts were shocking. Not a single one were able to formulate the simple performance statements or to define the work that they were doing or supposed to be doing. The researcher had once again to make use of a facilitator to coach them in formulating the criteria. It was done in group with practical exercises after which they set to task once again to complete the process. The outcome of these attempts were much improved and only needed minor adjustments to be suitable for use. This however had to be done by the facilitator.

6.2.15.1 CONCLUSION

The researcher's former findings that the generation of performance specifications definitely requires professional facilitation, were verified again. The fact that the MD was convinced about the value of the system purely on the value adding outcome of the work environment assessment, convinced the researcher that it is better to start the implementation of the system with this section. It is quick and easy to use and it is, as far as the researcher could establish, the only system that incorporates this section which is perceived by the users as an opportunity to convey to the organisation what their performance needs and concerns are. It is in contrast with the performance management section which primarily informs the employee what is expected of him. The work environment improvement section therefore acts as a motivational tool as well, which was confirmed by all 9 participants as true. They were more eager to use the rest of the system than what they had been before the work environment experience. The researcher is of opinion that an organisation wide work environment audit up front, would produce such convincing value adding results, that top management will be much more inclined to commit to the system. The researcher had accordingly be added a function to the computer system, which allows for bulk assessment of an organisation work environment assessment, which is in fact an adaptation of the work environment assessment section the employees will be using on an ongoing basis after implementation of the system.

6.2.16 CASE STUDY 16: IMPLEMENTATION AT VESTA TECHNOLOGIES

The same problems were experienced with the setting of performance criteria as in all other cases. It was clear again that employees are either not aware of what their tasks are or they fail to describe it in logical terms. The researcher argues that if it is that difficult for employees to express in simple terms what they are doing in the organisation, the chances are good that performance may not be well aligned or performed to a unified correct standard. It will also be impossible to derive and communicate performance related rewards if the criteria on which they are supposed to be based, were not agreed upon. The resident HR practitioner who took over the project from the researcher, decided to take an easier way out and flavoured the system down to general discussions with employees regarding their duties and how well their manager believed they were doing regarding their expectations. This was in other words back to a version of the traditional way of doing it and conversations with a number of employees 5 months down the line indicated that the employees did not experience it as a value adding exercise and that performance ratings and rewards were unsatisfactory.

A work environment assessment that the researcher conducted in parallel with the setting of performance criteria, produced similar satisfactory results as in the other cases revealing important information about the likes and dislikes of the personnel. The researcher however recognised that if management does not react positively upon it and compile improvement plans with their employees, it has a negative effect on employee morale and they see it as another commitment that management refuses to make. It also implies that no change in management attitude or role takes place. Three of the best performers and key personnel approached the researcher with regard to their environment ratings and discussed the seriousness of their concerns to him. They were not difficult to solve issues and the researcher forwarded them to management. Management however refused to accept it and claimed that these employees were so loyal to them that they would never let them down during a project. Two months later, all 3 resigned whilst their participation was critical to the projects they worked on.

Vesta, who bought the intellectual property of the system from the researcher is currently marketing the system, but they are not implementing the system themselves in their company the way it was intended to be. The reason apparently is that the value of the system in terms of productivity improvement is not perceived completely and it represents extra work, distracting from the vital efforts that are required from the employees in terms of

their money raising efforts.

6.2.16.1 CONCLUSION

The researcher once again became aware of the importance and usefulness of the work environment improvement section of the system and recommends no further research in terms of the mechanism, but a large amount of data-manipulation could be performed on the results to establish trends amongst different people in different circumstances.

The researcher realised again as throughout all the experiments that implementing the system inevitably draws from the routine performance of the employees without immediate reward. The negative effects and burden of implementing the system is felt with immediate effect whereas the return on investment lies far in the future. If management is suspected not to pass on any reward, it does not help at all in motivating the employees to participate and commit to the system let alone putting in an extra effort to make it work. The researcher came to the conclusion that the organisation must start off with a slightly limited but technically correct effort in terms of performance specifications and once it is in place and accepted, it must grow into a more complete and sophisticated system. What is critical is that it must be mandatory in a non-threatening sense supported by the serious and visible commitment of top management. Definite target dates must be allocated and a formal project management approach must be followed.

The researcher felt confident at this stage that the system is fine from a technical point of view and as far as the principles it is based upon are concerned, the failure of successful implementation is rather a result of incorrect use from a human perspective.

The researcher observed from all the cases that management and employees do not necessarily know how to derive performance specifications, why they should do it and they do not know how to interact and communicate in setting it. This is what led to the experiment at Vista university. The intention was to explore human capability in terms of business knowledge and interaction skill.

6.2.17 CASE STUDY 17: PERFORMANCE IMPROVEMENT AT VISTA UNIVERSITY

All participants were allowed feedback opportunities during which they were encouraged to discuss their experiences regarding the roll-play sessions. The overall outcome was very

positive and even the highly academic lecturers found the experience not humiliating at all and they all suggested that the exercise should be roll-out to the rest of the organisation. They were concerned about the fact that at that stage no definite plans were made to include their superiors as well. They feared that the initiative would end with them as the orientation sessions conducted by the researcher during the 2 days were essential to create and stimulate their motivation to participate. The exercise occurred at the backdrop of scepticism and negative feelings towards the organisation as everyone considered it to be a highly bureaucratic politicised organisation with no sincerity from the top. Without the sessions that turned them around from this destructive road, most of them felt that they would have refused to contribute actively towards making this mandatory intervention a success. Besides the findings of the researcher based on their interaction and open-ended discussions, each participant was asked to complete a feedback questionnaire and submit it to the researcher. They were also asked to do a work environment assessment stating their reasons for concerns indicated. In total 184 feedback and work environment assessment forms were completed correctly. A sample of the feedback questionnaire is displayed in Appendix G and a sample of the work environment form in Appendix F.

The outcome of the feedback questionnaire is summarised in the following table.

n= 184

Choice	Weight
A = Strongly agree	+1,5
B = Agree	+1,0
C = Do not know	0
D =Disagree	-1,0
E = Strongly Disagree	-1,5

Statement	A	B	C	D	E	Score
	+1,5	+1,0	0	-1,0	-1,5	
1. The use of a formal corporate performance communication system is important	150	30	0	4	0	+251
2. It must apply to all members of personnel	170	10	0	3	1	+261
3. It is based on job specifications	165	19	0	0	0	+267
4. Superiors and sub-ordinates must set	102	51	0	27	4	+171

the specifications together						
5. The system must make provision for the identification of receivers of outputs	80	76	20	8	0	+188
6. The receivers must participate in setting the specifications	80	76	21	7	0	+189
7. The receivers must participate in assessing the outcome	76	81	20	4	3	+186
8. The system must make provision for the identification of suppliers of inputs	64	77	31	9	3	+159
9. Assessments must take place at regular intervals not less than 3 times per year	146	17	2	15	4	+214
10. The main purpose of the system must be to improve continuously on performance	111	58	3	10	2	+212
11. Performance rewards must be derived by the same system as a secondary purpose	99	63	6	5	11	+190
12. The help of external experts is needed to facilitate the identifications of performance specifications	64	87	8	16	73	+57
13. The 2-day training workshops are essential to successful implementation of the system	120	86	3	15	40	+191
14. The role-play sessions are very effective in acquiring the necessary communication skills	170	12	0	1	1	+265
15. The work environment assessment section is of great practical value if followed up by improvement plans	140	32	2	9	1	+140
16. The work environment improvement plan is an effective tool for upward appraisal	71	91	14	5	3	+189
17. The work environment improvement plan is a non-threatening tool for upward appraisal	50	109	15	8	2	+173

18. The measuring scale must allow for superior performance as well as inferior performance	123	50	0	14	3	+216
19. The means of appraisal must be objective and factual	182	0	2	0	0	+273
20. The system must allow for skills development	174	10	0	0	0	+271
21. The system will create a win-win relationship between management and employees	72	54	46	5	7	+148
22. The system must be used by line management and only facilitated by the HR department	45	52	23	50	14	-258
23. The proper use of the system will improve productivity significantly	43	50	49	12	30	+58
24. You trust top management to drive the system and commit to it personally	0	2	10	32	140	-240
25. Top management commitment is crucial to the success of the system	169	12	2	1	0	+265

Table 39: VISTA Questionnaire Response

The researcher based interpretation on the following measurement:

- For all cases where the score $> +184$, which is the total possible score if all rated “Agree”, the statement holds true without any doubt.
- For all cases where the score lies between $+92$ or -92 , which is 50% of the score if all rated “Agree” or “Disagree”, there exists sufficient doubt to call for further investigation (It implies that 75% rated the same and 25% rated the opposite)
- For all cases where the score < -184 , which is the total possible score if all rated “Disagree”, the statement is false without any doubt.

The response to Question 1 is confirmed by the fact that the participants responded constructively to the rest of the questionnaire. A test question to test the integrity of response, was incorporated by means of Question 22, which comes much later during the questionnaire and which is a disguised version of Question 2.

Responses to Questions 2 and 22 differ by $261 - 258 = 3$ from a possible 552, which represent a 0,5% discrepancy. Responses to Questions 2 and 22 therefore correlate significantly and it is therefore accepted that the responses of the respondents are true of their opinions. From the experiment it is concluded that the following is true with regard to the members of the group in terms of a corporate performance communication system:

1. The use of a formal corporate performance communication system is important
2. It must apply to all members of personnel
3. It is based on job specifications
4. Superiors and sub-ordinates must set the specifications together
5. The system must make provision for the identification of receivers of outputs
6. The receivers must participate in setting the specifications
7. The receivers must participate in assessing the outcome
8. The system must make provision for the identification of suppliers of inputs
9. Assessments must take place at regular intervals not less than 3 times per year
10. The main purpose of the system must be to improve continuously on performance
11. Performance rewards must be derived by the same system as a secondary purpose
13. The 2-day training workshops are essential to successful implementation of the system
14. The role-play sessions are very effective in acquiring the necessary communication skills
15. The work environment assessment section is of great practical value if followed up by improvement plans
16. The work environment improvement plan is an effective tool for upward appraisal
17. The work environment improvement plan is a non-threatening tool for upward appraisal
18. The measuring scale must allow for superior performance as well as inferior performance
19. The means of appraisal must be objective and factual
20. The system must allow for skills development
21. The system will create a win-win relationship between management and employees
22. Not only non-managerial employees must be subjected to the system and it must also apply to management as well
24. You trust top management to drive the system and commit to it personally
25. Top management commitment is crucial to the success of the system

Table 40: VISTA Findings on Experiment

6..2.17.1 CONCLUSION

According to these results the researcher is convinced about the following:

- If the climate in an organisation is not conducive to performance, employees will not participate in a performance management intervention spontaneously, or if forced. they will not support it constructively.
- Employees do not know instinctively how to derive performance criteria for their own jobs. This is true for all levels in the organisation.
- Managers in general do not know how to conduct performance interviews with their subordinates.
- After being exposed to properly structured roll-play sessions, managers' ability to conduct these interviews are significantly raised. They also develop enthusiasm to conduct such interviews with their teams.
- Sensible performance related communications must be linked on job specifications of the employees in the organisation.
- Employees are not aware of the effects of their work performance on parties further down the value chain.
- Employees do not communicate their input requirements to suppliers of input services and products unless there exists a major problem or crisis resulting from inferior inputs.
- Employees have the desire to participate in a properly designed corporate performance communication system.
- The system should be an organisation wide intervention and not confined to certain levels or areas alone.
- Receivers of services or products must be involved in setting the standards of these offerings and they must participate in assessing them.

Table 41: VISTA Conclusion on Experiment

The outcome of the work environment assessment is summarised in the following frequency table, where:

weight = Importance value, and Rating = Satisfaction rating

A = Very important

A = Very low level of satisfaction – drastic improvement needed

B = Fairly important

B = Fair level of satisfaction – could be improved

C = Not important

C = High level of satisfaction – no improvement needed

N = 184

No	Element	Weight			Rating		
		A	B	C	A	B	C
1	Clear job specification	154	22	8	63	71	50
2	Standard operating procedures	95	63	26	47	96	41
3	Policies and regulations	121	63	0	35	98	51
4	Enforcement of standards	128	58	48	60	78	40
5	Performance feedback	149	31	4	63	99	22
6	Easy job flow	122	58	53	63	80	41
7	Shared values	100	67	147	40	94	50
8	Performance assessment and reward	135	49	0	70	88	26
9	Remuneration	139	41	4	70	92	22
10	Appropriate level of tasks	89	78	17	40	87	47
11	Work evenly distributed	90	63	31	69	87	31
12	Empathy with personal problems	108	45	31	53	105	26
13	Competence development	167	13	4	34	79	70
14	Trusting climate	136	40	8	66	73	46
15	Relaxed climate	149	34	4	46	103	35
16	Vertical communication	133	31	17	64	89	31
17	Horizontal communication	119	67	0	40	109	35
18	Leadership style of manager	91	71	22	53	86	45
19	Coaching by leader	80	91	13	35	104	45
20	Encouragement of creativity	135	49	0	60	84	40
21	Participation in decisions	131	53	0	62	86	36
22	Implementation of decisions	154	26	4	67	72	35
23	Career planning	75	69	40	45	99	40
24	Social events	58	77	49	45	94	45
25	Removal of negative consequences	139	37	8	35	104	45

26	Health and safety	130	34	23	49	104	31
27	Working conditions	128	55	1	47	110	27
28	Resources and inputs	159	19	6	69	98	17

Table 42: VISTA Work Environment Assessment Outcome

The interpretation of the actual assessment falls beyond the scope of this study but it is important to notice that items 1,4,5,8,16,17,28 in particular confirm the respondents' need for a corporate performance communication system as was expressed in the questionnaire that they have completed. In all the work environment assessments and audits the researcher has undertaken, the highest amount of dissatisfaction was allocated to performance assessment and reward, calculated by taking the weight values and rating values into account. In all cases, including this case, respondents stated the reason as being the non-existence of a performance management system. By doing the work environment improvement section first, the implementation becomes the desire of the actual employees and can be seen as a positive response of management on their expressed need instead of something that top management decided on unilaterally which is imposed on the employees.

6.3 OVERALL CONCLUSION

"My vision of the future no longer relies on a world without troubles and cares. Rather it is a world where the challenges are realisable.

Such a vision is based on a scenario in which the human imagination, drive, and competence combine to meet the enormous hurdles of, for example, environmental restoration".

(Schwartz 1991:197)

According to Mohrman and Cummings (1989:87), organisations are artefacts created by people and the end result of designers' values and beliefs about what organisations should look like. It is however critical that the "designers" of an organisation should in fact be the employees of the organisation.

The Corporate performance communication system is intended to be a planning and diagnostic tool, which the employees can use to plan their performance and to analyse their performance environments and assist management in improving and re-designing the organisation towards continuous productivity improvement.

From the literature study, field experience of the researcher and the case studies described in this study, the following is concluded with regard to the research problems and objectives as stated in the introduction:

6.3.1 Conclusion 1: (From the literature review, observations and experience of the author)

Sub-problem and Research Objective 1:

The lack of knowledge regarding the essential organisational areas that need to be addressed holistically in order to stimulate productivity improvement.

- Determine the essential organisational areas that need to be addressed holistically in order to stimulate productivity improvement.

The three essential areas are, performance management, competence development and work environment improvement. They need to be managed deliberately as part of the same corporate performance communication system. If any of them are neglected, the positive effects that result or could have resulted from the other areas, will diminish or not occur at all.

6.3.2 Conclusion 2: (From the literature review as well as case studies 1 and 13)

Sub-problem and Research Objective 2:

The lack of existence of a corporate performance communication system that in fact facilitates continuous productivity improvement.

- Determine the components of a corporate performance communication system. This system must meet the requirements of productivity improvement based on the results of objective 1, as well as social legitimacy to avoid a conflict of interests. The corporate communication system must be comprehensive yet basic and simple to use. It must enhance individual performance and not inhibit it as yet another barrier. It is essential that it be designed as an aid to line-management and not a managerial ritual with the personnel department being the custodians of the corporate communication system.

Not only is it important to address the correct areas, but the corporate performance communication system must contain the correct sections to manage them effectively. The sections that should be incorporated is displayed in the block diagram (figure 15). It is concluded that taking short-cuts, avoiding some sections, inevitably result in a poorer result and could even lead to no productivity improvement at all. If the complete corporate performance communication system is put to use and the sections are addressed properly, the best chance of success is created. In utilising the corporate performance communication system, the steps as indicated in Appendix O should be followed, else the desired outcome might be missed.

6.2.3 Conclusion 3: (From Case studies 5,6,7 and 8)

Sub-problem and Research Objective 3:

A lack of understanding of what makes successful organisations in winning nations achieve ongoing productivity improvement, leading to the adoption of their best practices as a perceived solution.

- Investigate what makes successful organisations in winning nations achieve ongoing productivity improvement in order to validate the findings from objectives 1 and 2 or to adjust them accordingly.

The most critical condition to high levels of organisational performance is trust between all parties involved especially trust between management and employees. Without trust, and a climate of antagonism exists that will make any intervention, no matter how well intended and well designed, fail in the end. The Japanese won't sacrifice the trust they have managed to establish over many years of disorder, for any short term objective. In contrast, this is the most crippling syndrome in South Africa and if it is not resolved, continuous productivity improvement will stay an illusion. It is therefore imperative for organisations to establish trust by removing the us-them syndrome from their midst. If this cannot be achieved, the corporate performance communication system will fail in its goal. High levels of performance cannot be engineered into an unhealthy situation with long lasting effects. The corporate performance communication system itself must be designed in such a way that it actively reduce the us-them syndrome on a behavioural level. It must therefore be deliberately designed to achieve this. The only way it can do this, is if it facilitates a management role

change that will make the manager an appreciated member of the team through guiding his behaviour towards enablement of team member performance.

6.2.4 Conclusion 4: (From Case studies 2,3, 4, 9, 10, 11, 12, 13, 14, 16 and 17)

Sub-problem and Research Objective 4:

The lack of enthusiasm from employees to implement and commit to the utilisation of performance management systems in general, which may lead to the rejection of a well-designed corporate performance communication system as well.

- Determine the best practical way of implementing the corporate performance communication system in order to obtain enthusiasm from employees to implement and commit to the utilisation of it.

The corporate performance communication system must be designed to increase the performer's desire to perform. The Japanese teach their young that work is a honourable, good thing, thereby breeding a culture of work ethics and passion towards performance. This is not the case in South Africa and therefore this desire to perform, seldom exists naturally and a negative attitude is often stimulated by the systems in operation. This corporate performance communication system must not fall into that trap and aspire towards achieving the opposite. What is imperative is that top management must be the visibly committed drivers of the corporate performance communication system. They cannot delegate this responsibility, they can only contract in the assistance of local or external agents to facilitate the implementation of the corporate performance communication system. The purpose and use of the corporate performance communication system must be communicated very clearly to all members of the organisation. Their buy-in is critical. It must be viewed as a major intervention as part of an ongoing process towards improving conditions for everyone. Care must be taken for it not to be considered as "something for management". The implementation must be properly designed and it should not be interrupted for other purposes. It must establish and maintain momentum and ongoing support from management. If it is considered as just some performance management system owned by Personnel, it is doomed for failure. Ongoing communication and feedback to all parties concerned is critical. It must also be transparent and should not stimulate a climate of secrecy and suspicion. The organisation will only have one opportunity to do it right and care must be taken not to lose it.

6.3.2 Summary of the key conclusions:

- All employees must take ownership of the system
- Top management must commit to the system, drive it as a vital organisation intervention in everybody's interest and communicate it as such
- Everyone, including top management and management, must be educated in the principles and functions of the system
- The use of a complete, holistic system is essential
- The system must be computerised with a very user-friendly interface
- The system must process and produce important management information
- Expert facilitation must be incorporated
- The process must be considered as a major intervention accompanied by proper project planning containing sub- and final milestones
- The implementation project must never lose momentum and must be pulled through right to the end after which it will become a way of living

Table 43: Key points from Overall Conclusion

CHAPTER 7

RECOMMENDATIONS

7.1 INTRODUCTION

The researcher wishes to make a number of recommendations to potential implementers of a performance communication based on the experience he has gained from the case studies as well as his literature review and further field experience. He also wishes to make a few recommendations towards further research on the topic.

7.2 RECOMMENDATIONS IN TERMS OF THE CORPORATE PERFORMANCE COMMUNICATION SYSTEM

From the discussion in the literature review and the results of the 17 experiments described in the previous chapter, the researcher recommends the following in terms of the successful implementation and use of a performance communication that will facilitate continuous productivity improvement:

7.2.1 System design

The recommended corporate performance communication system design is displayed in chapter 4, figure 15 and should be employed as a holistic whole. If components are left out it might harm the positive impact the system could have on productivity.

7.2.2 Use of the system

In using the system the user will follow the steps as indicated in Appendix O. Following are practical recommendations in using the system.

7.2.2.1 Setting performance outcomes

One major practical problem witnessed over and over again, is the struggle with terms and terminology. People tend to spend all their time on arguing whether it should be called "performance outcomes", "tasks", "key performance areas", "critical performance areas", and many more. It does not matter what it's called as long as it indicates exactly what is expected from the employee. It must relate to the core business of the organisation and the

sum total of all the individual performance outcomes must deliver in the organisation's purpose.

Experience also indicated heavy arguments on individual versus team performance planning. Any team is made up of a number of individuals. A team will therefore have a performance outcome that is made up of the employees' individual efforts. If the organisation wants to stimulate team effort, then it must make sure that it is dealing with a team type of set-up and define the team performance outcome accordingly. Then define what each member in the team is supposed to do to contribute towards that performance outcome. Once that is done it can install relationship and team building efforts to enhance the harmonious functioning of the team. Some companies did away with individual performance planning and rewards and they reduced everything to team level. Within one year in many cases, the teams themselves wanted to distribute their rewards amongst themselves based on individual contribution. The researcher recommends that the issue not be made complicated and that users should look primarily at what each individual is expected to do.

To plan performance, decide what the employee's performance outcomes should be by letting the person or team participate and agree. It is better to get started with a not so perfectly defined list than to spend so much energy and time on trying to perfect it, that all participants lose their desire to participate. Any employee should not have more than 10 performance outcomes. Functions should not be listed, but real task oriented outcomes. Performance outcomes that the organisation is willing to pay for on its own as units of work delivered. It is important to state the tasks as concise statements containing a verb and a noun as a minimum.

Example of a secretary:

Task outcome:

- Type reports
- Do office administration
- Update diary
- Serve tea
- Answer telephone
- Prevent problems *
- Undertake own development *

Table 44: Example of Secretary Outcomes

Note that a task outcome should actually be written as an end result of a completed task. The first listed one should therefore actually read “Typed reports”. The Americans are fond of this style, but many people struggle with this format and the question is, what significance can semantics and syntax have when determining what a person should deliver? It is therefore recommended to choose the most comfortable and effective format. There are no room for personal preferences and emotional arguments when it comes to performance management. For instance when people keep on arguing whether they should communicate in Afrikaans, English or Zulu, leave the emotions behind and decide which is the most effective medium for corporate communication in terms of the width of understanding.

The 2 performance outcomes indicated with “**”, are standard recommended performance outcomes for all employees. Experience has indicated that employees will perform for what they are being measured on. It might sound negative, but it is logical that if an employee is measured on the time taken to do the job and not the quality, it will be better for the employee to concentrate on the time aspect rather than quality. In many cases trainers are encouraged to do follow-ups with their clients, but they are only evaluated on numbers trained. Forget about customer care in a case like that, numbers trained will be the result, since that is what is measured.

Therefore, everything the organisation wants an employee to do, is recommended to be listed in the performance plan as a task outcome or as a standard on an task outcome.

If the organisation wants the employees to be proactive and not simply wait for things to go wrong and then fix them, make the prevention of problems a standard task outcome and evaluate its outcome. Performance assessment is only a personal threat if the employee is not aware of the criteria right from the start. If these are known beforehand, it becomes an opportunity for the employee to deliver extraordinary performance. Outstanding performance is a blessing to the organisation and an indication of successful performance communication.

It is recommended that people are made responsible for their own development. If a person is to take personal responsibility for his competency development, make it a task outcome in his performance planning. It is strongly recommended that the manager is not made responsible for his people’s development, but only for managing and allowing it to happen. The final accountability must be shifted to the individual himself. People however, need some

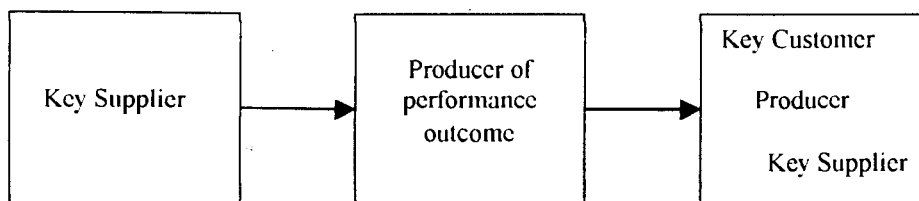
encouragement to realise this and to make it a reality, make it a task outcome on which they are going to be appraised on.

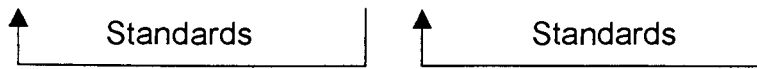
Many people think that if they close their eyes to problems the problems do not really exist. Under cover conflict or differing perceptions will have a negative influence in some or other way. Rather expose it at the beginning of a performance cycle than to leave it to burst into existence during performance ratings. If the conversation is focussed on clarifying the expected performance outcomes, it automatically focuses the attention on the job and not the person. Performance outcomes therefore form a critical element of the performance communication agenda and serves as a sound platform for departure. The researcher recommends that sufficient time and effort is spent on clarifying the expected performance outcomes before moving on.

The “weight” column (Appendix O) allows the parties to allocate a relative importance value to the list of performance outcomes. Use for instance a scale of 1 to 5, where 5 is most important and 1 is least important. The fact that a task outcome appears on the list already implies that it is of high importance, the weighting only indicates relative importance amongst the important performance outcomes. This step is not necessary, but a large number of cases exist where differing perceptions regarding the importance of different performance outcomes, caused problems during performance assessment. The secretary might give her all on perfecting the office administration and treat the typing of reports as a second priority. During performance assessment her manager might rate her lower than she would have wished since he is fanatic about the flawlessness of his reports and could not care much about office administration. If only she had known this from the start. Do not rely on perceptions, discuss all important issues without falling into petty detail.

One of the most important aspects of performance management, is to establish healthy and ongoing communication between manager and employees. Today, the process of getting to the answer is more important than the answer itself and all these processes include open communications directed by a sound agenda.

7.2.2.2 Identifying key customers and key suppliers





The list of key suppliers and customers should be complete, but not clumsy and impractical. The key customers could also be weighted for relative importance to be taken into account during the assessment stage. If these people are asked to state their requirements with regard to the quality of the task outcome, the employee can rest assured that successful execution of the tasks will lead to a spot-on result. No surprises and no efficient travelling in the wrong direction. The concept of communicating with key suppliers and key customers is in alignment with Porter's concept of the Value Chain (in Mintzberg & Quinn, 1988: 87). According to him value activities can be divided into two broad categories, primary activities and support activities. Primary activities concern all linear activities from input to output to the customer and support activities support these activities by supplying inputs, technology, human resources, and various other firm-wide functions. It is recommended that the complete value chain be identified and the key suppliers and customers of these activities be determined. Using the corporate performance communication system, sensible purposeful communication can then be established amongst them.

Example:

Task outcome	Type reports	←
Weight	5	
Standards	No spelling mistakes	
	Correct format	
	Ready before last day of month	
	Correct statistics	
Key Customers	Manager	←
	Employees	
	Top management	
Inputs	Statistical results	←
Standards	100% correct	
	On second last day of month	
Key suppliers	Research team	←

7.2.2.3 Setting standards

Standards indicate the required performance and contain the expectations of all the key

customers. During performance assessment it will be decided whether the actual performance exceeds, meets or does not meet, these specifications. Another way of setting standards, is to describe what superior, required and inferior performance implies. During assessment it is then much easier to compare the actual performance against these descriptions and to choose the one that describes the actual performance most accurately. Most people prefer to skip this step as it sounds like more work, but wish they didn't when it comes to assessment time. The organisation should grow into a corporate performance communication system and make it easy in the beginning. Once the organisation have reaped the benefits of properly executed performance management, the organisation will be motivated to improve it more and more.

Example:

Task outcome	Type reports
Weight	5
Key Customer	Manager Employees Top management
Standards	Always ready before the second last Friday of the month According to standard lay-out No typing mistakes Neatly bounded All members' contributions included Sufficient copies for all top managers

7.2.2.4 Problem prevention

It is strongly recommended that the organisation become more proactive with regard to problem solving by actually preventing problems from occurring rather than solving them effectively afterwards. To prevent a potential problem, the problem must be identified first of all. Then the cause of the problem or in some cases the causes, must be identified. Some people make the mistake of trying to define action steps to prevent a problem and in many cases they fail to be effective. If the organisation eliminate the cause of a problem, the problem will not occur. For example, to try and identify actions that will prevent a car accident from happening might lead to a wild goose chase if the statement is left as vague as that. If the a person list the causes that could produce a car accident, he would be much more focused to find effective solutions. For instance, a probable cause could be smooth

tyres. Inspect tyres weekly and replace tyres at least every 30 000 km, might prove to be a very effective problem prevention activity. The list can be made very complete and a lot of problems can be prevented that way.

To make it a practical and sensible proposition, it is recommended that each employee identifies the potential problems with regard to each listed task outcome. Problem prevention planning then follows on these identified potential problems for all employees. This will ensure that each and every employee will deliberately try to prevent problems directly related to his performance activities.

Example:

Task outcome	Type reports
Potential Problem	Not ready on time
Cause	Input data late
Preventive Action	Remind suppliers 4 days before due date
Cause	Computer gives problems
Preventive Action	Arrange one emergency computer on standby for all secretaries
Cause	Not enough binding material
Preventive Action	Check binding stock beginning of every month

More than one potential problem can exist for each task outcome, more than one cause for each problem and more than one preventive action for each cause. If proper potential problem prevention planning is done, it could open up a whole new allay of value adding activities, never thought of before or only thought of after a costly mistake has occurred. It also helps the employee to reach his performance objectives as it reduces the likelihood of negative events occurring. All the time saved by not having to run after mistakes can be applied to add value to the core business of the organisation. Not to mention the amount of conflict and relationship hammering it prevents. The organisation could even expand it to contain contingency actions as well, should the problem still appear. Contingency planning can reduce the damaging effect of the unwanted event. It could simply be listed with the preventive actions. Contingency actions are only taken after the event has occurred, it must be planned prior to the occurrence of the event.

A further use of potential problem prevention is that the causes can be traced to key suppliers of inputs and the implications of inferior performance on their side could be

illustrated in context of the adverse effects on the receiver's performance. The standards communication link to key supplier can therefore be made more pragmatic and meaningful.

7.2.2.5 Performance assessment

Performance assessments should be done at regular intervals in order to eliminate problems timeously. This also allows the employee to get a feel of the participants' opinions and reasoning. It must become a way of life as a logical step in keeping productivity up to date and should be experienced by the employees as advantages to the organisation and themselves. It should not be a traumatic experience, else it is suggested that the organisation rather avoid it completely. This suggestion should not serve as an easy way out, if the organisation do the organisation's performance management correctly, people will look forward to hearing how well they did. If they have to hear how bad they did, it indicates failure, maybe because of the manager. It is vital to communicate constructively on performance focussing on the job and not the person.

Avoid using a numerical system where people must choose between a 3 or a 4 or a 7, et cetera. One gets all sorts of undesirable effects. These include the halo effect where everything is perfect, centralising effect where the middle number of the scale is exhausted or a spread that never includes the borders so they might have been excluded from the scale for all practical purposes. This is not a pick-a-number show, so stick the description of the performance and only then allocate an appropriate number if the desire is to calculate an overall performance indicator. For this you need to convert the task outcome to a numerical value unfortunately. What works well is if a weighted average is calculated using the relevant weights and ratings for each task outcome. This will produce a performance indicator for the overall performance. The researcher recommends the use of the BIMP computer system as the assessors do not see any numbers, but only performance descriptions to select from. The computer system will perform all calculations and produce a performance level indicator.

Example:

Task outcome	Weight 1 – 5	Rating 0 – 10 5=required	W x R
Type reports	3	5	15
Do office administration	5	8	40

Update diary	1	3	3
Answer telephone	4	6	24

Table 45: Performance Indicator Calculation

TOTAL W = 13

TOTAL WxR = 82

Overall Performance Indicator = $82/13 = 6,3$

To convert to a more convenient range of 0 - 100 instead of 0 - 10, multiply the answer by 10, the indicator thus becomes 63 where a value of 50 (5×10) indicates that overall performance meets the required level. This secretary has therefore delivered superior performance. Note that her poor performance on updating the diary, did not influence her overall performance significantly as the weight of "1" limits its effect. Areas of concern would be represented by a high weight value and a low rating value. The extreme being $W=5$ and $R=0$.

It should be emphasised that the organisation should not rate performance based on a numerical scale. Allocate the appropriate numbers to the standards descriptions and use these descriptions during assessment. Only then use the numerical value to indicate the overall indicator. The overall indicator provides valuable management information so that performance achievement can be based on sound analysis and not distorted perceptions. If it is calculated over time at regular intervals, performance trends can be recognised and plotted. It provides a solid input to the performance discussion.

Traditionally the superiors are the judges of the subordinates' performance and the latter have no right to evaluate the superiors' performance. It might make sense in a Monarchy, but in normal business it certainly represents a flaw in the system in that it represents one-way communication only. Communication should involve dialogue from all parties. If it is focussed on the performance agenda it should not pose a threat to anyone.

7.2.2.6 Performance development

When performance is rated as poor, it serves no purpose to leave it at that. The purpose of performance assessment is to detect any performance deficiency in order to rectify it. The focus is thus on performance development and not on performer punishment. A communication system implies a flow of information and actions in a continuous loop. If no

actions are developed based on assessments, it will mean that the communication flow comes to an end right there and future communication will be a linear repeat of the previous burst. It will thus only provide static management information with no productivity improvement as a result.

Example:

Task outcome	Improve work environment
Weight	5
Key Customer	Employees
Standards	According to improvement plans set up with employees

7.2.2.7 Determining development priorities

The priority of the development need is calculated by subtracting the rating value from the weight value. The highest priority, i.e. the highest possible weight with lowest possible rating is therefore: $5 - 0 = 5$, and the lowest priority is $1 - 10 = -9$. In order not to work with negative values, 10 is added to the answers to shift the range to 1 to 15, where 1 represents the lowest priority. Thus, the bigger the answer, the higher the priority.

Example:

Task outcome	Type reports
W	5
R	1
Cause	Computer broke down every second day
Action	Replace computer with newer model
Target Date	1/5/2000
Status	NC

(NC = Not completed yet)

7.2.2.8 Competence development

Use the same list of performance outcomes and their relative weights as in the performance plan and decide what competencies are needed to perform each task outcome successfully. Competencies should include knowledge, skill, attitude and behaviour. Make the list

complete to eliminate gaps, but do not include nice-to-have's. Then evaluate the employee's existing competence against the list of required competencies. If it is not measurable, discuss it with the individual and decide on the level of existence for each competency. The researcher found that employees will usually not cheat by overrating their competence as this will deny themselves the opportunity of competency development. Their payrolls also do not depend on it, thus a honest opinion can be expected. There exist one condition, and that is that the evaluation forms part of the holistic corporate performance communication system and that proper personal development can be expected following from this evaluation. The researcher discovered that if the organisation approach employees with an analysis such as this out of the blue, they usually do not trust the intention and suspect a sinister management objective as they do not know the destination of the results.

As in the case of performance assessment a numeric scale should not be used directly for competence assessment, but the best description must be decided on and then the corresponding numerical value must be assigned. Once again the purpose of a numerical value is purely to determine an overall indicator that will give a better indication of the overall level of competence that exists.

The impact of the development programme should be based on a similar evaluation. In other words a rating should be recorded after the programme has been completed and compared to this pre-rating. The programme attendant should therefore be very critical with regard to real competence gain and cannot afford to rate it higher than what it deserves. The researcher found that the usual course ratings on the last day of a course has little value in his opinion since the organisation have to be dramatically bad as a presenter to receive poor ratings. The researcher calls these evaluations, "instructor-feel-nice forms".

An overall competence indicator is calculated in the same way the performance level indicator was calculated in the previous chapter. Areas of concern would be represented by a high importance weight value and a low rating value. It is very important to notice that there exist a distinct difference between the expected performance indicator and the required competence indicator. As was explained in the calculation of the performance indicator, superior performance in one area might compensate for less desired performance in another as in the example of the hats and ties. With competence it is different. More competence than the required in one area cannot stand in for inferior competence in another. More than the required competence could represent a waste and will not lead to superior performance and could even cause a performance distraction where a lack of competence in another area

will lead to inferior performance. If the secretary expands her computer literacy way beyond the requirements of her job whilst at the same time she has a lack of English grammar knowledge, she will not deliver the planned task outcome at the expected level and she might be “playing” on the computer when she is supposed to perform her duties.

The competency levels should be made high and optimistic to try and stretch the task achievement, but once the employee has reached the 100% level for all the competencies, his job must be enriched and expanded to include new challenges or promotion is in order.

7.2.2.9 Work environment diagnosis

Do not issue each employee with a blank form asking them to list all their concerns and needs with regard to their work environments. The researcher recommends the use of the tool as described in chapter 3. This is a vital component of the corporate performance communication system and should not be ignored.

7.2.3 Implementation of the system

- Organisations should avoid the cost and frustration of re-inventing the wheel and make use of the BIMP system as indicated in chapter 3. The system has been tested thoroughly as this study indicates and it contains all the necessary components to allow for a holistic intervention. The suppliers of the system made it flexible enough to allow for customisation based on specific needs or desires of individual users.
- The implementation process should be based on the adapted model of Kilmann (1989) as illustrated in Appendix M. It must be regarded as a complete and vital project carrying proper mandate and support. Everyone in the organisation must undergo an introduction session where the bigger picture of productivity is brought under their attention and care must be taken that they really accept the importance of productivity improvement. They must then be trained in the principles and functions of the system. Critically important is the interaction training sessions where everyone participates in role-play sessions to acquire the necessary skill in conducting performance interviews.
- Top management must act as the drivers of the system and they must passionately commit to it.
- The researcher strongly discourages the use of pilot installations. The moment participants regard it as a test, they put it secondary to their routine jobs and it does not

receive the attention it deserves. Top management should rather make up their minds whether they want to go the performance communication route and then make it happen. The original security in terms of smaller investment of a pilot run, will probably end up as an expense and a waste of resources. The outcome of a pilot study in this regard is not necessarily reliable and can prevent an organisation from reaping the benefits of a well managed project or vice versa.

- The use of experienced facilitators, preferably one's that are not part of the company politics, is critical to successful implementation. They can however not drive the system on behalf of top management.
- Organisations should start off by tackling only the essential components of the system to make it easier on the employees and to provide a workable platform in the shortest possible time. They can then grow into the full system incorporating more and more components over time.

7.3 RECOMMENDATIONS FOR IMPROVEMENT OF THE EXPERIMENTS AND SUGGESTED FURTHER RESEARCH

The researcher strongly recommends that an acceptable and valid measurement scale for calculating the productivity level of an organisation be developed.

The researcher further recommends a study into the relationships and interdependencies of individual performance, individual competence, work environment effectiveness and productivity to try and establish a definite equation for determining the effect of the one on the other. This will prove to be of extreme value to all business world-wide.

The researcher further recommends that all studies focussed on any element of performance communication be done in a more qualitative way where possible in order to lend more credibility to the outcome.

The researcher suggests that when a work environment audit or assessment is performed by a group of people in an organisation or as part of an experiment using the BIMP system, that the following statistical tests be executed:

- A Shapiro-Wilk test for normality on the level indicator
- A correlation test regarding the importance (weight) values as rated by the participants in

the form of a principle component analysis.

- The same test as the previous for the satisfaction (rating) values.
- Various correlation tests between participants based on personal or occupational attributes by means of a Monova test. General linear models procedure can be used to do a multivariate analysis of variance. To test the hypothesis on the effect of an attribute in terms of the Manova Test Criteria and Exact F Statistics, the following statistics is suitable: Wilk's Lambada, Pillai's Trace, Hotelling-Lawley Trace and Roy's Greatest Root.
- Factor analysis can be performed on the elements of the WE list testing for clusters of elements. Other correlation tests can then be performed on the clusters instead of the individual elements to make it easier and faster.
- A Varimax pre-rotation method or a Promax rotation method can be used to identify rotated factor patterns.

Table 46: Recommended Statistical Tests on WEI

The researcher recommends a study into the generic performance outcomes of different occupations in the different industries and the establishment of data-tables in a database comprising of these outcomes. This will serve to assist tremendously with the generation of performance specifications, which is the largest stumbling block to the successful implementation of corporate performance communication system.

The researcher furthermore recommends a study into the generic competencies require to perform each listed performance outcome of different occupations in the different industries and the establishment of data-tables in a database comprising of these competencies, linked to their corresponding outcomes. This will serve to assist with the generation of outcomes based development programmes and the integration of SAQA's NQF initiatives and industry. Unit Standards can be developed from these competencies as specific outcomes of learning.

7.4 CONCLUSION

The reason behind this study can be attributed to the team of specialists in Special Projects - SABC, who shared the ambition of the researcher to find a holistic solution to organisation performance deficiencies. At that stage it was not intended to form part of an academic study, but as the researcher became more and more intrigued with formal studies, he realised the potential of their experiments to form part of a thesis. It would also force him to work more scientifically and to record his findings properly. When the researcher discovered that almost all organisations that he encountered suffered from poorly designed appraisal

systems, he developed a holistic performance management system which he thought would solve the problem. Only when he discovered that organisations struggled to implement the system and use it successfully, did he investigated the dilemma in more detail. He finally came up with the BIMP system and a process to install it efficiently and effectively.

The researcher, therefore, concludes that the implementation of the BIMP system in the prescribed way, taking into account all the recommendations he made, will result in improved productivity. It is a time consuming process which requires considerable effort from the whole of the organisation and particularly from top management.