

***The missing link between Effective Performance Management and Employee
Engagement: Supervisor-Employee relationships or frequency of performance
feedback?***

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A research project submitted to the Gordon Institute of Business Science, University of Pretoria, in partial fulfilment of the requirements for the degree of Master of Business Administration.

7 November 2018

Abstract

To say that conventional Performance Management systems needs to be redesigned, seems to be stating the obvious. The critique around this process is wide spread and various organisations such as Dellite, Adobe and Dell (to name but a few) are moving away from the conventional way in which performance has been managed to date.

This study has set out to assess one of the proposals that's being presented as an innovative solution to managing performance. Interestingly, this proposal has already been implemented by a large multinational organisation although there is little empirical evidence to support its assumptions. The proposal that has been presented by Buckingham (2015) promises to promote Employee Engagement and provide employees with reliable performance feedback which can be used to improve performance. However, the link between Performance Management and Employee Engagement is not as straight forward and this study detailed the contradicting findings that has been presented in this regard.

Based on the findings in this study, it was concluded that Performance Management systems can be employed to foster Employee Engagement although it was evident that there were other factors at play. It was also established that the quality of the relationship between a supervisor and employee was significant in predicting Employee Engagement although it did not influence the link that had been established between Performance Management and Employee Engagement. It was also shown that the frequency of Performance Management was not significant in predicting the level of Employee Engagement.

The data presented in this research contributes, supports and contradicts some of the findings that has been presented in literature by experts in the fields of Employee Engagement and Performance Management. The findings in this study provides empirical evidence which could be used in the on-going process of improving and re-designing conventional Performance Management systems.

Keywords

Effective Performance Management, Employee Engagement, Leader-Member-Exchange Theory, performance feedback

Declaration

I declare that this research project is my own work. It is submitted in partial fulfilment of the requirements for the degree of Master of Business Administration at the Gordon Institute of Business Science, University of Pretoria. It has not been submitted before for any degree or examination in any other University. I further declare that I have obtained the necessary authorisation and consent to carry out this research.

Charlotte Celeste Venter

Date: 7 November 2018

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CHAPTER 1. Introduction to the research

1.1) Background

Performance Management is a concept that is familiar to most people and most organisations have some form of Performance Management process in place (Schleicher, Baumann, Sullivan, Levy, Hargrove & Barros-Rivera., 2018) . The principal of Performance Management dates back to the First World War and very little has changed since its inception. It's a guiding tool employed to ensure employee's day-to-day tasks are in line with what is required from an organisation whilst enabling the identification of high, average and poor performers.

Broadly speaking, Performance Management takes place within a Performance Management cycle which is typically 12-months. At the onset of the performance cycle, performance goals are set and during the cycle, employees execute as per set goals. At the end of the performance cycle, employee's performance gets evaluated based on the set goals, relative to their colleagues where after they will receive performance feedback. More often than not, employees will have a performance rating assigned to them which will determine increases and performance bonuses (Schleicher et al., 2018; Smith & Bititci, 2017).

A more academic definition of Performance Management is the "continuous process of identifying, measuring, and developing the performance of individuals and teams and aligning performance with the strategic goals of the organisation" (Schleicher et al., 2018, p 2). Not only does the process of Performance Management ensure strategic alignment between employee's day-to-day tasks and the organisational strategic goals, but it has also been reported that Performance Management activities are seen as useful tools in increasing overall organisational effectiveness if implemented correctly (Dewettinck & Vroonen, 2017; Gruman & Saks, 2011).

There is a growing list of experts who are questioning the relevance of conventional performance management in today's environment. It has been said to hinder team performance, provide unreliable and inconsistent feedback and erode Employee Engagement levels (Adler et al., 2016; Bourne, Pavlov, Franco-Santos, Lucianetti, &

Mura, 2013; Buckingham & Goodall, 2015b; Ewenstein, Hancock, & Komm, 2016; Pulakos & O’Leary, 2011; Schleicher et al., 2018). Furthermore, it’s been shown that a lot of man-hours goes into this process of managing performance although very little evidence has been presented to show that this has actually rendered any benefits to organisations or individuals (Adler et al., 2016; Buckingham & Goodall, 2015a; Smith & Denisi, 2014). The issue around providing performance feedback in hind-sight rather than in real-time has also been raised in conjunction with the growing amount of critique presented around performance ratings (Murphy, Cleveland, Skattebo, & Kinney, 2004; Scullen, Mount, & Goff, 2000).

More recently, some changes have been proposed to the conventional performance management systems. In a Harvard Business Review article, Buckingham (2015) elaborates on a Performance Management system being used in organisations such as Deloitte, Dell, Adobe and General Electric. This Performance Management system has done away with the conventional elements associated with Performance Management and is said to not only fosters continuous learning but also gathers reliable performance data at regular intervals (Adler et al., 2016; Buckingham & Goodall, 2015b; Ewenstein et al., 2016; Pulakos, Hanson, Arad, & Moye, 2015).

The premise of the Buckingham’s proposal is to collect relevant, reliable and real-time performance feedback of employees through a series of performance “snapshots”. A team leader (manager) could then use this “on the spot feedback” to gear employees for future performance (Buckingham & Goodall, 2015a, 2015b).

1.2) The research problem and purpose

The business environment is becoming increasing fluid in nature and organisation are required to continuously adapt, to remain relevant. Given that Performance Management systems are required to align individual performance to the strategic goals of the organisation, it goes without saying that Performance Management will also have to undergo some changes (Adler et al., 2016; Pulakos et al., 2015; Schleicher et al., 2018)

Although the system proposed by Buckingham (2015) seems to be a promising alternative to the conventional way of managing performance, it lacks empirical evidence to support its fundamental assumptions. The shortcomings of Buckingham’s proposal has been selected as a focal point of this study and will now be addressed.

Firstly, the proposal relies heavily on the premise that higher levels of Employee Engagement results in higher on-the-job-performance. Although ample research has been conducted on this, there are still contradictory findings presented in literature. Wollard and Shuck (2011) as well as Gruman and Saks (2011) failed to find a study which described the relationship between Performance Management and Employee Engagement and recommended further research be conducted. Mone (2011) and Bourne (2013) reported that Performance Management can be used to foster Employee Engagement. However, Conway (2015) found that employee's experiences of Performance Management were positively linked to emotional exhaustion and that it eroded Employee Engagement. On the contrary, Smith and Bititci (2017) reported that an intervention in social controls, such as Performance Management systems, could result in higher levels of Employee Engagement, which in turn would lead to an increase in performance.

The relationship between Performance Management and Employee Engagement seems to be inconsistent. Some researchers have reported a positive correlation between Performance Management and Employee Engagement whereas others have provided evidence on the contrary with no real consensus (Bourne et al., 2013; Brown & Benson, 2003; Conway, Fu, Monks, Alfes, & Bailey, 2016; Gruman & Saks, 2011; Mone, Eisinger, Guggenheim, Price, & Stine, 2011; Wollard & Shuck, 2011).

Secondly, gathering performance "snap-shots" as being proposed, would require an increase in the frequency of Performance Management interactions between a supervisor and employee. A well-known theory called Leader-Member-Exchange (LMX) describes the relational interactions that takes place between a supervisor and an employee (Graen & Uhl-Bien, 1995). Research that has employed this theory has shown that the quality of this relationship will influence an employee's attitude and behaviour at work (Breevaart, Bakker, Demerouti, & Derks, 2016; Dulebohn, Bommer, Liden, Brouer, & Ferris, 2012). Employees who have good relationships with their supervisors were found to be more engaged and typically higher performers than their counterparts who reported "weak" relationship with the same manager (Cropanzano & Mitchell, 2005; Dulebohn et al., 2012; Ferris et al., 2009; Maslyn & Uhl-Bien, 2001; Uhl-Bien & Maslyn, 2003). Although a number of recent studies have started to evaluate the influence of the LMX relationship on engagement and performance management, many researchers have recommended further research in this area to gain a better understanding (Alfes, Shantz, Truss, & Soane, 2013; Breevaart et al., 2016; Gutermann, Lehmann-

Willenbrock, Boer, Born, & Voelpel, 2017; Schleicher et al., 2018).

Lastly, Buckingham's proposal assumes that increasing the frequency of Performance Management activities between the employee and supervisor would foster higher Employee Engagement and performance. Some literature in support of this includes the work conducted by Van Wingerden (2017) and Smith (2017) who reported that job crafting and the frequency of Performance Management activities can be used to increase Employee Engagement. In another study, it was concluded that the duration and frequency of performance reviews are positively related to the effectiveness of a Performance Management system (Dewettinck & Vroonen, 2017). However, understanding how the frequency of these interactions may influence the relationship between Performance Management and engagement is yet to be determined.

1.3) Conclusion

The purpose of this research project is to provide empirical evidence to contribute to understanding the nature of the relationship between Performance Management and Employee Engagement. The evidence from this study is expected to contribute to the on-going debate on this topic.

In addition, two contextual variables, namely frequency of Performance Management activities and supervisor/employee relationship, have been highlighted. These variables are expected to influence the relationship between Performance Management and Employee Engagement, especially within the context of the Buckingham Performance Management proposal.

Evaluating the relationship between the named constructs and the influence of the contextual variables would contribute to knowledge in the field of Human Resource Management practises. Having more relevant empirical evidence would place Human Resource practitioners in a better position to propose and implement Employee Engagement-based Performance Management systems.

CHAPTER 2. Literature Review

2.1) Performance Management

2.1.1) A brief history of Performance Management

Performance Management dates back to World War I, when the United States military were in need of a system that could guide them in identifying poor performers in order to discharge them. Later on, the very same system was used to identify high performing soldiers that would be eligible for promotion (Cappelli & Tavis, 2016). Performance Management was originally implemented as a tool to “punish” poor performance and/or reward good performance. Private organisations adopted this practise and over the years, Performance Management experienced a tug of war between being used as a tool to reward or punish. In the early 80’s, Jack Welch from General Electric, popularised forced ranking which brought balance to this tug of war. Using this method, organisations were now able to identify high, average and low performers. Managers were now required to rate employees based on the performance bell curve and not everyone could be high performers (Cappelli & Tavis, 2016; Lawler, 2003).

Over the years, Performance Management had become a guiding principle used to keep employee’s day to day tasks in line with organisational requirements. This required more and more effort from managers to “set up the process”. Managers were now required to clarify roles and responsibilities and set annual targets so that the outcomes could be measured and employee’s performance could be ranked on the performance bell curve. The performance requirements were captured at the on-set of the performance cycle and after a 12-month period, the employee’s performance got evaluated based on what had been set out in the performance agreement (Cappelli & Tavis, 2016).

2.1.2) Overview of the Performance Management process

Performance management, in most organisations today, broadly consists of 1) setting performance targets, which are generally cascaded down from upper management, 2) evaluating individual performance against the set targets and 3) providing employee’s with performance feedback (Schleicher et al., 2018). This process would typically take

place over a 12-month cycle and once the performance cycle has been completed, employees would have a consolidated rating assigned to them (Mone et al., 2011; Pulakos & O’Leary, 2011). This rating is often an outcome of hours spend in the board room, by team leaders and managers to get consensus between individuals who may or may not have worked with that employee during the performance cycle (Adler et al., 2016; Ewenstein et al., 2016). In most cases, these ratings are used to determine annual salary increases and performance bonuses (Buckingham & Goodall, 2015b; Cappelli & Tavis, 2016).

Much has been said and published around this process. Some employees prefer the predictability of the process, some prefer the bench marking against set targets. However, in recent years, the critique around this process has become far more prevalent than the praises for it (Buckingham & Goodall, 2015b; Cappelli & Tavis, 2016; Ewenstein et al., 2016).

2.1.3) Critique around conventional Performance Management systems

The conventional Performance Management system as described in this review has been referred to as an “archaic, paper based exercise” designed to detract from team performance by incentivising individual performance (Cappelli & Tavis, 2016). This is an even bigger issue in organisation where forced ranking is still in use, because there is a constant pursuit for the high performance ratings given that there is only a limited number of these available, regardless of how well employees (or teams) may perform (Bourne et al., 2013; Cappelli & Tavis, 2016; Schleicher et al., 2018). The ability of this system to drive Employee Engagement has also been questioned by many (Buckingham & Goodall, 2015b; Ewenstein et al., 2016; Schleicher et al., 2018).

One of the many issues that has been raised around this process includes the amount of time spent on Performance Management activities. It has been reported that organisations such as Dellote, would typically spend up to 2 million man-hours per year managing performance in some way or another (Buckingham & Goodall, 2015a, 2015b). Yet, there was no conclusive evidence that these activities actually fostered and improved future performance (Adler et al., 2016; Smith & Denisi, 2014). In addition, assigning a rating to an employee as an indication of performance or skill has been found to be less influenced by the skill and performance of the person being rated and more

about the biases and political intentions of the person assigning the rating (Murphy et al., 2004; Schleicher et al., 2018; Scullen et al., 2000). This has raised many issues around inconsistent, unfair and unreliable feedback and the inability of this system to promote team work (Buckingham & Goodall, 2015a; Erdogan, 2002; Pulakos & O’Leary, 2011)

The inflexibility of the Performance Management system has also been critiqued (Adler et al., 2016; Pulakos & O’Leary, 2011). Performance goals are set and often only reviewed at the end of the performance cycle when performance gets evaluated against the set goals. Given the ever-changing business environment that organisations are operating in nowadays, it is questionable if evaluating performance in hindsight has any benefit at all. Goals and targets set today, may no longer be viable a few weeks or months down the line, yet employees are evaluated, once a year, based on past performance. Employees are being held accountable for past performance through “hind-sight” evaluations and this is no longer considered to be the best way to foster and promote high performance in future (Cappelli & Tavis, 2016). Furthermore, studies have shown that real-time feedback could actually foster engagement and improve performance (Breevaart et al., 2016; Dewettinck & Vroonen, 2017).

Adding to the complexity of this concept is the fact that the business environment has become more dynamic. Organisations are required to continuously adapt, to remain relevant and competitive. Given that Performance Management systems are required to align individual performance to the strategic goals of the organisation, it goes without saying that conventional Performance Management systems will also have to undergo some changes (Adler et al., 2016; Pulakos et al., 2015; Schleicher et al., 2018). The business environment is becoming increasingly dynamic and setting goals and targets once a year is no longer deemed a viable option. Furthermore, there is an increased focus on the development of employees for future performance rather than keeping them accountable for historical actions (Buckingham & Goodall, 2015b; Cappelli & Tavis, 2016).

2.1.4) The importance of effective Performance Management in an organisation

Having a Performance Management system in place does not guarantee that employee’s daily activities will be aligned with strategic goals of the organisation, nor does it guarantee employee performance. Furthermore, having an effective Performance

Management system in one context may not be effective in another, yet it's essential to organisational success (Boland & Fowler, 2000; Schleicher et al., 2018; Sharma, Sharma, & Agarwal, 2016).

Performance Management systems and Human Resource Management (HRM) practices are only considered to be effective when the intended objectives are achieved or when employees are "doing the right things" as Drucker referred to it (Sharma et al., 2016). Lawler (2003) defined an effective Performance Management system as one where the system enables identification of high and low performers and guide employee's performance. Other researchers have focused on defining the effectiveness of a single element of Performance Management such as the appraisal process (Erdogan, 2002; Walsh & Fisher, 2005). Attempting to quantify the effectiveness of a Performance Management system remains a challenge. The tools available to measure this concept is highly subjective and should be noted as a limitation (Boland & Fowler, 2000; Sharma et al., 2016). Yet, effective Performance Management systems are considered to be critical in ensuring that there is alignment between an individual's day to day tasks, their development goals and the strategic goals of the organisation (Schleicher et al., 2018; Sharma et al., 2016).

Performance management, effective or not, is a complex concept influenced by a number of interdependent factors. In a study conducted by Bourne (2013), it was concluded that Performance Management systems and Human Resource Management (HRM) practices should be considered simultaneously in order to gain understanding of how the actual performance of the organisation is generated. They concluded that although Performance Management provides direction, HRM practises are required to foster engagement amongst employees (Bourne et al., 2013).

Sharma (2016) went on to describe a Performance Management system as both a strategic and tactical tool. A strategic tool in ensuring that there is alignment between employee and organisational goals, which in turn enables managers to achieve strategic business goals. In addition, Performance Management is seen as a tactical tool that can be used to collect performance data which enables managers to coach, develop and reward their employees. This notion was supported by Schleicher (2018) who described Performance Management as a systems-based model which consists of various interrelated elements that are designed to operate as a single unit in order to achieve a common purpose, ie individual and organisational performance. In other words, only when there is alignment between an individual's day to day tasks, their individual

development goals and the strategic goals of the organisation will a Performance Management system be considered to be effective (Lawler, 2003; Schleicher et al., 2018; Sharma et al., 2016).

It is evident that Human Resource Management and in particular performance management, plays an integral part in guiding organisational and individual performance (Schleicher et al., 2018; Smith & Bititci, 2017). Although literature has shown that employee performance is a result of Employee Engagement rather than Performance Management (Bourne et al., 2013). Employee Engagement on the other hand, has been shown to have a direct relation to a number of favourable outcomes for an organisation such as increased productivity, higher customer satisfaction and ultimately an increase in the bottom line (Cahill, Mcnamara, Pitt-catsoupes, & Valcour, 2015; Van Rooy, Whitman, Hart, & Caleo, 2011; Shuck et al., 2014.).

Performance Management and Employee Engagement are two constructs, critical to individual and organisational performance that cannot and should not be considered in isolation. The research in this field also continuous to develop with an increasing number of researchers studying and reporting on the relationship between Performance Management (or elements thereof) and engagement (Bakker & Albrecht, 2018; Dewettinck & Vroonen, 2017; Kotzé, Westhuizen, & Nel, 2015; Mone et al., 2011; Ogonnaya & Valizade, 2018; Reijseger, Peeters, Taris, & Schaufeli, 2017; Rich & Crawford, 2010; M. Smith & Bititci, 2017)

2.2) Employee Engagement

2.2.1) Defining Employee Engagement

Cahill et al., (2015) defined Employee Engagement as a *“positive, fulfilling, work-related state of mind that is characterized by vigor, dedication and absorption”*. Cahill's definition of Employee Engagement was based on work done by Schaufeli & Bakker (2002), who refined their definition from Kahn's (1990) original study. Kahn, one of the first researchers to study and publish work on engagement, defined personal engagement, to be a state of mind where workers are comfortable enough to express their preferred self, whilst fulfilling their roles at work. Another definition of Employee Engagement that is useful to note is one by Shuck (2014) who defined Employee Engagement as *“an individual employee's cognitive, emotional, and behavioural state directed towards*

desired organisational outcome”.

The importance of Employee Engagement and resultant effect on organisational performance has gained momentum over the last few years. Organisations are said to benefit from engaged behaviours as this has been found to result in various favourable organisational performance outcomes. Researchers have reported that organisations with engaged employees benefit from an increase in bottom line, increased productivity and higher levels of customer satisfaction (Gruman & Saks, 2011; Kahn, 1992; Macey & Schneider, 2008).

Research by Shuck (2014) and other experts in the field, have shown that higher levels of engagement in the workplace not only leads to better workplace performance, but also reduces employees' intention to leave whilst increasing their discretionary effort (Saks & Gruman, 2014; Shuck, Twyford, Reio & Shuck, 2014). Higher levels of Employee Engagement have also been reported to lead to increased productivity, higher internal and external customer satisfaction and ultimately an increase in the bottom line of the organisation (Cahill, Mcnamara, Pitt-catsoupes, & Valcour, 2015; Van Rooy, Whitman, Hart, & Caleo, 2011; Shuck et al., 2014.). Furthermore, having an engaged workforce has also been reported to provide organisations with a competitive edge in a dynamic environments (Macey & Schneider, 2008).

Kahn (1990) stated that psychological meaningfulness, safety and availability were antecedents of engagement. He found that if these psychological conditions could be achieved and fostered, then the employees were likely to be engaged (Kahn, 1990).

Psychological meaningfulness of a task or work environment refers to the employee's own belief of how meaningful it is to bring their true-self into the role or work environment. Employees have been reported to achieve this state of mind when they perceive their work to be important, valued and appreciated. Elements such as task/role characteristics and various inter-personal interactions at work has an influence on this psychological state. The second state of mind, namely psychological safety, refers to how comfortable an employee feels to be their true-self at work. Variables that play a role in this is interpersonal relationships, group dynamics, management styles, as well as the culture and norms within an organisation. Lastly, psychological availability of an employee depends on the physical, emotional and psychological resources at their disposal when conducting work (Gruman & Saks, 2011; Kahn, 1990; Macey & Schneider, 2008).

Employees who are engaged or “psychologically present”, exhibit engaging behaviours which allows the employee to be more attentive (both to self and others), energetic and connected to others in the work place. They experience feelings of vigor, energy, persistence, dedications, absorption and enthusiasm and have been reported to have higher levels of in-role and contextual performance (Christiaan, Garza, & Slaughter, 2011) . Engaged employees are able to integrate different aspects of themselves into their work activities and have been reported cope better with typical job demands (Kahn, 1992; Macey & Schneider, 2008; Schaufeli et al., 2002).

2.2.2) Employee Engagement vs Employee Burnout

On the other side of the engagement continuum is the concept of employee burnout which has its basis in the theory around job burnout (Saks & Gruman, 2014; Schaufeli et al., 2002). Behavioural traits that are synonymous with burnout employees include physical and mental exhaustion, cynicism and lack of professional efficacy. These behaviours are the exact opposites of absorption, dedication and vigor which are typically associated with engaged employees (Brown & Benson, 2003; Schaufeli et al., 2002).

Burnout is not only associated with various negative outcomes for the employee such as depression and health problems but also results in unfavourable outcomes for the organisation. Employees who are considered to be burnt-out have been reported to be absent from work more often, are more likely to leave the organisation and are less likely to be high performers when compared to their engaged counterparts (Schaufeli & Bakker, 2004; Schaufeli et al., 2002).

Various factors could contribute to the erosion of Employee Engagement. These include, but are not limited to, the physical and emotional resources required by employees to complete their duties at work. Employees who have access to all the necessary job demands and job resources are more likely to be engaged and less likely to be burnout (Schaufeli & Bakker, 2004). Saks (2014) reported that if there is a mismatch between an employee and various organisational aspects such as workload, perceived fairness of processes and procedures, organisational values and support required by the employee then the probability of employee burnout is greater. The converse is also true, as engagement would likely be fostered if there is greater alignment between an employee and these organisational aspects. This work was very much in line with the Job Demands-Resource model of burnout detailing how job resources and job demands

influences both engagement and burnout depending on the context which will influence the employees access to various physical and psychological resources required to perform their tasks (Bakker & Demerouti, 2008; Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2009).

Given the importance and advantages of having engaged employees, as set out in this review, it should be noted that a number of factors, internal and external to an organisation, would influence engagement levels. It is therefore important for managers to note these influences so that it can be managed effectively.

2.3) Linking Performance Management to Employee Engagement

There are several examples in literature where elements of Performance Management such as training and development, recognition and reward and the role of trust and perceived fairness of procedures have been reported to have an influence on Employee Engagement. (Brun & Dugas, 2008; Eldor & Harpaz, 2016; Gruman & Saks, 2011; Kotzé et al., 2015; Xanthopoulou et al., 2009).

A study conducted by Mone (2011), related various Performance Management activities in support of Employee Engagement showing a clear relationship between these activities and Employee Engagement. This was supported by the research conducted by Bourne (2013), who reported that higher levels of performance was a result of higher levels of Employee Engagement. Bourne (2013) concluded that a Performance Management system is a communication and guiding tool which, if applied correctly, could channel employee efforts to perform better.

On the contrary, Conway (2015) reported a negative relation between Performance Management and Employee Engagement. Conway's research found that Performance Management systems poses various demands such as the pursuit of higher performance ratings which in turn result in lower engagement levels and emotional exhaustion. This was particularly evident in organisations where Performance Management systems were dictated from the top. Their work supported earlier findings by researchers who reported similar findings in different contexts (Brown & Benson, 2003; Morris & Farrell, 2007). Brown (2003) reported that Performance Management could result in an increase in burnout levels when the process is not perceived to be fair or when there is persistent pressure on employees to obtain better performance ratings.

The literature presented thus far has shown that Performance Management should not be considered in isolation when evaluating Employee Engagement and vice versa. It has been proposed that engagement levels could be increased by improving current Performance Management systems and practices although some contradicting findings have been presented in this literature review. This study therefore sets out to determine if there is a relationship between an effective Performance Management system and Employee Engagement through the following hypothesis:

H₁ – There is a positive correlation between effective Performance Management and Employee Engagement.

The effectiveness of a Performance Management system was identified as a key success factor in fostering engagement (Mone et al., 2011). However, it was also noted that an effective Performance Management system in one context would not necessarily be effective in a different context (Schleicher et al., 2018; Smith & Bititci, 2017). This implies that there may be other contextual factors that could influence both Performance Management and Employee Engagement.

Alfes (2013) studied the relationship between engagement and organizational citizen behaviour. They reported a positive association between engagement and organizational citizen behaviour that was moderated by the quality of the relationship between a supervisor and employee. Their study concluded that Human Resource Management's impact on employee performance is influenced by the relationship between supervisor and employee and cannot be assessed on its own. Breevaart (2015) then went on to report that high quality supervisor-employee relationships will enhance Employee Engagement levels which was further supported by (Khan & Malik, 2017). Gutermann (2017) investigated how leader's engagement would influence their follower's engagement and concluded that there is not yet enough literature describing the link between these constructs. A meta-analysis published by Schleicher (2018) reported that only 5% of the literature that they reviewed, considered the impact which the dyadic interchange between employees and managers may have on the Performance Management process. Again, additional research was recommended in this area.

In light of the literature presented here this, the relationship between a supervisor and employee may be one of the contextual variables that could influence the relationship between Performance Management and engagement. A construct called Leader-

Member-Exchange theory has been used for many years to describe the quality of the relationship between a supervisor and employee and will now be discussed.

2.4) Leader Member Exchange Theory

2.4.1) Defining Leader Member Exchange Theory

Leader member exchange theory or LMX-theory has been developed to study the dyadic relational interaction between a leader and follower. It encapsulates the interdependent interactions and exchanges that takes place between a supervisor and employee (Bos-Nehles & Meijerink, 2018; Breevaart et al., 2016) The LMX-theory elaborates on how these interactions and exchanges leads to a variety of different relationships being formed between a leader and their respective followers. Drawing from social exchange theory, LMX describes how the different relationships between leaders and followers have an impact on the follower's attitude and behaviours at work (Breevaart et al., 2016; Dulebohn et al., 2012).

Low-quality-LMX relationships are associated with mostly transactional exchanges, often based on formal employment contracts. On the contrary, high-quality-LMX relationships are less transactional and more transformational in nature (Dulebohn et al., 2012). In a high-quality-LMX relationship there is mutual reciprocation which in turns fosters loyalty, commitment, support, trust and increased affective commitment between the leader and follower (Cropanzano & Mitchell, 2005; Ferris et al., 2009; Maslyn & Uhl-Bien, 2001; Uhl-Bien & Maslyn, 2003).

There is a wealth of literature describing the organisational benefits that results from High-quality-LMX relationships between leaders and members. Some of these include, but are not limited to commitment, task performance, turnover, organisational commitment and organisational citizenship behaviour (Breevaart et al., 2016; Dulebohn et al., 2012; Gerstner & Day, 1997; Graen & Uhl-Bien, 1995; Ilies, Nahrgang, & Morgeson, 2007; Scandura, Graen, & Novak, 1986; Volmer, Niessen, Spurk, Linz, & Abele, 2011; Yammarino & Dubinsky, 1992)

It is mutually beneficial to both leader and member (or follower) to develop and maintain a High-quality-LMX relationship. Employees in these relationships have been reported to have higher autonomy, empowerment, social support and job satisfaction (Graen & Uhl-Bien, 1995). On the other hand, leaders in these relationships have been found to reduce role conflict, role ambiguity and role overload whilst benefiting from having an engaged, innovative and empowered, performing employee (Breevaart et al., 2016; Dunegan, Uhl-bien, & Duchon, 2002; Graen & Uhl-Bien, 1995). It should however be noted that the quality of this relationship is highly dependent on the commitment from both leader and member to contribute and maintain the relationship (Pichler, 2012)

Breevaart (2015) studied the relationship between LMX, Employee Engagement and job performance of subordinates. They found that LMX relationships are distal predictors of job performance through the sequential mediation of job resources and engagement. Furthermore, it has been reported that role making, which involves actively reviewing and revising one's job duties and requirements with your supervisor, forms a critical part of developing high-quality LMX relationships between leaders and members (Dulebohn et al., 2012; Graen & Scandura, 1987).

A manager is required to spend the majority of their time interacting with his or her employees to facilitate information exchange and the quality of the relationship between supervisor and employee is critical in ensuring these exchanges are effective (Gutermann et al., 2017; Pichler, 2012). Furthermore, research has shown that the quality of the relationship between the supervisor and employee is critical in predicting an employee's reaction to their performance feedback (Pichler, 2012).

Given the literature presented thus far, it is anticipated that the quality of the relationship between a supervisor and employee could possibly be one of the variables that may influence the relationship between effective Performance Management systems and Employee Engagement. It is therefore hypothesised that LMX is likely to have an influence on the relationship between Performance Management and Employee Engagement by rendering higher levels of engagement when the quality of the supervisor employee relationship is high. This has led to the formulation of the following hypothesis:

H₂ – The quality of a supervisor/employee relationship moderates the relationship between effective Performance Management and Employee Engagement

2.5) Frequency of Performance Management interactions

In a Harvard Business Review article, Buckingham (2015) elaborates on a “new” Performance Management system being used in organisations such as Deloitte, Dell, Adobe and General Electric. This Performance Management system being employed in these organisations have done away with the conventional elements associated with Performance Management such as yearly appraisals, 360° feedback sessions and cascading objectives. Instead, it introduces an innovative way of managing performance which, not only fosters continuous learning but also gathers reliable performance data at regular intervals (Adler et al., 2016; Buckingham & Goodall, 2015b; Cappelli & Tavis, 2016; Ewenstein et al., 2016).

Studies have shown that people are more likely to be consistent when rating their own intentions (Murphy et al., 2004; Scullen et al., 2000). Thus, the idea behind the Buckingham (2015) proposal is to implement a Performance assessment system where the feedback presented is more accurate, relevant and current. They have proposed that instead of capturing a subjective view of the employee’s performance, the evaluator is presented with a set of questions, designed to test the intentions of the person doing the evaluation. By answering these questions from a personal viewpoint, the evaluator not only provides feedback on the employee’s performance but is also more likely to provide more consistent feedback (Buckingham & Goodall, 2015b). The four future orientated statements are:

- 1) *“Given what I know of this person’s performance, and if it were my money, I would award this person the highest possible compensation increase and bonus [measures overall performance and unique value to the organization on a five-point scale from “strongly agree” to “strongly disagree”]”* (Buckingham & Goodall, 2015b)
- 2) *“Given what I know of this person’s performance, I would always want him or her on my team [measures ability to work well with others on the same five-point scale]”* (Buckingham & Goodall, 2015b)
- 3) *“This person is at risk for low performance [identifies problems that might harm the customer or the team on a yes-or-no basis]”*(Buckingham & Goodall, 2015b)
- 4) *“This person is ready for promotion today [measures potential on a yes-or-no basis]”* (Buckingham & Goodall, 2015b)

A team leader (or manager) would then collate the responses from this questionnaire

and have an overview of several performance “snapshots” for every employee. These “on the spot feedback” questionnaires could then be used to provide real time feedback to employees gearing them for future performance (Buckingham & Goodall, 2015a, 2015b). Furthermore, Saks (2014) and others in the field have reported that performance feedback, amongst other variables, could be used to foster Employee Engagement and increase the effectiveness of a Performance Management system (Dewettinck & Vroonen, 2017; Smith & Bititci, 2017; Van Wingerden, Derks, & Bakker, 2017)

Implementing a Performance Management system such as the one proposed by Buckingham (2015), would require more frequent interactions between a manager and employee. Managers would be required to collate the feedback snapshots and provide on-going feedback to their employees. The regular feedback in conjunction with coaching and mentoring sessions with the employees are expected to foster engagement and indirectly performance.

In a recent study conducted by Smith (2017), it was reported that the increase in performance that results from Performance Management is a result of the interplay between performance measurement and Employee Engagement. They found that changes to the type of Performance Management system, which includes adjustments to the frequency of these interventions, are likely to influence Employee Engagement levels. Their research concluded that both technical (i.e. structural elements) and social (i.e. behavioural) controls pertaining to performance engagement should be considered in conjunction with the Employee Engagement if any changes were to be made to a Performance Management system.

Based on the literature that has been presented in this section, it is postulated that the frequency of Performance Management is also likely to be a contextual variable that will influence the relationship between Performance Management and engagement. This has led to the development of the following hypothesis:

H3 – The frequency of Performance Management activities moderates the relationship between effective Performance Management and Employee Engagement

2.6) Conclusion

The literature presented here has reviewed various elements of performance

management, Employee Engagement and Leader Member Exchange (LMX) theory. Findings from this review has contributed to the development of hypothesis's that will be employed to assess the relationships between the named constructs. A brief overview of the findings presented in this review will now be discussed.

Firstly, the conventional Performance Management system involves, setting of goals, evaluating performance as per set goals and providing feedback, typically within a twelve-month cycle. Employees are rated by various colleagues who may or may not have worked with them during the performance cycle. The ratings assigned to the employees are often, used to determine salary increases and performance bonuses.

The brief history presented on Performance Management in this review, has highlighted why many experts in the field are referring to conventional performance managements as "archaic". Many have highlighted that this system is not conducive to fostering Employee Engagement nor does it promote a high performing team culture.

Given the increasingly dynamic business environment, organisations are required to adapt to remain relevant. Since effective Performance Management forms an integral part of both organisational and individual performance it goes without saying that Performance Management systems are also required to adapt to these changing environments.

Secondly, Buckingham (2015) has proposed an alternative performance system, which assumes that Performance Management would drive engagement and ultimately performance. Although there is renewed focus in many organisations to increase Employee Engagement levels which in turn is expected to increase in-role performance, the link between Performance Management and engagement does not appear to be clear. Several contradicting findings were presented in this review where some found positive correlations between Performance Management and engagement, whereas others reported opposing data. This study has therefore set out to assess the relationship between Performance Management and engagement within this research context.

Lastly, adding to the complexity surrounding performance management, it has been shown that an effective Performance Management system in one context would not necessarily be effective in a different context. There are various elements, inside and outside of an organisation, that have been reported to influence both Performance

Management and Employee Engagement. Two contextual variables, namely frequency of Performance Management activities and the quality of the employee supervisor relationship have been identified as possible moderators of the relationship between Performance Management and engagement.

CHAPTER 3. Hypotheses

The literature presented in Chapter 2 has contributed to the development of hypothesis which will assess various relations between performance management, Employee Engagement, quality of supervisor and employee relationships and the frequency of performance feedback.

This study has set out to contribute to the current research taking place in the area of Human Resource Management, with specific focus on gaining better understanding of the how Performance Management can be used to foster Employee Engagement in organisations. It has been shown that there may be a number of elements inside the organisation which may influence both Performance Management and Employee engagement. The quality of the relationship between a supervisor and employee is expected to be one of the variables which may have an impact on this. In addition, the frequency of performance feedback was identified as another factor which may influence the effectiveness of a performance management system as well as Employee Engagement

The following hypotheses were formulated:

H₁ – There is a positive correlation between effective Performance Management and Employee Engagement.

H₂ – LMX moderates the relationship between effective Performance Management and Employee Engagement.

H₃ – The frequency of Performance Management activities moderates the relationship between effective Performance Management and Employee Engagement

CHAPTER 4. Research Methodology

The aim of this study was to collect data on the effectiveness of Performance Management systems, Employee Engagement, the quality of a supervisor/employee relationship and frequency of performance feedback. In order to assess the relationship between these variables the data gathering and interpreting had to be factual, scientific and quantifiable. Considering this, a positivism research philosophy was followed (Yilmaz, 2013).

Data for this study was collected using an electronic survey that was setup on a platform called SurveyMonkey™. The link to the survey was distributed through various electronic platforms such as email, WhatsApp, Facebook and LinkedIn. Collection of the data following this approach allowed the researcher to present the questionnaire to a number of participants, in a cost-effective manner whilst ensuring the confidentiality of the participants. The quantitative nature of this study allowed the researcher to be more detached from the study which eliminated any biases which could have resulted from personal interpretation of the data (Creswell, 2003).

The survey consisted of predetermined, structured questions with Likert scales and can be seen in Appendix 1. The data that was collected was aggregated and analysed using descriptive and inferential statistics to determine the nature of the relationship between the variables.

4.1) Population

The population of this research study was defined to be knowledge workers, from a range of different industries, who were subjected to a Performance Management system and reported to a supervisor (or line manager). For this study, a knowledge worker was defined as an employee who received, interpreted and processed various forms of information.

The aim of this study was to evaluate the relationships between the identified constructs, (i.e. Performance Management systems, Employee Engagement, the quality of a supervisor/employee relationship and frequency of performance feedback) across a heterogeneous sample of participants. The sample for this study was identified as

knowledge workers in all industries where the researcher could distribute the survey and included Oil and Gas, Financial services, Communications, Mining and Business Services.

4.2) Unit of analysis

The unit of analysis for this study was knowledge workers who were subjected to Performance Management systems and reported to a manager (or supervisor).

4.3) Sampling method and size

The sampling method employed in this study was one of convenience and non-probability snowball sampling. The survey was distributed to an extensive network of knowledge workers who were requested to distribute the questionnaire to their immediate networks. This method enabled the researcher to get access to respondents who may not have had access to the questionnaire through the platforms that were used. It also assisted in obtaining a larger number of responses through the use of personal referrals (Yu & Cooper, 1983). It should be noted that it is not possible to determine the sampling error associated with this sampling method, nor can this data be used to make inferences to the larger population. Data collection using non-probability sampling techniques is not considered to be representative of the entire population.

A minimum of 300 responses were required for factor analysis and was therefore targeted. Obtaining this number of responses rendered enough data to conduct the necessary tests and conclude results that were statistically significant (Knofczynski & Mundfrom, 2008; Yong & Pearce, 2013).

4.4) Data gathering process

Given the positivist philosophy of this study, a highly structured approach was followed to collect the primary data by means of an electronic survey. The self-completion questionnaire was setup on an online platform called Survey Monkey and the link to the questionnaire was distributed through several electronic platforms (email and short message systems) as well as various social media outlets.

A limitation of collecting data in this way was the lack of personal interaction between the researcher and respondents. This posed the risk of misinterpretation of questions by the respondents. In this study, this risk was partially mitigated by sending the questionnaire to several participants who did not form part of the population that was identified for this study i.e. did not report to a manager and or did not have performance agreements in place. These individuals were requested to review the questionnaire and provide feedback on any ambiguity which may have resulted from any question in the questionnaire. The feedback was reviewed and where applicable, appropriate amendments were made to the questionnaire. Data gathered from these participants were not captured as part of the study.

Participation was requested on a volunteer basis and confidentiality was assured to all participants by not requesting any specific information that could be used to identify a respondent. All respondents were informed that the data will be used for research purposes only.

4.5) Measurement instrument

SurveyMonkey was used to distribute and administer the questionnaire. The questionnaire consisted of various subsections which covered; 1) Introduction and ethical declaration, 2) Biographical and demographical related questions, 3) Employee Engagement, 4) Frequency of performance management, 5) Supervisor-employee relationship and 6) Effectiveness of a Performance Management systems. The internal consistency of the questionnaire was tested using Cronbach's alpha test method (Christmann & Van Aelst, 2006; Cronbach, 1951).

4.5.1) Performance Management effectiveness measure

The effectiveness of Performance Management systems was assessed using a questionnaire developed by Sharma (2016). These questions were presented on a 7-point Likert scale ranging from 0 (Never) to 7 (Always).

4.5.2) Measure of Employee Engagement

The questions pertaining to Employee Engagement were obtained from the shortened

version of the Utrecht Work Engagement Scale (UWES) which measures Vigor, Absorption and Dedication at work (Schaufeli, Bakker, & Salanova, 2006). It was combined with two additional questions which evaluated employee's intention to leave their organisations. These were adapted from Boroff & Lewin (1997). All the questions in this construct were presented on a 7-point Likert scale ranging from 0 (Never) to 7(Always). It should be noted that the questions relating the intention to turnover were reverse-coded.

4.5.3) Supervisor-employee relationship measure

The quality of a supervisor-employee relationship was assessed using, the existing LMX 7-scale as developed by Graen & Uhl-Bien (1995). Leader-Member-Exchange (LMX) is a theory that has been developed to describe the relationship between a supervisor and employee.

4.5.4) Frequency of Performance Management activities

Respondents were requested to complete a set of three questions pertaining to the frequency of their Performance Management activities such as setting goals, reviewing performance and receiving performance feedback. The questions were presented on a 5-point Likert scale with the following options: 0 (Never), 1 (Once a year), 2 (Every 6 months), 3 (Every 2-3 months), 4 (Monthly).

4.5.5) Control variables

The control variables included in the questionnaire were used to describe the sample of this study in more details. These variables were mostly categorical and in order to aggregate the data, these variables were coded as follows: This study controlled for gender (1 = Male, 2 = Female and 3 = Other), age (1 = 20-30, 2 = 31-40, 3 = 41-50, 4 = 51-60 and 5 = Over 60), own demographic group (1 = Black, 2 = Indian, 3 = Coloured, 4 = White, 5 = Asian and 6 = Other), highest level of education (1 = matric, 2 = Undergraduate and 3= Postgraduate) and industry (1 = Oil and Gas, 2 = Financial services, 3 Communications, 4 = Mining, 5 = Business services (Marketing, recruitment etc, 6 = Manufacturing, 7 = Agriculture, 8 = other). The gender and demographics of the line manager were also included.

4.6) Analysis approach

The data gathered from this study was analysed using various statistical tests in IBM SPSS. The process steps will now be discussed.

4.6.1) Descriptive statistics

The demographic and biographical data gathered as part of the survey were used to describe the sample. Having requested descriptive statistics enabled the researcher to elaborate on biases which may have resulted from the sample. Given the use of non-probability snowball sampling, it was expected that the sample would not be representative of the population. All the data collected in this study were aggregated and presented using appropriate tables and graphs.

4.6.2) Factor analysis

Factor analysis was used to assess the scales within the questionnaire. It's a technique employed to develop and tests and scales. Factor analysis is used to summarise data by "grouping" responses into a smaller sets of factors in preparation of regression analysis (Pallant, 2007; Yong & Pearce, 2013).

In this study, Exploratory Factor Analysis (EFA) was used to assess the validity of the constructs, given that the questionnaire used in this study was compiled from various literature sources. EFA was employed to explore the data in order to confirm if the individual questions posed to the respondents, measured the constructs being studied. This technique also assessed if there may have been any overlap between any of the scales that were used to measure the same construct. The data collected in this study were explored to gain information about the relationships between the constructs namely Performance Management, Employee Engagement, supervisor/employee relationships and frequency of performance feedback.

The first step in the Exploratory Factor Analysis process was to evaluate the sample size and strength of correlations as reported in the correlation matrix. From the correlation matrix, most of the correlations had to be above .30 to support the use of factor analysis. Values above .90 in the matrix would've indicated multicollinearity which would hinder the

assessment of the predictor variables (Pallant, 2007; Yong & Pearce, 2013).

Secondly, the Bartlett's Test of Sphericity had to render a value smaller than .05 if the correlation matrix were to support factorability (Yong & Pearce, 2013). Furthermore, to assess if the data set is indeed suitable for Exploratory Factor Analysis, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy had to be greater than .60 (Kaiser, 1977; Pallant, 2007; Yong & Pearce, 2013). The Measures of Sampling Adequacy (MSA) for the anti-image correlations were required to be larger than .60. If these values were not met, then distinct and reliable factors could not be produced and those items would have been removed (Pallant, 2007; Yong & Pearce, 2013).

Thirdly, factor extraction was conducted to determine the smallest number of factors that could be extracted from the data. More specifically, principal axis factoring was used as the principal extraction method. This method was selected because it does not rely on distribution assumptions and is typically used for Likert Scale data that is not normally distributed (Yong & Pearce, 2013).

The Kaiser criterion in conjunction with the Scree test was used to evaluate how many factors would be retained. Only factors with eigenvalues of 1.0 or more were considered (Kaiser, 1977; Pallant, 2007). From the scree plots, the number of factors that were retained was determined by the number of data points present above the point of inflexion (Yong & Pearce, 2013). Furthermore, the communality values were evaluated to determine the proportion of variance in each of the variables. If the communality values were less than .20, the item was removed from the dataset as this item was not considered to be accounted for by the common factors that had been identified (Yong & Pearce, 2013).

Lastly, if a number of factors were identified after first order factor analysis, second order factor analysis was conducted to simplify the structure. This was required rotation of the factors given that the unrotated factors were not distinctive enough from each other (Yong & Pearce, 2013). There are two types of rotation techniques namely orthogonal and oblique. In this study, orthogonal Varimax rotation was employed for first order factor analysis to yield a simplified structure with distinctive factors. The second order factor rotation method used was an oblique rotation technique called Direct Oblimin which simplified the structure even further (Pallant, 2007; Yong & Pearce, 2013)

4.6.3) Empirical and theoretical reliabilities

The internal consistency of the scales in this questionnaire were assessed using Cronbach's Alpha coefficient. This measure evaluated the consistency of responses obtained from the set of questions that had been compiled. A Cronbach's Alpha value of .70 and higher indicated that the scale was reliable (Mitchell, 1996; Pallant, 2007). The reliability of each of the scales (Effective Performance Management, Employee Engagement and Supervisor/employee relationship) were calculated. In addition, the raw data from this study were made available which would allow for re-testing reliability if the measurement instrument would be employed again (Mitchell, 1996).

4.6.4) Regression analysis

To test the hypothesis represented by H_1 , a linear regression analysis was conducted which required two assumptions. Firstly, it was assumed that there is a linear relationship between Performance Management and Employee Engagement. Secondly, it was assumed that there would not be any significant outliers present in the dataset.

Correlation analysis was used to test the nature and strength of the relationship between Effective Performance Management systems and Employee Engagement. A scatterplot was presented to identify any obvious outliers and evaluate the distribution of the data points. In addition it also provided an indicative indication of the direction of the relationship.

From the correlation tables presented by SPSS, the Pearson correlation coefficient was used to assess if the correlations between the variables were significant or not. A p -value smaller or equal to .05 indicated a significant relationship between the two constructs. These coefficients were also used to assess the strength of the relationship between the variables. The Pearson coefficient ranges from -1 to +1. A value close to -1 indicated a strong negative relationship whereas a value closer to +1 indicated a strong positive relationship (Pallant, 2007; Yong & Pearce, 2013). R squared values were used to describe the variance in the dependent variable (Employee Engagement) that was attributed to the independent variable (Effective Performance Management).

4.6.5) Testing the moderation effects

Moderator terms can either be qualitative or quantitative variables that are expected to have an effect on the direction and/or strength of the relationship between a dependent and independent variable (Baron & Kenny, 1986; Frazier, Barron, & Tix, 2004). Moderating variables are typically considered when there were a weak or inconsistent relationship. As presented in Chapter 2, there are a number of contradicting findings on the relationship between Performance Management and Employee Engagement and therefore two moderating variables (Supervisor/employee relationship and Frequency of Performance feedback) were assessed.

A typical moderator model is shown in Figure 1 where the moderator should preferably not correlate with either the dependent or independent variables. A hypothesis supporting an interaction term (or moderator) will be accepted if the relationship, shown in path C in Figure 1 is found to be significant (Baron & Kenny, 1986; Frazier et al., 2004)

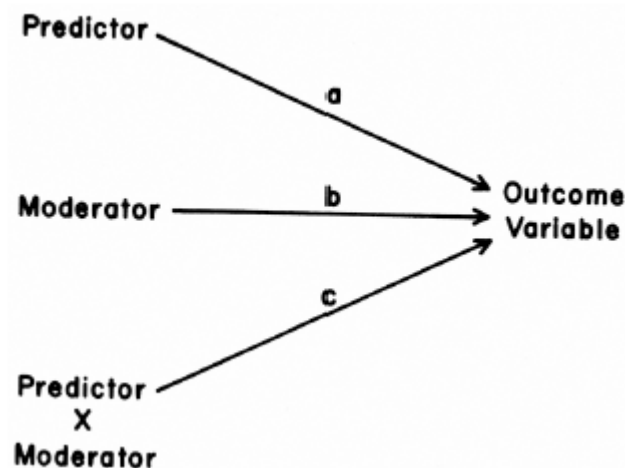


Figure 1: Moderator model extracted from (Baron & Kenny, 1986)

Based on the literature presented in Chapter 2, it was hypothesised that the relationship between effective Performance Management and Employee Engagement is likely to be influenced by the quality of the supervisor/employee relationship and frequency of performance feedback respectively. To this end, the interaction effect of supervisor/employee relationship and frequency of performance feedback were respectively tested on the correlation found between Effective Performance Management and Employee Engagement.

In order to test for moderation, multiple hierarchical regression was conducted as per

Baron & Kenny (1986) and Agarwal (2014). For the first regression, the independent variable (Performance Management) was regressed on the dependent variable (Employee Engagement). For the next regression both the independent variable (Performance Management) and the moderator (LMX) were independently regressed on the dependent variable (Employee Engagement). Lastly, the independent variable (Performance Management) and the interaction term (Performance Management * LMX) were entered into the regression.

The independent variables (Performance Management) were mean centred to reduce possible collinearity and improve interpretation of the regression coefficients (Dawson, 2014; Frazier et al., 2004). Outliers were removed where after regression analysis was conducted on the interaction effect where Employee Engagement was the dependent variable. The same process was repeated when the supervisor/employee relationship was assessed as a moderating variable.

4.6.6) Comparisons

Questions 19 – 21 in the questionnaire posed questions around the frequency of being subjected to Performance feedback. The data generated from this construct were used to test for differences in order to establish if there was a difference in Employee Engagement levels between groups with varying performance feedback frequencies. Similar comparisons were done for Effective Performance Management and Supervisor/employee relationships respectively. It should be noted that these scales were recoded into three categories namely; Once a year or less, Every 6 months, 2-3 months or more.

The distribution of each of the recoded frequency of Performance feedback scale was tested for normality using the Kolmogorov-Smirnov test. This test was selected because each of the groups had more than 50 data points (Pallant, 2007). p value ≥ 0.05 indicated a normal distribution whereas a p value < 0.05 indicated that the data were not normally distributed. If the scales were normally distributed, parametric tests were conducted whereas non-parametric tests were required if it was not normally distributed.

After the normality of the data distribution was assessed, One-way Anova was employed to test if there were differences between the mean-scores of the recoded frequency of performance feedback categories. If differences were found, the test for Homogeneity of

Variances was used to assess if these were equal or not. This data were obtained from the significance values of the Levene's test. For p values ≥ 0.05 the null hypothesis was not be rejected and thus the variance was reported as equal. If the p values < 0.05 then variances were not equal and the assumption of homogeneity would've been violated. Lastly, if the differences were found to be significant, a Post-hoc test (the Scheffe test) was conducted to establish which of the groups within the frequency of performance feedback differed from each other (Pallant, 2007).

4.7) Limitations

Various factors may have influenced the reliability and validity of the results obtained in this study and should be noted as limitations.

Due to the cross-sectional nature of this study, it was not possible to establish causality of relationships as the cross-sectional nature of the study introduced the possibility of reverse causality for some of the variables (Dulebohn et al., 2012). Furthermore, a cross-sectional study provides a "snapshot" in time and does not account for changes that could have influenced responses over a period of time (Creswell, 2003).

Different respondents could've interpreted questions differently than what was intended and therefore their responses may not be appropriate and/or applicable. Data collected through online platforms also prevents a respondent from asking clarifying questions and by inference prevents researchers from ensuring that a respondent is answering truthfully and not just selecting options at random. Furthermore, it is possible that various personal biases of respondent's could've influenced their responses and therefore skewed the results.

It is also not possible to determine the sampling error associated with non-probability snowball sampling method, nor can the results from this study be extrapolated to be the larger population as findings from such studies are limited to the context in which it was obtained.

The link to the survey was distributed through a number of channels such as social media platforms such as Facebook and LinkedIn which makes it possible that responses could've been obtained from respondents were not part of the population identified for this study. Having used this distribution avenue could've resulted in self-selection biased

responses as it is inevitable that some individuals in an online community would be more likely than others to complete online surveys. Collecting information in this manner automatically excludes a large portion of the study's population as it is likely to have only reached the researchers immediate online network. Furthermore, although the link to the questionnaire contained a description of the intended population, having used online platforms poses the risk that the questionnaire may have been completed by respondents were not part of the identified population.

The researcher set out to collect a minimum of 300 responses, however the target was not reached. A total of 297 responses were obtained but only 285 of these completed the survey.

CHAPTER 5. Results

5.1) Descriptive statistics

5.1.1) Control variables

The electronic link to the survey was distributed through a number of electronic platforms and accessed by 297 respondents. 12 of these respondents only completed the first seven questions pertaining to demographics and were therefore removed from the dataset. The removal of the incomplete responses rendered a dataset of 285 responses which were aggregated for the purpose of describing the sample of this study as shown in

Table 1.

From the data presented in

Table 1 it can be seen that the majority (54%) of the respondents were males and a large portion of the respondents (48%) were between the ages of 31 and 40. The sample consisted of predominantly white respondents (48.8%) and the majority of the respondents (73%) had a postgraduate qualification. The majority of respondents (42.8%) were from the Oil and Gas industry. For the purpose of this study, it was not required to reclassify the category “Other” in the section requesting industry details, and was therefore left as is.

In addition to the respondents own demographic information, the respondents were requested to indicate the gender and demographic of their line managers. The respondents reported that a large portion (67%) of the respondent’s line managers were male (see

Table 1). Furthermore, more than half (55%) of the line managers were reported to be white.

The sample of respondents in this study were not considered to be representative of the population of the study. It was skewed towards white males in the Oil and Gas industry. This should be noted as a limitation to this study and findings from this data set cannot be extrapolated to the larger population.

Table 1: Summary of data aggregated from the control variables presented in the questionnaire

		Number of responses (Frequency)	Percentage
Gender of respondents	Male	154	54.0
	Female	131	46.0
Age bracket of respondents	20-30	47	16.5
	31-40	136	47.7
	41-50	67	23.5
	51-60	30	10.5
	Over 60	5	1.8
Demographic group of respondents	Black	74	26.0
	Indian	46	16.1
	Coloured	23	8.1
	White	139	48.8
	Other	3	1.1
Highest educational level of respondents	Matric	26	9.1
	Undergraduate	51	17.9
	Postgraduate	208	73.0
Industry sector of respondent	Oil and Gas	122	42.8
	Financial services	45	15.8
	Communications	3	1.1
	Mining	5	1.8
	Business services	21	7.4
	Manufacturing	16	5.6
	Other	73	25.6
Gender of respondent's line manager	Male	191	67.0
	Female	92	32.3
	Other	2	0.7
Demographic group of respondent's line manager	Black	61	21.4
	Indian	45	15.8
	Coloured	17	6.0
	White	158	55.4
	Other	4	1.4

Note: The total number of responses aggregated for this data were 285

5.1.2) Individual scales

The descriptive statistic for each of the constructs, i.e. Performance Management, Employee Engagement and Supervisor/employee relationship can be seen in Table 2. It should be noted that the number of valid responses decreased towards the end of the questionnaire and has been noted as a limitation.

Performance Management scale

The average mean score obtained for the Effective Performance Management construct was 4.21 indicating that the respondents considered their Performance Management systems to be “averagely” effective (see Table 2). Question 29 *“My performance plan gives a clear idea of what is expected of me to meet organizational goals”* had the highest mean score (M = 4.72, SD = 1.619) whereas Question 34 *“I get the coaching I need during the year to achieve my goals (and/or improve my behaviours/skills) to achieve planned performance”* had the lowest (M = 3.80, SD = 1.759).

Employee Engagement scale

On average the responses for this construct were higher than those in the Performance management scale (M = 4.91, SD = 1.294) as shown in Table 2. This indicated that the average respondent in this survey was intrinsically engaged. Question 14 *“I feel happy when I am working intensely”* had the highest mean score (M = 5.59, SD = 1.140) whereas Question 10 *“When I get up in the morning, I feel like going to work “* had the lowest mean score (M = 4.52, SD = 1.479).

Supervisor/Employee relationship

The average respondent in this sample reported that they had a below average relationship with their supervisor (M = 3.52, SD = 1.115). Question 26 *“Regardless of the amount of formal authority your direct manager (or supervisor) has, what are the chances that he/she would “bail you out,” at their expense?”* (M = 3.12, SD = 1.292) had the lowest mean score. Question 22 *“Do you know where you stand with your direct manager (or supervisor)? In other words, do you usually know how satisfied they are with what you*

do?” obtained the highest (M = 3.99, SD = 0.872).

Table 2: Descriptive Scale Statistics for the construct scales of Performance Management, Employee Engagement and LMX

	N		Mean	Median	Mode	Std. Deviation	Min	Max
	Valid	Missing						
PM	260	25	4.2141	4.3889	4.89	1.44132	1.00	7.00
EE	285	0	4.7745	4.9091	5.55	0.99579	1.73	7.00
LMX	273	12	3.5140	3.7143	4.00	0.92421	1.00	5.00

*PM – Performance Management, EE – Employee Engagement, SER – Supervisor/employee relationship

Frequency of performance feedback

There were 283 valid responses in this scale as shown in Table 3. For Question 19, “*How often do you and your manager / supervisor set (or realign) your performance goals?*” most of the respondents (33.2%) indicated that they realign their goals every six months. However, the second largest group (28.3%) only did this once a year. When respondents were asked “*How often does your line manager assess your performance?*” (Question 20), 39.6% indicated that this happened every 6-months whereas 18% indicated every 2-3 months and 17.3% said it only happens once a year.

Question 21 “*How often do you get performance feedback from your manager/supervisor which enables you to improve your performance?*” was an import parameter in this study and will be discussed again in section 5.6 of this Chapter. The responses for this question were as follows: (14.1%) “Never”, (18.0%) “Once a year”, (26.1%) “Every 6 months”, 20.1% “Every 2-3 months” and (21.6%) “Monthly”.

Table 3: Summary of responses obtained for frequency of performance management activities

		Never	Once a year	Every 6 months	Every 2-3 months	Monthly	Total
Q19: How often do you and your manager / supervisor set (or realign) your performance goals?	Count	31	80	94	50	28	283
	Row N %	11.0%	28.3%	33.2%	17.7%	9.9%	100.0%
	Count	28	49	112	51	43	283

Q20: How often does your line manager assess your performance?	Row N %	9.9%	17.3%	39.6%	18.0%	15.2%	100.0%
Q21: How often do you get performance feedback from your manager/supervisor which enables you to improve your performance?	Count	40	51	74	57	61	283
	Row N %	14.1%	18.0%	26.1%	20.1%	21.6%	100.0%

5.2) Factor analysis

In order to perform factor analysis it was assumed that the data were normally distributed and had no outliers. Furthermore, it was assumed that the relationship between the constructs were linear and that the data set was suitable for factorial analysis (Pallant, 2007; Yong & Pearce, 2013).

5.2.1) Performance Management

Questions 29 - 37 in the questionnaire assessed the effectiveness of a Performance Management system (Sharma et al., 2016). Exploratory Factor analysis were conducted on these items to establish the validity of this construct.

The correlation matrix for these items can be seen in Table 4. All the values obtained from this matrix were higher than .30 and therefore deemed acceptable for further factor analysis. Furthermore, no values higher than .90 were obtained indicating the absence of multicollinearity between the variables.

The Bartlett's Test of Sphericity value (Table 5) was smaller than .05 which further supported that factorability of the correlation matrix. The Kaiser-Meyer-Olkin (KMO) Measure of sampling adequacy (Table 5), was .917 and therefore deemed to be statistically significant ($p > .5$). The Measures of Sampling Adequacy (MSA) values for the anti-image correlations were larger than .06 and therefore no items had to be removed.

Table 4: The Correlation Matrix for the Performance Management scale

	Q29	Q30	Q31	Q32	Q33	Q34	Q35	Q36	Q37
Q29	1.000	0.863	0.649	0.656	0.602	0.569	0.605	0.695	0.598
Q30	0.863	1.000	0.705	0.690	0.644	0.611	0.585	0.693	0.593

Q31	0.649	0.705	1.000	0.837	0.716	0.630	0.678	0.722	0.658
Q32	0.656	0.690	0.837	1.000	0.798	0.694	0.758	0.773	0.727
Q33	0.602	0.644	0.716	0.798	1.000	0.778	0.734	0.728	0.663
Q34	0.569	0.611	0.630	0.694	0.778	1.000	0.707	0.657	0.589
Q35	0.605	0.585	0.678	0.758	0.734	0.707	1.000	0.797	0.795
Q36	0.695	0.693	0.722	0.773	0.728	0.657	0.797	1.000	0.813
Q37	0.598	0.593	0.658	0.727	0.663	0.589	0.795	0.813	1.000

Table 5: Kaiser-Meyer-Olkin measure of sampling adequacy and Bartlett's Test of Sphericity for the Performance Management scale

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.917
Bartlett's Test of Sphericity	Approx. Chi-Square	2340.104
	df	36
	Sig.	0.000

The communalities for this construct (Performance Management) ranged between .604 and .808 which indicated that all items in this scale were accounted for by the common factors that had been identified. The Kaiser criterion (eigenvalues) was used to identify the number of appropriate variables within this scale. Only one of the factors had an initial eigenvalue bigger than 1.0 and this factor explained 72.967% of the total variance as shown in Table 6. The extraction of only one factor from this scale was supported by the Scree Plot obtained for this scale as show in Figure 2, where only one data point can be seen above the inflexion point.

Table 6: Total Variance Explained for the Performance Management scale

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.567	72.967	72.967	6.270	69.665	69.665
2	0.700	7.779	80.746			
3	0.511	5.681	86.427			
4	0.396	4.398	90.825			
5	0.210	2.334	93.159			
6	0.186	2.062	95.220			
7	0.169	1.879	97.099			
8	0.139	1.546	98.645			
9	0.122	1.355	100.000			

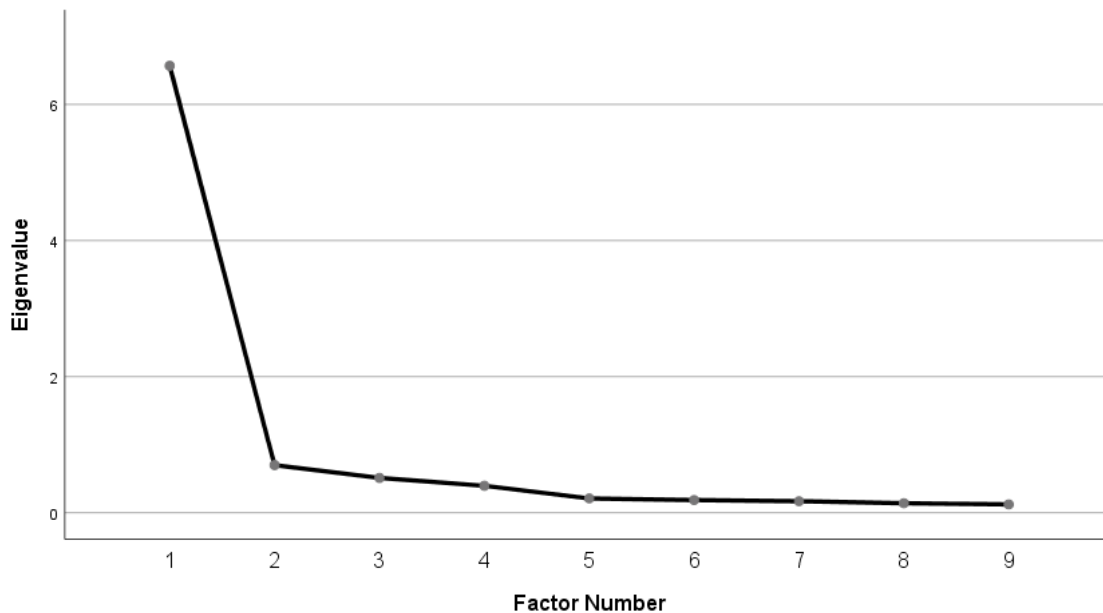


Figure 2: Scree Plot obtained from the factor analysis of the Performance Management scale

Since only 1 factor was extracted from this scale, no rotation was required. All the items in the Performance Management scaled loaded onto a single factor which was labelled as PM (Performance Management).

5.2.2) Employee Engagement

Questions 8 -18 in the questionnaire assessed Employee Engagement and the intention to leave an organisation. Theoretically, this scale consisted of four sub constructs namely dedication, vigour, absorption and intention to turnover (Boroff & Lewin, 1997; Schaufeli et al., 2006). The two questions (Q17 and Q18) pertaining to employee's intention to leave organisations had to be reverse coded before data could be interpreted.

The correlations in the correlation matrix as seen in Table 7 were all higher than .03 and therefore deemed to be acceptable. In addition, none of the correlation values exceeded .90 indicating that there was no multicollinearity between the items.

The Bartlett's Test of Sphericity, shown in Table 8, rendered a value smaller than .05 which supported the factorability of the correlation matrix presented in Table 7. The Kaiser-Meyer-Olkin (KMO) Measure of sampling adequacy was reported to be .891 which is greater than 0.6 and therefore deemed to be acceptable (See Table 8). The

Measures of Sampling Adequacy (MSA) values for the anti-image correlations were larger than .60 and therefore no items had to be removed.

Table 7: The Correlation Matrix for the Employee Engagement scale

	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	rQ17	rQ18
Q8	1.000	0.833	0.666	0.662	0.673	0.569	0.321	0.479	0.306	0.474	0.360
Q9	0.833	1.000	0.702	0.727	0.731	0.606	0.338	0.481	0.302	0.448	0.274
Q10	0.666	0.702	1.000	0.730	0.710	0.577	0.394	0.499	0.377	0.499	0.346
Q11	0.662	0.727	0.730	1.000	0.840	0.745	0.446	0.597	0.384	0.507	0.325
Q12	0.673	0.731	0.710	0.840	1.000	0.726	0.369	0.609	0.419	0.541	0.377
Q13	0.569	0.606	0.577	0.745	0.726	1.000	0.420	0.553	0.439	0.430	0.352
Q14	0.321	0.338	0.394	0.446	0.369	0.420	1.000	0.456	0.366	0.258	0.126
Q15	0.479	0.481	0.499	0.597	0.609	0.553	0.456	1.000	0.557	0.448	0.346
Q16	0.306	0.302	0.377	0.384	0.419	0.439	0.366	0.557	1.000	0.261	0.155
rQ17	0.474	0.448	0.499	0.507	0.541	0.430	0.258	0.448	0.261	1.000	0.718
rQ18	0.360	0.274	0.346	0.325	0.377	0.352	0.126	0.346	0.155	0.718	1.000

Table 8: Kaiser-Meyer-Olkin measure of sampling adequacy and Bartlett's Test of Sphericity for the Employee Engagement scale

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.891
Bartlett's Test of Sphericity	Approx. Chi-Square	2148.119
	df	55
	Sig.	0.000

The communalities for this scale ranged between .321 and .851 which further supported the fact that none of the items in this scale had to be removed. The Kaiser criterion (initial eigenvalues) were used to identify 3 factors within this scale as shown in Table 9. These three factors accounted for 75.422% of the variance before rotation. After rotation first order rotation, these 3 factors explained 66.560% of the variance (see Table 9).

Based on the theory presented on the construct of Employee Engagement, it was expected that factor analysis would render 4 factors (Adsorption, Dedication, Vigor and Intention to leave) and not 3 as shown in this data.

Table 9: Total Variance Explained for the Employee Engagement Scale, before and after orthogonal Varimax rotation

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.056	55.054	55.054	5.754	52.313	52.313	3.449	31.353	31.353
2	1.218	11.075	66.129	0.938	8.527	60.840	2.189	19.901	51.253
3	1.022	9.293	75.422	0.629	5.720	66.560	1.684	15.307	66.560
4	0.651	5.920	81.342						
5	0.503	4.572	85.914						
6	0.398	3.622	89.536						
7	0.372	3.381	92.917						
8	0.277	2.515	95.432						
9	0.205	1.861	97.293						
10	0.151	1.371	98.664						
11	0.147	1.336	100.000						

From the Rotated Factor Matrix shown in Table 10, it was shown that questions 8 to 13 in the questionnaire all loaded onto Factor 1. This was also the factor with the highest loading. Questions 14, 15 and 16 loaded onto Factor 2. Lastly, questions 17 and 18 loaded onto Factor 3. Where two loadings were observed for the same question, the question was assigned to the factor where it had the highest loading.

Based on the work done by Schaufeli & Bakker (2003) the following loadings were anticipated: Questions 8, 9 and 10 would load onto one factor called "Vigor". Questions 11,12,13 would load onto another factor called "Dedication", Questions 14,15 and 16 would load onto separate factor called "Absorption" and the last two questions would load onto yet another factor called "Intention to leave".

The scale used to test Employee Engagement has been critiqued for its lack of clear factor solution, where some studies have combined the three constructs (Vigor, Dedication and Absorption) into one (Saks & Gruman, 2014). For the purpose of this study, the factors were named as follows: Factor 1: Vigor/Dedication, Factor 2: Absorption and Factor 3: Intention to turnover.

Table 10: Rotated Factor Matrix for the Employee Engagement Scale

	Factor 1 (Vigor/ Dedication)	Factor 2 (Absorption)	Factor 3 (Intention to turnover)
Q9	0.886		
Q8	0.778		
Q11	0.714	0.486	
Q12	0.698	0.467	0.268
Q10	0.673	0.368	
Q13	0.545	0.522	
Q15	0.306	0.705	0.253
Q16		0.646	
Q14		0.506	
rQ18			0.878
rQ17	0.330		0.735

Second Order Factor analysis:

Second order factor analysis was conducted to test if the factors that were extracted Factor 1: Vigor/Dedication, Factor 2: Absorption and Factor 3: Intention to turnover could load onto a single factor.

The correlations between Factors 1-3 were all bigger than .30 as shown in Table 11. Furthermore, no multicollinearity was observed. The Bartlett's Test of Sphericity (Table 12) rendered a value smaller than .05 which supported the factorability of the correlation matrix. Kaiser-Meyer-Olkin (KMO) Measure of sampling adequacy was reported to be .629 which is greater than .6 and therefore deemed to be acceptable as shown in Table 12. The Measures of Sampling Adequacy (MSA) values for the anti-image correlations were larger than 0.6 except for Factor 1 (Vigor/Dedication) that had an MSA value of .588. However, this item was not removed from the matrix.

Table 11: Correlation Matrix – Second order factor analysis of Employee Engagement sub-factors

	Factor 1 (Vigor/Dedication)	Factor 2 (Absorption)	Factor 3 (Intention to turnover)
Factor 1 (Vigor/Dedication)	1.000	0.622	0.514
Factor 2 (Absorption)	0.622	1.000	0.359
Factor 3 (Intention to turnover)	0.514	0.359	1.000

Table 12: Kaiser-Meyer-Olkin measure of sampling adequacy and Bartlett's Test of Sphericity for the sub-factors of Employee Engagement

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.629
Bartlett's Test of Sphericity	Approx. Chi-Square	225.811
	df	3
	Sig.	0.000

The communality values ranged between .298 and .886 which indicated that Factors 1-3 were all accounted for by one common factor. Only one Factor was identified from this table given the Initial Eigenvalues as shown in Table 13. This factor was found to explain 66.820% of the total variance. It was therefore concluded that the three factors identified previously (Vigor/Dedication, Absorption and Intention to turnover) all loaded onto one single factor named Employee Engagement. This finding was confirmed by the Scree Plot shown in Figure 3 where only one data point is shown above the inflexion point.

Table 13: Total Variance Explained for the sub factors identified for Employee Engagement (Second order factor analysis)

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.005	66.820	66.820	1.620	53.984	53.984
2	0.651	21.713	88.533			
3	0.344	11.467	100.000			

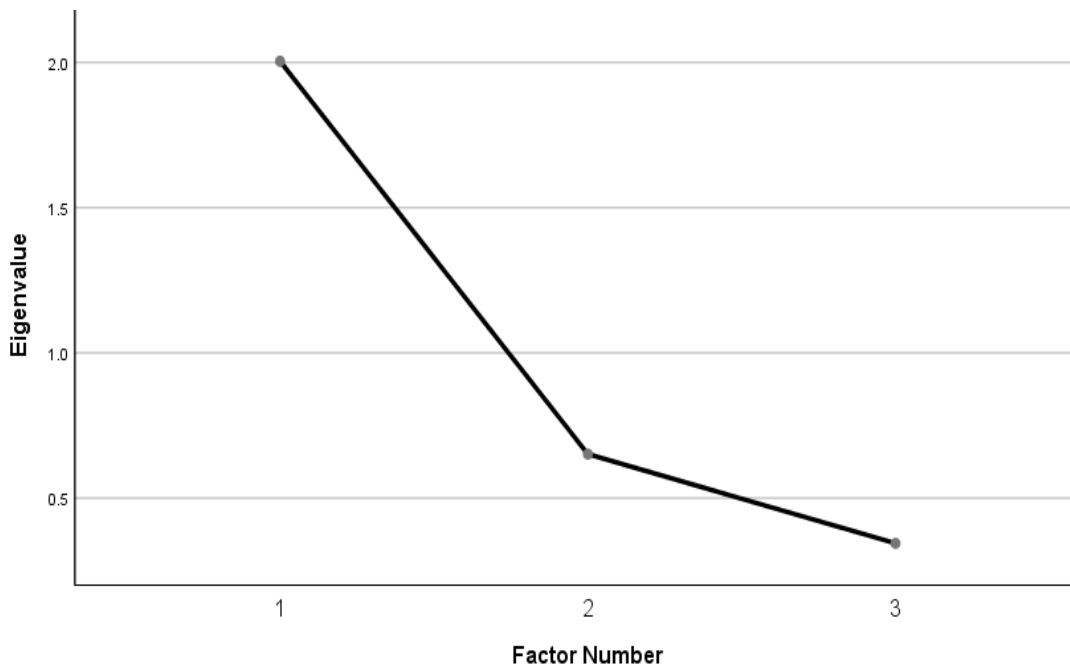


Figure 3: Scree Plot obtained for the second order factor analysis of the sub factors identified for Employee Engagement scale

5.2.3) Supervisor-Employee Relationship

Question 22 – 28 in the questionnaire assessed the quality of the relationship between a Supervisor/employee using the Leader-Member-Exchange (LMX) scale. Exploratory Factor analysis were conducted to determine the validity of the items in this scale.

The correlation matrix obtained for the Supervisor/employee scale can be seen in Table 14. All the correlations were higher than .30 and therefore deemed to be acceptable. Once again no multicollinearity was observed.

The Bartlett's Test of Sphericity shown in Table 15 was significant and supported the factorability of the correlation matrix. The Kaiser-Meyer-Olkin (KMO) Measure of sampling adequacy, shown in Table 15 was reported to be .903 which is greater than 0.6 and therefore deemed to be acceptable. The Measures of Sampling Adequacy (MSA) values for the anti-image correlations were larger than .60 and therefore no items were removed.

Table 14: The Correlation Matrix obtained for the Supervisor/employee relationship scale

	Q22	Q23	Q24	Q25	Q26	Q27	Q28
Q22	1.000	0.526	0.576	0.389	0.459	0.464	0.539
Q23	0.526	1.000	0.740	0.574	0.560	0.613	0.654
Q24	0.576	0.740	1.000	0.609	0.620	0.693	0.752
Q25	0.389	0.574	0.609	1.000	0.698	0.561	0.614
Q26	0.459	0.560	0.620	0.698	1.000	0.705	0.696
Q27	0.464	0.613	0.693	0.561	0.705	1.000	0.705
Q28	0.539	0.654	0.752	0.614	0.696	0.705	1.000

Table 15: KMO and Bartlett's Test for the Supervisor/employee relationship scale

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.903
Bartlett's Test of Sphericity	Approx. Chi-Square	1222.716
	df	21
	Sig.	0.000

The communalities for this construct ranged between .373 and .751, indicating that all the items within this scale were accounted for by the common factors that had been identified. The initial Eigenvalues as shown in Table 16 were used to identify the number of factors within the construct of Supervisor/employee relationship. In this case only one factor was extracted and explained 66.683% of the total variance as shown in Table 16.

This was further supported by the Scree Plot shown in Figure 4 where only one data point is visible above the inflection point of the graph.

Table 16: Total Variance Explained for the Supervisor/employee relationship scale

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.668	66.683	66.683	4.303	61.476	61.476
2	0.687	9.815	76.498			
3	0.466	6.657	83.155			
4	0.439	6.265	89.421			
5	0.292	4.168	93.589			
6	0.246	3.511	97.100			
7	0.203	2.900	100.000			

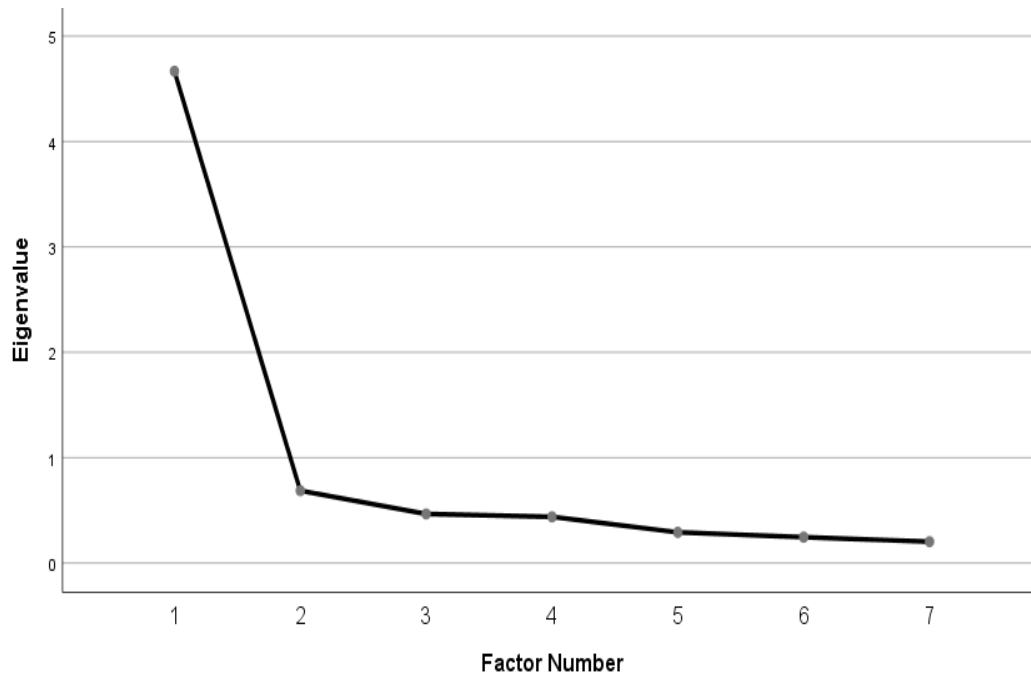


Figure 4: Scree Plot obtained for the factor analysis of the Supervisor/employee relationship scale

Since only 1 factor was extracted from this scale, no rotation was required. All the items in the Supervisor/employee relationship scale loaded onto a single factor which was labelled as SER (Supervisor/employee relationship).

5.3) Empirical and Theoretical Reliabilities

The Cronbach Alpha coefficient for Performance Management was reported to be .953 from which it was concluded that the scaled that was used was reliable. This value was higher than what has been reported in literature (.83) by Sharma (2016).

The Cronbach's Alpha coefficients for Employee Engagement Factor 1 (Vigor/Dedication), Factor 2 (Absorption) and Factor 3 (Intention to turnover) were .932, .719 and .836 respectively. Employee Engagement as a second order factor, where all the subscales were combined, rendered a Cronbach Alpha coefficient .910. These values were all larger than .7 which indicated that these scales were reliable (Pallant, 2007). Schaufeli (2006) reported that the Cronbach's Alpha value for Employee Engagement typically ranges between .85 and .92 (Schaufeli et al., 2006). Although the values obtained in this study were in-line with what has been reported in literature it should be noted that an additional factor was included in the engagement scale which was not done in the study by Schaufeli (2006). Furthermore, Schaufeli (2006) found Vigor, Dedication and Absorption to be three distinct factors, however the data from this study did not.

The Cronbach Alpha coefficient for Supervisor/employee relationship was .915, which was in line with what has been reported in literature (Graen & Uhl-Bien, 1995). This confirmed reliability of this interval scale.

Based on the Cronbach Alpha's obtained from this data set, it was concluded that the measurement instrument employed in this study was reliable.

5.4) Regression analysis

To test the hypothesis represented by H_1 , a linear regression analysis was conducted.

H_1 – There is a strong positive correlation between effective Performance Management and Employee Engagement.

Before the regression analysis could be conducted, the assumptions presented in Chapter 4 had to be tested. A scatterplot was generated to gain an initial idea of what the relationship may be (see Figure 5). No extreme outliers were observed and there

appeared to be a weak positive relationship between Effective Performance Management Systems (Independent Variable) and Employee Engagement (Dependent variable).

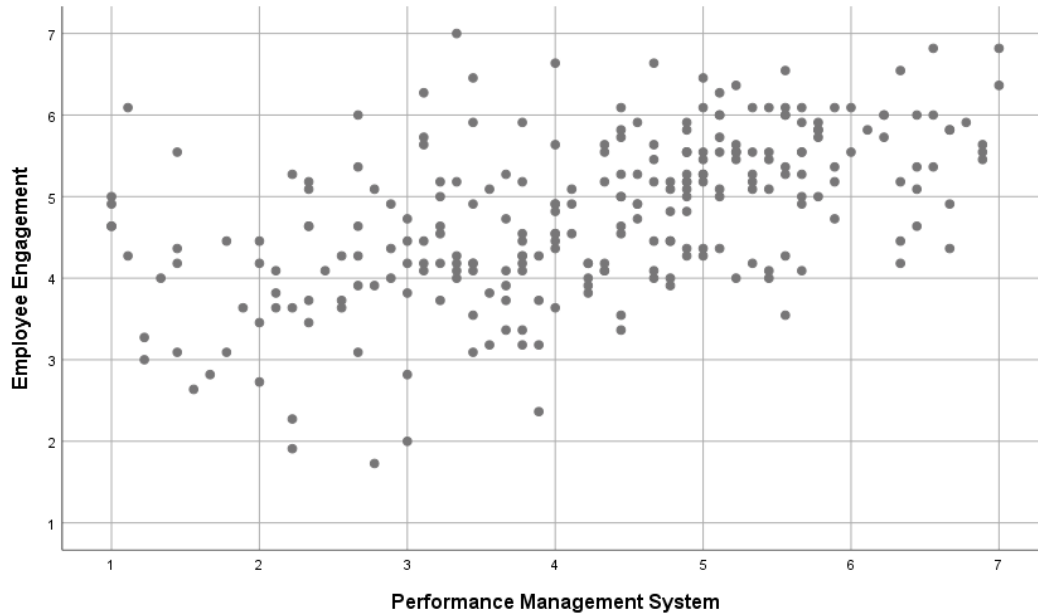


Figure 5: Scatterplot of Employee Engagement as a function of Performance Management

Table 17 depicts the correlation data of the two variables (Performance Management and Employee Engagement). From this it can be seen that the correlation between the constructs was significant given that the p value (Sig. (1-tailed)) was smaller than .050. A Pearson correlation coefficient of .528 was obtained indicating a strong, positive correlation between Performance Management and Employee Engagement. It is therefore concluded that the dataset did not violate any of the assumptions and therefore regression analysis could be conducted.

Table 17: Correlation data showing Pearson results for the regression analysis between Performance Management and Employee Engagement

		Performance Management	Employee Engagement
Pearson Correlation	Performance Management	1.000	0.528
	Employee Engagement	0.528	1.000
Sig. (1-tailed)	Performance Management		0.000
	Employee Engagement	0.000	
N	Performance Management	260	260
	Employee Engagement	260	260

From the Model Summary data presented in Table 18, a R^2 value of .279 was reported. This indicates that 27.9% of the variance in the dependent variable (Employee Engagement) could be attributed to the independent variable (Effectiveness of the Performance Management systems). This interaction has also been shown to be significant based on the Significance value obtained in Table 19 that was smaller than .05. The Significance value (Sig.) shown in Table 20 was .000 indicating that Performance Management made a unique statistically significant contribution in predicting Employee Engagement. From the data presented it was concluded that for every 1 unit increase in “performance management” there will be .359 unit increase in “Employee Engagement” and therefore the following regression equation was presented:

$$\text{Employee Engagement} = 3.279 + 0.359 (\text{Performance Management})$$

In conclusion, a simple linear regression was calculated to predict Employee Engagement from Performance Management. A significant regression equation was found to be: $(F(1,258) = 99.782, p < .000)$, with R^2 of .279.

Table 18: Model summary data from regression analysis between Performance Management and Employee Engagement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.528 ^a	0.279	0.276	0.833

a. Predictors: (Constant), Performance Management, b. Dependent Variable: Employee Engagement

Table 19: Anova data from regression analysis between Performance Management and Employee Engagement

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	69.187	1	69.187	99.782	.000 ^p
	Residual	178.893	258	0.693		
	Total	248.081	259			

a. Dependent Variable: Employee Engagement, b. Predictors: (Constant), Performance Management

Table 20: Coefficients data obtained ^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.279	0.160		20.511	0.000	2.964	3.593
	Performance Management	0.359	0.036	0.528	9.989	0.000	0.288	0.429

a. Dependent Variable: Employee Engagement

From the statistical results presented in this section, it was concluded that there is a significant, strong, positive correlation between Performance Management and Employee Engagement.

5.5) Testing for moderation

5.5.1) Testing the moderation effect of Supervisor/employee relationship on the correlation between Effective Performance Management and Employee Engagement (H₂)

Upon centring of the independent variables (Performance Management and Supervisor/employee relationship) to reduce possible collinearity, a regression analysis was conducted to test the interaction effect where Employee Engagement was the dependent variable. 7 cases were omitted due to being outliers.

From the data obtained in the Correlation Matrix (Table 21), it was concluded that there was no multicollinearity among the variables. It was noted that there were correlations between the main effects ($p > .30$) but that the correlations involving the interaction term (i.e. Performance Management * Supervisor/employee relationship) did not have sufficiently high correlations ($p < .30$).

Table 21: Correlation Matrix for testing Supervisor/employee as moderator

		EE	PM	SER	PM * SER
Pearson Correlation	EE	1.000	0.558	0.573	-0.054
	PM	0.558	1.000	0.692	-0.021
	SER	0.573	0.692	1.000	-0.143
	PM * SER	-0.054	-0.021	-0.143	1.000
Sig. (1-tailed)	EE		0.000	0.000	0.197
	PM	0.000		0.000	0.367
	SER	0.000	0.000		0.012
	PM * SER	0.197	0.367	0.012	
N	EE	252	252	252	252
	PM	252	252	252	252
	SER	252	252	252	252
	PM * SER	252	252	252	252

a. Dependent Variable: EE - Employee Engagement, b. PM - Performance Management,

c. SER - Supervisor/employee relationship, d. PM * SER - Interaction term

Table 22 shown below, depicts the results from the model summary depicting two statistical models. Model 1 only considered the constant and the main effects namely Supervisor/employee relationship and Performance management. Model 2 considered the main effects in conjunction with the interaction term (i.e. PM * SER). It was not possible to test the interaction term without considering the main effects. A significant change in R^2 Table 22 from Model 1 to Model 2 would indicate that the interaction term had a significant impact on the correlation between Performance Management and Employee Engagement.

In this instance there was no change in the R^2 value which indicated that the interaction term had no effect on the correlation between Performance Management and Employee Engagement. Data from Table 23 indicated that both predictors (Supervisor/employee relationship and Performance management) used were significant ($p < .05$).

Table 22: Model Summary with Employee Engagement as the dependent variable (testing Supervisor/employee as moderator)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.615 ^a	0.379	0.374	0.750	0.379	75.848	2	249	0.000
2	.615 ^b	0.379	0.371	0.751	0.000	0.007	1	248	0.935

a. Predictors: (Constant), Supervisor/employee relationship (SER), Performance Management (PM)

b. Predictors: (Constant), Supervisor/employee relationship, Performance Management, SER * PM

c. Dependent Variable: Employee Engagement

Table 23: ANOVA results with Employee Engagement as the dependent variable (testing Supervisor/employee as moderator)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	85.275	2	42.637	75.848	.000 ^p
	Residual	139.973	249	0.562		
	Total	225.248	251			
2	Regression	85.279	3	28.426	50.366	.000 ^c
	Residual	139.969	248	0.564		
	Total	225.248	251			

a. Dependent Variable: Employee Engagement

b. Predictors: (Constant), Supervisor/employee relationship (SER), Performance Management (PM)

c. Predictors: (Constant), Supervisor/employee relationship, Performance Management, SER * PM

The Variance Inflation Factor (VIF) values in the collinearity statistics column, presented in Table 24 was required to be as close as possible to 1 as values over 10 would signal

multicollinearity. In both Model 1 and 2 there were no multicollinearity as the independent variables did not correlate too highly with each other. The Tolerance (value between 0 and 1) is the inverse of the VIF and is also required to be as close as possible to 1. These values confirmed the absence of multicollinearity. This was further confirmed with the Condition Index values corresponding to the lowest eigenvalues in both models as shown in Table 25.

The coefficients in Table 24 depicts two models again where Model 1 only considered the main effects whereas Model 2 included the interaction term (PM * SER). From the data presented it is evident that the main interactions, Performance Management and Supervisor/employee relationship, were significant ($p < .05$). It can therefore be concluded that every 1 unit increase in the effectiveness of a Performance Management system, would result in a .209 increase in the level of Employee Engagement.

Similarly, it was concluded that every 1 unit increase in the quality of the Supervisor/employee relationship, will result in a .387 increase in the level of Employee Engagement. From the standardized coefficients for Model 1 presented in Table 24, it can be seen that Supervisor/employee relationship has a bigger resultant effect on Employee Engagement than Effective Performance Management systems.

In Model 2, also shown in Table 24, the interaction term (PM * SER) was introduced. From the data presented it was concluded that the interaction effect was not significant ($p > .05$) and therefore LMX had no moderating effect on the relationship between Performance Management and Employee Engagement.

Table 24: Table of Coefficients with Employee Engagement as dependent variable (testing Supervisor/employee relationship as moderator)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	4.786	0.047		101.222	0.000	4.693	4.880					
	PM ^b	0.209	0.047	0.309	4.463	0.000	0.117	0.301	0.558	0.272	0.223	0.522	1.917
	SER ^c	0.387	0.074	0.360	5.203	0.000	0.241	0.534	0.573	0.313	0.260	0.522	1.917
2	(Constant)	4.783	0.060		79.870	0.000	4.665	4.901					
	PM ^b	0.209	0.047	0.308	4.419	0.000	0.116	0.302	0.558	0.270	0.221	0.515	1.940
	SER ^c	0.388	0.076	0.361	5.125	0.000	0.239	0.538	0.573	0.309	0.257	0.505	1.979
	PM * SER ^d	0.004	0.043	0.004	0.082	0.935	-0.081	0.088	-0.054	0.005	0.004	0.968	1.033

a. Dependent Variable: EE - Employee Engagement,

b. PM - Performance Management,

c. SER - Supervisor/employee relationship,

d. PM * SER - Interaction term (Performance Management * Supervisor/employee relationship)

Table 25: Collinearity Diagnostics with Employee Engagement as dependent variable (testing Supervisor/employee relationship as moderator)

Model		Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	PM	SER	PM * SER
1	1	1.697	1.000	0.00	0.15	0.15	
	2	0.995	1.306	1.00	0.00	0.00	
	3	0.308	2.348	0.00	0.85	0.85	
2	1	1.697	1.000	0.00	0.15	0.15	0.00
	2	1.603	1.029	0.19	0.00	0.00	0.19
	3	0.417	2.018	0.63	0.14	0.08	0.59
	4	0.283	2.450	0.18	0.71	0.77	0.22

a. Dependent Variable: EE - Employee Engagement,

b. PM - Performance Management,

c. SER - Supervisor/employee relationship,

d. PM * SER - Interaction term (Performance Management * Supervisor/employee relationship)

5.5.2) Testing the moderation effect of frequency of performance feedback on the correlation between Effective Performance Management and Employee Engagement (H₃)

The independent variables, namely Performance Management and frequency of

performance feedback were mean centred to reduce possible collinearity, where after a regression analysis was conducted on interaction effect where Employee Engagement was the dependent variable.

Data obtained from the Correlation Matrix shown in Table 26 indicated that there were correlations between the main effects ($p > .30$) but that the correlations involving the interaction term (ie PM x Frequency of Performance Feedback) did not have sufficiently high correlations ($p < .30$).

Table 26: Correlation Matrix for testing frequency of performance feedback as moderator

		EE ^a	PM ^b	FPF ^c	PM * FPF ^d
Pearson Correlation	EE	1.000	0.528	0.339	-0.057
	PM	0.528	1.000	0.611	-0.194
	FPF	0.339	0.611	1.000	-0.224
	PM * FPF	-0.057	-0.194	-0.224	1.000
Sig. (1-tailed)	EE		0.000	0.000	0.179
	PM	0.000		0.000	0.001
	FPF	0.000	0.000		0.000
	PM * FPF	0.179	0.001	0.000	
N	EE	260	260	260	260
	PM	260	260	260	260
	FPF	260	260	260	260
	PM * FPF	260	260	260	260

a. Dependent Variable: EE - Employee Engagement,

b. PM - Performance Management,

c. FPF - Frequency of performance feedback

d. PM * FPF - Interaction term (Performance Management * Frequency of performance feedback)

The Model Summary presented in Table 27, shows two statistical models. Model 1 only considered Performance Management and Frequency of performance feedback. Model 2 introduced the interaction term (ie PM * FPF). In this model, the change in R^2 was .002 which indicated that the interaction term had very little effect on the correlation between Performance Management and Employee Engagement. Data from Table 28 indicated that both of the predictors (Performance Management and Frequency of Performance Feedback) were significant in the prediction of Employee Engagement ($p < .05$).

Table 27: Model Summary^c with Employee Engagement as the dependent variable (testing frequency of performance feedback as moderator)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.529 ^a	0.279	0.274	0.834	0.279	49.805	2	257	0.000
2	.531 ^b	0.282	0.273	0.834	0.002	0.873	1	256	0.351

a. Predictors: (Constant), Frequency of performance feedback (FPF), Performance Management (PM)

b. Predictors: (Constant), Frequency of performance feedback, Performance Management, SER * FPF

c. Dependent Variable: Employee Engagement

Table 28: ANOVA results with Employee Engagement as the dependent variable (testing frequency of performance feedback as moderator)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	69.295	2	34.648	49.805	.000 ^p
	Residual	178.785	257	0.696		
	Total	248.081	259			
2	Regression	69.903	3	23.301	33.478	.000 ^c
	Residual	178.178	256	0.696		
	Total	248.081	259			

a. Dependent Variable: Employee Engagement

b. Predictors: (Constant), Frequency of performance feedback (FPF), Performance Management (PM)

c. Predictors: (Constant), Frequency of performance feedback, Performance Management, SER * FPF

The Variance Inflation Factor (VIF) values in the collinearity statistics column, presented in Table 29 confirmed the absence of multicollinearity in both models that were presented. The Tolerance values (Table 29) and Condition Index Values presented in Table 30 confirmed the absence of Multicollinearity between the variables.

From the Coefficients Table 29 below it was shown that the frequency of Performance Management feedback was not significant (.094) in predicting Employee Engagement. Furthermore, it was shown that the interaction term (ie PM * FPF) was not significant in contributing to the relationship between Performance Management and Employee Engagement ($p > .05$). Therefore it was concluded that the frequency of Performance feedback is not a moderator to the relationship between Performance Management and Employee Engagement.

Table 29: Table of Coefficients with Employee Engagement as dependent variable (testing frequency of performance feedback as moderator)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	4.789	0.052		92.560	0.000	4.687	4.891					
	PM ^b	0.348	0.045	0.512	7.658	0.000	0.258	0.437	0.528	0.431	0.406	0.627	1.594
	FPF ^c	0.019	0.049	0.026	0.394	0.694	-0.078	0.117	0.339	0.025	0.021	0.627	1.594
2	(Constant)	4.760	0.061		78.380	0.000	4.640	4.879					
	PM ^b	0.351	0.046	0.517	7.704	0.000	0.261	0.441	0.528	0.434	0.408	0.624	1.603
	FPF ^c	0.026	0.050	0.035	0.517	0.605	-0.073	0.124	0.339	0.032	0.027	0.616	1.624
	PM * FPF ^d	0.025	0.027	0.051	0.934	0.351	-0.028	0.079	-0.057	0.058	0.049	0.944	1.059

a. Dependent Variable: Employee Engagement,

b. PM – Performance Management

c. FPF: Frequency of Performance Feedback,

d. Interaction term (Performance Management * Frequency of performance feedback)

Table 30: Collinearity Diagnostics with Employee Engagement as dependent variable (testing frequency of performance feedback as moderator)

Model		Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	PM ^b	FPF ^c	PM * FPF ^d
1	1	1.611	1.000	0.00	0.19	0.19	
	2	1.000	1.269	1.00	0.00	0.00	
	3	0.389	2.034	0.00	0.80	0.81	
2	1	1.750	1.000	0.04	0.12	0.12	0.09
	2	1.401	1.118	0.23	0.07	0.07	0.13
	3	0.464	1.943	0.68	0.10	0.00	0.73
	4	0.385	2.131	0.05	0.71	0.81	0.05

a. Dependent Variable: Employee Engagement,

b. PM – Performance Management

c. FPF: Frequency of Performance Feedback,

d. Interaction term (Performance Management * Frequency of performance feedback)

5.6) Comparisons

In order to simply data processing, the scale pertaining to the frequency of Performance Management activities were recoded into three categories namely; Once a year or less,

Every 6 months, 2-3 months or more. Only Question 21 “How often do you get performance feedback from your manager/supervisor which enables you to improve your performance?” was used for the comparison analysis.

5.6.1) Testing for normality

Table 31 below depicts the output obtained from the Kolmogorov-Smimov test for normality. A $p \geq 0.05$ indicated a normal distribution whereas a $p < 0.05$ indicated that the data were not normally distributed.

Table 31: Test of Normality for the recoded Frequency of Performance Management

		Statistic	df	Sig.
Performance Management	Once a year or less	0.064	81	.200*
	Every 6 months	0.060	70	.200*
	Every 2-3 months or more	0.086	109	0.045
Employee Engagement	Once a year or less	0.075	91	.200*
	Every 6 months	0.067	74	.200*
	Every 2-3 months or more	0.105	118	0.003
Supervisor employee relationship	Once a year or less	0.062	86	.200*
	Every 6 months	0.127	72	0.006
	Every 2-3 months or more	0.120	115	0.000

*. Normally distributed; $p \geq 0.05$ ie Do not reject the Ho.

Figure 6 depicts the box-plots obtained for Performance Management as a function of the frequency of performance feedback. This plot depict the distribution of data in this dataset. It should be noted that the outliers were not removed from the dataset. Similar plots were presented for Employee Engagement (Figure 7) and the quality of the Supervisor/employee relationship (Figure 8).

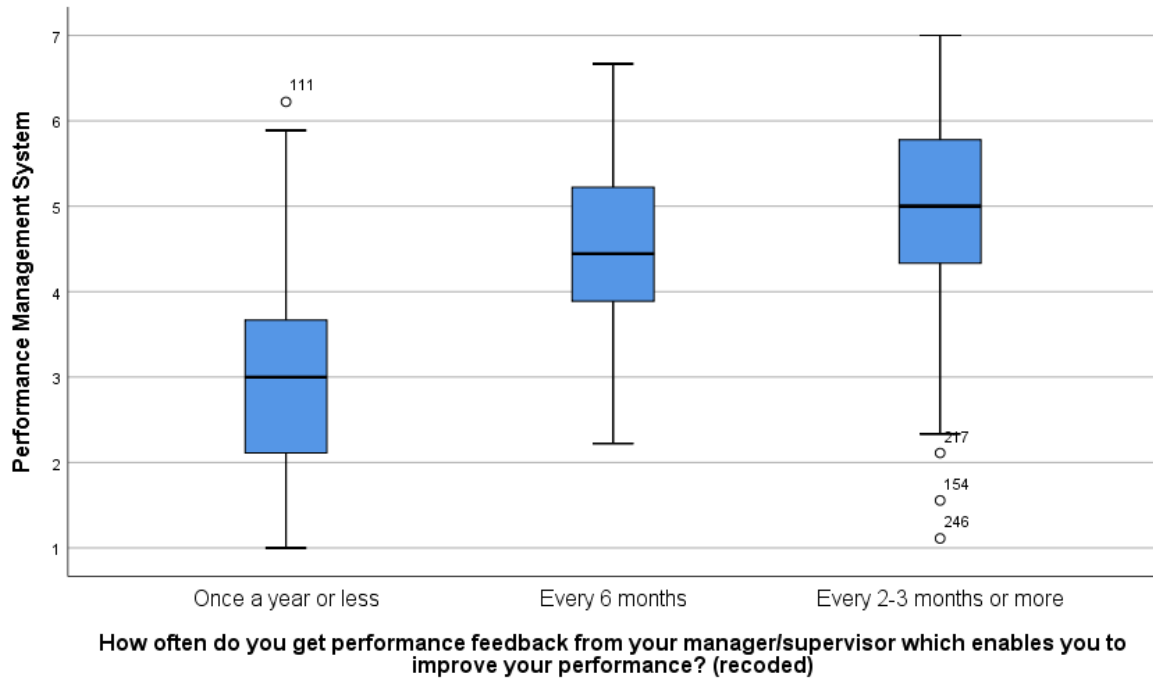


Figure 6: Box-plot of Performance Management vs frequency of performance feedback

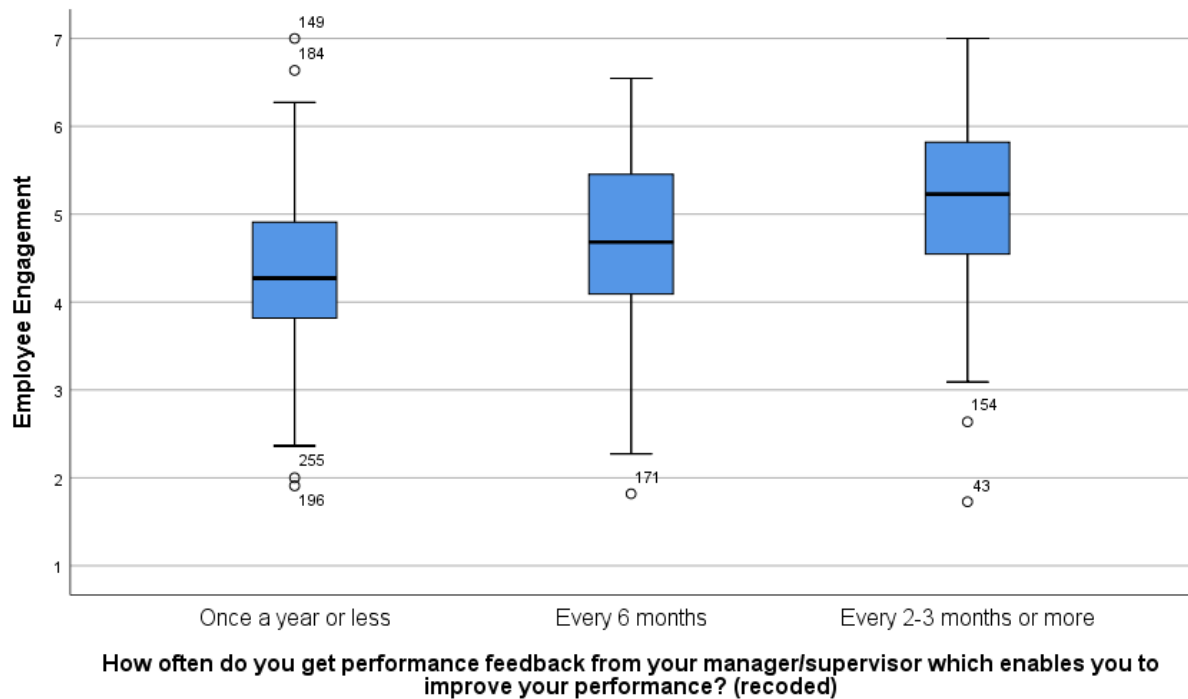


Figure 7: Box-plot of Employee Engagement vs frequency of performance feedback

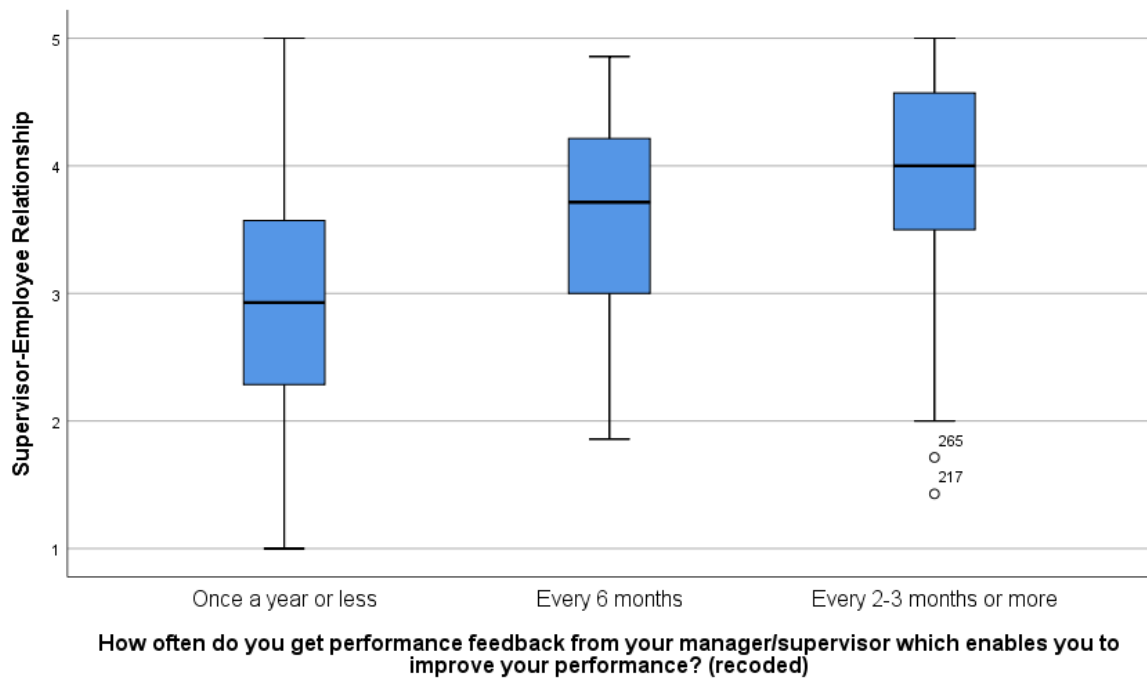


Figure 8: Box-plot of Supervisor employee relationship vs frequency of performance feedback

Based on the distribution of the data, comparisons were conducted using parametric test methods given the limited number of outliers and relatively large number of data points.

5.6.2) Comparisons between groups

A one-way Anova was conducted to compare the groupings of the frequency of performance feedback within each of the constructs (i.e. Performance Management, Employee Engagement and Supervisor-Employee-Relationship). The descriptive data obtained from this test can be seen in Table 32.

Table 32: Descriptive data

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Performance Management	Once a year or less	81	2.97	1.201	0.133	2.70	3.23	1	6
	Every 6 months	70	4.51	1.016	0.121	4.27	4.75	2	7
	Every 2-3 months or more	109	4.95	1.216	0.116	4.72	5.18	1	7
	Total	260	4.21	1.441	0.089	4.04	4.39	1	7
Employee Engagement	Once a year or less	91	4.32	0.968	0.101	4.12	4.52	2	7
	Every 6 months	74	4.74	0.939	0.109	4.53	4.96	2	7
	Every 2-3 months or more	118	5.13	0.912	0.084	4.96	5.30	2	7
	Total	283	4.77	0.996	0.059	4.65	4.88	2	7
Leader Member Exchange	Once a year or less	86	2.93	0.865	0.093	2.74	3.11	1	5
	Every 6 months	72	3.53	0.819	0.096	3.34	3.72	2	5
	Every 2-3 months or more	115	3.94	0.785	0.073	3.80	4.09	1	5
	Total	273	3.51	0.924	0.056	3.40	3.62	1	5

The results from the Homogeneity of Variances test can be seen Table 33. From the data presented it was concluded that the assumption of the homogeneity of variance has not been violated for any of the constructs. In other words, the significance value for the Levene's test was greater than .05 and therefore the variances were concluded to be equal. Given the equal variance that's was reported, in testing the comparisons for Performance Management, Employee Engagement and Supervisor employee relationship the data from Table 34 was used for the rest of the analysis.

Table 33: Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Performance Management	Based on Mean	0.693	2	257	0.501
Employee Engagement	Based on Mean	0.231	2	280	0.794
Leader Member Exchange	Based on Mean	0.915	2	270	0.402

From the tests results shown in Table 34, it is evident that the p -values for Effective Performance Management systems, Employee Engagement and Supervisor/employee relationship were ≥ 0.05 and therefore significant. It could therefore be concluded that there were significant differences between the dependent variables and the groups.

Table 34: ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Performance Management	Between Groups	191.711	2	95.856	71.131	0.000
	Within Groups	346.333	257	1.348		
	Total	538.045	259			
Employee Engagement	Between Groups	33.832	2	16.916	19.263	0.000
	Within Groups	245.887	280	0.878		
	Total	279.718	282			
Leader Member Exchange	Between Groups	51.006	2	25.503	37.974	0.000
	Within Groups	181.326	270	0.672		
	Total	232.332	272			

5.6.3) Post Hoc Test

The previous tests established that there are differences although it could not be established where the differences were. Given the equal variances that were reported for the constructs (ie Performance Management, Employee Engagement and Supervisors/employee relationship) the Scheffe post hoc test was conducted to analyse where the differences resided. The significance values for this test can be seen in Table 35, Table 36 and Table 37. From the data presented it was shown that there were significant differences between all of the groups tested ($p < .05$).

Based on the data presented it was concluded that there was a significant difference in the Effectiveness of Performance Management when performance feedback was provided more, or less frequently.

Similarly, the level of Employee Engagement and the quality of the Supervisor/employee relationship were also significantly different depending on the frequency of the performance feedback.

Table 35: Multiple Comparisons- Performance Management and Frequency of Performance feedback

		Mean Difference (I-J)	Std. Error	Sig.	98,33% Confidence Interval	
					Lower Bound	Upper Bound
Once a year or less	Every 6 months	-1.544*	0.189	0.000	-2.09	-1.00
	Every 2-3 months or more	-1.986*	0.170	0.000	-2.48	-1.50
Every 6 months	Once a year or less	1.544*	0.189	0.000	1.00	2.09
	Every 2-3 months or more	-0.443	0.178	0.047	-0.96	0.07
Every 2-3 months or more	Once a year or less	1.986*	0.170	0.000	1.50	2.48
	Every 6 months	0.443	0.178	0.047	-0.07	0.96

*. The mean difference is significant at the 0.0167 level.

Table 36: Multiple Comparisons- Employee Engagement and Frequency of Performance Management

		Mean Difference (I-J)	Std. Error	Sig.	98,33% Confidence Interval	
					Lower Bound	Upper Bound
Once a year or less	Every 6 months	-.425*	0.147	0.016	-0.85	0.00
	Every 2-3 months or more	-.811*	0.131	0.000	-1.19	-0.43
Every 6 months	Once a year or less	.425*	0.147	0.016	0.00	0.85
	Every 2-3 months or more	-0.386	0.139	0.022	-0.79	0.01
Every 2-3 months or more	Once a year or less	.811*	0.131	0.000	0.43	1.19
	Every 6 months	0.386	0.139	0.022	-0.01	0.79

*. The mean difference is significant at the 0.0167 level.

Table 37: Multiple Comparisons- Supervisor/employee Relationship and Frequency of Performance Management

		Mean Difference (I-J)	Std. Error	Sig.	98,33% Confidence Interval	
					Lower Bound	Upper Bound
Once a year or less	Every 6 months	-.605*	0.131	0.000	-0.98	-0.23
	Every 2-3 months or more	-1.018*	0.117	0.000	-1.35	-0.68
Every 6 months	Once a year or less	.605*	0.131	0.000	0.23	0.98
	Every 2-3 months or more	-.413*	0.123	0.004	-0.77	-0.06
Every 2-3 months or more	Once a year or less	1.018*	0.117	0.000	0.68	1.35
	Every 6 months	.413*	0.123	0.004	0.06	0.77

*. The mean difference is significant at the 0.0167 level.

CHAPTER 6. Discussion of results

The literature presented in Chapter 2, provided a short overview of the origin of Performance Management which dates back to the 1910's. Leadership styles, business environments and the way in which business is being conducted are experiencing various changes and conventional Performance Management is anticipated to follow the same trajectory (Adler et al., 2016; Pulakos et al., 2015; Schleicher et al., 2018).

One of the proposals for a “revamped” performance management has been discussed extensively in this study (Buckingham & Goodall, 2015a, 2015b). The proposal assumes that employees who receive regular performance feedback would be more engaged and by inference perform better, however various contextual factors were not considered in the proposal. These elements were identified and formulated into research questions which were assessed in this study.

This research paper had set out to collect data and provide empirical evidence to assess Buckingham (2015)'s assumptions. This Chapter starts with a description of the sample and data obtained from the test scales where after the results from the statistical tests are discussed.

6.1) Introduction

The sample of respondents in this study were predominantly white males, ages 31- 40 from the Oil and Gas industry with postgraduate qualifications. In addition, it was also evident that most of the respondents in this study had white males as supervisors. Therefore, this sample is not considered to be representative of the population that was identified for this study and that the results were skewed towards this demographic.

From the data obtained from the scale assessing the Effectiveness of Performance Management systems, it was shown that the average mean score for this scale was 4.21 indicating that respondents considered their Performance Management systems to be “averagely” effective. Question 29 *“My performance plan gives a clear idea of what is expected of me to meet organizational goals”* had the highest mean score whereas Question 34 *“I get the coaching I need during the year to achieve my goals (and/or improve my behaviours/skills) to achieve planned performance”* had the lowest. From

this is seems as if the respondents in this sample may have clear performance agreements in place, yet the performance feedback that they receive does not set them up to perform. In considering what was defined as an Effective Performance Management system, this data shows that the perceived guidance received by the employees seems to erode the effectiveness of the Performance Management system (Lawler, 2003; Schleicher et al., 2018; Sharma et al., 2016).

One would expect that the lack of guidance could be attributed to the lack of performance feedback. However, the majority of respondents received performance feedback every 2-3 months which meant that the Buckingham condition was in place for this sample since the employees already received performance feedback more than once a year. It is possible that the lack of guidance, despite the frequency of performance feedback could be attributed to the nature of the relationship between the supervisor and employee.

The data obtained from the questions assessing the relationship between the employee and supervisor has shown that most of these relationships were average. Research has shown that the nature of the supervisor employee is critical in the process of providing performance feedback and will influence how employees react to this feedback (Pichler, 2012). Question 26 *“Regardless of the amount of formal authority your direct manager (or supervisor) has, what are the chances that he/she would “bail you out,” at their expense? (ie does you manager always have your back?)”* had the lowest mean indicating that there could be a strong “me before team” mentality. This relates back to one of the many critiques around conventional Performance Management, in that it is designed to promote individual performance rather than team performance (Buckingham & Goodall, 2015b; Cappelli & Tavis, 2016; Ewenstein et al., 2016)

Notably, Question 13 *“I am proud on the work that I do”* and Question 14 *“I feel happy when I am working intensely”* reported the highest mean scores in the Employee Engagement construct. From this data it was concluded that the majority of respondents in this sample were “above average engaged” and by inference not planning to leave their organisations.

Against this backdrop, the results obtained in this study will now be discussed in relation to the hypothesis that were tested.

6.2) Research Question 1

The first research question set out to assess the relationship between Performance Management and Employee Engagement through various statistical tests. The results from these tests have shown that there is a significant positive correlation between Effective Performance Management Systems and Employee Engagement.

The finding presented here is in line with the findings from researchers such as Bourne (2013), Eldor & Harpaz (2016) and DeWettinick (2016). These researchers (amongst others) have shown that Employee Engagement is fostered when there is an Effective Performance Management system in place (Schleicher et al., 2018; Sharma et al., 2016). This finding does however contradict what had previously been reported by Conway (2015). Their research has shown that employee's experiences of Performance Management did not promote engagement but rather resulted in burnout which in effect leads to poor performance. In addition, the data presented here also contradicts the findings from Brown & Benson (2003) and Morris & Farrell (2007) who had reported that Performance Management elements such as pursuit of better ratings and the perceived lack of process fairness would erode engagement levels.

A key element to effective Performance Management is regular performance feedback which has been shown to foster Employee Engagement (Smith & Bititci, 2017; Van Wingerden et al., 2017). In line with assessing the relationship between Effective Performance Management and Employee Engagement, two comparison tests were conducted. Firstly, the Employee Engagement levels of three groups were compared when they received performance feedback at different intervals (i.e. every 2-3 months, vs every 6 months vs once a year). Secondly, the Effectiveness of the Performance Management system was compared to the same groups that were subjected to varying performance feedback frequencies.

For the first comparison, it was shown that there were significant differences in the levels of Employee Engagement between groups subjected to varying frequencies of performance feedback sessions. Employee Engagement levels were found to increase with an increase in the frequency of performance feedback. The group that had been receiving performance feedback every 2-3 months had significantly higher engagement levels than those who received feedback less regularly. The group that received performance feedback every 6 months had the second highest level of engagement

whereas the group that only received feedback one a year reported the lowest level of engagement in this sample.

The results from the second comparison indicated that the Effectiveness of a Performance Management systems was higher in groups where performance feedback occurred more often. This is attributed to the fact that the more frequent the interactions, the more time and effort will be spent in understanding, agreeing and realigning the employee's efforts to that of the organisation. These interactions are expected to reduce role conflict, role ambiguity and role overload which in-turn supports an effective Performance Management system (Breevaart et al., 2016). This further supports Dewettinck & Vroonen, (2017) who had presented results showing that the duration and frequency of performance reviews are positively related to the effectiveness of a Performance Management system.

Interestingly, the respondents in this sample appeared to be intrinsically engaged as they reported "above average" engagement levels, despite having reported an "averagely" effective Performance Management system. The respondents had indicated that they had clear performance agreements in place, yet they did not receive the necessary coaching that enabled them to achieve their set goals. The latter seemed to have been a contributing factor in the Performance Management system being referred to as "averagely" effective and is indicative of other factors that may be at play when assessing the relationship between Performance Management and Employee Engagement.

6.3) Research Question 2

The second research question was set out to determine if the quality of the Supervisor/employee relationship could be a contextual variable that may influence the relationship between Performance Management and Employee Engagement.

From the moderation analysis it was concluded that the quality of the Supervisor/employee relationship did not have a significant interaction effect on the relationship between effective Performance Management and Employee Engagement. Therefore, the quality of the relationship between a supervisor and employee would not strengthen nor weaken the relationship between effective Performance Management and Employee Engagement. However, it was shown that the quality of the relationship between a supervisor and employee was significant in predicting Employee

Engagement.

In addition, it was also shown that there is a significant difference in the quality of the supervisor/employee relationship between groups with varying performance feedback frequencies. Respondents that received performance feedback more frequently (every 2-3 months or more) had a better relationship with their supervisor when compared to respondents who were subjected to performance feedback less frequently. This contributes to what has been reported in literature where higher quality relationships would exist where the interactions are more frequent between a supervisor and employee (Bos-Nehles & Meijerink, 2018; Breevaart et al., 2016). This data does not indicate that the relationships were good, just that there were significant difference between the groups.

In fact, despite the frequent interactions reported, the respondents had indicated that their relationships with their supervisors were “average”. If the relationship between the supervisor and employee does not foster loyalty, trust and increased affective commitment then the performance feedback is unlikely to be conducive to fostering an environment where employees are engaged and open to receiving performance feedback (Pichler, 2012). Furthermore, the respondents had indicated that they have “below average” trust in their supervisors which points towards a culture of mistrust. It could also be indicative of an environment where individual performance is promoted rather than team performance. This relates back to one of the many critiques around conventional Performance Management, in that it is designed to promote individual performance rather than team performance (Buckingham & Goodall, 2015b; Cappelli & Tavis, 2016; Ewenstein et al., 2016). The culture of the organisation is in fact another contextual variable that could influence the Effectiveness of a Performance Management system which was not considered in the Buckingham proposal.

Assuming that most of the respondents are still subjected to the conventional Performance Management system discussed in Chapter 2, it could provide a plausible explanation for this. Respondents may consider their managers to be “powerless” in the conventional performance management system where ratings are assigned and employees are forced ranked. It could also indicate a culture of mistrust amongst employees, given that the average respondent felt like their supervisor would not “have their back”.

6.4) Research Question 3

The last research question set out to assess how the frequency of performance feedback would influence the relationship between Performance Management and Employee Engagement.

This study presented results indicating that the frequency of performance feedback does not have a significant influence on the correlation between Performance Management and Employee Engagement. The frequency of performance feedback was also not significant in predicting Employee Engagement which contradicts findings presented by Smith (2017) and Van Wingerden (2017) who reported that more frequent performance feedback and job crafting would foster Employee Engagement (Alfes et al., 2013).

The majority of respondents had indicated that they received performance feedback every 2-3 months, which is considered to be very frequent, yet they still reported a “lack” of guidance. This does present the question around the quality of the performance feedback and if it’s actually conducive to fostering performance and engagement. It is anticipated that the performance feedback provided by their managers could either be insufficient, or that managers are not able to provide the necessary coaching.

This finding could be used in support of the research conducted by Guterman (2017) who had indicated that the frequency and duration of contact time between a supervisor and employee would likely reach an optimal frequency where after the interactions may no longer render beneficial outcomes. As stated previously, the majority of respondents in this study received performance feedback every 2-3months and it’s possible that this may be too frequent and therefore not be contributing to the correlation between Performance Management and Employee Engagement. In addition, it’s postulated that respondents who may be operating in less dynamic environments, may not benefit from more frequent performance feedback sessions.

A possible explanation for the finding presented here relates to employee’s attitude towards performance feedback. Adler (2016) had reported that performance feedback is not only dreaded but could easily demotivate any employee. It’s therefore possible that the respondents may have perceived the questions around performance feedback in a negative light and not in the way that it was intended.

6.5) Conclusion

The findings in this study contributes empirical evidence to the an area where researchers have been identifying the need for additional research to better understand the interactions between Performance Management, supervisor/employee relationship and Employee Engagement (Bakker & Albrecht, 2018; Christiaan et al., 2011; Gutermann et al., 2017; Schleicher et al., 2018).

Form the data that were presented in this section, it was concluded that Effective Performance Management can be used to foster Employee Engagement (Erdogan, 2002; Lawler, 2003; Schleicher et al., 2018; Sharma et al., 2016; Walsh & Fisher, 2005). However, it has also been shown that it is not the only variable that may influence Employee Engagement as employee's who are intrinsically engaged maintained higher levels of engagement despite less effective Performance Management systems and "average" relationships with their supervisors.

It has also been shown that the quality of the relationship between the supervisor and employee does not influence the correlation between Performance Management and Employee Engagement. However, both Effective Performance Management and supervisor/employee relationship were significant in predicting Employee Engagement. Employees who are subjected to more frequent performance feedback sessions have higher quality relationships with their supervisors compared to those who received performance feedback less frequently.

Furthermore, the results have indicated that the frequency of performance feedback did not influence the relationship between Performance Management and Employee Engagement and various reasons were presented for this. It was however found that the Performance Management systems were considered to be more effective in groups who were subjected to more frequent performance feedback

CHAPTER 7. Conclusion

The next section captures the overall findings and implications of this research. It also provides an overview of the limitations of the study and offers some suggestions for future research.

7.1) Principle findings

This study had set out to test hypothesis that were developed in conjunction with findings from literature as presented in Chapter 2. The first research question “*What is the relationship between Performance Management and Employee Engagement?*” was assessed by testing the following hypothesis:

H₁ – There is a strong positive correlation between effective Performance Management and Employee Engagement.

Statistical results were presented in support of this hypothesis where it had been shown that there is a significant, strong positive correlation between Performance Management and Employee Engagement.

The second research question “*Does the quality of the supervisor-employee relationship influence the relationship between Performance Management and Employee Engagement?*” was evaluated by testing hypothesis H₂.

H₂ – LMX moderates the relationship between effective Performance Management and Employee Engagement.

The results obtained from testing this hypothesis did not support the hypothesis and H₂ was therefore rejected. The quality of the supervisor/employee relationship did not influence the correlation between Performance Management and Employee Engagement. Supervisor/employee relationship is therefore not a contextual variable to this correlation.

The last research question “*Does the frequency of performance feedback influence the relationship between Performance Management and Employee Engagement?*” was assessed through the formulation of the following hypothesis:

H₃ – The frequency of Performance Management activities moderates the relationship between effective Performance Management and Employee Engagement

Again, results obtained from testing this hypothesis did not support what had been proposed. The frequency of performance feedback had no influence on the correlation between Performance Management and Employee Engagement and is therefore not a contextual variable to this correlation. H₃ was therefore rejected.

Lastly, comparison tests were conducted to assess if levels of engagement, supervisor/employee relationship and Effectiveness of Performance Management differed between groups. Three groups, who were exposed to varying frequencies of receiving performance feedback, were compared to each other.

It was concluded that groups where there were more frequent performance feedback (every 2-3 months) had higher levels of Employee Engagement and better supervisor/employee relationships when compared to groups who received performance feedback less frequently. In addition, it was determined that Performance Management were considered to be more effective in groups who received performance feedback more often. The differences between all the groups were found to be significant at 95% confidence interval.

7.2) Practical implications for management

The results presented in this study have a number of practical implications for managers. Firstly, it has been shown that managers are required to understand the elements associated with Effective Performance Management systems. These systems have been shown to promote Employee Engagement if implemented correctly. This study also presents empirical evidence to Human Resource Practitioners who may be redesigning Performance Management systems that are based on the premise of Employee Engagement. It has been shown that when employee's are intrinsically engaged, there are other contextual variables at play that needs to be considered.

Secondly, frequent interactions between a supervisor and employee remains an important element in building this relationship. More frequent interactions results in higher quality relationships and the benefits around this have been discussed

extensively.

Lastly, managers will have to establish the optimum frequency required for feedback as “too much too often” may no longer present the expected benefits. This may require individualised approaches for each employee depending on the context in which they operate.

Practitioners could consider the findings presented in this study, together with various flexible Human Resource Management practices to enhance Employee Engagement which in turn is expected to render higher job performance (Sekhar, Patwardhan, & Vyas, 2018).

7.3) Limitations of the research and suggestions for future work

This was a cross-sectional study presenting various limitation such as the inability to establish causality. Furthermore, it did not account for changes that would affect responses over a period of time. It is therefore suggested that future research consider longitudinal collaborative research to gain a better understanding of what had been presented here.

The sample obtained through non-probability snowball sampling and it's not considered to be representative of the population. The sample consisted mostly of white males with postgraduate qualifications in the Oil and Gas industry. Further studies should consider obtaining a more representative sample so that findings from the next study can be extrapolated to the larger population.

Employee Engagement was assessed through the UWES scale for Employee Engagement. A major critique of this scale is the “weak” factor structure which should be addresses in the next study, alternatively another questionnaire should be used to test this construct.

Exploratory Factor analysis had shown that the measurement instrument used in this study was reliable and valid. The next study could employ the same questionnaire and then conduct Confirmatory Factor Analysis followed by Structural Equation modelling. Findings from those results will provide more resolution into the nature of the relationship between the variables. Assessing supervisor/employee relationship as a mediator to the

relationship between Performance Management and Employee Engagement would also be interesting.

The next study could also obtain actual performance data from the respondents. This could be employed to see how Effective Performance Management relates to Engagement and In-role performance. The type of performance data should be obtained from past performance ratings or from their supervisors rather than asking employees to rate their own performance.

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* 4. What is your highest level of education?

- Matric
- Undergraduate
- Postgraduate

* 5. Please select the industry in which you work

- Oil and Gas
- Financial services
- Communications
- Mining
- Business services (Marketing, recruitment etc)
- Manufacturing
- Agriculture
- Other

Other (please specify)

* 6. Please indicate the gender of your current line manager/supervisor

- Male
- Female
- Other

* 7. What is the demographic group of your line manager/supervisor?

- Black
- Indian
- Coloured
- White
- Asian
- Other

Employee Engagement

The following statements and questions are about how you feel at work. Please read each statement carefully and decide if you feel this way about your job.

* 8. At work, I feel bursting with energy

- | | |
|------------------------------------|----------------------------------|
| <input type="radio"/> Never | <input type="radio"/> Often |
| <input type="radio"/> Almost never | <input type="radio"/> Very often |
| <input type="radio"/> Rarely | <input type="radio"/> Always |
| <input type="radio"/> Sometimes | |

* 9. At work, I feel strong and vigorous

- | | |
|------------------------------------|----------------------------------|
| <input type="radio"/> Never | <input type="radio"/> Often |
| <input type="radio"/> Almost never | <input type="radio"/> Very often |
| <input type="radio"/> Rarely | <input type="radio"/> Always |
| <input type="radio"/> Sometimes | |

* 10. When I get up in the morning, I feel like going to work

- | | |
|------------------------------------|----------------------------------|
| <input type="radio"/> Never | <input type="radio"/> Often |
| <input type="radio"/> Almost never | <input type="radio"/> Very often |
| <input type="radio"/> Rarely | <input type="radio"/> Always |
| <input type="radio"/> Sometimes | |

* 11. I am enthusiastic about my work

- | | |
|------------------------------------|----------------------------------|
| <input type="radio"/> Never | <input type="radio"/> Often |
| <input type="radio"/> Almost never | <input type="radio"/> Very often |
| <input type="radio"/> Rarely | <input type="radio"/> Always |
| <input type="radio"/> Sometimes | |

* 12. My work inspires me

- | | |
|------------------------------------|----------------------------------|
| <input type="radio"/> Never | <input type="radio"/> Often |
| <input type="radio"/> Almost never | <input type="radio"/> Very often |
| <input type="radio"/> Rarely | <input type="radio"/> Always |
| <input type="radio"/> Sometimes | |

* 13. I am proud of the work that I do

- | | |
|------------------------------------|----------------------------------|
| <input type="radio"/> Never | <input type="radio"/> Often |
| <input type="radio"/> Almost never | <input type="radio"/> Very often |
| <input type="radio"/> Rarely | <input type="radio"/> Always |
| <input type="radio"/> Sometimes | |

* 14. I feel happy when I am working intensely

- | | |
|------------------------------------|----------------------------------|
| <input type="radio"/> Never | <input type="radio"/> Often |
| <input type="radio"/> Almost never | <input type="radio"/> Very often |
| <input type="radio"/> Rarely | <input type="radio"/> Always |
| <input type="radio"/> Sometimes | |

* 15. I am immersed in my work

- | | |
|------------------------------------|----------------------------------|
| <input type="radio"/> Never | <input type="radio"/> Often |
| <input type="radio"/> Almost never | <input type="radio"/> Very often |
| <input type="radio"/> Rarely | <input type="radio"/> Always |
| <input type="radio"/> Sometimes | |

* 16. I get carried away with my work-related tasks when I am at work

- | | |
|------------------------------------|----------------------------------|
| <input type="radio"/> Never | <input type="radio"/> Often |
| <input type="radio"/> Almost never | <input type="radio"/> Very often |
| <input type="radio"/> Rarely | <input type="radio"/> Always |
| <input type="radio"/> Sometimes | |

* 17. Do you ever think about quitting your firm for an alternative employer?

- | | |
|------------------------------------|----------------------------------|
| <input type="radio"/> Never | <input type="radio"/> Often |
| <input type="radio"/> Almost never | <input type="radio"/> Very often |
| <input type="radio"/> Rarely | <input type="radio"/> Always |
| <input type="radio"/> Sometimes | |

* 18. How often do you look for work outside this firm?

- | | |
|------------------------------------|----------------------------------|
| <input type="radio"/> Never | <input type="radio"/> Often |
| <input type="radio"/> Almost never | <input type="radio"/> Very often |
| <input type="radio"/> Rarely | <input type="radio"/> Always |
| <input type="radio"/> Sometimes | |

Frequency of performance management

* 19. How often do you and your manager / supervisor set (or realign) your performance goals?

- | | |
|--------------------------------------|---------------------------------------|
| <input type="radio"/> Never | <input type="radio"/> Every 2-3 month |
| <input type="radio"/> Once a year | <input type="radio"/> Monthly |
| <input type="radio"/> Every 6 months | |

* 20. How often does your line manager assess your performance?

- | | |
|--------------------------------------|---------------------------------------|
| <input type="radio"/> Never | <input type="radio"/> Every 2-3 month |
| <input type="radio"/> Once a year | <input type="radio"/> Monthly |
| <input type="radio"/> Every 6 months | |

* 21. How often do you get performance feedback from your manager/supervisor which enables you to improve your performance?

- | | |
|--------------------------------------|---------------------------------------|
| <input type="radio"/> Never | <input type="radio"/> Every 2-3 month |
| <input type="radio"/> Once a year | <input type="radio"/> Monthly |
| <input type="radio"/> Every 6 months | |

Supervisor-employee relationship

Consider your relationship with your immediate line manager or supervisor. Please answer the following questions:

22. Do you know where you stand with your direct manager (or supervisor)? In other words, do you usually know how satisfied they are with what you do?

- Rarely Fairly often
 Occasionally Very often
 Sometimes

23. How well does your direct manager (or supervisor) understand your work-related challenges and needs?

- Not a bit Quite a bit
 A little A great deal
 A fair amount

24. How well does your direct manager (or supervisor) recognize your potential at work?

- Not at all Mostly
 A little Fully
 Moderately

25. Regardless of how much formal authority your direct manager (or supervisor) has built into their position, what are the chances that they would use his/her power to help you solve problems at work?

- None High
 Small Very high
 Moderate

26. Regardless of the amount of formal authority your direct manager (or supervisor) has, what are the chances that he/she would "bail you out," at their expense? (ie does you manager always have your back?)

- None High
 Small Very high
 Moderate

27. I have enough confidence in my direct manager (or supervisor) that I would defend and justify their decision if they were not present to do so.

- | | |
|-----------------------------------------|--------------------------------------|
| <input type="radio"/> Strongly disagree | <input type="radio"/> Agree |
| <input type="radio"/> Disagree | <input type="radio"/> Strongly agree |
| <input type="radio"/> Neutral | |

28. How would you characterize your working relationship with your direct manager (or supervisor)?

- | | |
|---------------------------------------------|-------------------------------------------|
| <input type="radio"/> Extremely ineffective | <input type="radio"/> Better than average |
| <input type="radio"/> Worse than average | <input type="radio"/> Extremely effective |
| <input type="radio"/> Average | |

Effectiveness of the Performance Management system

Think about your current performance management system and answer the following questions:

* 29. My performance plan gives me a clear idea of what is expected of me to meet organizational goals

- | | |
|------------------------------------|----------------------------------|
| <input type="radio"/> Never | <input type="radio"/> Often |
| <input type="radio"/> Almost never | <input type="radio"/> Very often |
| <input type="radio"/> Rarely | <input type="radio"/> Always |
| <input type="radio"/> Sometimes | |

* 30. My performance plan helps me to focus my efforts through identification of specific goals (and/or behaviours/skills) that are required to meet organizational goals

- | | |
|------------------------------------|----------------------------------|
| <input type="radio"/> Never | <input type="radio"/> Often |
| <input type="radio"/> Almost never | <input type="radio"/> Very often |
| <input type="radio"/> Rarely | <input type="radio"/> Always |
| <input type="radio"/> Sometimes | |

* 31. My manager and I update my goals regularly to ensure alignment with the organization's goals

- | | |
|------------------------------------|----------------------------------|
| <input type="radio"/> Never | <input type="radio"/> Often |
| <input type="radio"/> Almost never | <input type="radio"/> Very often |
| <input type="radio"/> Rarely | <input type="radio"/> Always |
| <input type="radio"/> Sometimes | |

* 32. The ongoing feedback during the performance cycle gives an accurate evaluation of how I am performing against my planned performance and goals

- | | |
|------------------------------------|----------------------------------|
| <input type="radio"/> Never | <input type="radio"/> Often |
| <input type="radio"/> Almost never | <input type="radio"/> Very often |
| <input type="radio"/> Rarely | <input type="radio"/> Always |
| <input type="radio"/> Sometimes | |

* 33. During the year my areas for improvement are clearly pointed out to me

- | | |
|------------------------------------|----------------------------------|
| <input type="radio"/> Never | <input type="radio"/> Often |
| <input type="radio"/> Almost never | <input type="radio"/> Very often |
| <input type="radio"/> Rarely | <input type="radio"/> Always |
| <input type="radio"/> Sometimes | |

* 34. I get the coaching I need during the year to improve my behavior and skills to achieve my planned performance and goals

- | | |
|------------------------------------|----------------------------------|
| <input type="radio"/> Never | <input type="radio"/> Often |
| <input type="radio"/> Almost never | <input type="radio"/> Very often |
| <input type="radio"/> Rarely | <input type="radio"/> Always |
| <input type="radio"/> Sometimes | |

* 35. The annual feedback during performance review is an accurate representation of the ongoing feedback during the performance cycle

- | | |
|------------------------------------|----------------------------------|
| <input type="radio"/> Never | <input type="radio"/> Often |
| <input type="radio"/> Almost never | <input type="radio"/> Very often |
| <input type="radio"/> Rarely | <input type="radio"/> Always |
| <input type="radio"/> Sometimes | |

* 36. My goals, as set out in my performance plan, are accurately rated as part of the performance review process

- | | |
|------------------------------------|----------------------------------|
| <input type="radio"/> Never | <input type="radio"/> Often |
| <input type="radio"/> Almost never | <input type="radio"/> Very often |
| <input type="radio"/> Rarely | <input type="radio"/> Always |
| <input type="radio"/> Sometimes | |

* 37. My interim performance reviews indicate an accurate final performance rating

- | | |
|------------------------------------|----------------------------------|
| <input type="radio"/> Never | <input type="radio"/> Often |
| <input type="radio"/> Almost never | <input type="radio"/> Very often |
| <input type="radio"/> Rarely | <input type="radio"/> Always |
| <input type="radio"/> Sometimes | |

Appendix 2: Ethical Clearance

**Gordon
Institute
of Business
Science**
University
of Pretoria

23 July 2018

Venter Charlotte

Dear Charlotte

Please be advised that your application for Ethical Clearance has been approved.

You are therefore allowed to continue collecting your data.

Please note that approval is granted based on the methodology and research instruments provided in the application. If there is any deviation change or addition to the research method or tools, a supplementary application for approval must be obtained

We wish you everything of the best for the rest of the project.

Kind Regards

GIBS MBA Research Ethical Clearance Committee