APPENDIX A

SABC - HSRC CLIMATE STUDY - 1989

A major climate study was done by the HSRC in the form of questionnaires that were distributed amongst all members of staff in the SABC.

The performance related results were used to set the agenda for the semi-structured interviews that followed and are summarised as follows:

Performance Problems

- Negative perception of personnel regarding the image of the SABC
- Poor human resource development
- Poor recognition of the human resources
- Poor developmental opportunities
- No participation in decision making (junior personnel and blacks)
- No people-focused management style
- Interference by seniors
- Decision making on the wrong levels
- Ineffective utilisation of management information
- Ineffective communication (especially top-down)
- Negative working conditions
- Relative non-involvement of top management
- Junior personnel - relative non-acceptance of policy and shared values
- Lack of career development and salary primary cause of resignations
- Negative orientation towards merit system
- Insufficient cafeteria facilities
- Insufficient parking facilities
- Little work satisfaction

APPENDIX B

SABC - PERFORMANCE MANAGEMENT QUESTIONNAIRE

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

Statement	A	B	C	D	E
1. You have a pleasant frame of reference regarding performance assessments					
2. The system is objective and accurate					
3. It is based on non-job related criteria					
4. It is un-differentiated for different occupations and jobs					
5. It is one-way from top down only					
6. It is not free of prejudice or personal feelings					
7. It is a stick to hit a dog with if you happen to dislike the dog					
8. Appraisals happen as a once-off event with no improvement plan following it					
9. It has serious financial implications and poor ratings stay on record for ever, having a continuous adverse affect on the employee					
10. It comes as a surprise at the end of the year when the employee hears for the first time what he is going to be measured on					
11.The personnel department is the custodians of the system and it is barely a managerial ritual on its behalf					
12.It means extra work and the production of paper monuments					
13. The organisation needs a performance					

management system					
14. You want performance-related rewards					
15. You would like the opportunity to appraise your manager					
16. It must be based on job related criteria					
17. The criteria must be agreed upon at the beginning of the year					
18. The measuring scale must allow for superior performance as well as inferior performance					
19. The means of appraisal must be objective and factual					
20. It must allow for skills development					
21. It must create a win-win relationship between management and employees					
22. It must measure the output of the performance, but it must allow for inputs to be specified as well					
23. Appraisal must occur at regular intervals					
24. It must be customised for individual situations					
25. It must be easy to use and not involve a time consuming effort					

APPENDIX C

SABC INTERVIEW SUMMARY - 1992, 1993

A summary of the responses on open-ended questions from semi-structured interviews with the 660 participants is listed below.

Goals and Requirements of a Performance Management System

1. **Effective use of manpower**

- Determine whether people are in the correct posts
- Potential and skills should be used optimally
- Development and training needs should be identified and addressed
- There should be career development and planning

2. **Motivation of staff**

- The system should be used as a positive mechanism that enhances performance
- It should not be seen as a form of punishment
- It should be advantageous to both the individual and the organisation

3. **Rewards for performance**

- The differentiation level of rewards for performers as opposed to non-performers should be much greater
- Performers should be rewarded for good performance and on-performers should not run the risk of punishment for non-performance
- Rewards do not necessarily have to be salary increments, but could be in the form of other reward schemes

4. **Performance should be measured objectively**

- Goals should be formulated
- Standards should be formulated for job performance

- Performance measurement should be aimed only at the post, based on the KPA's and expected output of the post
- There should be weighted measurement of the output
- Behavioural facets should be measured only if they are applicable, i.e. if these facets are critical for achievement of the goals

5. **Improved two-way communication**

- Goals, standards et cetera., should be developed during a process of discussion and should be agreed upon
- Performance discussion should take place more regularly and should be made compulsory
- Co-operation should be promoted, since individuals should be more involved in the whole process of performance management
- Communication in all directions should be enhanced

6. **People-orientation in the system**

- There should be less "number crunching"
- A computer should not compare and categorises staff
- Should be much more individualistic
- Process should be simple and easy to explain

7. **Determine attitudes of employer and employee**

- System should be able to give an indication of what the corporation considers important
- Should also give an indication of the attitude of employees to certain expectations
- Some degree of cultural determination should be able to be done from it
- System should make a contribution to cultural change
- Shared values of the organisation should be promoted

8. **Room for self-appraisal**

- Staff should be allowed to evaluate themselves

- Self-appraisal should be done constantly against the pre-set and agreed-upon goals and standards of the post

9. **<u>Supervisor appraisal</u>**

- System should give staff the opportunity to give their supervisors anonymous feedback on their management skills and performance

10. **<u>Reconciliation of goals</u>**

- Individual goals should be based on those of the unit
- The goals of the unit should be based on corporate goals (short and long term)
- Staff at all levels should be informed of the goals of the unit and of the corporate goals
- Individuals should feel that they are part of the goals

11. **<u>Regular appraisal and feedback</u>**

- Should be more than an annual exercise on paper that has to be completed at a certain pace
- Appraisal should be done more regularly (compulsory quarterly)
- There should be feedback before any recommendations are made or processing done

12. **<u>More than one evaluator</u>**

- No one-to-one evaluation
- Team evaluation is recommended where applicable
- There should be input from colleagues where necessary
- If the individual provides a service, there should preferably be input from clients as well

13. **<u>The system should be credible</u>**

- Staff should trust the process
- Staff should believe in the results

14. **<u>Should be simplistic</u>**

- The system should not be unnecessarily complicated and difficult to understand

15. **Provision for different career groups**

- Approach should be more specific to career groups

16. **Evaluators should be qualified to evaluate**

- Training in the principle of performance management should be offered to all staff
- Special courses for evaluators on performance management
- Evaluator may only evaluate someone if he knows exactly what that person's job performance is and what is expected of him

17. **There should be an appeal procedure**

- If an employee is unhappy with the content of the system, there should be provision for a further party to assist and facilitate.

18. **Compulsory control over follow-up**

- Recommendations should be followed up and checked
- Staff should be informed of the results of recommendations, positive or negative

19. **Normal salary increases should be separate from performance-linked rewards and from development needs**

- There should be an across the board increase for all staff
- On another occasion, there should be performance-linked rewards based on measurement of work output and achievement of goals
- Additional remuneration or rewards should be substantiated
- Additional performance rewards should be approved by a remuneration committee
- There should be another process during which development and training needs are identified and followed up. During this exercise the relevant behavioural facets should also be addressed

20. **<u>System should be used continuously for management information</u>**

- The results of the system should be accumulated and used to renew the organisation

21. **<u>The system should be developed for the specific needs of each business unit</u>**

- The business units themselves would like to be responsible for implementation of the system
- There should be no corporate system
- The system should be decentralised
- The system should comply only with the generic requirements that will be applicable corporately to a performance management programme

APPENDIX D

SABC - UBUNTU WORKSHOP FEEDBACK

Workshop Theme: Productivity Improvement, Performance Communication, Learning Organisation, World Class Performance, Organisational Transformation, Quality Management,

{Please note that feedback was typed exactly as it was written. The names of the organisations/business units were changed to ORGANISATION for privacy purposes. The list below represents approximately a thousand similar responses.}

Knowledgeable, well informed, enthusiastic and funny. It was the most enlightening intensive workshop I have ever attended. I would strongly suggest that all ORGANISATION management in South Africa, actively involved in managing the process of transformation, should be intensively exposed to this workshop. We all need the active involvement of such consultants with the ORGANISATION to help us cope and accept the dynamics of the transformation we are faced with. Simply because they have an objective view of everything about us. *Mats Mfeka*

The workshop and presentation presented by Lovemore and Deon was an outstanding eye-opener and a first of it's kind to me. It made me to understand the potential of my country and that I must try and do something about my own future now. I would love that the ORGANISATION can make a follow-up of this UBUNTU course on an even more intensive manner. *M.P. Sishuba*

I think the two presenters were the best I have ever come across. If all employees can attend this course our ORGANISATION will be a changed institution. It was very well presented. *Warrick Scott*

The two presenters were very good. It was a positive workshop. I have learnt to live with my fellow workers and to cope with people who are negative and try to make them positive. With workshops like UBUNTU we will have a better organisation and a better land. The course was very fruitful - the style and pattern of delivering the message make me convinced that from now with this kind of collective learning we can achieve greater or quality results. I therefore would like to have more of these kind of workshops by the same excellent presenters. All shopstewards and management MUST attend. And all other members of staff. *Union Representative*

Seminar well organised - very informative and of great benefit to start a process of culture change in the ORGANISATION - All employees of the ORGANISATION should have an opportunity to experience this seminar. Both seminar organiser (Huysamen) and presenter (Mbigi) have vast applicable knowledge which should be transported into the ORGANISATION. Well done! *Driaan Engelbrecht*

Ecstatically excellent! Please get all management, no everyone! on this workshop. Liberatively fresh, new approach. The both black and white presenters served as built in balance and improvement on all Cultural workshops I know of. I haven't heard anyone like them inside this ORGANISATION. *Pieter van der Zwan*

The UBUNTU workshop was excellent and full marks to the two presenters Lovemore and Deon. The course is very relevant to today and it has succeeded in changing my attitude towards transformation in the ORGANISATION. The following areas of the course left the most impression on me : The two factors which contribute to a successful corporation. Competitive benchmarking. Internal customers and it's importance.

Dave Tiltmann

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

APPENDIX E

VISTA UNIVERSITY - QUESTIONNAIRE ON PERFORMANCE COMMUNICATION -FIRST LINE MANAGERS

This is towards research that the researcher is conducting on above mentioned topic. It will contribute towards the development of an integrated corporate communication system that facilitates a management role change to enabler of continuous productivity improvement. Please complete the questionnaire and return it to him.

Thank You: Deon Huysamen

Please put a tick in the box of your choice

The respondent is employed in: Academic Admin/Services

A	B	C	D	E
Strongly disagree	**Disagree**	**Do not know**	**Agree**	**Strongly agree**

Statement	**A**	**B**	**C**	**D**	**E**
1. The use of a formal corporate performance communication system is important					
2. It must apply to all members of personnel					
3. It is based on job specifications					
4. Superiors and sub-ordinates must set the specifications together					
5. The system must make provision for the identification of receivers of outputs					
6. The receivers must participate in setting the specifications					
7 The receivers must participate in assessing the outcome					
8. The system must make provision for the identification of suppliers of inputs					

9. Assessments must take place at regular intervals not less than 3 times per year					
10. The main purpose of the system must be to improve continuously on performance					
11. Performance rewards must be derived by the same system as a secondary purpose					
12. The help of external experts is needed to facilitate the identifications of performance specifications					
13. The 2-day training workshops are essential to successful implementation of the system					
14. The role-play sessions are very effective in acquiring the necessary communication skills					
15. The work environment assessment section is of great practical value if followed up by improvement plans					
16. The work environment improvement plan is an effective tool for upward appraisal					
17. The work environment improvement plan is a non-threatening tool for upward appraisal					
18. The measuring scale must allow for superior performance as well as inferior performance					
19. The means of appraisal must be objective and factual					
20. The system must allow for skills development					
21. The system will create a win-win relationship between management and					

employees					
22. The system must be used by line management and only facilitated by the HR department					
23. The proper use of the system will improve productivity significantly					
24. You trust top management to drive the system and commit to it personally					
25. Top management commitment is crucial to the success of the system					

APPENDIX F

VISTA UNIVERSITY - WORK ENVIRONMENT AUDIT

INSTRUCTION: Please rate your work environment according to the following scales below. *Use the explanation of each element as supplied in your book on from pages 123 – 129. The instructor will guide you through all the elements one at a time for the weight ratings, where-after you must do the satisfaction ratings on your own.*

weight = Importance value, and *Rating = Satisfaction rating*

A = Very important	A = Very low level of satisfaction – drastic improvement needed
B = Fairly important	B = Fair level of satisfaction – could be improved
C = Not important	C = High level of satisfaction – no improvement needed

Note: For each outcome of Weight = "A" and Rating = "A", supply a reason for your concern

No	Element	Weight			Rating		
		A	B	C	A	B	C
1	Clear job specification						
2	Standard operating procedures						
3	Policies and regulations						
4	Enforcement of standards						
5	Performance feedback						
6	Easy job flow						
7	Shared values						
8	Performance assessment and reward						
9	Remuneration						
10	Appropriate level of tasks						
11	Work evenly distributed						
12	Empathy with personal problems						
13	Competence development						
14	Trusting climate						

15	Relaxed climate						
16	Vertical communication						
17	Horizontal communication						
18	Leadership style of manager						
19	Coaching by leader						
20	Encouragement of creativity						
21	Participation in decisions						
22	Implementation of decisions						
23	Career planning						
24	Social events						
25	Removal of negative consequences						
26	Health and safety						
27	Working conditions						
28	Resources and inputs						

APPENDIX G

EVALUATION OF CORPORATE PERFORMANCE COMMUNICATION SYSTEM

VISTA UNIVERSITY – FIRST LINE MANAGERS

This is towards research that the researcher is conducting on above mentioned topic. It will contribute towards the development of an integrated corporate communication system that facilitates a management role change to enabler of continuous productivity improvement. Please complete the questionnaire and return it to him.

Thank You: Deon Huysamen

Please put a tick in the box of your choice

the researcher is employed in: Academic Admin/Services

Strongly disagree	Disagree	Do not know	Agree	Strongly agree

1. Productivity is high in your organisation
2. Continuous performance related communication is a reality in your organisation
3. Productivity (efficiency) does not suffer from a lack of focussed communication
4. You always know what is expected from you
5. Your sub-ordinates always know what is expected of them
6. Your manager is always aware of what you need in order to perform effectively
7. Your manager is always aware of what is troubling you from performing at peak

8. Performance standards are communicated with suppliers of inputs that you need for your job

9. Performance standards on the services/products that you deliver to others are discussed with them

10. You participate in assessing the relevant performance of suppliers to you

11. Receivers of your services/products participate in assessing your performance

12. Specific performance improvement plans are developed based on regular performance assessments

13. Performance assessments are done more than once a year

14. You actively participate in your own assessment

15. Assessments focus on the job and not the person

16. Competency development needs are derived directly from your job tasks

17. You regularly attend training sessions

18. The impact of training sessions are evaluated against improvement in your work as a result of it

19. Regular work environment assessments are conducted with you where you are allowed to assess your work environment

20. Your manager develops improvement plans with you and take responsibility for it

21. Your manager is an enabler to you – making it easier for you to perform

22. Meetings are focussed on a performance related agenda

23. A communication system that incorporates the setting of performance standards will improve productivity in your organisation

24. A communication system that incorporates the setting of performance goals and objectives will improve productivity in your organisation

25. A communication system that incorporates the setting of performance improvement plans will improve productivity in your organisation

26. A communication system that incorporates the setting of competence development plans will improve productivity in your organisation

27. A communication system that incorporates the setting of competence development plans will improve productivity in your organisation

28. A communication system that incorporates work environment improvement will improve productivity in your organisation

29. Based on the role-play you participated in during the Performance Management course, you feel that by engaging in conversation with your sub-ordinates in that way it will contribute towards a good relationship

APPENDIX H

ADDITIONAL INFORMATION ON HUMAN RESOURCE DEVELOPMENT

H.1 TRAINER ROLE REDEFINED

If the role of training and development is changed, then the role of the trainer should be adapted accordingly else there might develop a clash of interests and the new corporate communication system will be harmed. The researcher has seen many cases where new practices were introduced, but the employees were stuck in their old paradigms and could not see that it required a shift in their roles to make the new idea a success.

To achieve competency development in a double-loop system, or even to initiate it, a shift is required with regard to the role of training and development practitioners. It cannot be done within the paradigm of training courses being presented to members of staff as an administrative function or a "nice-to-have" as explained in the traditional system. The responsibility for assessing development needs should be shifted to the actual workers in the system and the trainers should facilitate the process in order to make it easier for them. Take note, that the researcher is not referring to becoming custodians of systems, but to facilitate workers in the use of the corporate performance communication system. This would mean that the role of the trainer should shift from that of instructor, with the objective of "people on seats", to that of competent counsellor and facilitator of double-loop development needs. If this shift is not made, trainers will keep trying to develop employees by purchasing new courses, adapting better training processes, and improving training facilities. This is good, but should be a secondary objective only. The latter would be the same as polishing and servicing a train that goes round and round on a showground. The train might move more elegantly and efficiently, and more and more passengers might go aboard; but it keeps going in circles, without increasing anyone's welfare. As a matter of fact, it could prove to be a very costly exercise. First, the train should be placed on a rail that goes in the right direction - no matter what the train looks like, within reasonable limits of course. Once the training and development train is moving in the right direction, it can be streamlined, tuned and equipped to make it run more efficiently. The aim, therefore, is first to make sure that it is going to be effective. After that, energy can be spent on making it more efficient.

This can be achieved only by changing the role of the training practitioners. The researcher sees them having three main responsibilities in their new role:

▪ Champions and facilitators of the corporate performance communication system.
▪ Brokers of development needs
▪ Presenters of training programmes in their field of expertise

Table 47: Trainer Responsibilities

H.1.1 Champions of corporate performance communication system

Take note that this is only applicable where a local training department exists and at the same time the researcher has to point out from experience, that the organisation continuously need outside professional help to assist the local practitioners in their facilitation capacity. The researcher knows, consultants are often seen as a pain in the neck, but do not cut them out to drastically, just take care in choosing the right ones.

From an internal point of view, someone will have to take on the responsibility of facilitating the corporate performance communication system, almost as in taking ownership of it. The researcher thinks it should be the training personnel, since the new corporate communication system will form the foundation of their future training activities. The training department will benefit in the sense that they will continuously be obtaining the development needs first hand from the employees, which is perfectly in line with a marketing concept compared to a selling one. It will also bring the practitioners in close contact with their clients and, provided they take it right through to satisfying their needs, they will be in demand and not seen as a burden and a nuisance. This will allow top management, as the drivers of the corporate performance communication system, to use trainers as the facilitators of the process.

H.1.2 Brokers of development needs

In the traditional system, training practitioners would often “bend” the needs of the employees to fit one of their training programmes which they will then present to them, in the form of a classroom lecture. The success will be measured at the end of the course by requesting the participants to complete the “instructor-feel-nice-forms”. The broker role implies that the practitioner should match the best solution to the client’s specific needs. Whether it is one of his own programmes or that of a colleague or that of an external source. It could even be an on-the-job programme that needs to be developed in co-operation with a mentor or line manager. From the work environment improvement diagnoses it could even mean a development session for the manager. It is similar to the life insurance business. An agent will promote and sell a particular company's products. He will try and persuade clients that it is the best for their needs. A broker will determine the clients needs and then offer a range of products from various suppliers to supply in these needs and make certain recommendations based on that. His concern lies with the client's welfare. The practitioner should thus do regular market scans in order to be on top of what products exist in his field of responsibility. The important point to remember is that the need must come from the client and by need the researcher does not refer to the need for training, but the need for a specific competency. The normal way in the traditional system is for managers to request a list of available courses, either from the local training department or from agents, and then to pick a few courses that appear to be applicable. The employees are then booked on the ones they haven't attended yet, and so human resource development is taken care of. It is usually these candidates who withdraw two days prior to the course, since it was not derived from their competency needs. In the previous organisation where the researcher was employed, he cancelled all course advertisements and refused to have any course lists distributed voluntarily or on request. If a manager asked for a list of available courses the researcher would ask him what his needs were. His means were a bit drastic, but the researcher was trying to introduce the paradigm shift with regard to the purpose of training and development. Once everybody has accepted the new system and is actively using it, a manager could be given the right to find his own solutions from a list, provided that he also went the route of identifying the need at first. The researcher is, however, under the impression that many members of management are headstrong and stubborn following their own ways, therefore the researcher is encouraging management to open their minds and seek the assistance of training brokers, not to be dictated to, but for their advise.

H.1.3 Presenters of training programmes

The researcher knows of organisations who always make use of outsiders to present training programmes to their personnel and employ no trainers of their own. It depends to a large extent on the particular industry, business or what is more feasible to them. In most occasions the organisation has to employ trainers that can deliver courses very specialised to the organisation itself or who can present general courses at higher quality or lower cost. Thus in general each practitioner will present courses from time to time if it proves to be the best match to the client's need.

If the training department chooses to follow traditional lines, they represent the trailer behind a car and top management and business units will forever try and detach them. The researcher has witnessed it many times where these training departments year after year have to prove their validity to top management. Why they should be there and why business units should sacrifice a piece of their pie for the training budget. In large organisations they usually become trapped in a debate whether they should be centralised or decentralised or whatever other structures can be thought of. Eventually this restructuring debate becomes such a major issue that it becomes the only concern and vast amounts of time and resources get spent on strategic sessions with no added value at all. Only more damage results from it. The role change of the training department and the accompanying shift in the role of the training practitioner, which is fundamental to the issue, are totally overlooked. In this case it's a dog chasing its own tail.

H.2 THE COMPLETE DEVELOPMENT CHAIN OF THE INDIVIDUAL

With regard to the effectiveness and efficiency of competence development it is once again a matter of a chain is only as strong as its weakest link. The development of the human being is also a chain comprising of a number of links. If any of the links are weak or if they are skipped, the efficiency of development will suffer as a consequence. The effectivety of training programmes will also suffer as the candidate will not be properly prepared for the intake of the information. It will be equivalent to sowing the right seeds, but on uncultivated soil. As a matter of fact, the researcher finds it strange that so much energy and resources are being spent by organisations on training and development without them making sure that the candidates are optimally ready for it.

For example, will the organisation hire someone to mow the organisation's lawn without telling him how to use the lawnmower? For that matter, will the organisation hire anybody to perform a task for the organisation, if the organisation have not made sure that the person has the skills to do? Organisations are quite willing to assign their employees to a vast number of courses over the duration of their employment without making sure that they possess the necessary learning skills to make the best of the investment. Many organisations are not even aware of the existence of such skills and the researcher thinks an incredible amount of time and money is unnecessarily wasted on inefficient training and development as a result of a lack of learning skills. How many parents invest in study methods for their children, knowing that it would help their children tremendously for the rest of their lives in their never-ending journey of learning?

Furthermore, the researcher is of the belief that if the organisation skip phases in the cognitive development of a human being, the overall long-term process will be less efficient. If a baby does not learn how to crawl and try to walk straight away, some damage might be done to the development process. If this is the case, specific attention should be given to rectify this situation at a later stage. In South Africa and a few other countries, a vast number of people are formally employed, but they do not possess the basic level of literacy nor basic thinking skills. They cannot be expected to understand business principles and the motives of management. Not having basic literacy skills goes further than not being able to read or write, it has an major influence on conceptual ability and the way these people perceive things. It falls beyond the scope of this study to discuss these issues in detail, but the researcher sure needs to install the awareness that these issues do exist and that they have an influence on training and development and productivity improvement.

When a person is able to read and write and has obtained basic literacy skills, it only makes perfect sense to him for these people to learn how to learn in the form of practical study methods. These should be practical techniques based on reading, listening and memory skills. This is vital to the efficient studying of all academic materials that the person will encounter throughout the rest of his life. If the parents neglected to subject the child to study methods, nothing prevents the organisation to let their employees learn these techniques before they start investing in their development. It is a business decision which will have a high return on investment and neglecting it could be a significant penny-wise pound-foolish decision. s suspect that it is rather a case of ignorance regarding the existence of these learning programmes and their value than deliberate refusal to invest in them. Making human resource development more efficient is an important component of productivity improvement and all means that exist that could achieve it, needs the organisation's attention.

When it comes to advanced thinking skills, namely critical thinking, reasoning, conceptualisation and creative thinking skills are very important to successful decision making and problem solving in the organisation. It is for instance of little use to train a person in potential problem prevention if the person has under developed critical thinking skills. The person might have the ability to copy the information, but he will have little ability in interpreting it. In other wards, given a list of safety precautions the person might be able to study it off by heart and reproduce it successfully in a test, but when it comes to interpretation of the contents in the real situation, the person might fail to compare the information the situation. In Africa many tribal groups teach their children not to think about negative events as thinking about it will draw on the bad event. The people from this group will as a consequence not develop critical thinking skills and once being employed, they will not be able to analyse a situation in terms of potential problems. Teaching them safety precautions in terms of might could go wrong if they do not comply to the specifications, might be in vain because the person will not be able to anticipate the potential problems due to a lack of the relevant thinking skill. The good news is that these skills can be learned through specialised programmes, but it will not come from the stars and the organisation should consciously make provision for it. It is possible to test for the existence of these skills, therefore analysis can be done to make the synthesis focused and specific.

Investing in these educational projects could save the organisation an unbelievable amount of money over the long term in terms of effective and efficient training and development as well as better execution of tasks and problem prevention. The researcher sees this as building sound knowledge capital for the organisation in the most cost effective way.

A very important issue in competence development is holistic learning or cogmotics as Dr. Bruce Copley calls the basis of his learningshops in personal mastery and group learning. If development of the human being is not addressed in a holistic manner, it implies a waste of the organisation's resources since the organisation is not investing, the organisation is only spending. A human being will only be fully competent to deliver superior performance once all the needed competencies are in place simultaneously. It implies that not only high levels of skills should exist, but a balance should exist between soft and hard skills. Holistic intelligence implies physical intelligence, emotional intelligence, cognitive intelligence as well as spiritual intelligence.

APPENDIX I

ORGANISATIONAL DEVELOPMENT

Another prominent developmental issue is Organisational Development (OD). It needs to discuss briefly else another isolated intervention might be attempted interfering with the holistic approach that has been adopted so far.

Although there exists a lot of overlapping, work environment improvement is not the same as organisational development in the formally defined sense, but forms part of it the way the researcher sees it. It is important to find out where everything fits in since the researcher has emphasised the significance of a holistic approach. In search of a comprehensive definition of organisational development, the researcher came across over a hundred and fifty different versions from academics. Furthermore, after testing a number of people's opinions, the researcher discovered that organisational development is often confused with structural changes, disregarding softer human issues, or people classify it as any training and development activity, since they reckon it also develops the organisation. OD is rather a science on its own with a specific goal in mind, but the intention seldom realises in practice since it is applied almost always in isolation to other developmental efforts which led to its rejection as yet another buzzword or fad. According to French and Bell (1990), OD is far more closely focused on the human factor than anything else. They have the following to say:

"Organisational development (OD) is a powerful set of concepts and techniques for improving organisational effectiveness and individual well-being that had its genesis in the behavioural sciences and was tested in the laboratory of real-world organisations. OD addresses the opportunities and problems involved in managing human dynamics in organisations. It offers solutions that have been shown to work. Organisation development consists of intervention techniques, theories, principles, and values that show how to take charge of planned change efforts and achieve success."

Many chronic problems of organisations can be cured by OD techniques, but the researcher has seldom seen the correct programme being applied to the problem. The diagnostic stage is neglected and the flavour-of-the-month intervention is implemented. The most important assets of organisations are the human assets - the employees who produce the products and services. Therefore, finding ways to protect and enhance these human assets makes good human relations sense as well as good economic sense. OD offers a variety of methods of strengthening the human side of organisations to the benefit of both the individual and the organisation and contributes significantly towards re-humanising the organisation, provided it is the right programme and it is implemented correctly. The researcher believes that the concepts and techniques of organisational development should become as much a part of the astute manager's repertoire as knowledge of accounting, marketing and productions for instance. There are predictions that the practice of OD will be incorporated within the art and science of management. Organisational development offers a set of generic tools that is available to any manager or other employee who wants to improve goal achievement. OD is a prescription for managing change, therefore managers need to know what OD is and how to apply it. A good understanding of organisational development has great practical value for present and future managers. The problem is, that it has been misused by external change agents to such an extent, that it is already being classified as an unwelcome buzzword in many corners. It also hurt many organisations as it could be a very costly exercise, if not planned properly.

A typical definition of OD is: *OD is a structured set of planned actions to change the culture of an organisation by means of behavioural science techniques.*

From what has been said about OD in the previous paragraphs, one cannot but agree that OD is a very sound and much needed practice in any organisation. As a matter of fact, the researcher could not agree more with the statement that OD is absolutely essential to attaining and maintaining the status of a high- performing organisation. His agreement is, however subjected to the condition that OD is designed and applied accurately, in a practical and meaningful way and in harmony with the employees' expected performance outcomes and standards they have to deliver. According to his experience, the researcher sees OD being divided into two components. The one links to macro economic effectiveness in the sense that a culture of commitment to continuous organisational alignment and transformation must be created and maintained, through ongoing collective learning interventions. This means all members of the organisation must be kept educated with regard to the changes in the external environment and the effect these changes have on their organisation. The emphasis is on "kept educated", since becoming educated is fairly easy, but staying educated is more complicated as it involves unlearning and relearning. Too many people think that once they have attained a certain qualification, they have arrived, but in fact they have only arrived on the doorstep of the next challenge. This type of OD intervention must be done by means of collective learning where vertical and cross sectional lines of staff get together in large groups to learn and communicate through debates and rituals with the purpose of creating a culture of awareness, sharing and mutual care. Top management must be visible. actually more than visible, during these sessions, else they will become the main topic of discussion, distorting the intention of the session completely. The researcher makes it very clear that there exist a major difference between approval by top management and commitment by top management. Approval simply implies that they give the green light to someone else to carry one with the proposal, whilst they carry on with what they are doing, whereas commitment means that they participate in a driving capacity. More harm than benefit can be generated through badly planned or poorly executed OD interventions as was proven in more than enough cases in the past. The intervention must be complete and focused and should not be introduced because of the need of a local or external change agent to make money or to support his existence.

The second component links to micro efficiency, namely work environment improvement. The researcher also classifies this under OD as the purpose of work environment improvement is not solely to enable the employee directly to perform better, but if done correctly, it contributes largely to the desire to perform. The accumulative effect, being a culture of positively orientated dedication to perform. By, "If done correctly", the researcher means in the first place, that the employees must be allowed to come forward with what they require from the organisation in order to perform their required tasks as planned. They must be allowed to identify and communicate their concerns in terms of the barriers they experience in their working environments and these should be eliminated or reduced in an effort to enable them to increase their levels of productivity. If these two components of OD are addressed properly and in balance, a culture of commitment to optimum productivity will be the reward.

APPENDIX J

ADDITIONAL INFORMATION ON WORK ENVIRONMENT IMPROVEMENT

Studies have indicated a number of aspects that employees normally seek from their organisations as conditions of work happiness. This fits in with the system we have developed so far:

* A job made understandable to them, so they know what is required with minimal ambiguity. In other words, clear job specification (Hanley 1985). And an understanding of where they and their peers fit in the performance plan. In other words, team-role clarification (Carter 1991; Dumphy 1981; Fritz 1987; Haynes July 1986:46-55).

* A chance to use the knowledge and skills they possess, or to learn the essential knowledge and the skills required for effective performance (Wick & Lu Staton 1993). This implies delegation with responsibility, a vital component of worker empowerment (Saul 1991).

* A work environment where the technical resources and tools are appropriate, where colleagues are reasonably compatible and supportive, and effective and efficient systems and structures are in place. Also a manager who knows what he is paid for, and provides direction, enablement, encouragement and support (Yukl 1989).

* A chance to do what they most enjoy as part of the job, at least for a fair proportion of the time. This should produce job satisfaction. Usually employees are too scared to indicate that they do not like the work they are doing, in fear that the organisation might get rid of them. The organisation will do itself a favour if it allows employees to reveal this type of information in a protective environment.

* Being part of an organisation which they believe is doing something worthwhile, preferably, but which is certainly not doing anything they see as wrong or inappropriate and in conflict with their personal values. This is what is meant with shared values. A concept that is sometimes considered a hairy-fairy issue or taken for granted, but as was illustrated earlier, soon becomes critical when the organisation does something that violates a value that was shared before.

* Feedback on their performance, so they know how well they are doing and what they

need to improve or develop. Feedback must of course be timeous, accurate and constructive. Too often, feedback is only given when things went wrong. What about when things went right? * Rewards they see as fair, appropriate, and valued by them, in accordance to their personal motives and needs. The rewards will range from bonus, salary, perks, to opportunity to achieve, to acceptance in the team, or status. Finding appropriate rewards to motivate employees is a serious issue, but often mismanaged by organisations.

Table 48: Conditions of Work Happiness

APPENDIX K

ADDITIONAL INFORMATION ON THE ROLE OF MANAGEMENT

As the grips of economic failure becomes stronger and stronger, management initiates one after the other change intervention, focusing on structural changes to meet what they think the demands of the external environment are, causing yet more internal casualties. Most teams are not losing the race because the other runners became too fast, they are losing because their managers are hurting them too much. The researcher believes that employees should be given the freedom to perform, to think and to feel. The challenge for management should therefore be, the creation of such empowerment amongst their teams. This implies that management will have to deal with the complete human being, as a person's desire to perform cannot be demanded or installed, but it depends on a number of human factors that must be stimulated simultaneously. The researcher is not suggesting that all managers need to be psychologists, the management of people could be very simple through proper communication.

For at least a decade there has been urgent requests that people should be hired not only for their hands, but also for their minds. They must be allowed to think! But, what about their insides, their feelings and emotions? Human beings are complete systems that cannot be compartmentalised for the convenience of poor management. The organisation get the complete person every day, for the whole of the day, whether the organisation likes it or not. The researcher is willing to say that the spirits of the workers are the most important ingredient in the performance recipe. It is the baking powder in the mix, it can make the organisation rise to any occasion, or it can make the organisation fall flat on its face no matter how good the rest of the ingredients are. Astute managers do not find it difficult to accept that people cannot hand in their emotions and feelings at the front desk to be reclaimed after work. The problem is that most managers the researcher knows, do not want to deal with it or haven't got the knowledge to deal with a complete human being. They convince themselves that the "soft side" is not their responsibility or management terrain and declare it a non-organisational issue. The focus is then mainly on procedures, regulations and company expectations as if the performer is a robot performing in a vacuum. The researcher is convinced that the collective spirit of people will dictate the performance outcome of performance and the welfare of the organisation.

The challenge is to rehumanise the organisation through the implementation of a formal communication system that will guide everyone not to lose track of the intention. Without such a system, to his experience, it will stay an illusion or it will probably feature strongly during sessions around a campfire away from work, but once back at work, it will be business as usual. The organisation must fix the problem where it is. The latest trend is to arrange costly hikes, bush parties and nature adventures where management and employees "find" one another in poetic harmony. Very few people the researcher knows ever had a problem enjoying life at a bush party, but how many enjoys life at work? Organisations have to stop beating about the bush, or for that matter partying around the bush, and solve their organisational problems where they exist. That is, at work. Do not abandon the parties, but keep them as a reward once the organisation is prospering as a result of highly productive empowered happy employees.

Conclusion

From what could be detected so far it is most obvious that the researcher views the employees as the most important element in the organisation. Not even the most sophisticated computer means anything without human interaction and interpretation at some or other stage. Humans are the only carriers of life in the organisation. Managers must realise that scientific management was proven wrong a long time ago. The infrastructure, equipment, systems and structure have no meaning without human interference. The alignment and development of human performance and the release of that performance ability to creatively add value in the organisation, should be the focus of management and the corporate performance communication system. This means a break-away from control of non-performance to the enablement of performance. The employees should be allowed and encouraged to participate in re-designing the organisation around them, since existing systems and structures seldom stay suitable for a long period of time. If this is accompanied by sufficient and effective competence development, it will create an empowered organisation in the true sense of the word. This can only be achieved in an organisation where employees are allowed to continually learn together. Where mistakes are not necessarily encouraged, but are not punished if they form part of a learning curve. Where systems, structures, procedures and practices are not cast in stone, but employees are free to challenge them constructively, building intelligence into the social system. In other words a true Learning Organisation.

Managers must realise that the success of the organisation is determined by how well the collective performance is managed. Often managers are too busy controlling and limiting sub-ordinates in their efforts instead of harnessing their performance capabilities, allowing them to creatively add value to the organisation. The role and tasks of the manager consequently needs drastic reform from the traditional if the organisation is to empower its employees to deliver the required levels of performance. The researcher has noticed that managers are passionately busy re-engineering their business processes, tearing down structures that no longer support organisational performance. Yet the practice of management has largely escaped reform itself. If their traditional tasks and roles are left intact, managers will eventually undermine the very structure of their rebuilt enterprises according to James Champy. It is without doubt true that the work of managers in re-engineering the organisation must change as much or more than the work of the workers. Managers must shift their focus from controlling the movements of workers and by measuring performance based on watching numbers to empowering workers and on evaluating the elements of the work environment in which the workers perform. A blinding focus on bottom-line objectives will lead to the treatment of symptoms of performance deficiencies and not their root causes. The researcher is convinced that when workers are empowered to perform, that they will be able to perform their tasks, but the question is whether management can make the transition?

There exists a vast number of seminars on leadership versus management. Whether what the manager is doing is classified as management or leadership is certainly not important, but what the manager is doing to his people is of great concern. Do they perform better because of the manager or do they perform worse? If the manager does not know, it makes sense to ask them. In all the interviews the researcher has conducted with non-managerial employees, the desire was expressed for them to be allowed to appraise their managers. The researcher realised that this was a symptom of a problem and that by delivering in their request, the relationships between them and their managers would probably deteriorate even more. Any attempt to change the management role should be a win-win experience for all parties concerned.

The enabling section that is underlined brings a fundamental change to the role of the manager as was described earlier. The manager now becomes an enabler to the worker, doing everything he can to make it easier for the worker to execute his planned tasks. This way the manager becomes part of the team and contributes to the success of the team rather than inhibiting it. This worker empowerment made real. It allows the workers to have a direct say in what they need from their managers and the organisation in order to perform at peak. Not only does it have a direct influence on the successful execution of performance tasks, but it will contribute significantly towards worker morale and the desire to perform.

APPENDIX L

PRODUCTIVITY IMPROVEMENT AND BEST PRACTICES

Introducing better practices to an organisation where the basic performance requirements have been met and employees are positive about the organisation is an investment: Introducing better practices to a de-humanised organisation, is an expense.

the researcher does not deny the value of better practices, but supplying it to a workforce that is not competent to make the best of it is a waste of valuable resources and it will not only have the effect of no added value, but it will have a negative influence on productivity growth. If a parent supplies a child with an inferior calculator for a mathematics exam, it will not do him any good, but what will be the use of issuing him with a highly sophisticated, very effective calculator if he does not know the basic principles of the mathematics theory he is to be tested on? It would be casting pearls before the swine. First get him to know his math's, then equip him to execute the exam more efficiently. The organisational train must first be placed on the right track before it is modified and tuned to move more efficiently in the correct direction.

Organisations spent vast amounts of money on sending people abroad to import better practices, introducing little value added to the organisation. Yet the journeys continue not as part of continuous productivity growth, but in attempt to save the boat from sinking completely. The Japanese are very good at obtaining good ideas from others, but they will first of all adapt before they adopt, and what is more important, their people are ready and willing to implement these better practices based on their desire to deliver optimum performance. It is the people's need to adopt better practices and not management's alone. In South Africa, for instance, it is usually the need of management to introduce these practices and they are normally imposed on the workforce. Quality Control Circles in Japan is a voluntary practice as a need of the employees to better their problem solving in order to deliver superior performance. This happened because the relationships in the organisations are healthy and all three the productivity components, competence, motivation and work environment are being managed properly even without formal systems. To take the same QCC practice and introduce it into an organisation where people are unskilled, the environment is not conducive to performance, the people are not committed or motivated and no trust exist between management and the workers, can only spell disaster. Many other well intended practices are destroyed in trying to apply it as a remedy to low performance instead of an enhancement to high performance. These practices are not intended to establish or create basic performance, but to better existing performance in terms of improved capital input or improved systems.

Thus, to improve productivity it is first of all necessary to get the fundamentals into place. These are:

- Proper performance specification
- Employee competence
- Effective work environment
- Effective and efficient performance communication

Table 49: Fundamentals of Productivity Improvement

This, is argued by the researcher, is only possible through the proper utilisation of a well developed corporate performance communication system as was discussed so far.

The outcome must also be tested against the following criteria:

- Is the workforce motivated?
- Do all members of staff take ownership of the organisation?
- Are the workforce and management on the same side, focusing on a common goal?
- Is everyone committed to continuous improvement?
- Are communications throughout the entire organisation open, transparent and made visible?

Table 50: Test Criteria for Condusiveness to Implementation of System

If the answer is yes to all of them, start the search for best practices and only introduce them with the full consent and participation of the workforce. If the answer is "no", then do not start the journey as yet. If people have not got the desire to perform, the organisation will always here the remark, "What's in it for me?" This is a symptom of a de-humanised organisation, but it will become a cause for the organisation's new intervention to fail.

Where there's a will, there's a way, but where there's a way, there will not necessarily be a will. Therefore don not introduce ways where there does not exist a will and rather start looking for ways to improve the will.

It is impossible to discuss all the different practices and it also falls beyond the scope of this study. Sufficient literature exists on all the major topics and each organisation should investigate the relevant and suitable ones to the particular organisation. There are a vast number of acronyms floating around of which TQM, TQC, TPM, BM, BRP, ISO, JIT. QC, PS, LPS, are only a few. The researcher will only discuss four of these, Bench Marking, KAIZEN, Total Quality Management and Business Excellence very briefly to illustrate how they could be linked to the corporate performance communication system in order to make their use also more effective.

Without the existence of a formal corporate performance communication system, much of the potential of these better practices get lost unnecessarily.

L.1 Benchmarking (BM)

" If the organisation know the organisation's enemy and know the organisation's self, the organisation need not fear the result of a hundred battles."
Sun Tsu (The art of war. 500 B.C.)

Benchmarking is defined by Michael Spendolini in The Benchmarking Book as:

" Benchmarking is a continuous, systematic process for evaluating the products, services, and work processes of organisations that are recognised as representing best practices for the purpose of organisational improvement."

ATT defines it as follows:

" The process or functional benchmarking is an externally focused performance improvement method for continuously and systematically comparing the performance and practices of business operations to the best-in-class in any industry. The process is used to set goals and develop operational plans to surpass current best-in-class performance."

It is quite obvious from these two definitions alone that benchmarking can only be introduced to an organisation whose house is in order. Its objective is organisational improvement and some key concepts are:

- Comparison of performance and practices

- Continuous process
- Systematic process
- Adapting
- Open exchange of information

Table 51: Benchmarking Key Concepts

Benchmarking can be used in conjunction with an existing corporate performance communication system to achieve optimum results.

Benchmarking is more suitable for the matured organisation who knows where it is and where it wants to go. It is used when more than incremental improvement is required, when large technology gaps exist and when productivity growth seems to stagnate. It should not be done when a clear mission does not exist or when strategic planning was not done or if management is not committed to productivity improvement. It must become part of an integrated improvement strategy. It will only add value in a rehumanised organisation.

L.2 KAIZEN

It is a key word used to explain various forms of continuous improvements made by groups of employees in Japanese industry. It is more in line with the small technological improvements that was mentioned by Ramasamy (1993) in chapter 1.

KAI = Change

ZEN = Good (for the better)

KAIZEN = Continual Improvement

KAIZEN differs from innovation in the following aspects:

KAIZEN

- Small steps
- Conventional know-how
- Efforts
- Process-orientated
- Slow-growth economy

Table 52: KAIZEN Principles

Innovation

- Big steps

- Technological breakthrough
- Investment
- Results-orientated
- Fast-growth economy

Table 53: Innovation Principles

KAIZEN can therefore be seen as small but continuous improvements to work practices, processes and the work environment in order to assist continuous productivity improvement. There are two very distinct Japanese words in the KAIZEN world namely, MUDA and Gemba. MUDA means waste and Gemba means "on the spot" usually associated with the shopfloor. One KAIZEN objective is to eliminate waste and the best way to do it is to go to Gemba and let the people participate in providing the solutions. If a corporate performance communication system is in place these objectives can be built into the performance specification of each employee. Employees will also have the opportunity to use the work environment improvement section to make KAIZEN a reality. As with every other practice there exist many barriers to implementation, thus the corporate performance communication system can be used very wisely to overcome these barriers. If new practices and continuous improvement schemes are made part and parcel of one integrated system, there will exist much less resistance to introducing them. It must be accepted that management might start to reject all new ideas if they are battered at random day after day with different foreign ideas. Many of them have already developed the NIH syndrome (Not Invented Here).

- That's not our way
- Their culture is different
- We did not learn that way
- We've tried that
- We are doing that

Table 54: NIH Syndrome Characteristics

Following are 10 common methodologies used in KAIZEN which fits in perfectly with the system that was designed:

1. Simplification
2. Visualisation - share information, get common understanding, make thinking visible
3. Step by step approach with definite objectives

4. MUDA elimination
5. Team-playing
6. Go to GEMBA
7. Continuous training of employees
8. Use of GEMBA technologies - cheap but effective equipment
9. 100% product quality assurance - ensure quality at source
10. Standardisation - set-up and up-date procedures

Table 55: KAIZEN Methodologies

The following 7-MUDA list can be built into the relevant employees' performance standards containing specific details:

1. MUDA of over-production
2. MUDA of waiting
3. MUDA of conveyance
4. MUDA of processing
5. MUDA of inventory
6. MUDA of motion
7. MUDA of repair/rejects

Table 56: MUDA List

Similarly the 5-S campaign in a workshop can be built into the workers' performance outcomes and standards.

1. Seiri - separate out all that is unnecessary and eliminate it
2. Seiton - Those things found to be necessary are put in order so that they lie ready for use when needed
3. Seiso - Clean workplace, equipment and prevent defects
4. Seiketsu - Standardise, make cleaning and checking a routine
5. Shitsuke - Discipline and training, personal cleanliness

Table 57: 5-S Campaign

It is therefore not being introduced as yet another practice, but it is simply built into the performance specifications of the appropriate employees. Furthermore it has the advantage that they will pay attention to it as their performance assessment will include it. In many cases the researcher has witnessed new practices and methodologies being introduced but that is where it ended. It is seen as something extra, something additional and not a better way of performing their duties.

Other KAIZEN programmes include Total Quality Control (TQC) which is a systematic and continuous improvement of management performance which includes various factors of the work environment as discussed. It is therefore already existing within the corporate performance communication system. Just-in-time (JIT) aims at producing, rendering. delivering in the most economical way which can once again be built into the performance standards of the appropriate personnel. Total Productive Maintenance (TPM) is the systematic and continuous improvement of production equipment. This also forms part of the system.

L.3 Total Quality Management (TQM)

TQM is another approach to continuous quality improvement. The process is very comprehensive and comprises of many activities and absolutes to establish total quality. It is also customer focussed and strives for zero defect in performance outcome production. The process usually contains:

▪ Specifying performance outcome requirements
▪ Planning problem prevention
▪ Determining zero defects
▪ Calculating the price of quality in terms of price of non-conformance and price of conformance
▪ Developing Teamwork
▪ Measurement
▪ Trouble shooting and problem elimination
▪ Development of customer and supplier relationships

Table 58: TQM Process

Work is defined as a process comprising a series of activities. All units of activities will have inputs supplied by suppliers and an performance outcome that should meet certain customer standards. All the elements mentioned above have at aim the improvement of these work processes to achieve zero defect. TQM practices sound very good in theory, yet the researcher is continuously contacted by organisations who have implemented them to assist them in making it work. Similar to most other adopted practices, including corporate performance communication systems, they seem to die silently after a while due to lack of interest and enthusiasm.

The researcher finds in most cases that the reason why these programmes loose momentum or never have a lift-off in the first place, is not because of inferior quality of the programme or a lack of knowledge to use it, but that the foundation of the structure is not strong enough to support it. In other words, there exists an insufficient desire from the people to make it a part of their working lives. The lack of this desire is mostly not directly associated with the TQM programmes, but is a general lack of desire to perform in the organisation - The prime characteristic of a de-humanised organisation. We therefore have the situation where the original problem is that the organisation do not perform as it should or could, but management do not search for the root cause, but jump to cause and say, "We need better practices and processes to improve our product or service quality". If flavour-of-the-month happens to be TQM at the time, it is purchased as the philosophy and principles are just fine and make perfectly good business sense. In other words the right hand pillar of the organisation model is strengthened. Ramasamy (1993) calls it capital improvement. The problem however resides in the foundation. The left hand pillar is also developed accordingly to accommodate the knew process. The organisation should know what will happen to a brittle foundation if the structure, resting on it, is made even heavier. The situation will certainly deteriorate. This analogy can be taken very literally in the organisation - if people are demotivated and they are subjected to what they perceive as yet more work and more responsibility, their enthusiasm will deteriorate even more. Any attempt to make the programme work, will be in vain and more harm than good will be done. The researcher is not saying that the organisation should discard the programme, only to put it on hold and do first things first, namely implement the corporate performance communication system.

If a basic corporate performance communication system as the one that was discussed, is used to achieve this, the TQM programme can easily be integrated with it when the time is right. Therefore the organisation will not be introducing yet another system or process, but the organisation will simply enhance the successful execution of the elements in the corporate performance communication system by means of the techniques and processes of the TQM programme. For example, in the corporate performance communication system the employee does a problem prevention analysis as well as in the TQM programme. The value of the first is that it forms part of the person's performance plan on which he will be appraised later on. Therefore the effort does not end up as a paper monument with no follow through. In TQM a lot of attention is paid to the method of analysis. The TQM method can therefore be used to execute the activity properly and the result can be used in the corporate performance communication system to make the result a meaningful reality in the workplace. All other elements of TQM link directly to the productivity improvement, since the researcher said from the outset that this system will be complete and holistic in nature.

Only if inferior practices and processes are the direct cause of production problems could improved practices provide the solution to the problem. If the organisation is performing poor due to a lack of employee motivation caused by other factors in the work environment, the introduction of these practices will represent a waste of resources and it will aggravate the problem. It will also side-track management further and further away from the original problems and their root causes. As Stephen covey suggests, stop sawing down the trees and spend some time on sharpening the organisation's saw, then the organisation might really achieve significant results.

When the researcher visited Japan to study their success stories, it was not their practices and methodologies that impressed him, but the desire to perform and the competence of the workforce. They can therefore afford to invest in better practices as these will have an even further stimulation of the desire to perform instead of hurting the last bit of enthusiasm. That makes for the difference in Quality Circles in Japan and Singapore to Quality Circles in South Africa - In Japan and Singapore it is a voluntary practice used by highly motivated work teams who want to increase their level of productivity and quality of performance outcome. QQC is therefore their need and a means to them in order to achieve these improved results. In South Africa in general it is introduced by management as an obligation to a low performing and demotivated workforce, who perceives it as a management gimmick and extra work. Once again the inferior foundation and not the programme itself, will make it fail.

Therefore, stop introducing better practices into the organisation's organisation if the basics are not in place. It is like sowing good seeds in an uncultivated field - no decent crop can be expected! The organisation must be prepared properly before better practices can have the desired effect. In other words the organisation must be rehumanised in all its consequences first of all.

L.4 Business Excellence

The latest trend in business is the development of Business Excellence Models which is made available to organisations as a process for self-assessment in order to drive continuous improvement and recognition. In some cases the top performer(s) will receive an annual award of excellence from a national body of some kind. To cascade the directives of the excellence model down the organisation in order to guide and enable every employee to contribute to excellence, is however a problem. The corporate performance communication system that the researcher has described can however easily be used to make the intentions of the business excellence model a reality throughout the organisation. The Americans' Baldrige Model, the European Model of Business Excellence as well as the South African SAQI Business Excellence Model, can be accommodated by the system. The European Model only differs to it in that it does not contain Customer & Market Focus and Supplier & Partnership Performance. (Management Today, volume 13 number 6/ July 1997 :45)

The 11 categories can be entered as performance outcomes for the CEO and the criteria against which the performance is going to be evaluated is entered as corresponding performance standards as part of his performance planning in the performance management section. The categories is then pulled down the hierarchy to all appropriate levels and the standards are altered to fit the performance objective of each occupation. For example, the CEO and top management team will be responsible for setting the policies and structure whereas the next level of management will be responsible for executing and monitoring it. The allocated points are converted to importance weights and entered into the "Weight" column. Instead of using the weight values 1 to 5, the points values that count up to 500 for each of the two domains in the model, are converted to their corresponding decimal values between 1 and 5. Thus, 100 points = 1 and 500 points = 5. It is illustrated as follows:

Performance Categories – Enablers : Weight

Leadership : 1,0
Policy & Strategy : 0,7
Customer & Market Focus : 0,6
People Management : 0,9
Resources & Information Management : 0,6
Processes : 1,2

Performance Categories – Results : Weight

Impact on Society : 0,6
Customer Satisfaction : 1,7
People Satisfaction : 0,9
Supplier & Partnership Performance : 0,3
Business Results : 1,5

By splitting the model into the two different groups of categories, enablers and results, 2 performance indicators can be derived allowing the evaluator to identify concerns in a specific domain much easier. The two indicators can be combined to form an overall indicator. By cascading the criteria down the organisation and adapting the standards to suite the specific employee's responsibility, performance can be pro-actively developed to reach high levels of achievement in each category.

The criteria listed for each category could also be included to make the rating experience easier and more accurate. Below is an example of the category "Policy & Strategy". Each criteria carries the weight allocated to the category.

Performance Categories & Criteria
Weight: 0,7

Policy & Strategy:
How policy and strategy are based on relevant and comprehensive information
How policy and strategy are developed
How policy and strategy are communicated and implemented
How policy and strategy are regularly reviewed, updated and improved

What specifications these criteria should meet, in other words, how well should they be executed, should be entered in the Standards column as is illustrated in Appendix O..

The allocated points are a distribution of relative importance or impact, thus the displayed decimal weights are a true mathematical replacement of the points allocation. After the performance evaluation is done, the entered ratings between 0 and 10 are used with their corresponding weight values to calculate a weighted average. The answer will indicate the overall level of achievement. Areas of concern would be categories with high weight values and low ratings.

L.5 Conclusion

The researcher needs to emphasise that the purpose of the organisation is the production of a product or service. The aim of organisation management in a micro perspective should be the continuous improvement of productivity. Therefore, the introduction of any practice, system, intervention or whatever the disturbance is called, should be with the sole and only purpose of improving productivity. This implies that TQM or Business Excellence Models for example are introduced in an attempt to improve productivity and not the other way around. If there exist a problem with productivity or it needs to be improved, the leverage area must be determined first. It could only reside within, employee competence, desire to perform or work environment effectiveness. First find the cause of the concern, then decide whether a better practice will help to improve matters. Organisations should stop chancing the flavour-of-the-month scheme and become pragmatic in their problem solving. When they do decide to import a better practice, they should integrate it with the formal corporate performance communication system in order to manage it properly.

APPENDIX M

ORGANISATIONAL TRANSFORMATION WITH THE CORPORATE PERFORMANCE COMMUNICATION SYSTEM AS VEHICLE

As in the chase for better practices the urge for organisational transformation or re-engineering is often done without knowing what the reason for it was in the first place. Furthermore it usually occurs as yet another scattered and isolated project with little overall commitment and participation.

Organisational change should exist as an ongoing process of relevant and fast adaptation of whatever is required in order to continuously align with changes in the external and internal environments. Many organisations however, struggle with transformation as they treat it as a traumatic project based on forecasts of the future. They follow a prescriptive approach in developing stately which is very biblical in nature. This perspective is episodic in that it treats organisational transformation as an attempt to maintain an equilibrium of dynamics. An episodic view of transformation is analogous of driving a bus full of passengers to a pre-decided known destiny. If unforeseen events occur along the way, the driver responds accordingly and after procedures have been restored to normal, they carry on with the journey. Therefore change is viewed as a disruption of normal proceedings and is only needed in case of special occasions. In worse cases the organisation is transformed for the sake of change as everyone else is doing it. The episodic approach may be the most prevalent way of addressing organisational transformation, but it has become an obstacle in itself to successful organisational transformation. The researcher believes managing an organisation nowadays is anonymous to driving a rally car in an off-road race as the researcher has illustrated earlier. Changes in strategy and operations is a natural state and adapting to it is a continual process. Managers face constant change which could even imply chaos at times. The uncertainty of the future is accepted and an Darwinian emergent approach to strategy development is adopted.

According to Ralph Kilmann (1989):

" Today, managers are realising 'future shock' is upon them: They can no longer ignore the need for fundamental system-wide changes. Their entire organisations must be transformed into market-driven, innovative, and adaptive systems if they are to survive and prosper in the highly competitive, global environment of the next decades."

Mohrman and Cummings (1989), support this by saying that the demand for almost continuous organisational change cannot be denied. It is a common fact that most organisations have been facing dramatic new challenges for a decade or more in an increasing turbulent environment (Waterman et al 1980). They have little choice in pursuing a number of multiple goals simultaneously. These goals include:

- Relating to multiple stakeholders,
- Managing resources,
- Adapting to change,
- Social re-engineering,
- Privatisation

Table 59: Multiple Organisational Goals

Only highly productive learning organisations can respond effectively and timeously to these demands. The problem is that the necessary performance capabilities are not always in existence neither are they easily obtained. Traditional ways are also not suitable anymore since what worked in the past will not necessarily work in the future. As a matter of fact, clinging to the known and the comfort of the past might be the very cause of low productivity. We have to accept that most traditional organisational practices are outdated and cannot be used as a reference or guide anymore. Everywhere, organisations are forced to find new approaches that will enable them to handle the increased complexity, rapid changes, and uncertainty without using costly interventions. Therefore, using limited resources, they need to redesign themselves in order to stay in the race (Mohrman & Cummings 1989:vii). If they leave these forces un-addressed, his guess is they will become derailed and out of contention sooner than expected. Attending to these fundamental issues requires reform in most aspects of the organisation.

As Mohrman and Cummings (1989) put it:
"Creating high performance in the face of relentless environmental change requires an organisation to redesign itself so that it is capable of sustaining efficient, high-quality performance through time. The propensity and capability to adapt as performance requirements change must be ingrained in the fibre of the organisation".

Fibre implies the invisible nerve system that connects all elements of the organisation to each other. Few organisations recognise the fact that there does exist such a interconnection between the elements of the organisation and therefore their systems and practices are not in harmony with it and often creates unbearable tension through times of reform. Even if the transformation agenda was compiled correct with regard to the external environmental forces, trying to move in the new direction with a clumsy, low performing vehicle, will be in vain. The internal functioning of the organisation must be efficient to make the transformation effective. Therefore the organisation must be a learning organisation with an effective communication system acting as the nerve system. The employees must be empowered to be able to identify the change needs through unconditional participation in the productivity improvement process. Therefore, his solution to the change problem is without doubt to install and commit to a properly designed corporate performance communication system which will lead to optimum quality of labour and the propensity to adapt continuously to turbulent environmental forces as a way of living.

If this is accepted the problem that remains, is the installation of such a system. This can rightfully be seen as a change project with a definite beginning and end. After being implemented the system must cater for future changes as described above. Change then becomes an ongoing process.

The complete study dealt with the change process as a result of becoming an empowered learning organisation. The researcher's experience tells him, that no matter how well a system is designed, it will only be successful to the extent that the employees commit to it and how serious their intentions are in using it. Too many systems have been dumped on employees resulting in negative experiences and connotations especially with regard to performance management. Unfortunately all the performance management programmes the researcher has seen only deals with merit rating, or performance assessment as some call it, or it is based on management by objectives with little to none organisational development capacity especially no employee motivational value. It is therefore of critical importance that the introduction of a properly designed system should be executed with great care and thorough planning. This is where prophets from outside the organisation might come in handy as a shift of paradigm regarding the purpose and intentions of the new system might form the most critical part.

M.1 BOTTOM-UP TRANSFORMATION

What is very important to realise, is that whatever transformation is planned, at the end of the day some or all employees must perform some of their tasks differently or some tasks are added onto or deleted from their performance plans. The researcher has seen so many major change efforts ending up in failure because the transformation is planned on a high level only, hoping that it will become a reality. If the organisation investigates deliberately what the effect on the changed scenario will look like on all of the employee's performance plans and they have these plans adjusted accordingly, they can rest assured that once the newly defined performance outcomes and standards have been executed, the organisation will be a changed institute. Therefore, do not propagate the change plan and then hope the performance will follow, change the performance and the change plan will become a reality.

Some years ago the South African Police started their reform from a power organisation to a service organisation. The researcher was asked for advice by certain members and he asked them to make a list of the typical activities a ordinary policeman would do in line of duty in the power organisation. The researcher then asked them to make a list of the things that would change in order for the force to qualify as a service organisation. This led to the specification of the performance outcomes and standards of a policeman to fit a service organisation. This is also what the public as client will experience, and not what the top brass are saying and propagating. From this point of departure the next step should be to determine what the immediate superiors' performance outcomes should involve in order to support the new duties and tasks of these policemen. The next step would be to determine the performance outcomes of the next line of authority in order to support the first line of management, and so on. This is therefore a bottom up approach, but the significance is that the interface between the supplier of the service and the client is directly affected and the client being the judge of the change effort.

For example:

Power Organisation:

Performance outcome: Arrest drunk pedestrians and lock them up

Service Organisation:

Performance outcome: Assist drunk pedestrians to get home or to another safe place

If the change agenda is built into everybody's performance plans and they are developed in the necessary skills and their performance are eventually appraised against these criteria, the organisation will have the best chances of successful transformation the organisation will ever have.

Many organisations embark on change interventions, re-engineering everything in theory trying to make the effort look impressive, never asking the receiver of the product or service what they would like to see changed. In service organisations it is usually the people near the shopfloor who interact with the client. If it is people higher up in the hierarchy, the same principle applies. Involve the client and direct the change effort towards client needs. This is were the leverage point to successful transformation lies. Also to do it in such a way that the employee as internal client is also satisfied in the process. This form of communication is vital.

When the Post and Telecommunication Department in South Africa started their major transformation project some years ago, the first issues on the agenda were, privatisation and decentralisation. In most countries with a relative small income per capita these services are provided by Government as collective services. It would be impossible for a private entrepreneur to establish such expensive infrastructure and sell the service at a profit. The reason for looking at privatisation in many cases, is to try and create an increase in customer care as this aspect is often lost in Government Departments. The researcher heard some Japanese say that they discovered in South Africa that when they enter a Post Office, the client is the person behind the counter. The researcher investigated this and found on average three notices in small centres telling the client how to behave to keep the attendant happy. If privatisation cannot create competition the researcher cannot see it as the remedy. Once again a bottom-up change effort is what is needed. In other words, change the performance specification of the employees to fit the satisfaction or even delight of the client and the organisation will become popular and successful no matter what structures and philosophies were defined. Change the performance outcomes of the manager, so that he gets off his chair if a queue becomes longer than say three people, and let him attend to them. Establish a specific communication link that will be triggered in these situations. Shift working hours to after businesses have closed so that people do not have to leave work to pick up parcels or registered pieces for example. There are many things that could be done by installing the correct corporate performance communication system and by implementing it wisely.

The need for change could also come from internal and not necessarily external forces. With regard to their 7-S framework for organisational change Waterman et al (1980) have the following to say:

"The framework...suggests the wisdom of taking seriously the variables in organising that have been considered soft, informal, or beneath the purview of top management interest.

We believe that style, systems, skills, and superordinate goals can be observed directly, even measured - if only they are taken seriously. We think that these variables can be at least as important as strategy and structure in orchestrating major change; indeed, that they are almost critical for achieving necessary, or desirable, change."

From what was discussed in the previous chapters, if the problem lies with productivity, this is about the internal customers, the employees, changes imply that the root causes of productivity barriers be determined and addressed effectively. The best alternative once again, is to start involving the people in the organisation in shaping the world around them. Most of the time they have al the answers, but they are not valued and permitted to participate in rejuvenating the systems and practices. Re-humanising the organisation must include this, but it must also restore the dignity and pride of the employees, their sense of belonging, their sense of ownership, their sense of value. They must be empowered to develop to their full potential and be given responsibility for managing their own performance. They must be allowed to learn through their mistakes. Only then will they participate in a programme of change.

M.2 SYSTEM-WIDE CHANGE

The terms "organisational change" or ""transformation" or "re-engineering" are already being viewed as buzzwords by many employees throughout the world. The main reason being that they do not deliver in the expectations they create amongst employees. This in turn could be caused by the fact that they mean different things to different people, that they are not properly planned, that they are not properly executed or that they only deal with a single isolated issue in the organisation at a time. If organisational change is to be successful the researcher is willing to stake his neck by making the statement that it can only be achieved through system-wide change throughout the entire organisation. Furthermore, if all the people as a whole, do not commit to the process, it is doomed to failure. The changes must be adopted at a very personal level first of all. This is especially true for top management.

M.3 PLANNED PROGRAMMES

Many organisations spend all their time and resources on propagating their transformation intentions. Posters, memos, brochures, undirected or isolated workshops, et cetera., et cetera. Once a manager has lost credibility chances are good he'll never regain it and in an attempt to do so he'll often cause more damage. When it comes to organisational change, prevention is better than cure. Make sure the change programme is planned thoroughly with the help of credible professionals, before embarking on the journey. It must be complete and it must be done for the right reasons.

M.4 IMPLEMENTING THE NEW SYSTEM

It is very important not to get confused with the different change issues. The researcher is convinced that low organisational performance is primarily the result of incorrect performance communication. It could be incorrect in the sense that it is not holistic, nor integrated, miss-aligned and miss-focused. Therefore, the organisation must re-design its corporate performance communication system, if it has one, or buy into a properly designed one. In other words, organisational change should involve, changing to a new corporate performance communication system. Many organisations are totally confused and lost with regard to organisational change. To many it implies changing the structure, to others it implies changing various aspects in the organisation in isolation to each other. Or they change some processes and practices or maybe their product portfolio. Usually the debate is centralisation or decentralisation of functions and business units depending on what was done the previous time. What is fatal about it, is the fact that it involves changing from one static set-up to a different, but jet another static set-up. Change is thus incorrectly treated as a traumatic project and not an ongoing process. This would only be successful if the environment stayed static and if it had been predicted correctly in the first place.

With regard to the change model the researcher finds Kilmann's model very relevant with some adaptation or customisation. His method is considered by many experts to have the most merit of all organisational change attempts. His accompanying arguments make good sense and his technique is far better than the attempts of isolated, scattered and quick-fix change interventions of other available systems that the researcher has seen. The researcher has related what he suggests and modified it to serve the purpose.

According to Ralph Kilmann (1989), planned organisational change should consists of 5 stages:

1. Initiating the programme
2. Diagnosing the problems
3. Scheduling the tracks

4. Implementing the tracks
5. Evaluating the results

Table 60: 5-Stages of Organisational Change - Kilmann

According to the model the mission is to install the new corporate performance communication system. The researcher is convinced that most organisations might only have one more chance of installing another performance management or corporate performance communication system, because if they foul up this time no employee will ever trust their intentions again. Organisations who are doing it for the first time have the chance of doing it right the first time around.

M.4.1 Stage 1: Initiation

The researcher agree with Kilmann that since most organisations have lagged behind, dramatic changes take place during the first stage already. The first stage will therefore be of critical importance. The main purpose of this stage is to ensure that the organisation, that is management, is ready to commit to a programme of fundamental and system wide change. If they cannot, there is no use in carrying on with it. The most common mistake is to get approval from top management for an intervention whilst they stay uncommitted doing their own thing in isolation. The programme is most likely to be successful if the following conditions exist:

- Top management must fully understand the need, purpose and principles of the new corporate performance communication system.
- They must sincerely want it and they must want it for the right reasons.
- They must understand what is meant by empowerment, organisational learning and re-humanising the organisation and fully accept it.
- They must commit to implementing the whole system with all its consequences. They must put their personal interests aside and manage their ego's by admitting that they are part of the problem and that they will accept the changes that will impact on themselves. Such an admission will show that that practice what they preach and will encourage all the employees to follow their example. This will form the foundation to large scale organisational learning and will kick start the desire to perform that was discussed earlier.
- Top management must be willing to allocate sufficient financial resources to the programme in all its dimensions. This is not the time to be penny-wise pound-foolish.

The organisation will have to bring in highly credible outsiders to have an objective look at the organisation's dynamics that is currently at work and to make sure that no-one builds protection barriers around himself. Employees might suspect from the start that it is just another management trick in management's interest. The smallest detail is of importance. If the organisation assemble a car in all its detail except for the coil wire it will never move.

- The programme must be led by top management and they must take full responsibility for it. The researcher said earlier that the Training Department should champion the new performance management programme. Do not get him wrong, they must facilitate the programme and make sure it is implemented correctly and continuously managed everywhere, but Top Management must initiate and lead the complete change initiative personally. Training must act as their vehicle and instruments to actually drive it, but be warned, if top management do their own thing up there somewhere and the training people are to lead the change intervention, it will fail.
- Top management must declare it the number one priority in the organisation and stick to that. Bottom line achievements should become a result of good management and not an objective of management.

Table 61: Conditions for Successful Change

This first stage differs with that of Kilmann's only as far as the intended change programme is concerned. In his case top management must commit to a change programme that must still be derived and formulated. In this case the latter has already been done, thus the purpose of the initiation stage is for top management to first of all commit to organisational change, but in the second place they must be convinced to commit to the new corporate performance communication system as the future vehicle of continuous internal change.

M.4.2 Stage 2: Diagnosing Problems

This is where in Kilmann's case, the change team develops a deep understanding of the full range of problems facing the organisation as well as the opportunities that exist. That was done already and as a result the new corporate performance communication system was developed. It relates to giving a hungry person a fish every day or teaching him to fish which he can then do for himself the rest of his life. The new corporate performance communication system will allow and equip the entire organisation to diagnose their performance problems and success factors for themselves on an ongoing basis. With regard to external threats and opportunities, it becomes the task of top management or their navigation team to explore them. It is documented in the performance management section as a required performance outcome with the accompanying standards. The problem the researcher has with any formal change model is that it diagnosis problems that exist at this moment in time and a corresponding solution is derived. This per cè is very time consuming and the implementation of the solution much, much more. The change will therefore only be effective if the conditions stay static during all this time otherwise a new change programme will have to be initiated whilst the first one is still on its way. What is the chances of the external environment staying stagnant during turbulent times?

The researcher agrees that these change efforts might work if it is only focused on what has been going wrong inside the organisation with regard to its operations, management and cultural issues. A one-time fundamental change with regard to changing those underlying principles might certainly be effective, for instance changing from a bureaucratic to a democratic type of organisation. The researcher is however, still of the opinion that believing these formal change models can be used in turbulent times to produce fast, effective and flexible organisational adaptation, is an illusion. If they are applied correctly, it takes about 5 to 10 years to witness any significant results. To install a new corporate performance communication system like the one the researcher has described, will take between 1 to a maximum of 3 years from where it could then be used to introduce ongoing change, provided it is not seen as a mechanical merit rating instrument but a holistic continuous improvement system.

Nevertheless, stage 2 stays very important, only in this case the purpose is to locate any entrance barriers to the introduction of the corporate performance communication system. To simply dump or enforce it on the employees will do more harm than good. It must be introduced with great care, skill and wisdom and as the number one priority of top management.

It is obvious that the barriers will differ from organisation to organisation according to their past experiences. Usually the culture, climate and management contain the critical barriers to success. Culture is defined as shared values, beliefs, assumptions and norms (Covey 1990; McCoy 1985; Rao in Pleiffer 1991). Kilmann (1989) describes norms as the unwritten rules of the organisation: Do not disagree with authority; do not stir anything; do not ask questions. This will greatly affect the way in which people will react to the introduction of a new corporate performance communication system. Beliefs refer to what the employees think about things around them. For instance: Management will never do anything in our interest, only in their own; the organisation will never reward hard work; it's who the organisation know not what the organisation know that matters. Assumptions are beliefs that are taken for granted to be true, but might turn out not to be the case. Top management might assume that all their employees are loyal to the organisation and will support them in all their efforts. The researcher observed a case in an organisation where the MD stopped all orientation workshops that were intended to sensitise his employees to his new change programme, because he assumed that they were happy with his intentions and that they believed in his competence. At the same time he introduced a "streamlining intervention" offering employees voluntary packages and early retirement. He was shocked when just about everybody who could remotely afford it, handed in their applications the following day. He was forced to discover that his people were extremely unhappy and that they preferred to leave his company after many years of dedicated service. The assumptions that people make regarding the wants, fears, resistance and support of other people play a major role in the success of any programme or action. Nobody changes to be worse off. The challenge is to package any change programme in such a way that no victims are created. The organisation can only do this properly if the organisation verify as many as possible of the assumptions that exist in the organisation. It has to be a win-win situation all the way through. Change agents, managers and consultants are often surprised when their proposed well intended solutions are not accepted by the employees. It usually suggests incorrect assumptions about some aspect of the employees' attitudes.

What should work well for stage 2 is a climate study and a range of interviews with randomly selected members of staff. Vitally important is to make sure that all key players are represented. They are:

▪ line management
▪ unions
▪ unrepresented workers
▪ pressure groups
▪ external stakeholders

Table 62: Key Players in Organisational Change

In other words vertical as well as horizontal cuts through the organisation. All top managers should also be interviewed as their commitment is a critical element to the whole process. It is also his advise that the organisation make use of outside professionals for this purpose.

Most organisations that the researcher knows of, do not trust home-made solutions anymore. The researcher specifically listed groups since the power of formal or informal groups must not be underestimated as either a barrier to success or as an enhancement to it.

M.4.3 Stage 3: Scheduling the tracks

According to Kilmann (1989), there are five tracks in the change programme that should be scheduled correctly:

1 Culture Track

2 Management development Track

3 Team building Track

4 Implement the change Track

5 Reward Track

Figure 25 Scheduling the Change Tracks
(SOURCE: Kilmann 1989)

If the tracks are not scheduled in a specific predetermined way and the programmes not fully completed, it will result in total failure. As the researcher is not introducing the same type of change programme as Kilmann (1989), as already explained, some modification is necessary with regard to the tracks. In his case the fourth track is not applicable at this stage. The researcher is therefore replacing it with the implementation and information tracks of the new corporate performance communication system that was introduced in the organisation. The scheduling of the tracks will therefore be as follows:

1 Culture Track

2 Management skill & role change Track

3 Worker skill & team building Track

4 Implementation and information Track

5 Reward Track

Figure 26 Performance System Implementation Tracks

Some organisations might prefer a pilot group to be identified first who is then subjected to initial implementation in isolation. They serve the purpose of a test group. This is not his personal choice as a corporate performance communication system is not something that can be used in one area of an organisation and not in another. The researcher strongly suggest that top management make up their minds whether to implement the new system or not and then get to it in full force. The success of organisational change lies in the collective effect of changed patterns of behaviour which cannot be achieved by means of compartmentalised intervenes.

M.4.3.1 Culture track

The purpose of this track is to establish or enhance trust, communication, the sharing of information and an eagerness among employees to change. People will only change to be better off. Many employees will say that they have accepted change, but that acceptance only took place in their heads and not their hearts. Accepting major change is not a quick event or something that can be ordered, people must be allowed time and space to personalise the change objective. According to Dr. Kubler-Ross there exist a common grief cycle in all humans regarding major changes in personal conditions.

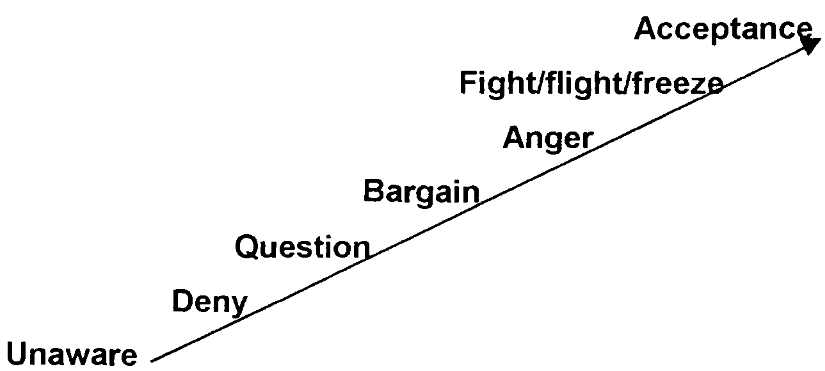

Figure 27 Grief Cycle of Change – Kubler-Ross
(SOURCE: Unpublished)

A person is at first unaware of the changes that is about to happen. Then he denies it if it is not appealing to him. Then he will start questioning the reality of it, seeking others and expert opinions. If he realises that chances are good that it is going to happen, he starts looking for special conditions to lighten the effect of the change. If that does not help he gets angry and objects heavily against his fait. Then he makes a decision to run away, if possible or to do absolutely nothing or to fight the change actively. Only after all these stages have been completed, might the person come to terms with the change and accept it fully as inevitable. It is only then that this person can participate in it constructively and make the best of it. It is explained at the hand of a number of affirmative action projects that were implemented in some local organisations a few years ago.

At first the employees were not aware of such a possible event. After hearing the news that the staffing lathe organisation was going to be changed to represent the demographics of the country, they denied that people of colour could simply be appointed based on the colour of their skins. No-one could force that onto an organisation that had to show a profit. The "rumours" did not disappear and employees started to gain more information from people who were "connected" to test the validity of these rumours. When it became quite clear that it was not only a rumour, but that it was certainly going to become a reality, they started bargaining. "It is OK with me, provided the newcomer has the same qualifications that I have and that he can do the job without a drop in the standards." Many pre-requisites were discussed and informally formulated. Although people said they had accepted the introduction of affirmative action, no-one tried to participate in it constructively. They only realised that it was inevitable, but they did not really accept it. When their bargaining had no effect, they got angry and became very sceptical of the future of this country. They also started fearing for their own futures and many employees' higher order needs were replaced by lower order needs on Maslow's hierarchy. Job security became a major issue. After the anger subsided, many employees resigned or accepted packages and left the organisations. Others folded their hands and said, "Let's see how these unqualified appointments cope with the job." Others fought the process, by deliberately sabotaging it, trying to let it end up in disaster. The harm that were done to these organisations will never be recovered. If the change program is not packaged correctly and different employees find themselves at different stages of the change cycle, the planned transformation cannot possibly be successful. All the employees must willingly be on board the change train, else the few managers of change will travel alone meeting their doom.

It is critical to establish a culture, conducive to the planned change intervention, before the intervention is being implemented.

These conditions are compulsory pre-requisites to any other component of the change process. This could be achieved through collective learning workshops where large groups of employees (50) participate in the discussion of the intended change process and the real agenda that is facing them. This should be conducted by highly knowledgeable and exciting outsiders but it stays vitally important that top management should participate in these sessions to indicate their commitment. The researcher strongly recommend that the MD personally open each session and enrol in a partnership with his people. If the organisation think this will be too expensive, try the cost of not doing it. It's the same as the cost of training compared to the cost of ignorance.

The culture track must not be neglected, because if the conditions that it is intended to create, do not exist, the rest of the process is doomed for failure. Many organisations are not aware of this critical transformation pre-requisite. Many organisations think that the culture issue is "hairy-fairy" stuff, but it certainly is not the case. It might be due to the way in which some consultants present it, but it is of critical importance with respect to any change process. A person can only contribute to a change programme once he has personalised the change agenda. Therefore, if the intervention is going to create victims, it will not be a great success in the long run. The change facilitators must make sure that the performance outcome of the culture track has been a success before they continue with track 2.

M.4.3.2 Management skills and role change track

The purpose of this track is to provide all managers with new ways of coping with complex productivity improvement issues and also train them in the use of the new system. They must understand and accept the change in roles and tasks that will be expected of them. Management skills include conceptual skills as well. If a manager refuses to adopt a attitude of re-humanising the work place, maybe it is time to revise his position of managing people. It is a common fact that not everyone that gets appointed is always the best fit to the job and this must certainly also be true for managers. Especially since so many of them were appointed during the era when people had to become managers to qualify for decent salaries and company perks. Furthermore they were also trained in skills that is counter productive such as command and control. As was discussed in chapter 5, a total paradigm shift with regard to the role of management is what is needed in most cases. In the new corporate performance communication system the manager must become the enabler - the problem solver. He must energise his people and not drain their enthusiasm. He must also learn to use the new system correctly. If the correct learning took place during the culture track and the conceptual skills section, the manager should have a distinct desire to use the new corporate performance communication system. There should be an eagerness to learn about it and to apply it in practice. This training should preferably be done by the local training facilitators to allow them to get to know the managers better and to establish a sound relationship with them. The researcher usually advice organisations to segment their organisation into logical units where each unit can become the responsibility of one particular facilitator that can act as initial project leader and later process leader of this unit with regard to monitoring and assisting with running the corporate performance communication system.

M.4.3.3 Worker skills and Team-building track

Many organisations make the mistake of letting the trainers train the workers in the use of the system on their own. This is usually when workers respond saying, " Tell this to my manager, his the problem; What's the use , my manager will never accept this; Why is my manager not here? Is this another management scheme to trick us into more work for the same pay?" Hopefully the culture track has solved some of this negativity and cynicism, but it will take more to convince most workers of the noble intentions of the change process. If the manager is to become the new team leader, why not involve him in the education of his team? Let him lead the session with the assistance of the trainer. This will show his commitment and will act as the first step in real team building. If the manager explains to his team members how the system works, they can immediately start to sort out their differing perceptions at the same time. The purpose of this track is to teach the workers how to use the system, but more important, to infuse the new culture and updated management knowledge and skills into each work team, thereby instilling co-operation throughout the whole of the organisation.

M.4.3.4 Implementation & Management Information track

During the worker skill training track the team can already start applying the learning to the real process instead of theoretical or hypothetical cases. The implementation track has thus in fact started already. What is meant by "implementation track" is simply the running and management of the system in such a way that all the execution problems get sorted out and that it becomes a new way of living. It is crucial to monitor it closely and record all success and problem stories. This track will make or break the system. If people start to experience it as extra work and purely a management ritual with no benefit to them, it is doomed for everlasting failure. It is often a pain-in-the-neck experience to determine the performance outcomes and standards for each individual or team the first time around, therefore the facilitators must put in an extra effort in assisting the users as much as possible. Do not try and perfect it the first time around, the organisation might get caught up in paralyses by analyses. Start off with a basic platform and then over the next year, grow into the system. It becomes fun after a while when people start reaping the benefits and experience how easy it is to use the system.

During this track the information generated by the system must be recorded and established in an efficient and effective management information network. It must not be overdone and converted into jet another information monster in order to impress people. The researcher is talking of creating a learning organisation which implies that the organisation need certain information to learn from. The organisation cannot manage anything the organisation cannot measure, but it is similarly worthless to measure things and not to record or distribute the information resulting from that. This communication system must be transparent and in the interest of everybody, else the culture of the organisation will suffer again. The system must be simplistic and useful, not sophisticated and complex but useless.

M.4.3.5 Reward-system track

Irrespective of the circumstances, people expect to be rewarded for exceptional performance. If an organisation accepts this principle, it must just make double sure that the system that is used to determine these rewards are highly credible and fair, else more harm than good will result from a well intended initiative. There is nothing more painful than producing unintended undesired results.

Conducting this track is futile if all the other tracks have not delivered in their intended performance outcomes. It is therefore once again emphasised how important it is to schedule and implement the tracks in sequence and in total. Kilmann (1989), reckons that without an adaptive culture , employees will not believe that rewards are tied to performance and will therefore not be encouraged to work hard. Similarly, if managers do not have the skills to manage the system properly or if they take on the judgmental role, any well-intended reward system will be distorted. Furthermore, if the work teams do not tolerate individual differences, it will be almost impossible to distinguish between high and low performers. If the system is not implemented and used properly and if the information derived from it is not objective and consistent, the reward system cannot make pay-for-performance a fair reality in everybody's eyes.

All five tracks are always relevant to proper installation of any new system. Each track might be handled differently for different organisations depending on the existing culture or climate and how open minded the employees are. Management, consultants and in-house facilitators must be aware of the diversity of conditions that exists and all the appropriate methods and techniques that are available to deal with each. It is one thing to plan and schedule, but quite another to implement the plans. Do not be disillusioned if the real world differs a little to what was planned. As Kilmann (1989), says. " Human nature and human systems do not lend themselves to an entirely predictable path. Besides if people feel they are being programmed in any way, they may purposely do something illogical or unexpected just to show how independent they really are."

It is therefore very important to stay flexible and sensitive throughout the implementation of all five tracks. It might even be a good idea to establish an information centre for the duration of the project where people's ideas and suggestions can be accumulated continuously.

The training facilitation team should be responsible for monitoring and keeping the project on track. Top Management should however keep accountability and should visibly lead the project. The fundamental issue is always whether the employees will adopt change at a personal level and whether they will manage their own destinies. Employees often wait for things to be ordered by management before they act. Or they refer to the organisation as an external body of which they form no part of. "This organisation will never change; When is management going to change?; This organisation will never develop me." It is essential that people adopt an attitude of internal control in stead of explicit control. That is, they must accept that what happens to them will depend on their own behaviour. This is also very important to the successful management of the corporate performance communication system in the future. People are being supplied with a dynamic system that they must use to continuously adapt the organisation to changing needs. The system cannot do it on its own. It is dependent on human interaction. The culture track must therefore not be neglected, since a culture of active participation and dedication is necessary during both the change project (5 tracks) and the ongoing change process (productivity improvement).

It must be accepted that the change process will never be complete. The results must always be evaluated in order to reveal barriers that must still be addressed. Culture will always need attention and additional skill and knowledge training will be needed from time to time. Evaluation is also necessary to see whether the new system is delivering in its intended results, namely increased productivity.

M.5 CONCLUSION

While the five steps of installing the new system is complex, so are the performance problems it is designed to resolve. A completely integrated system must be able to address all the major controllable variables in the organisation. At the same time, if it is not introduced and installed properly with the full support of top management it will fail to produce the desired results over a long period of time. No shortcuts should be attempted during any stage of the change process as the researcher guarantee it will affect the process adversely.

APPENDIX N

AN INDUSTRIAL RELATIONS VIEWPOINT

Are organisational transformation and performance development just another phase or a platform for future survival?

The necessity of South Africa attracting significant foreign business investment, meeting the challenges of international competitiveness and effectively managing a diverse and demanding workforce requires a radically new approach to employee and industrial relations. The prospect of developing more enduring and consensual management/ employee relations, motivating improved employee performance and being in a position to concentrate on business growth can only be realised through a process which transforms both individual and business performance. While most South African business concerns are searching for the answers to the dilemma of survival and growth through the current transitionally period, organised labour is simultaneously strategizing for job security, job creation and industry reconstruction.

Matching and reconciling the concerns and needs of COSATU's Industrial Reconstruction Accord, the ANC's RDP and Industry and Commerce's drive for efficiency presents opportunities for the development of plans and actions for interdependent success. This obvious necessity for conscious re-alignment of many business strategies and actions to realise the expectation of all the concern's stakeholders has created the need for substantial transformation of industrial relations policies, strategies and practices.

N.1 Traditional industrial relations

Traditional industrial relationships are typically characterised as having a collective focus - supported by established procedural agreements and supplemented by regular substantive negotiations.

Unionised labour is however under increasing pressure to be more flexible in the face of legitimate business needs to restructure for competitiveness. Increasingly, labour is advocating jointly managed and longer term strategies founded on principles of employee development/ empowerment, workplace reform and gain-sharing. Business leaders are similarly attempting to find an equitable balance between business performance, heightened expectations and shrinking margins; many apparently inhibited from action planning beyond tentative contingency provisions by immediate uncertainties.

N.2 A conceptual and practical IR framework

As a result of the shift in the approach of COSATU dominated labour, and the efforts of numerous joint forums and working groups established in organisations, a process of transformation is already taking shape within this new conceptual industrial relations framework. The pressures for productivity and skills development, effective affirmative action and a more participative management style are steering employers and employees towards a shift in the traditional IR focus.

The new framework's supporting systems are:

- Substantive negotiations of a more strategic and longer-term nature
- Collective mutual interest agreements and accords
- Work group or team development
- Individual employee performance development and empowerment

Table 63: IR Framework Supporting Systems

Each system has its own mechanisms and objectives, but with many issues often common to a number or all the systems (example: job grading and career pathing). All four systems, despite their strategic differences, have the common objective of facilitating planned transformation that will induce significant individual and overall business performance improvement.

N.3 Accepted significance of individual relationships

Converting frustration into constructive motivation to improve performance through this shift in relationship focus cannot be effectively achieved by focusing exclusively on any of the four systems. Practical experience though, also clearly indicates that an approach which attempts to initiate action on all four levels simultaneously generally leads to lack of focus and a definite sequential action plan. In contrast to the often tried strategy of centralised and collective controlled activity, an approach founded on a "bottom-up" individual employee empowerment philosophy generates real momentum and measurable results.

In many cases however, despite the principle acceptance of all the parties, a bottom-up approach is avoided, most often due to the following:

- A distinct lack of trust between the parties involved
- No mutually acceptable and credible mechanism being available to implement such process
- The lack of support, reinforcement, reward and monitoring systems

Table 64: Elements of Bottom-up Avoidance

N.4 Productivity / performance development and transformation

The utilisation of the approach as described in the previous chapters to employee development and enhanced organisation performance meets the critical requirements of credibility, employee motivation, climate reinforcement and performance reward. With the fundamental philosophy of employee development being the key, individual productivity can be unleashed and the organisation developed through the individual and team components - rather than via often resisted corporate restructuring and collective negotiated processes. The unique "double-loop" approach leads to the integrating and congruence of corporate, working group and individual employee goals - also impacting on the collective elements of industrial relationships and bringing about a long awaited re-engagement of the parties through individual interactions.

The system, which has the voluntary contracting of improved performance by both the manager/ manager and employee as its base, creates a platform for real and effective workplace relationships at a time most needed by business, organised labour and a highly expectant workforce. Many view this contacting process as the single most crucial factor in determining the success of the system. The mechanism of this "employee performance and managerial support contracting" is therefore the system's greatest strength and ensure practical and realisable goal congruence from the outset.

While the system is extremely effective as a focused and employee-driven system, three pre-conditions are important for creating a supportive environment and its ultimate success:

An absolute commitment at corporate level to the full and thorough implementation of the process, demonstrated through ongoing support and dedication to its achievement of established objectives. The full support and participation of all employee representative bodies and Unions in the implementation, maintenance and evaluation of the entire process.

The open and constructive engaging of employees and their facilitators/ managers in the interactions and agreements required to secure the fullest release of motivation to activate the process.

Should the organisation's organisation identify with the challenges highlighted above. and should the organisation wish to transform the organisation's organisation into one capable of achieving its fullest potential through its employees, we do advocate this full-blooded approach to transformation through employee development.

APPENDIX O

GENERATION OF INPUT DATA AND THE USE OF THE BIMP SYSTEM

(SECTION 1) WORK ENVIRONMENT IMPROVEMENT

Step 1. Weight the importance of each element of the work environment

Step 2. Rate the level of satisfaction with each element

Step 3. Calculate the work environment indicator

Step 4. Determine priority of work environment concerns

Step 5. Record reasons for concerns

Step 6. Formulate a work environment improvement plan to address these concerns

Step 7. Sign the completed document

(SECTION 2) PERFORMANCE MANAGEMENT

2.1 CORPORATE PERFORMANCE MANAGEMENT

Step 1. Define corporate market offering

Step 2. Identify all tangible and intangible attributes

Step 3. Identify all existing and potential customers

Step 4. Identify all competitors

Step 5. Select attributes and divide into order winners and order retainers

Step 6. Define overall corporate performance objectives

Step 7. Cascade objectives down through all divisions

Step 8. Derive strategies for these objectives

Step 9. Determine and compile all core and support job profiles

Step 10. Establish the internal and external value chains

2.2 EMPLOYEE PERFORMANCE MANAGEMENT

Step 1. Identify performance outcomes (performance outcomes, KPA's, CPA's, results, tasks, et cetera.)

Step 2. Weight relative importance of the performance outcomes

Step 3. Define the authority level of each task

Step 4. Identify and weight the relative importance of all key customers

Step 5. Identify the relevant key suppliers

Step 6. Set standards for performance outcomes

Step 7. Set standards for task inputs

Step 8: Do a potential problem prevention analyses

Step 9: Record performance indicators for each task

Step 10. Assess performance according to standards and performance indicators (Team or one-on-one)

Step 11. Calculate overall performance level indicator

Step 12. Determine priority of performance concerns

Step 13. Sign the completed document

Step 14: Formulate a performance development plan

(SECTION 3) HUMAN RESOURCE DEVELOPMENT

(Use the same performance outcomes, weights, specific performance outcomes and assessment criteria as in section 2.2)

Do steps 1 to 4 as described in section 2.2 if section has not been completed or copy the results of these steps to section 3

Step 5. Rate existing competence against competencies embedded in performance standards

Step 6. Calculate overall competence level indicator

Step 7. Determine the priority of competence development needs

Step 8. Sign the completed document

Step 9. Formulate a human resource development plan

SECTION 1: WORK ENVIRONMENT IMPROVEMENT

Step 1: Indicate how important each element of the work environment is to you personally (employee)

Purpose: To determine what is important to each team member personally

Who: Employee only

When: At the start and end, and at regular intervals during each performance cycle

How: 1. Read each element listed in the first column of the Work Environment Improvement Worksheet carefully.

2. Consider the importance of each of the elements to the you personally. For example, ask yourself: "How important is 'Clear task

specification' to me personally?"

3. Give your answer in the form of an importance weight on the predetermined scale

4. Enter your weights in column (W)

Guidelines: Must be important to the organisation personally

More than one element may have the same weight

Use the full scale

Weight every element

Pitfalls: Trying to prove "I'm right and you're wrong"

Trying to ridicule the other's perceptions

Dishonesty

Trying to blame the environment for personal shortcomings

Centralising (focusing around middle value)

Everything has a high importance

Managers:

You may not be prescriptive about what should be important to the employee.

Try to understand the employee's perception.

Do not argue about differing perceptions, rather try to obtain consensus on differing viewpoints.

Take special note of the elements weighted high since they are very important to the employee

Step 2: Rate the level of satisfaction the you experience with each element in your working environment

Purpose: To determine whether the elements inhibit or enhance the employee's performance

Who: Employee only

When: At the start of, and regularly during each performance cycle

How: Indicate the level of satisfaction you experience with each element, using the pre-determined rating scale:

Example of scale:

Total satisfaction with the element	=10
Almost total satisfaction regarding the element	= 9
Acceptable, but element could be improved	= 7
Fair level of satisfaction regarding the element, but must be improved	= 5
Great Dissatisfied with the element	= 3
Complete dissatisfaction with the element	= 0

Enter your rating in column (R)

Guidelines: Be objective
Be honest
Must be able to substantiate all ratings

Pitfalls: Over sensitivity
Dishonesty
Creating imaginary problems to justify poor performance
Being fatalistic ("nothing can be done about it, so why bother")

Managers: Focus first on the elements weighted high and rated low

Step 3: Determine the Work Environment Level Indicator

Purpose: To get an indication of how accommodative the work environment is to the employee in performing his or her tasks

Who: Employee and manager

When: With each work environment diagnosis

How: 1. Multiply each weight by its corresponding rating and enter the answer under

WxR

2. Add all the weights and enter the answer under weights (W)
3. Add all the weighted ratings and enter the answer under (WxR)
4. Divide the total of the weighted ratings by the total of the weights and convert to fit on a scale of 0 – 100. The answer is the work environment indicator (It indicates the degree to which the work environment satisfies the needs of the employee on a scale of 0-100 where 100 is the desired value representing total satisfaction)

Guidelines: Be accurate

Work to one decimal point

Accept the first work environment rating done (however good or bad it may be) as a given on which can be improved in future

Pitfalls: Calculation errors

Note: Future indicators and results may be compared to see whether the work environment has become more or less accommodating of performance

Managers: It is your responsibility to try to remove performance barriers to the extent that the indicator value approaches 100

Your performance as a manager depends on the performance of your employees; regard them as your clients

Elements with high relative importance and low ratings (high priority) which are not addressed will continue to be a sources of dissatisfaction with the employee until they have been rectified

Note: See the work environment as an interactive whole. Pay attention to all elements with high priority ratings. It may be that the Work Environment Level Indicator looks good but if a critical element, for instance "the correct equipment" is lacking, the employee might not be able to perform optimally.

Step 4: To Determine priority of work environment concerns

Purpose: To identify which work environment barriers should be addressed first

Who: Employee and manager

When: Every time a work environment diagnosis is done

How: Subtract each weight (W) from its corresponding rating R and covert it to fit on a positive scale. Enter the answer in (P). The lower the value (closest to 1) the greater the concern and therefore the higher the urgency to rectify (The computer programme will do it automatically)

Guidelines: Be specific
Give true reasons (facts)

Pitfalls: Ambiguity
Vagueness
Irrelevant issues
Dishonesty

Managers: Do not argue with the employee or try to persuade employee through your authority. Simply clarify the concern and treat it as important to the employee in a win-win fashion

Step 6: Formulate an Action Plan for improving the work environment

Purpose: To determine a new set of responsibilities for the manager to take care of in order to allow the employee to perform better

Who: Employee and manager

When: During each work environment diagnosis, preferably after all employees' information have been accumulated through the central report system.

How: 1. Determine specific actions to eliminate obstacles: use action verbs e.g. decide, obtain, find, provide.

2. Determine definite deadline dates for actions to be completed and responsibility

3. Enter Y (yes) or N (no) in status column to show whether intended action has been taken or not. This must be done regularly to update the status otherwise the system will indicate a large number of overdue activities in its status report.

Guidelines: Do not argue

True reasons only

Generate a specific and complete action plan with completion dates

Elements with high priority (P) values of 5 and lower must be addressed

Be realistic regarding available time

Note: It is the responsibility of the manager to eliminate as many obstacles as possible from the work environment

Pitfalls: Opposing views with regard to work environment

Negative attitudes to work environment

Arguments, Deadlocks

Unrealistic expectations/reasoning

Lack of commitment

Managers: NB. The perception of an employee is a reality to him and cannot be "wrong". The elements which are very important to the employee I.e. with a high W value and low R value should be rectified first (Lowest P value). The organisation should list an performance outcome in your own Performance Management namely, “Improve employee’s work environment barriers” and weight it a high importance value. The standard should be “According to the agreed Action Plan”.

This is your opportunity to become a valued member of the group

Step 7: Sign the Work Environment Improvement document

(Sign the computer report print-out and keep record of it if the organisation use the computer programme)

Purpose: To show that consensus has been reached regarding all the elements of the work environment

Who: Employee and manager

When: After the action planning discussion

How: Sign the document in the space provided

Guidelines: All the parties indicated must sign the Work Environment Improvement document
If complete agreement cannot be reached, do not sign. To say the organisation were forced or intimidated will not be accepted
Further discussion with the manager and employees may lead to consensus

Pitfalls: Coercion or intimidation
Obstinacy
Being scared to sign
Making invalid or unsubstantiated excuses not to sign

SECTION 2: PERFORMANCE MANAGEMENT

Section 2.1: Corporate Performance Management

Section 2.2: Employee Performance Management

STEP 1: Identify and agree on performance outcomes

Purpose: To determine what work should be done (or any other criteria that performance appraisal will be based upon) this may be the task, attitude or behaviour that is required. Could be described as performance outcome, result, task, objective, key performance area, et cetera.

Who: Employee and Manager

When: At the start of the performance cycle, and then at regular intervals or when changes occur

How: (Determine what performance outcomes the business unit or management unit must achieve for the current performance cycle if not done already)
Determine what the employee must deliver to achieve these performance outcomes and list them on the Performance Management worksheet

Guidelines: Use short, concise descriptions, containing an action verb
Use clear descriptions (be specific)
Completion of the performance outcomes listed must result in achievement of the mission or objective/s of the organisation
Performance outcomes must be fully understood and agreed upon by manager and employee
The manager is not allowed to impose his will on the employee
Performance outcomes must be consistent with the employee's responsibilities

Pitfalls: Vaguely described performance outcomes
Performance outcomes not value adding
Lack of agreement between employee and manager
Treated as an administrative ritual
Unproductive arguments

NOTE: Each employee should list an performance outcome "Prevent Problems". It will be clear after step 5 why this should be done

Managers: Explain why specific performance outcomes should be delivered
Ensure that the employee agrees and does not just submit to your ideas
It is suggested that the organisation list an performance outcome on your own Performance Management Document namely "Develop skills of employees"

Step 2: Agree on the relative importance of the listed performance outcomes

Purpose: To differentiate between the relative importance of performance outcomes

Who: Employee and manager

When: After determining or adjusting the performance outcomes

How: Weight performance outcomes on the predetermined scale and record your choice in the weight (W) column

Guidelines: Use the full scale
Assign a relative importance weight
More than one performance outcome can have the same weight, but try to differentiate
Employee and manager must agree on relative weights

Pitfalls: Everything highly important (using only high numbers)
Centralising effect (focusing around middle value)

Managers: Explain why certain performance outcomes are more important than others. Guide employees with regard to relative weights of performance outcomes and their personal contribution to achievement of the mission.
Give the performance outcome " Develop skills of employees" a high weight value

STEP 3: Define the authority level of each task

Purpose: To clarify which tasks the employee are permitted to perform without permission and which not.

Who: Employee and Manager (and team)

When: At the start of the performance cycle, and then at regular intervals or when changes occur

How: For each task decide whether the employee must/may:
1. First ask permission and then execute
2. Execute without permission, but report afterwards
3. Execute without permission or reporting back

Guidelines: Use an easy code to remember as above (1,2,3)

Make sure the employee agrees and understand the level

Make sure the employee is competent and confident in handling level 3 tasks

The employee must be willing to take the accompanying responsibility

Pitfalls: Incorrectly allocated authority

Tasks not value adding

Lack of agreement between employee and manager

Treated as an administrative ritual

Managers: Explain why this is important. Ensure that the employee agrees and does not just submit to your ideas. It is suggested that you aim at empowering your employees as much as possible towards level 1 authority as it will cut red tape, save time and improve productivity overall. It will also free you as manager to concentrate on your job. It will also encourage proper competence development.

Step 3: Identify Key Customers

Purpose: To involve all the important parties that will be affected by the performance. This include the manager, other employees, suppliers, clients (internal/external), et cetera.

Who: Employee and manager

When: After determining or adjusting the performance outcomes

How: List all the important people that will be affected by the performance and weight them according to their relative importance

Guidelines: List only key people, do not make it impractical

Use the full scale

Assign a relative importance weight

More than one customer can have the same weight

Employee and manager must agree on the customer list as they will perform the performance assessment

Pitfalls: Not involving the right people

Making the list too long

Managers: The key customers will be asked to state their requirements with regard to the outcome of the performance and they will appraise the performance according to these standards. It is therefore important to list the right people.

Step 4: Set standards for performance outcomes

Purpose: To say "how well" the performance must be done (Identifying the requirements or measurement criteria that the performance outcomes should conform to)

Who: Employee and manager (and key customers)

When: After weighting the importance

How: State the expected requirements in terms of the evaluation scale
If the statements are to numerous for any single performance outcome, list these on the Standards expansion list and enter its reference number in the standards column

NOTE: It is the prerogative of the user organisation to describe the ratings and especially the detail of the different ratings on the scale. It makes evaluation of the delivered performance easier and minimises potential conflict. If this is not done, the required performance must be described very specifically and the scale indicated in the appraisal step may be used during the appraisal of performance.

Types of measurement criteria: Time, Quality, Quantity, Deadlines, Money
Percentage, Ratio, Binary (yes or no)

Note: Only when it is impossible to stipulate "tangible" standards, both parties should agree on the subjectiveness of the standard that the performance outcome should conform to and define it as accurately as possible
Groups of people or functional teams can work together to generate standards
If Key Customers were identified, they should each give at least one critical requirement with regard to the performance outcome of the performance on the relevant performance outcome. In this case Team Appraisal must be done when appraising the performance where each key customer rates the

performance according to the standard(s) he laid down.

Guidelines: Quantify your standards or agree on subjective standards
Standards must be cost effective
Standards must be optimistic, but realistic and fair
Categorise standards according to the evaluation (rating) scale
Statements must be clear and complete
Standards must be mandatory
Conformance/non-conformance to the standard should have a significant impact on the quality of the performance outcome

Pitfalls: The common assumption that "his job is not measurable/it is impossible to set standards for his job"
Vague descriptions creating differing perceptions for manager and employee
Incomplete standards (not containing all the attributes or criteria)
Assumptions

Managers: Guide the employee in setting standards. You should know exactly what is expected of your department and what you want from the employee to achieve it, then tell the employee exactly what you want. Be absolutely sure about what is acceptable and what not, and be ready to justify it to anyone. "Because I say so" is not a standard. Standards are the quality criteria used to describe the desired outcome of a task, spend enough time to generate relevant standards

Step 3: Identify Key Customers

Purpose: To involve all the important parties that will be affected by the performance. This include the manager, other employees, suppliers, clients (internal/external), et cetera.

Who: Employee and manager

When: After determining or adjusting the performance outcomes

How: List all the important people that will be affected by the performance and weight them according to their relative importance

Guidelines: List only key people, do not make it impractical
Use the full scale
Assign a relative importance weight
More than one customer can have the same weight
Employee and manager must agree on the customer list as they will perform the performance assessment

Pitfalls: Not involving the right people
Making the list too long

Managers: The key customers will be asked to state their requirements with regard to the performance outcome and they will appraise the performance according to these standards. It is therefore important to list the right people.

Step 5: Identify Key Inputs and Resources

Purpose: To determine what is needed in order to produce the required performance. This materials, money, semi-finished products, appliances, tools, equipment, information, manpower, et cetera.

Who: Employee and manager

When: After determining or adjusting the performance standards

How: List all the important inputs and resources that will be needed for each task

Guidelines: List only key inputs and resources
Make the list complete
Do not include nice-to-have's

Pitfalls: Not involving the right people
Making the list too long

Managers: The employees will be asked to state their requirements with regard to the performance tasks. It is therefore important to list the right inputs and resources

Step 4: Set standards for inputs and resources

Purpose: To say "how well" the performance inputs and resources must be done (Identifying the requirements or measurement criteria that the performance inputs should conform to)

Who: Employee and manager

When: After identifying the inputs

How: State the expected requirements in terms of quality and quantity

Types of measurement criteria: Time, Quality, Quantity, Deadlines, Money Percentage, Ratio, Binary (yes or no)

Note: Only when it is impossible to stipulate "tangible" standards, both parties should agree on the subjectiveness of the standard that the performance input should conform to and define it as accurately as possible. Groups of people or functional teams can work together to generate standards

Guidelines: Quantify your standards or agree on subjective standards
Standards must be cost effective
Standards must be optimistic, but realistic and fair
Statements must be clear and complete
Standards must be mandatory
Conformance/non-conformance to the standard should have a significant impact on the quality of the performance outcome

Pitfalls: Vague descriptions creating differing perceptions for manager and employee
Incomplete standards (not containing all the attributes or criteria)
Assumptions

Managers: Guide the employee in setting input standards. Be absolutely sure about what is acceptable and what not, and be ready to justify it to anyone. Input standards are the quality criteria used to describe the desired input to a task, spend enough time to generate relevant standards

Step 7: Identify Key Suppliers

Purpose: To involve all the important parties that will affect the performance of the employee. This include the manager, other employees, suppliers (internal/external), support functions, et cetera.

Who: Employee and manager

When: After determining the input standards

How: List all the important people that will affect the performance

Guidelines: List only key people, do not make it impractical
Employee and manager must agree on the supplier list

Pitfalls: Not involving the right people
Making the list too long

Managers: Your employees will be the key customers to these key suppliers. It is therefore important to list the right people. Your input standards will become part of their outcome standards

Step 8: Do a Potential Problem Prevention Analyses

Purpose: To identify possible problems with regard to each performance outcome before they occur and plan specific actions to prevent them. Prevention is better than cure, but has to be planned deliberately

Who: Employee and manager

When: After determining or adjusting the standards

How: List all the major problems that can occur with each performance outcome.

Decide what would cause this to happen and plan actions to eliminate or reduce the likelihood of each cause to realise. Consider the standards when determining potential problems especially critical specifications

Guidelines: List only serious problems with high financial impact
Be thorough
Actions take on priority of performance outcome's relative weight
More than one problem, cause or action can be listed per performance outcome

Pitfalls: Not covering all bases
Making the list too long

NOTE: These listed preventive actions will normally become the responsibility of the employee and his/her performance assessment must include these. An performance outcome should be listed as Prevent Problems and it should be appraised against the outcome of the action prevention list

Managers: This is a very important step as it is pro-active in nature and will save your team money and time if it is executed with care

Step 9: Assess performance

Purpose: To compare actual performance to the standards to establish whether performance is below, at or above the required performance

Who: Employee and manager or key customers

When: After setting performance standards if possible and during and at the end of the performance cycle

How: Rate performance against the agreed standard, using the pre-defined rating scale
If the standards where categorised in terms of the scale, decide which description fits the actual performance and allocate the corresponding rating

value

If the standards where not categorised according to the scale compare the actual performance to the description under "required" and rate it relative to it using the scale

Example of a suitable scale:

Constant outstanding performance (improving constantly and cost effectively on the set standards)	=10
Almost constant outstanding performance above standards	= 9
Conforms to agreed standards and sometimes better	= 7
Always conforms to the agreed standards	= 5
Often conforms to standards but improvement needed in specific areas	= 3
Does not conform to standards. Drastic improvement needed	= 1
No performance at all	= 0

NOTE: Each standard should not be evaluated. The performance outcome of the performance outcome should be rated once using the standards as a quality reference

Guidelines: Be honest in the rating

Accept the first performance rating done (however good or bad it may be) as a given on which can be improved in future

Go out of your way to seek agreement

Agree on the ratings

Be serious and thorough in your rating

Only one value per performance outcome

Rather use the statements to rate the performance instead of the numerical values

Note: When using the second method do not rate the standards individually. The concern is how well the job turned out overall when taking all standards into account

Pitfalls: Arguments

Manipulating the values to try to get a higher than true score

"Halo" effect (high scores only)

Intimidation and coercion

Creating an "the researcher win-the organisation lose environment"
Obstinacy

Managers: Rate every employee against the agreed standards only and not against other employees

Step 10: Calculate the performance level indicator

Purpose: To determine the overall level of performance compared with the expected level

Who: Employee and manager

When: At least at the beginning and end of each performance cycle (or at any time during the performance cycle)

How: 1. Multiply each weight by its corresponding rating and enter the answer under WxR
2. Add up all the weights and enter the total under weights (W)
3. Add up all the weighted ratings and enter the total under (WxR)
4. Divide the total of the weighted ratings WxR by the total of the weights W and multiply by k to convert to a 0 – 100 scale
5. The answer is the personal performance level indicator on a scale of 0 - 100
The computer programme calculates it automatically

Guidelines: Be accurate
Work to one decimal point

Pitfalls: Calculation errors
Incorrect interpretation of the indicator value

Managers: Do not make any promises to an employee if the indicator exceeds the expected

Step 11: Determine priority of performance concerns

Purpose: To identify which performance outcomes contribute most to performance deficiencies

Who: Employee and manager

When: Every time a performance evaluation is done

How: Subtract each weight (W) from its corresponding rating R and convert to a positive scale. Enter the answer in (P).
The lower the value (closest to 1) the greater the concern and therefore the higher the urgency to rectify.
(The computer programme will do it automatically)

Step 12: Sign the Performance Management document

Purpose: To show that consensus has been reached on all the elements of the Performance Management

Who: Employee and manager

When: After all the other steps have been completed

How: Sign the document (or computer print-out) in the space provided

Guidelines: All the parties indicated must sign the Performance Management worksheet
If complete agreement cannot be reached, do not sign. To say the organisation were forced or intimidated will not be accepted
Further discussion with manager and employees may lead to consensus

Pitfalls: Coercion or intimidation
Obstinacy
Making invalid or unsubstantiated excuses not to sign

Step 13: Formulate a performance development plan

Purpose: To generate an official performance development plan and to record and monitor the progress of performance development for each employee

Who: Employee and manager

When: After the Productivity Improvement Discussion

How: List all the identified development needs on an appropriate document (Performance Development Plan)
Customise it for your organisation or use the BIMP computer system

The development priority is copied from the performance assessment section
Entering a "C" or "NC" in the status column indicates whether it has been completed or not. This makes record keeping easy and overdue concerns are easily spotted

The pre- and post-ratings serve to indicate the impact of the development action. The pre-rating is taken from the performance assessment that was done prior to the formulation of the development action and the post-rating should be done a suitable period after the development event (according to performance evidence and not according to emotions)

Ensure that the number of development activities is realistic in relation to the time available. Concentrate on priority needs and commit to it. Once a realistic development plan has been generated it should be executed properly.

Note: Performance gaps could be the due to a lack of skills in which case the development activities will in fact imply skills development. In this case the development action should be transferred to the HR Development section and be included in the competence development plan

Guidelines: All the parties indicated must agree to the development needs of the employee and commit to it

Pitfalls: Plan is not executed because of a lack of interest or "work pressure"

Plan is not realistic with regard to time frame

Needs are misinterpreted

Budget misallocation

Identified action is not really the correct answer to the need

Managers: Budget for the identified performance development needs of your employees. Schedule work to enable employees to attend development actions. To formulate an unrealistic development plan that cannot be executed, is worse than not doing it at all. Do not create unrealistic expectations as it could be used as excuses for low performance

SECTION 4: HUMAN RESOURCE DEVELOPMENT

Steps 1 and 2: Determine and prioritise performance outcomes

{See Section 3 Steps 1 and 2}

Step 3: Identify the essential skills needed to achieve the performance outcomes

Purpose: To ensure successful achievement of the tasks

Who: Employee and manager

When: At the beginning of the performance cycle and at least every 6 months

How: 1. Use the same performance outcomes and weights that was identified and agreed upon in the Performance Management section

2. List all the competencies required to deliver each task outcome

3. If a skill is relevant for more than one task, enter it for every appropriate task

Guidelines: Concentrate on essential competencies

Be specific (I.e. not Reports, but Report writing skills, Report analysing skills, et cetera.)

Do a complete analysis

Pitfalls: Listing non-essential or "nice to have" competencies
Listing irrelevant competencies

Managers: Guide employee to identify essential competencies for current performance outcomes/goal achievements first before identifying competencies required for future use. “Stretch” the requirements somewhat to challenge the employees to higher development. Do not list hard skills only - Soft skills, team skills, people skills, life skills, thinking skills, cognitive skills, et cetera. are equally important and can produce a competitive edge and ongoing productivity improvement. Revise and update the essential list periodically - HRD should be a dynamic process of major importance

Section 3: Human Resource Development

Step 4: Determine employee's competence development areas

Purpose: To determine shortcomings in competence that might inhibit optimum performance. Competence is used as a general term referring to all the abilities needed to perform a task. Knowledge = cognitive skills

Who: Employee and manager

When: During the Productivity Improvement Discussion and at least every 6 months afterwards

How: Rate your competence on the pre-determined scale

Example of scale:

All required competence and more exist for the job	=10
Almost all required competence exist for the job	= 9
More than average competence exist but rounding off needed	= 7
The minimum competence required to do the job exist	= 5
Some competence present but not enough to do the job	= 3
Competence almost non-existent	= 1
No competence	= 0

Guidelines: Be honest

First competence rating (however good or bad it may be) should be accepted as a given on which can be improved

Agree on the rating

Be serious and thorough with the rating

Do not try to interpret values numerically

Employee responsible for own training and development and for transferring training to the job environment

Manager responsible for budgeting and scheduling for identified training and development needs, allowing employee to attend training, and for monitoring transfer of learning to the work environment

Each competency rated low represents a development area

Pitfalls: Arguments

High ratings to try to disguise a lack of competence

High ratings to disguise embarrassment

Low ratings from leader to degrade employee

Note: More than the required competence = the required competence

With the performance rating each performance outcome is rated once only against the standards, regardless of how many standards an performance outcome should conform to. With the competence rating each skill, regardless of how many, must be rated against each performance outcome

Step 5: Determine the competence level indicator of the employee

Purpose: To get a picture of the overall competence level of the employee

Who: Employee and manager

When: At any stage during the performance cycle when determining the competence gaps (needs)

How: 1. Multiply each performance outcome weight by it's corresponding competence rating and enter the answer under WxR.

(Where more than one skill is listed per performance outcome, the performance outcome weight should be used for each skill)

3. Add all the weighted ratings and enter the total under WxR

4. Divide the total of the weighted ratings by the total of the weights and convert to a scale of 0 - 100

5. The answer is the competence indicator on a scale of 0 - 100 where 100 is the desired level

Guidelines: Be accurate
Work to one decimal point

Pitfalls: Calculation errors
Incorrect interpretation of the indicator value

Step 6: Determine priority of competence development needs

Purpose: To identify which competence needs should be attended to first

Who: Employee and manager

When: Every time a Productivity Improvement Discussion or competence assessment is done

How: Subtract each weight (W) from its corresponding rating R and convert to a positive range. Enter the answer in (P). The lower the value (closest to 1) the greater the concern and therefore the higher the urgency to rectify (The BIMP computer programme will do it automatically)

Guidelines: Be accurate

Pitfalls: Calculation errors

Managers: A low value represents a definite development need

Step 7: Sign the Human Resource Development document

Purpose: To show that consensus has been reached with regard to all elements of the development of the employee

Who: Employee and manager

When: After the Productivity Improvement Discussion

How: Sign the document in the space provided

Guidelines: All the parties indicated must sign the Human Resource Development document

If complete agreement cannot be reached, do not sign. To say the organisation were forced or intimidated will not be accepted

Pitfalls: Creating a "the researcher win - the organisation lose" atmosphere during the discussions

Coercion or intimidation

Obstinacy

Making invalid or unsubstantiated excuses not to sign.

Managers: Do not stop at this stage, carry on to formulate a competence development plan for each employee

Step 8: Formulate a competence development plan

Purpose: To generate an official training and development plan and to record and monitor the progress of personal development for each employee

Who: Employee and manager

When: After the Productivity Improvement Discussion

How: List all the identified development needs on an appropriate document (Human Resource Development Plan)

Customise it for your organisation or use the BIMP computer system

NB. Enter needs identified by other sources as well such as, career planning. coaching, management development centre, tests, et cetera.

If different sources of competence needs are treated in isolation to each other it gets confusing and the employee may lose in the end. Only one time frame exists for each employee and therefore all needs should be slotted into one system in series

The development priority is copied from the competence evaluation section and other sources must be compared to these and also prioritised in the same chain

Entering a "C" or "NC" in the status column indicates whether it has been completed or not. This makes record keeping easy and overdue concerns are easily spotted

The pre- and post-ratings serve to indicate the impact of the development programme. The pre-rating is taken from the competence evaluation that was done prior to the formulation of the development programme and the post-rating should be done a month or two after the training event (according to performance evidence and not according to emotions)

Ensure that the number of training/development programmes is realistic in relation to the time available. It is no use to attend courses on such a basis that there is no time left to perform at work. Concentrate on priority needs and commit to it. Once a realistic development plan has been generated, training should not be sacrificed for work purposes. It soon becomes a habit to cancel training "because of work pressure"

Guidelines: All the parties indicated must agree to the development needs of the employee and commit to it

Pitfalls: Plan is not executed because of a lack of interest or "work pressure"

Plan is not realistic with regard to time frame

Needs are misinterpreted

Budget misallocation

Identified training is not really the correct answer to the need

Existing training programmes are forced onto the needs to give validity to them

"Sounds nice" training allocations, not specific to needs

Focusing on classroom training courses solely

Managers: Budget for the identified training and development needs of your employees. Do not budget for training costs only, but also for stand-in personnel or overtime. This is where most budgets fall short and eventually the candidate must cancel to carry on with the work. Schedule work to enable employees to attend training and development sessions

The BIMP computer system will prompt the organisation to enter the estimated cost for each development action (direct and peripheral) and it will supply a report that will display the total estimated training costs which could directly be used for the training budget. To formulate an unrealistic development plan that cannot be executed, is worse than not doing it at all. Do not create unrealistic expectations as it could be used as excuses for low performance.

PRODUCTIVITY IMPROVEMENT DISCUSSION

Prepare and conduct a productivity improvement discussion

Purpose: To increase the chances of success of the discussions

Who: Employee and manager

When: Before each discussion

How: Prepare the necessary documentation properly and thoroughly

Inform the other party of the intended discussion well in advance

Complete a short, concise agenda relevant to the Productivity Improvement Discussion

Example of agenda:

1. Identifying work environment improvement areas
2. Setting standards for newly identified performance outcomes
3. Discuss key suppliers and customers and potential problems
4. Rating personal performance against standards

5. Identifying competence to be developed to achieve standards

Note: The agenda helps both parties to keep discussions on track

Guidelines: Prepare thoroughly
Make thinking visible
Be open minded
Display a win-win attitude
Use the BIMP documents

Pitfalls: Suspicious attitudes
Us/them attitude
Lack of commitment to work
Opposing each other - not acting like members of the same team
Getting emotionally involved

Managers: Display effective listening competence. Lead discussions by effective questioning techniques. Focus on process questions

Conclusion

On completion of all 4 sections each employee and manager will be equipped with a collection of sound and essential business information documents. The three indicators can be compared with each other and future indicators can be compared against previous one's to detect the trends and progress within their domains.

To use a hand system will be equivalent to using a manual typewriter to do high volume word processing. The researcher believes a computer should only be used where it really make sense and this is such a case where a well designed computer package can provide dynamic information, calculate indicators and update the status of activities efficiently and accurately. It is of no use to go through all these planning and analysis without ensuring that proper actions were taken. It is a waste of resources to create paper monuments.

The researcher had the BIMP system computerised and had it programmed and tested in Windows '98.

APPENDIX P

THE BIMP COMPUTER SYSTEM

The functional areas of the BIMP system is displayed in the following diagram:

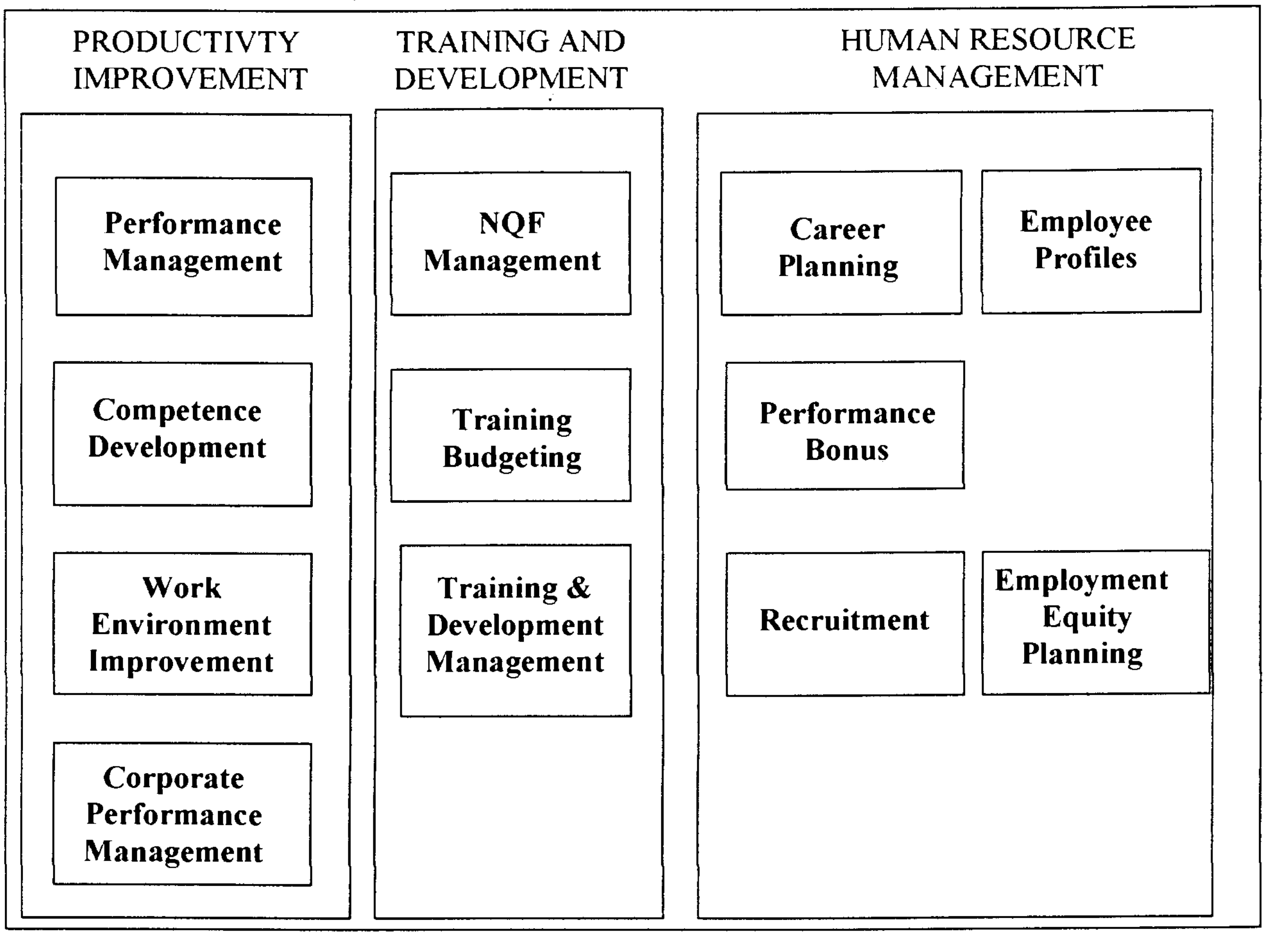

Figure 28 BIMP System

P.1 Technical Specifications

It is a fully 32-bit system designed for Windows 95, Windows 98 and Windows NT 4.0. The system was formally modelled using the UML (Unified Modelling Language) and Rational Rose, and was developed mainly in Visual Basic 6.0 using a three-tier approach.

It is thus based on a client-server design for maximum scalability in the enterprise and runs on the following relational database engines : Microsoft SQL Server, Pervasive.SQL and Microsoft Access. Future versions will also be able to run on Oracle. The system is thus able to scale from a single desktop installation to a multi-user, true client-server installation. From the start the system was designed to interface with existing systems in the market by exposing an ActiveX interface, thus allowing custom interfaces to be developed by third parties for any third party product. Currently, development is already underway to develop interfaces for the new VIP Payroll system from VIP Business Systems, as well as Online Learning from WebActive Solutions. The system boasts an extremely intuitive GUI, as well as context sensitive help and online manuals, as well as being Y2K compliant.

P.2 System Features

P.2.1 System Set-up

- Authorisation

A wide range of options are available were groups of employees can be allocated access to various elements of the system data. Access can be specified to include or be limited to enter data, edit data, erase data, read data only.

- Default descriptions

The user may change the titles of the data-fields to suite the vocabulary of the organisation. The user can also define the fields associated with employees. This will influence the selection range of reports.

- Organisation levels

Up to 6 levels can be defined. E.g. Corporate, Division, Business Unit, Department, et cetera. On each level all the relevant units can be specified. All are recorded in an organisational hierarchy for performance planning, equity planning and career pathing purposes.

P.2.2 Organisational Performance Planning

- Planning

For each unit on each level performance objectives can be set, strategies and performance indicators can be planned. The strategies of the units on the lowest level should lead to the derivation of the individual employees' performance plans. Dates of last changes accompany each objective or plan.

- Warnings

If the objectives on any level are changed, the date of change appears as a warning to adjust the strategies. On the next level down the same warning occurs to have the objectives adjusted. In the performance management section changes in the lowest level strategies introduce a warning to see if individual performance plans should be adjusted.

P.2.3 Performance Management

- Job profiles

For each unit in the organisational hierarchy, the necessary jobs are derived. For each of these the generic performance criteria is determined. It consist of performance outcomes, tasks, standards and competencies.

- Employee performance criteria

Each employee links to a specific job profile and all generic performance criteria is copied over where it can be adjusted to the specific situation of the employee.

- Potential problem prevention

Potential problems on each performance outcome are identified and preventative actions are planned.

- Performance indicators

Critical incidents or any other important performance evidence can be recorded against each task to be used during performance assessment.

- Team evaluation

In the fashion of 360° evaluation, an evaluation team (key customers) is identified and they evaluate performance against the specified standards. An overall performance level indicator is determined for each employee. An evaluation team member can request access to all evaluation duties allocated to him in one report to make the system a dynamic management tool. Status reports on evaluation progress can be obtained.

- Performance improvement

For all performance deficiencies, improvement plans are drawn up and status reports on their progress are available. Post performance ratings are defined for each completed performance improvement action and the level indicator adjusts accordingly.

- Accumulated statistics

For any group of employees accumulated reports on the evaluation results (level indicators) can be compiled.

P.2.4 Competence Development

- Competence development

For each employee the generic competencies of the job profile can be adjusted to the specific situation. The existing competence of an employee is evaluated against these competencies and an overall competence level indicator is calculated.

- Competence development plan

For each competency need a development action is derived. All these actions are prioritised and fed into a development plan. Competency development needs from other sources, such as qualification attainment and career planning, are also fed into this plan to bring all competency development needs under one umbrella. On completion of learning actions the level indicator adjusts accordingly.

- Career planning

For any employee a future position in the organisational hierarchy can be identified. The competencies in the job profile of this specific position is then used to rate the employee's existing competence against. A career competence level indicator is calculated from this. Needs from this analysis are then also fed into the competence development plan and sequenced according to priority. On completion of learning actions the career level indicator is adjusted.

- Accumulated statistics

For any group of employees accumulated reports on the evaluation results (level indicators) can be compiled.

P.2.5 Work Environment Improvement

- Work environment set-up

The system provides a list of 30 elements from the human, technical en organisational environments as a default list. The user can draw up a number of customised lists for different levels/types of employees.

- Work environment diagnosis

Each employee has the opportunity to rate the importance of each element on his list and to rate the level of satisfaction he experiences with regard to it. Reasons are also supplied. An overall work environment level indicator is calculated.

- Work environment improvement

For each environmental need an improvement action is determined and placed into a work environment improvement plan. As the actions are completed the level indicator adjusts accordingly.

- Accumulated statistics

For any group of employees accumulated reports on the statistics can be compiled. A dissatisfaction index is available indicating for any selected group where the concerns lie. Frequency tables of ratings and weights are available and concerns are prioritised. It is a powerful diagnostic tool leading to meaningful effective organisational development interventions.

P.2.6 NQF Management

- Unit Standard generation

Unit Standards can be compiled for any desired occupation in the organisation or industry. These are grouped under the specific fields and sub-fields as specified by SAQA. There exist 2 possibilities regarding the structure of unit standards and the system allows for both types. Full-scale interaction between the performance management and NQF management sections is available. Parts of or full sets of performance specifications can be copied from one section to the other. In the NQF section the rest of the specified fields can be added to make the unit standard complete. A development team can be identified containing industry members outside the organisation to decide on the performance criteria. If/when SAQA makes accredited unit standards available, it can be imported to the unit standard database table for further use.

- SAQA reports

Completed unit standards are formatted in a SAQA report for submission for accreditation.

- Qualifications planning

From a database table certain relevant qualifications can be selected for members of personnel.

- Learnerships

According to discrepancy between formal past achievement of accredited unit standards and the required unit standards for the relevant qualification, a learnership can be compiled for any employee. This learnership is linked to the competence development plan of that employee in the HRD section. As unit standards are formally completed and assessed in the competence development plan of the HRD section, the NQF management system is updated.

- NTF Subsidy claims

As accredited unit standards are completed through the use of accredited suppliers, claims are compiled and forwarded to the appropriate bodies. Records are kept of claims forwarded and received.

P.2.7 Training Budgeting

- Budgeting

In the database table comprising all the different training suppliers, a field is contained where all the estimated training costs are recorded. As the competence development plans for all employees are compiled, the training costs are accumulated per individual up to the entire organisation. This amount represents the real expected training costs and therefore serves as a sound basis for budgeting. It can be expressed as a percentage of the total remuneration budget. Meaningful adjustments can be made by the elimination or addition of last order training priorities of any selected group of employees until the desired training amount is achieved. The budget is compiled per time interval to indicate cash-flow implications.

- Investment tracking

As training programmes are completed, the costs are confirmed and the real investment total is accumulated. This can be viewed per time interval and group and can be compared against the budget to monitor the percentage use.

P.2.8 Human Resource Management

- Personal profiles

A wide range of customised attributes can be specified and recorded for each employee. Reports can be compiled on these from different points of view.

- Occupational events

All major occupational events such as promotions, retirements, resignations (any change in occupational status), disciplinary actions, grievance actions, et cetera. are recorded for each employee including reasons and commentary. These can be retrieved through individual or accumulated statistical reports.

P.2.9 Performance Bonus

- Bonus set-up

Performance bonuses are derived using the performance indicators that were calculated during performance evaluations. The percentage bonus can be set-up for different intervals of the indicator range. Bonuses are then automatically calculated for each employee based on his performance indicators and the bonus scale. If a payroll system is in use, this part of the system can be ignored and the performance indicators can be exported to the payroll system for bonus calculation purposes.

- Bonus letters

Letters are automatically printed for each employee containing the bonus information.

P.2.10 Recruitment

- Competence criteria set-up

For each position in the organisation a job profile was drawn up as explained earlier. This profile is converted into an evaluation tool to be used by all job applicants.

- Candidate evaluation and comparisons

A competence indicator is calculated for each applicant indicating the overall level of competence. Areas of risk based on low competence in specific areas are also indicated. The indicators of the different applicants are compared and the result is displayed in table or graph format.

- Confirmation letters

Letters to successful and unsuccessful candidates can be printed automatically or sent by E-mail.

P.2.11 Employment Equity Planning

- Targeting

As the organisation hierarchy was structured including all relevant job profiles in each unit, specific affirmative action targets can be drawn up for a 1 to 5 year period. These targets can be based on race, gender and disability.

- Progress reports

Reports according to the format specified by the Department of Labour can be compiled for submission to them.

P.2.12 Standard Reports

- Approximately 70 different reports covering a wide range of management information exist. Most statistics allow a choice ranging from individual employees to any group of employees as specified by a field in the personal records. These reports can be exported to Word files for manipulation or they can be printed directly.

- The system can also provide graphs of trends in the levels of performance, competence and work environment effectiveness. It can be compiled for a specified time period including a series of results and statistics of different groups can be superimposed for comparative analysis.

P.3 BIMP Navigator

SYSTEM PARAMETER SETUP	Various parameters can be pre-determined to customise the system to your taste and convenience. They will be used as such right through the

	execution of the system functions. Once these parameters are set-up, they should not be changed at random as it might lead to misinterpretations at a later stage.
Organisation hierarchy	You can determine the number of hierarchical levels in your organisation and assign appropriate names to them (E.g. 3 levels: Company, Branch, Department)
Default terminology	You may want to change the default descriptions of the different entities, attributes, parameters or fields used in the system (E.g. Employee to Worker)
Additional employee parameters	The system supplies a number of fixed standard parameters associated with the employees, such as language, gender, et cetera. This function allows you to specify up to 6 additional parameters, which you can name the way you prefer. You can also set up pre-determined alternatives under each (E.g. Qualification: Post-graduate, Degree, Diploma) Statistical reports can be compiled using all appropriate parameters as selection criteria.
W & R scales	This feature allows you to determine the scales you want to use during assessments. It allows you to define any scale between 1 to 10 and you may also describe the interpretation of each rating on the scale. You may define different scales for performance, competence and work environment or

	keep them mathematically the same, but change the description for suitable interpretation.
WE elements	This feature allows you to set up the work environment elements for various situations to be used as basis for work environment assessment.
Set up element pool	A default list of 30 elements are supplied with the system, but you might want to include other work environment elements to it. This feature allows you to add elements to the list. This list serves as a pool from which different groups of lists can be compiled.
Compile WE lists	Various work environment lists can be compiled from the element pool to be assigned to groups in the organisation. Employees in the group will use this list to assess their environments on. Once a list was created, it cannot be changed or deleted as it will lead to information distortion. There exist no limit to the number of lists that can be compiled. When you want to compile a new list the complete pool of elements will appear in it and you will have the opportunity to indicate which elements should remain and which should be eliminated.
Determine WE group types	Different lists are compiled to be used with different groups. It is advisable to limit the number of lists as the use of a large number o lists will reduce the comparative statistical capabilities. If the need does exist to use different

	lists as a result of differing conceptual abilities of employee groups or work situations, the precompiled lists need to be assigned to the different groups. This feature allows you to determine specify the group types (E.g. Per Division, Department, Occupation, Qualification, Job grade)
Assign WE lists to group types	This feature allows you to assign the different WE lists to specific groups in the specific group types. (E.g. Marketing – WE list 1, Top management – WE list 7)
Competencies	This feature allow you to divide competencies into a number of categories ranging from 1 to 4 and to name them according to your preference (E.g. 4 categories: Knowledge, Skill, Behaviour, Attitude)
Legends	The system makes use of a tree-view display which is very convenient, but can become crowded when too many descriptions or headings are placed inside it. To avoid this, different legends are used to indicate different entities or attributes. This feature allows you to allocate legends of your choice to these (E.g. Employee = ⊗)
Job designation	Each Unit in the organisation needs a number of jobs designated to it in order to reach its objectives. This feature enables you to specify these jobs and assign them to the different Units.
Language	This feature allows you to set up a list

	of languages from which you can select and assign to each employee. (E.g. Afrikaans, English)
Job grading	This system allows you to cluster the jobs into different bands or grades. Different systems can be pre-determined to be used (E.g. Patterson bands: A to E; or any in-house arrangement)
Assessment teams/Key customers	Performance and Competence assessments can be done by making use of teams (360°). This feature allows you to set up different teams that can be assigned to different employees according to their relevance. This is to avoid the method of typing in names as text with each employee as it can lead to a lot of duplication and extra work and you won't be able to access assessments from the team member's point of view either. (E.g. Team 3: Wessels A., Huys G., Green G.)
PRODUCTIVITY IMPROVEMENT	The main focus of the system is to improve productivity. The 3 basic means to achieve that, is performance management, competence development and work environment improvement. This section will allow you easy access to these three sections.

Corporate performance	In terms of performance management it is important to do things right but also to do the right things. To plan each employee's performance objectives successfully, it is important to first determine the performance objectives of the unit in which he operates.
Assign organisation units to hierarchy	This feature enables you to assign actual units to the levels in the organisational hierarchy (E.g. Branch: Pretoria, Cape Town; Department: Marketing, Sales, Support)
Do unit performance planning	All units' performance objectives are derived from the objectives of the units above them in the hierarchy. This feature allows you to do that and also to plan strategies to achieve these objectives. Performance indicators can also be recorded to serve as performance evidence.
Assign jobs to units	Each unit needs a number of jobs to be done to achieve its objectives. These should form a complete but lean collection of jobs. This feature enables you to assign jobs to units (E.g. Marketing: Researcher, Manager, Secretary)
Compile job profiles	All jobs contain performance outcomes. All tasks require certain competencies. The combination of these, form the job profile. This feature allows you to compile profiles for each job in the organisation (E.g. Researcher: Task Outcome: Determine feasibility, Collect information, Determine budget.

	Competencies: Market knowledge, Report writing skills, Computer package knowledge) The system allows for tasks to be grouped under different performance categories such as: Management, Administrative, Development, et cetera.
Employee performance	Every employee is appointed in a specific job to deliver a required level of performance for which he earns a salary. It is important that the employee knows exactly what is expected of him in terms of what is to be delivered and how well it should be delivered. This section will enable you to compile the performance specifications for each individual using the job profile as basis.
Assign job profiles to employees	Each employee performs in a specific job. The job profile of this job has been compiled already, thus it only needs to be assigned to the employee. This feature allows for that (E.g. Erasmus – Programmer, Gylls – Manager)
Edit employee performance criteria	The job profiles are generic in nature and can thus not serve effectively as specific work agreements to all employees linked to them. They therefore need to be adjusted to each situation. This feature allows you to do that on all components of the job profile for each employee individually.
Assign authority levels	This feature allows you to assign a level of authority for each task per

	employee.
Assign assessment teams (key customers)	To assess performance, you might want to make use of a team to do that in order to reduce subjectivity or bias. This feature allows you to assign a predetermined team to the employee. (E.g. Donald D. – Team 1, Smart G. – Team 3)
Plan potential problem prevention	To improve performance it is important to reduce the time spend on faultfinding by preventing problems from occurring. This has to be planned deliberately however. This feature allows you to state the potential problems that could occur regarding each task, their probable causes, and the actions that will reduce the likelihood of the cause from realising (E.g. Task: Deliver parcels. Potential problem: Deliveries are late. Cause: Parcels are not loaded over lunch times. Prevention action: Ensure that requests are made before 10:00)
Record performance indicators	As performance progresses certain evidence in terms of the standards to which it is performed exists. This includes critical incidents and other significant events. Comments on these occurrences can be recorded for each task in the employee's performance plan. This feature allows you to do that. Other documents containing performance indicators can also be attached to this space (E.g. Task: Deliver parcels. Performance indicator:

	"On 2/12/98 the employee attended to private business on his way to the customer and failed to deliver on time)
Do assessment	To determine what the level of performance is, it needs to be assessed based on the specifications that were determined previously. The outcome of each task is assessed in context of the relevant standards. The rating scale that was set up previously is used for this purpose. To avoid the negative side effects of numerical scales the system will only allow you to see the descriptions of each rating. (E.g. Always below standard, Always on standard, Always above standard)
Derive improvement plan	For each performance deficiency an improvement action can be derived. This comprises of the action, responsibility and a completion target date. All the improvement actions for the relevant tasks are accumulated in a performance improvement plan for each employee. The improvement plan will be accompanied by a pre-rating value for each task. This value is taken from the previous assessment and will appear as a numerical value. The actions will also be prioritised in terms of seriousness. The system will automatically calculate this value from the previous assessment.
Update completion status	Initially when improvement actions are planned the completion status will default to "not completed". As these

	actions are completed the status in the improvement plan needs to be updated to "completed". This feature allows you to do that. When you change the status it will prompt you to supply a post-rating value to indicate the improvement. It will also ask you to enter the name of the person who authorised it. If the target date is postponed the system will indicate that to avoid people from postponing date to avoid overdue actions.
Competence development	
Edit employee competence criteria	The job profiles are generic in nature and can thus not serve effectively as exact indications of the competencies that are needed in all individual cases linked to them. They therefore need to be adjusted to each situation. This feature allows you to do that on the competence component of the job profile for each employee individually.
Assign assessment teams	To assess competence, you might want to make use of a team to do that in order to reduce subjectivity or bias. This feature allows you to assign a predetermined team to the employee. (E.g. Donald D. – Team 1, Smart G. – Team 3)
Do assessment	To determine what the level of competence is, it needs to be assessed based on the required competencies that were determined previously. Each competency requirement is assessed

	in context of the relevant standards. The rating scale that was set up previously is used for this purpose. To avoid the negative side effects of numerical scales the system will only allow you to see the descriptions of each rating. (E.g. Not all competencies exist, All the necessary competencies exist)
Import competence needs	Competence assessments directly based on current performance requirements are not the only source of competence development needs. Needs obtained from equity planning, career planning and other forms of assessment, must also be included in the employee's competence development plan to have them under one roof. This feature allows you to do that and to prioritise and categorise them separately.
Derive development plan	For each competency gap a development action can be derived. This comprises of the action, responsibility, the source and a completion target date. All the development actions for the relevant competencies are accumulated in a competence development plan for each employee. The development plan will be accompanied by a pre-rating value for each competency. This value is taken from the previous assessment and will appear as a numerical value. The actions will also be prioritised in

	terms of seriousness. The system will automatically calculate this value from the previous assessment.
Update completion status	Initially when development actions are planned the completion status will default to "not completed". As these actions are completed the status in the development plan needs to be updated to "completed". This feature allows you to do that. When you change the status it will prompt you to supply a post-rating value to indicate the development. It will also ask you to enter the name of the person who authorised it. If the target date is postponed the system will indicate that to avoid people from postponing date to avoid overdue actions.

Work environment Improvement	Up to 85% of performance problems are caused by barriers in the immediate work environment of the employee. The work environment consists of a technical environment, human environment and organisational environment. It is important to assess how conducive these environments are to performance. Only the employee himself can determine how important certain elements are to him and how well the organisation satisfy these based on his personal experience or perception. This section allows for that and for the development of and work environment improvement plan which becomes the responsibility of the line manager.
Perform assessment	To determine the level of satisfaction you experience with regard to your work environment, you need to assess each element in terms of importance to you and satisfaction you experience with regard to it. Each element is assessed separately. The rating scale that was set up previously is used for this purpose. To avoid the negative side effects of numerical scales the system will only allow you to see the descriptions of each rating. (E.g. Not much satisfaction-needs improvement, Satisfied with situation, Exceeds expectations)
Derive improvement plan	For each environment deficiency an improvement action can be derived.

	This comprises of the action, responsibility and a completion target date. All the improvement actions for the environment are accumulated in a performance improvement plan for each employee. The improvement plan will be accompanied by a pre-rating value for each element. This value is taken from the previous assessment and will appear as a numerical value. The actions will also be prioritised in terms of seriousness. The system will automatically calculate this value from the previous assessment.
Update completion status	Initially when improvement actions are planned the completion status will default to "not completed". As these actions are completed the status in the improvement plan needs to be updated to "completed". This feature allows you to do that. When you change the status it will prompt you to supply a post-rating value to indicate the improvement. It will also ask you to enter the name of the person who authorised it. If the target date is postponed the system will indicate that to avoid people from postponing date to avoid overdue actions.
TRAINING AND DEVELOPMENT	This section takes care of all training and development activities. It also provides a section for the management of NQF qualification management.

NQF management	The development of national qualifications is a bottom up process and the organisation needs to get involved with the development of unit standards, which form the basic building blocks of NQF qualifications. The organisation must also manage the achievement of such qualifications of its employees. This section provides all the necessary facilities.
Compile unit standards	This feature allows you to compile unit standards to the specifications of SAQA. You will be able to state the title and place it under the appropriate field and sub-field. The most critical components are specific outcomes and assessment criteria. You will be able to determine these and add all other specified fields to form a complete SAQA report.
Compile NQF qualifications	This feature allows you to form new qualifications or to enter already existing qualifications. It basically comprises of the title of the qualification and the unit standards that make it up (E.g. Software Developer – U/S 1422, U/S 5542, U/S 76143)
Compile employee learnerships	To pursuit a NQF qualification you need to compile a learnership indicating all the learning objectives on the path to the qualification. This will form a learnership similar to a competence development plan. All the learning activities will be exported to your competence development plan to

	place it under one roof.
Do assessment	All the learning objectives in the learnership needs to be assessed to determine what has been completed and what is not up to the required standard of achievement. The assessment feature will enable you to do that. All development needs will be exported to your competence development plan.

P.4 BIMP Vocabulary

Performance tasks (also referred to as objectives, results, key performance areas, deliverables, performance outcomes, key result areas, critical performance areas, job task, et cetera.)

A task outcome describes the desired outcome of an individual's performance and may be called a result, an performance outcome, a KPA (Key Performance Area), an objective or whatever suits the organisation. If the BIMP system is used to drive and manage a specific transformation process, the new tasks, behaviours, et cetera. of each employee can be described as performance outcomes to make the change effort a reality.

A task outcome should preferably describe the "observable result" or "finished product" resulting from completed tasks or activities or any mental or artistic work, or from a production or manufacturing process which someone will be willing to pay for. It could also be a behavioural outcome I.e. a specific result from a specific behaviour.

A task outcome is the result of value added to the inputs by the employee. The performance outcomes in every job/section/business unit/division should be aligned to achieve the overall goal of the organisation and should contribute to the optimum performance of the organisation.

A task outcome can be a complete unit of work, e.g.:

A Completed building, or a collection of sub-performance outcomes that will result in the major performance outcome, e.g. design completed, plans drawn up or material ordered, or it can be an individual task. Preference of description lies with the employee and manager.

Sometimes the task outcome is accompanied by a past tense verb. If stated as a task, it is usually preceded by a verb in the present tense. The only prerequisite is that it must be clear. For example: Does the employee know what is meant by "progress reports". Must he compile them, or study them, or distribute them, or what?

Process questions that can be used to identify performance outcomes:

What do tasks and activities lead to?

What product or service results from the work the researcher do?

What am the researcher being paid for (to deliver)?

Employee

An Employee is anyone, whether a worker or a manager, who should deliver specific performance outcomes as part of the workforce of an organisation. A manager will be considered an employee of another group at a higher level. These managers will therefore have 2 roles, namely manager and employee. The manager will therefore also participate as an employee using the BIMP system. The BIMP system therefore cuts right through the complete organisation and is not intended for non-managerial workers alone.

Manager

A manager is anyone to whom an employee reports in the normal line of duty and to whom he is responsible/accountable for delivering the agreed upon performance outcomes. It is normally the traditional line manager. The primary function of a manager is to promote optimum performance by removing barriers/obstacles from the employee's path. Thus the main difference between the traditional manager and the "new manager" is that the latter fulfils a vital team role whereas the first is normally associated with clerical tasks, such as compiling reports, spending time in meetings, judging others and interfering with production. The BIMP system is specifically designed to change the manager's role to that of productive team leader promoting participation and worker empowerment.

Performance Cycle

This describes the time that elapses from the first Productivity Improvement Discussion to the final (within a specific time frame) one as stipulated by the organisation.

A performance cycle may vary in length, but is usually one year (see Productivity

Improvement Policy of the organisation's organisation if they have one, or work on the normal performance assessment cycle).

Productivity Improvement Discussions

This refers to the discussion during which all planning for optimum performance is done. (It relates to identifying and agreeing upon the required performance outcomes, weighting and agreeing on the relative importance of each task outcome, setting and agreeing on the standards the performance outcomes should conform to; then rating performance against the agreed standards. Also discussing work environment shortcomings and formulating action plans to improve it. Also identifying all the necessary competence needed to achieve the performance outcomes, determining competence gaps and development needs and formulating competence development plans.

Task

A task is the actual work which an employee performs towards achieving a task outcome.

Authority level

This is an indication of the level of freedom an employee is granted to perform a task without supervision.

Productivity Improvement Worksheets

This refers to the documents on which all planning and evaluation for productivity improvement are done. There are 6 of these:

Document 1: Work Environment Improvement
Document 2: Performance Management
Document 3: Key Customers
Document 4: Potential Problem Prevention
Document 5: Human Resource Development
Document 6: Human Resource Development Plan

Relative importance

This describes the relation of two or more performance outcomes to one another on a given numerical scale e.g. 1-5.

The task outcome (item) with a relative importance value of 5 will be deemed the most important. The task outcome with an importance value of 1 will be deemed the least important.

All performance outcomes must be delivered in order to achieve the organisational objective regardless of the relative importance. They are all important, the weight only indicates their relative importance.

Standards

A standard is a measure or model that has to be complied with.

A standard is the degree of excellence that is expected, and by which quality or accuracy is measured.

A standard serves as a basis of comparison and is acknowledged as a model for simulation.

A standard is equivalent to a quality specification.

Requirements

Requirements are what is expected or required by the employee in the execution of his/her duties.

Measurement Criteria

This refers to the yardstick or type of measurement to be used for measuring the outcome of an task outcome.

Process Questions

Process questions to be used when setting standards:

What will his team leader look for to determine whether the task outcome is "acceptable".

Is it possible to produce an incorrect task outcome?

Could the task outcome of the job be described as acceptable/unacceptable?

If the answer to any of these are yes, the question may be asked "what measurement criteria may be used to distinguish the correct and incorrect or the acceptable and unacceptable performance outcomes from one another?" The answers will indicate the criteria used to differentiate between the acceptable and unacceptable.

Standard Expansion List

This refers to a convenience list drawn up on which one or more performance outcomes may be listed with all the standards required pertaining for any specific task outcome.

Standards Expansion List should be numbered if there are more than one, and attached to the Performance Management document.

Instead of compiling a standards expansion list in all cases, it may be advisable to use instruction manuals, user guides, standing operating procedures, et cetera. to indicate the requirements with regard to a specific task outcome or task. Do not reinvent the wheel and create unnecessary documentation. Just make sure everything is available without inconvenience.

Conformance/Non-conformance

Conformance refers to whether the task outcome conforms to the set standard, e.g. if standard requires five digits and the organisation have delivered four, the organisation have not conformed to the set standards, hence the concept of non-conformance.

Go/No-Go Measurement

This refers to a very strictly acceptable or unacceptable measurement against the standard e.g. the requirement is 4 centimetres = Go.

The 3.9 or 4.1 centimetres = No-Go. E.g. a bolt of 3.9 cm will be too thin to fit a nut of 4 cm, and one of 4.1 cm will be too thick.

Rating Scale

The rating scale 0-10, is an universal scale presented in matrix form.

Both 0, which means non-existent or not at all, and 10 which means perfect or unsurpassable are seldom achieved in rating.

Performance level indicator

This refers to the indicator that gives an impression of the overall quality of performance delivered by the employee in pursuing the set performance outcomes and compares to 50 as the required.

Competence level indicator

This refers to the indicator that gives an impression of the overall level of competence the employee possesses and compares to 100 as the ideal.

Work Environment level indicator

This refers to the indicator that gives an impression of the overall level of satisfaction that the employee experiences with regard to the work environment and compares to 100 as the ideal. It is an indication of how accommodating or how conducive to performance the work environment is.

Sign (Signatures)

Signing all documents is necessary to commit both parties to the agreements that have been reached. It is a protective measure for both the employee and the team leader. The Productivity Improvement Policy should spell out very clearly that no one may be forced or coerced to sign any document.

A specific procedure should be developed in the event that agreement cannot be reached (agreement must be reached).

Essential competence

Refers to the critical skills (skills and knowledge) that the employee needs in order to achieve the agreed upon performance outcomes. It does not refer to "nice to have" skills and knowledge and neither does it refer to skills and knowledge needed for a different position. Without the identified essential competence the employee would be unable to achieve the performance outcomes (With the resulting negative consequences to both the employee and the organisation).

Key Customers

The tendency for organisations is to become more customer orientated. Instead of deciding what to manufacture according to own preference and then marketing it to the customer, the customer's opinion is obtained first of all with regard to what he wants. It only makes good sense than to evaluate the outcome of the performance according to what the customer thinks of it. The customer's perception of value is critical no matter what management thinks. This concept is not to difficult for organisations to accept and practice, but when it comes to the internal stages of production, they lose this perspective and perform merit rating rituals once a year where managers are let loose on the workforce, judging their performance on criteria unrelated to the production objectives. Some will improve by relating it to pre-set performance outcomes, but who determine the standards of these performance outcomes and who evaluates the outcome? Most probably the line manager or a team of managers or maybe even some peers as well. The term Key Customer refers to all the critical people that will be affected directly by the performance of an employee when trying to achieve his performance outcomes. They should say what they want from the performance and they should evaluate the task outcome against the standards they requested. This will also imply that a manager as a team leader will be appraised by his employees (sub-ordinates) on certain criteria as they form part of his key customers. In the BIMP case, the Work Environment Improvement criteria, as indicated by the employees, will indicate the performance outcomes and their standards they desire from their manager. Key Customers could include: Line manager, peers, employees, suppliers, clients (internal and external), other teams, et cetera.

Key Supplier

This is anybody inside or outside the organisation who supplies an input or resource to an employee or section who uses this inputs in order to produce a task outcome.

Key Input/Resource

That is any raw material, semi-finished product, information, service, et cetera. that is used in the production of an task outcome.

Appraise Performance

Performance assessment should not be a judgmental issue neither should it be done as a reactive ritual. It must be done in such a way that it increases productivity as well as the morale of the employees. It should be a desirable and not a dreaded experience every end of the year to distinguish between punishment and reward. Employees must know and agree on the performance standards prior to execution and assessment should focus on these only. Also see "Key Customers".

(P) (Priority formula)

The calculation of priority is: W-R+k

The idea is to determine mathematically which is the worst condition that needs attention first and how should the others follow, using the information that is available already, namely W and R. Per example a W scale of 1-5 and a R scale of 0-10 is used. If something is extremely important, I.e. a weight of 5, and the existence or performance or satisfaction is rated as extremely poor, I.e. a rating of 0, it represents the most undesirable condition. The opposite is represented by a weight of 1 and a rating of 10. In the worst case P = 5 - 0 = 5 and in the best case P = 1 - 10 = -9. To avoid working with negative and positive numbers, 10 is added to P shifting the scale to 1 to 15. The larger the answer of W-R+10, the higher the priority.

APPENDIX Q

TYPICAL PERFORMANCE OUTCOMES, STANDARDS AND SKILLS

Q.1 Typical performance outcomes

- Develop project plans
- Prevent problems
- Make decisions
- Organise work
- Co-ordinate work
- Improve work environment
- Manage sub-ordinate development
- Manage own development
- Create a positive, enthusiastic work climate
- Establish a trusting and relaxed work climate
- Develop a team spirit
- Help others succeed
- Coach employees
- Co-operate with others outside own section
- Follow up, ensuring successful completion of tasks
- Do performance assessments
- Build a team
- Mediate conflict between parties
- Set up agreements
- Liase with unions
- Maintain safety regulations
- Co-ordinate OD interventions
- Determine needs of employees
- Attend to customer needs
- Communicate with people from other departments
- Conduct meetings
- Do research
- Compile reports
- Solve problems
- Create new ideas
- Handle crises

- Propose new ideas
- Do strategic planning
- Formulate new goals, policies, strategies
- Improve work procedures
- Gather information
- Provide leadership and vision
- Encourage performance
- Recognise and reinforce good performance
- Coach associates/employees
- Instil commitment to quality
- Establish performance objectives and standards
- Distribute information
- Recruit workers

Table 65: Typical Performance Outcomes

Q.2 Typical performance standards

- Achieving results within budget
- Completing tasks within time
- Making optimum use of resources, such as: human resources skills, equipment, money, computer facilities, information
- Following up, ensuring successful completion of tasks
- Finding innovative solutions, improve status quo
- Satisfying customer needs
- Improving continuously
- Considering wide range of alternatives
- Making best balanced decisions
- Following logical process
- Making thinking visible
- Taking on more responsibilities
- Standing in for others
- Supporting management
- Responsive to requests and suggestions from manager
- Fully understanding responsibilities
- Helping manager gain support from others

- Explaining why certain aspects are necessary
- Involving team in decision making
- Setting a proper example
- Helping at the correct times
- Stimulating employees to think through effective questioning
- Encouraging employees to be innovative and take risks
- Choosing the right people for the job
- Using authority and power correctly
- Managing people of different ethnic and cultural backgrounds differently
- Delegating tasks, responsibility to correct level of ability
- Obtaining co-operative teamwork
- Building a cohesive team
- Helping employees become independent and autonomous
- Available for employees to discuss problems and queries
- Mediating conflict between members
- Keeping up to date with technology
- Keeping up to date with internal environment
- Keeping up to date with external environment
- Staying informed on what employee is working one
- Keeping employees informed of changes and events that have an influence on the organisation and their jobs
- Making employees feel valued and important
- Increasing their confidence by praising their accomplishments and celebrating their successes

Table 66: Typical Performance Standards

Q.3 Typical competencies

The following is a list of competencies that might help in the selection or derivation of competencies: (This simply serves to give some indication of what is meant by competencies. When the researcher consults organisations he makes use of a computer programme that currently contains more than 20 000 competencies for various occupations, and that list is far from complete and growing by the day.)

- Setting realistic work goals

- Project planning
- Potential problem analyses
- HR management
- Manager skills
- Team building
- Leadership
- Systems Thinking
- Planning and co-ordinating
- Financial planning
- Scenario planning
- Strategic planning
- Effective meetings
- Thinking skills
- Problem solving
- Decision making
- Group behaviour
- Cultural awareness
- Listening and understanding
- Handling criticism
- Knowledge of external environment
- Performance management
- Productivity
- Total quality management
- Information gathering and supply
- Research technology
- Word processing
- Programming skills
- Database administration
- System analyses
- Spread sheet skills
- Interviewing skills
- Analytical trouble shooting
- Empathy
- Social styles
- Adult education
- Instructor skills

- Empowerment
- Dealing with stress
- Writing skills
- Presentation skills
- Administrative skills, including
- General office skills
- Procedures
- Management of records
- Self-guidance
- Creativity
- Calculated risk taking
- Report writing skills
- Interpersonal skills
- Understanding of the industry
- Relationship-building skills
- Telephone handling skills
- Prioritising skills
- Specific knowledge of the job
- Language competence
- Time management
- Change management
- Situation analyses - prioritising
- Gaining respect of others
- First impressions
- Body language
- Cogmotics
- Learning transfer
- Communication skills
- Interaction skills
- Managing personal growth
- Career planning
- Budgeting skills
- Literacy skills
- Questioning skills
- Delegating skills
- Technical skills

▪ Learning from others
▪ Opportunity analyses
▪ Reading skills

Table 67: Typical Competencies

Note that these are not written in outcome –based format and contain only the nouns or subjects that should go into a properly stated competency.

LIST OF FIGURES

LIST OF TABLES

REFERENCES

Adams, H and Embley, K. 1988. Corporate performance communication systems: From strategic planning to employee productivity, *Personnel*, April.

Adizes, I. 1988. Corporate Lifecycles: How and Why Corporations Grow and Die and What to Do About It. New Jersey: Prentice Hall.

Ainsworth, M and Smith N. 1993. Managing Performance at work. New Jersey: Prentice Hall.

Alderfer, C.P. 1972. Existence, relatedness, and growth. New York: Free Press.

Baird, L (Ed.) 1982. Performance assessment Sourcebook. Human Resources Development Press.

Belbin, R.M. 1981. Management Teams: Whey They Succeed or Fail. Heinemann.

Bennis, W and Nanus, B. 1985. Leaders: The Strategies for Taking Charge. New York: Harper & Row.

Berlet, K.R. 1991. Performance Pay as a Competitive Weapon: A Compensation Policy. John Wiley.

Bigelow, J (Ed.). 1991. Managerial Skills. USA: Sage Publications.

Blanchard, K and Sigarimi, S.1987. Leadership and the One Minute Manager. USA: Fontana.

Blank, E. 1982. Handbook for Developing Competency-based Training Programs. New Jersey: Prentice Hall.

Boak, G. 1991. Developing Managerial Competencies. USA: Pittman.

Boyatzis, R. 1982. The Competent Manager. New York: John Wiley.

Bruns, W (Ed.). 1992. Performance Measurement, Evaluation and Incentives. *Harvard Business School Press*, 1992.

Burns, J.M. 1978. Leadership. UK: Harper and Row.

Byham, W.C. 1988. Zapp! The Lighting of Empowerment. USA: Fawcett.

Carey, N. 1992. Productivity Gain Sharing. USA: Longman.

Carter, N. 1991. How Organisations Measure Success: The Use of Performance Indicators. USA: Routledge.

Cassell, C and Symon, G (Eds). 1998. Qualitative Methods and Analysis in Organizational Research. London: Sage Publishing.

Champy, J. 1994. *Business Day,* February 8.

Christie, P, Lessem, R and Mbigi, L. 1993. African Management Philosophies, Concepts and Applications. Johannesburg: Knowledge Resources.

Clark, T.W. 1990. Getting to Grips with Skills Audits. TAFE National Centre for Research and Development.

Collins, R and Saul, P. 1991. The Management Competencies Development Program. McGraw-Hill.

Cope, R. 1991. Total Management for Organisations: Concepts and Tools. TAFE National Centre for Research and Development.

Covey, S.R. 1993. The Seven Habits of Highly Effective People, Powerful Lessons in Personal Change. London: Simon & Schuster.

Covey, S.R. 1990. The 7 Habits of Highly Effective People. USA: The Business Library.

Cresswell, JW. 1994. Research Design, Qualitative and Quantative Approaches. London: Sage Publications.

De Bono, E. 1990. Six Thinking Hats. London: Penguin.

Deep, S. 1978. Human Relations in Management. California: Glencoe.

Deming, W.E. 1982. Out of the Crisis. Massachusetts Institute of Technology.

Desk Reference and Planning Guide. USA: Irwin.

Dessler, G. 1991. Personnel/Human Resource Management. New Jersey: Prentice Hall.

Dostal, E, and Osler, K. 1990. Organisation Renewal: The Metanoic Organisation in South Africa. *IPM Journal*, July.

Douwes-Dekker, L. 1990. Industrial Relations for a changing South Africa. Johannesburg: Lex Patria.

Drucker, P. 1955. The practice of management. New York: Harper.

Dumphy, D. 1981. Organisational Change by Choice (McGraw-Hill. Edition). New Jersey: Prentice Hall.

Eunson, B. 1987. Behaving: Managing The organisation's self and others. Ohio: McGraw-Hill.

Faerman, SR, and Peters, TD. 1991. A conceptual framework for examining managerial roles and transitions across levels of organizational hiearchy. Proceedings of the National Public Management Research Conference, Syracuse. New York, September 20-21.

Fayol, H. 1949. General and Industrial Management. London: Pitman.

Feldberg, M. 1975. Organisational Behaviour : Text and Cases. Johannesburg: Juta

Fletcher, S. 1991. Designing Competency-Based Training. USA: Kogan.

Fletcher, S. 1992. Competence-Based Assessment Techniques. USA: Kogan.

Fournies, F. 1991. Why Employees Do not Know What They Are Supposed To Do. USA: TAB Books.

Fowler, A. 1990. Performance management in the MBO of the 90s' . *Personnel Management*. 47-51, July.

French, W.L and Bell, C.H Jr. 1990. Organizational Development: Behavioural Science Interventions for Organization Improvement, 4th edition. New Jersey: Prentice Hall.

Frohman, AH and Johnson, LW. 1992. Middle Management Challenge: Moving from Crisis to Empowerment. Ohio: McGraw-Hill.

Fritz, R. 1987. Personal Performance Contracts. USA: Crisp.

Gardenswartz, L and Rowe, A. 1993. Managing Diversity. Business One Irwin

Gilbert, Unpublished Kepner-Tregoe Training Manual - Rational Management Consultants, Johannesburg.

Goleman, D, Kaufman, P, and Ray, M. 1992. The creative spirit. New York: Penguin Books.

Guinn, K. 1987. Performance Management: Not Just An Annual Appraisal. *Training Magazine*.

Hall, D.T, and Goodale J.G. 1986. Human Resource Management, strategy, design and implementation. USA: Scott, Foresman & Company.

Handy, C.B. 1985. Understanding Organisations - 3rd Edition. London: Penguin.

Haynes, M.E. 1986. Partnerships in Management: Employee Involvement Gets Results. *Personnel Journal*. 46-55, July.

Heneman, R.L. 1992. Merit Pay : Linking Pay Increases to Performance. USA: Dison Wesley.

Hellriegel, D and Slocum J.W Jr. 1988. Management 5th. New York: Addison-Wesley.

Hertzberg, F, Mausner, B and Snyderman, B. 1959. The motivation to work. New York: John Willey.

Hilmer, F.G. 1985. When the Luck Runs Out. USA: Harper & Row.

Johnson, D.W and Johnson, L.W. 1987. Joining Together: Group Theory and Group Skills. New Jersey: Prentice Hall.

Kable, J. 1988. People, Preferences and Performance. Brisbane: John Wiley.

Kable, J, Hicks, R.E and Smith, N.I. 1984. Decision Preference Analysis : The Users' Guide. Sydney: NIS Associates.

Kahn, R.L. 1964. Organisational Stress: Studies in Role Conflict and Ambiguity. New York: John Wiley.

Kepner, C.H and Tregoe, B.B. 1981. The New Rational Manager. New Jersey: Princeton.

Kerzner, H. 1984. A Systems Approach to Planning, Scheduling, and Controlling. England: Van Nostrand Reinhold.

Kilmann, R.H. 1989. Managing Beyond the Quick Fix. New York: Jossey-Bass.

King, P. 1989. Performance Planning And Appraisal: A How To Book For Managers. Ohio: McGraw-Hill.

Kravetz, D.J. 1988. The Human Resources Revolution, Implementing Progressive Management Practices for Bottom-Line Success. San Francisco: Jossey-Boss.

Kotter, J.P. 1982. The General Managers. New York: Free Press.

Kotter, J.P. 1988. The Leadership Factor. New York: Free Press.

Lawler, E.E, III.1986. *High involvement management*. San Francisco: Jossey-Bass.

Lawler, E.E, Morhman, S.A and Resnick, S.M. 1984. Performance assessment Revisited. *Organisational Dynamics*. Summer.

Lawler, E.E. III, Morhman, S.A and Ledford, G.E, Jr. 1992. Employee involvement and total quality management: Practices and results in Fortune 1000 companies. San Francisco: Jossey-Bass.

Le Boeuf, M. 1985. How to Motivate People. Australian Business Library.

Leedy, P.D. 1997. Practical Research Planning and Design, Sixth Edition. New Jersey: Merrill.

Levinson, H. 1991. Appraising Performance assessment. *Harvard Business Review*.

Locke, E.A and Latham, G.P. 1984. Goal Setting: A Motivational Technique That Works. New Jersey: Prentice Hall.

Loewen, J. 1999. The Power of Strategy – A Paratical guide for South African Managers, Second Edition. Johannesburg: Zebra.

Maddux, R.B. 1988. Team Building: An Exercise in Leadership. USA: Crips Publications.

Mager, R.F and Pipe P. 1984. Analysing Performance Problems. USA: Fearon.

ANON. 1997. *Management Today*, 13 (6): 45, July.

Mansfield, R, Mathews, D and Mitchell, M. 1990. Competence. USA: Falmer Press.

Margerison, C.J and McCann, M. 1990. Team Management: Practical New Approaches. USA: Mercury.

Martin, P and Nicholls, J. 1987. Creating a Committed Workforce. *Institute of Personnel Management*.

Manning, A.D. 1988. The New Age Strategist, The organisation's Path to Business

Leadership in a New South Africa. Johannesburg: Southern Book.

Maslow, A.H. 1954. Motivation and personality. New York: Harper

Mbigi, L and Maree, J. 1995. UBUNTU. The Spirit of African Transformation Management. Johannesburg: Knowledge Resources.

McClelland, D.C and Winter, D.G. 1971. Motivating economic achievement. New York: Free Press.

Mohrman, S.A and Cummings, T.G. 1989. Self-designing Organisations: Learning how to create high performance. New York: Addison-Wesley.

Murray, H.A. 1938. Explorations in personality. New York: Oxford University Press.

McConkey, D. 1983. How to Manage by Results. USA: Amacom.

McCoy, C.S. 1985. Management of Values: The Ethical Difference in Corporate Policy and Performance. USA: Ballinger.

Miles, M and Huberman, M. 1994. Qualitative Data Analysis. London: Sage.

Miner, J.B. 1988. Organisational Behaviour : Performance and Productivity. USA: Random House.

Mintzberg, H and Quinn, J.B. 1998. Readings in the Startegy Process, Third Edition. New Jersey: Prentice Hall.

Murphy, K.R and Cleveland, J.N. 1991. Performance assessment : An Organisational Perspective. New Jersey: Prentice Hall.

Neale, F (Ed.). 1991. Handbook of Performance Management. Johannesburg: Institute of Personnel Management.

Neuman, W.L. 1997. Social Research Methods, Qualitative and Quantitative Approaches. Boston: Ally & Bacon.

O"Neill, G.L (Ed.). 1990. Corporate Remuneration in the 1990s: Strategies for Decision Makers. USA: Longman Professional.

ANON. 1973. *Organisational Dynamics*, Winter: 35.

Ordiorne, G.S. 1988. Measuring the unmeasurable: Setting standards for management performance. *Management Review*: 9-15, May.

Oxenburgh, M. 1991. Increasing Productivity and Profit through Health and Safety. USA: CCH International.

Pagonis, W.G. 1992. The Work of the Leader. *Harvard Business Review,* Nov-Dec.

Peters, T and Austin, N.A. 1985. A Passion for Excellence: The Leadership Difference. USA: Collins.

Pfeiffer, J.W (Ed.). 1991. Developing Human Resources. USA: University Associates.

Porter, M.E. 1985. Competitive Advantage: Creating and Sustaining Superior Performance. New York: Free Press.

Powers, E.A. 1987. Enhancing Managerial Competence: The American Management Association Competency Programme. *Journal of Management Development*. 6(4): 55-60.

Rae, L. 1986. How to Measure Training Effectiveness. USA: Gower.

Ramasamy, H. 1993. Total Factor Productivity. *Productivity Digest*, January.

Robbins, S.P. 1989. Training in Interpersonal Skills. USA: International Press

Rokeach, M. 1973. The Nature of Human Values. USA: Free Press.

Rycroft, T. 1989. Performance Related Pay. UK: British Institute of Management.

South Africa at a Glance, 2000 - 2001. 2000. Rosebank: Editors Inc

Saul, P.N. 1991. Strategic Team Leadership: Creating Winning Teams for the 1990's. Ohio: McGraw-Hill.

Saunders, M, Lewis, P and Thornhill, A. 1997. Research methods for business students. London: Pitman Publishing.

Schaffer, R.H. 1991. Demand better results - and get them. *Harvard Business Review*, March - April.

Schneier, C.E. 1987. Performance Management Sourcebook. USA: Human Resources Development Press.

Schwartz, P. 1991. The Art of the Long View, Planning for the Future in an Uncertain World. New York: Double Day.

Scott, C.D and Jaffe, D.T. 1991. Empowerment. USA: Crisp Publications.

Senge, P.M. 1990. The Fifth Discipline: The Art and Practice of the Learning Orga*nisation*. USA: Random House.

Sikyula, A.F. 1971. Values and value systems: Importance and relationship to managerial and organisational behaviour. *Journal of Psychology*, vol. 78: 277-286.

Spendolini, M. 1993. The Benchmarking Book.

Steers, R.M and Porter, L.W. 1979. Motivation and Work Behavior - 2nd Edition. Ohio: McGraw-Hill.

Stewart, D.M (Ed.). 1992. Handbook of Management Skills. - 2nd Edition. USA: Gower Press.

Stewart, R. 1982. A model for understanding managerial jobs and behaviour. *Academy of Management Review,* vol.7(1).

Strasser, S and Sena, J. 1992. Work is not a Four-letter Word. USA: Irwin.

Sutermeister, R.A. 1969. People and Productivity - 2nd Edition. Ohio: McGraw-Hill.

Sutermeister, R.A. 1976. People and Productivity - 3rd Edition. Ohio: McGraw-Hill.

Swan, W.S. 1991. How to do a Superior Performance assessment. Canada: John Wiley.

Thomas, M.C. 1990. Getting Committed at Work. USA: Commitment Press.

Toffler, A. 1985. The Adaptive Corporation. Ohio: McGraw-Hill.

Torres, C and Spegel, J. 1990. Self-directed Work Teams: A Primer. Pfeiffer.

Trotman, J. 1992. Occupational Health and Safety Handbook. Information Australia.

Tull, D.S and Hawkins, D.I. 1987. Marketing Research, Measurement and Method, 4th Edition. New York: Macmillan.

Van der Colff, L. 1999. Consultancy Dissertation Volume 1. Johannesburg: Milpark Business School.

Varney, G.H. 1989. Building Productive Teams. Jossey Bass.

Vroom, V. 1990. Manage People, not Personnel: Motivation and Performance assessment. *Harvard Business School Press.*

Walton, M. 1990. The Deming Management Method. Information Australia.

Walton, R.E. 1985. From control to commitment in the workplace. *Harvard Business Review*, 65 (2), 77-84.

Waterman, R.H, Peters, T.J and Phillips, J.R. 1980. Structure is Not Organisation. *Business Horizons*, June.

Weisbord, M.R. 1978. Organisational Diagnosis. USA: Addison Wesley.

Weisbord, M. 1987. Productive Workplaces: Organising and managing for dignity, meaning and community. San Francisco: Jossey Bass.

Weiss, A. 1989. Managing for Peak Performance. USA: Harper Collins.

Wellins, R.S, Byham, W.C and Wilson, J.M. 1991. Empowered Teams. USA: Jossey Bass.

Wick, C.W and Lu Stanton, L. 1993. The Learning Edge. How smart Managers and smart companies stay ahead. Ohio: McGraw-Hill.

Yukl, G.A. 1989. Leadership in Organisations - 2nd Edition. New Jersey: Prentice Hall.

Yukl, G. 1990. Skills for Managers and Leaders. New Jersey: Prentice Hall.