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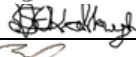
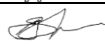
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We hereby declare that the assignment which we herewith submit to the North-West University as partial completion of the requirements set for the MBA degree is our own work.

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## **EXECUTIVE SUMMARY**

In this study, we explore the employee's perceived effectiveness of the Performance Management System (PMS), in a selected organisation. The PMS depends on various factors – such as determining if PMS is an accurate reflection of the work performance of individuals; if PMS is legally based on organisational justice principle and finally; does the effectiveness of PMS determine the performance management behaviour of line managers. A quantitative study focusing on 30 non-managerial employees was conducted to measure the employee's perceived effectiveness of the performance management system in their organisation.

The literature review can be seen as a platform to guide, interpret and focus on various essential aspects of the PMS in an organisation. The influence of a sound implementation system can improve the success of an organisation. Studies indicated that perceived fairness from an employee's view on organisational justice principles plays a vital role in the effectiveness of the PMS and how a manager's behaviour and knowledge or lack thereof, can determine the effectiveness of a PMS.

We examined the following main sections of the survey: perceived accuracy of the PMS in an organisation; perceived fairness of the PMS survey and perceived performance management behaviour through the line manager survey.

The sub-headings under perceived accuracy of the PMS survey indicated that more than half of the participants strongly agreed that the PMS implemented gives a clear indication of what is expected of them. The majority of participants agreed that they get feedback regularly in terms of their performance goals through feedback and coaching.

Perceived fairness of the PMS in terms of procedural justice found that most of the participants felt that there is a lack of PMS procedural justice when it comes to PMS reviews. Most participants also agreed that distributive justice is implemented during the PMS reviews. This indicates that not all results are correlating. Under informational justice it is quite clear that there is a split in the results, indicating that communication is more present in some divisions than others and may differ from manager to

manager, as determined in the next section of the study where participants indicated that only some form of communication was present.

Perceived performance management behaviour of a supervisor/line manager indicated that the process of goal setting takes place frequently and agreed that feedback from managers is given regularly. The survey showed a clear indication that there is almost no link between performance and reward, as the majority of the participants feels that good performance is not rewarded, although they agreed that the monitoring of performance expectations is done regularly.

Each of the sections, as mentioned above, is analysed and discussed. Recommendations are given under each section in terms of what action can be taken that is more beneficial to employees and the organisation in terms of the effectiveness of the PMS in the organisation. A good PMS is of vital importance in any organisation.

## 1. INTRODUCTION

Performance management is a significant contributor to organisational success and the improvement of employees' performance (de Waal *et al.*, 2011:778). The effectiveness of the performance management system is essential for organisational success; however, numerous factors influence the performance management system. Employees want to excel and contribute to organisational performance. To achieve the desired results, an employee needs to have a clear understanding of what is expected from them. Performance management systems must be structured and designed to support employees to improve and achieve their career objectives.

**Keywords:** Performance management system, the work performance of individuals, organisational justice principles, the effectiveness of performance management system, performance management behaviour of line managers.

## 2. BACKGROUND

Human Resources departments comprehend the value of an effective PMS in organisations. The effect and implementation of PMS can either motivate employees to excel at their work or have an adverse effect. When determining the effectiveness of PMS in organisations, the following questions could be asked: Is PMS an accurate reflection of the work performance of individuals in the workplace? Is PMS fairly based on the organisation's justice principles? And finally, is the effectiveness determined by the performance management behaviour of line managers? An effective, implemented PMS will contribute to the organisation's success. Thus, the literature review and research methodology will shed light on the shortcomings and successes of the implementation and execution of PMS in an organisation. This research could be utilised by management to identify PMS gaps and address areas of improvement through the results and recommendations provided.

## 3. PROBLEM STATEMENT

A Performance Management System forms an integral part of an organisation, where it is used as a measuring tool to assess employees and to determine the efficiency in regards to achieving predetermined objectives. Where there is a lack of PMS implementation and execution, organisations may find it challenging to meet employee as well as their strategic obligations. If employees perceive their organisation's PMS as ineffective, it may result in organisations failing to achieve their objectives. An insufficient PMS will limit an organisation to accurately identify the skills gap of employees to excel in the execution of their duties.

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#### 4. RESEARCH QUESTIONS

Research question 1: What are employees

Research question 2: What is employees perceived fairness of the PMS

Research question 3: What are employees perceived performance management behaviour of their line managers?

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#### 5. RESEARCH OBJECTIVES

The following objectives have been identified for this study:

- To measure employees' perceived accuracy of the
- To measure employees' perceived fairness of the PMS
- To measure the employees' perceived performance management behaviour of their line managers

#### 6. LITERATURE REVIEW

##### 6.1 Performance Management System (PMS)

Performance management evolved over the last 30 years from a formal evaluation of employee performance to a systematic process. The process incorporates different human resource management activities, based on the designed organisational objectives and getting individuals working together as teams to achieve the organisation objectives (Modipane *et al.*, 2019:1; Yong Yoke, 2019).

A PMS aims to optimally process the rating, ranking and rewarding of employees according to evaluations and expectations set out by company standards and requirements (Yong Yoke, 2019:383).

When PMS is utilised effectively, the measurement and management performances of the organisation can be influenced to achieve ultimate effectiveness (Yong Yoke, 2019:386). Performance Management Systems are a measuring tool for both employees and organisations. The management process involved in PMS entails the following (Modipane *et al.*, 2019:2; Van Thielen *et al.*, 2018:95; Yong Yoke, 2019:338):

- **Planning** – involves the drafting of implementation plans and activities which should be communicated to the employee in advance. The manager needs to develop the plan and communicate it to the employee well in advance.
- **Controlling** – an element of controllability of the manager to ensure comparison of the expected performance versus the actual performance.
- **Decision-making** – assessments to be followed by either a promotion, demotion, transfer or termination of employment.
- **Significant context** – the provision of organisational goals and policies that are clearly defined, available and communicated to all employees.
- **Trust between manager and employee** – is built between the manager and employee where opinions will be valued when trust and respect prevails.
- **Training between the line manager and employee** – training identification and implementation will narrow the gap and improve required performance.
- **Communication between the line manager and employee** – good communication is invaluable in the effective implementation of a PMS. A 180 or 360- degree communication approach can be implemented.
- **Reward-Rating identification between line manager and employee** – the link between performance and reward can have an increase in motivation but also detrimental results.

**6.1.2 Benefits of implementing a Performance Management System** The pre-requisite for a well-implemented PMS is the effective implementation and establishment of organisational design and management systems. The company needs to set clear goals, objectives and guidelines as to why and how the PMS will be implemented, managed and developed to reach the organisational objectives and employee motivation (Van Thielen *et al.*, 2018:90; Yong Yoke, 2019:383).

Effective implementation of a PMS will have beneficial results for the organisation. Due to the alignment of employee performance with the organisational objectives and goals (Yong Yoke, 2019:388). The effective implementation of PMS can lead to a 15 – 20 percent increase in overall performance in a department. PMS can effectively be implemented to identify competencies and setting out of performance standards to be communicated to employees (Yong Yoke, 2019:388). This will enable organisations to identify development needs clearly, gauge efficiency of tasks assigned and focus on the training of employees to reach their ambitions. An effectively implemented PMS will ensure the appraisal of performance and not behaviour, an essential task in people management (Modipane *et al.*, 2019:2; Van Thielen *et al.*, 2018:91).

### **6.1.3 Limitations of implementing a Performance Management System**

The optimal utilisation and implementation of an effective PMS take time and resources that needs not to be overlooked and maintained in order to be effective (Yong Yoke, 2019:383). The objective of PMS and the management of it by line managers have been questioned due to employees' view, viewing PMS as a dishonest event that is exploited by other employees. The utilisation of untrained employees being responsible for the implementation of PMS raises significant concerns, leading to reluctant participation from the organisation to investigate the effectiveness and lack of improvement and further development of the system (Yong Yoke, 2019:383). According to Yong Yoke (2019:383), recent studies have confirmed that PMS ratings can harm employee engagement. Positive results and employee involvement can be positively aligned by making minor changes to the PMS (Yong Yoke, 2019:383). A poorly implemented PMS can lead to job dissatisfaction, burnt-out employees, an increase in staff turnover and damaged relationships between employees and employers (Modipane *et al.*, 2019:2).

### **6.2 Is the performance management system fairly based on organisational justice principles?**

The term organisational justice is the perception an employee has in an organisation that relates to workplace procedures, interaction, and outcomes to be reasonable. These perceptions of employees can influence their attitude and behaviour, which can/will impact the organisation's performance positively or negatively (Baldwin, 2006:1). Organisational justice tends to conceptualise job demand, job controls and social support as the main factors when determining employee well-being and productivity (Baldwin, 2006:1).

According to Singh (2018:2), organisational justice refers to the fair and ethical treatment of individuals within a company. In literature, Performance Management (PM) has been conceptualised in many ways, but the most general view is conceptualised as the practice of measuring the performance of an employee, team, or department. By adopting a performance-based reward scheme, employees feel recognised and rewarded for their efforts and employee's work motivation improves (Lee, 2018:29).

The performance review meeting, a component of PM, has been examined in 11 percent of recent empirical studies and focuses mainly on the interaction between manager and employee. During these meetings, they apply the fairness lent to the meeting and its outcome – where important justice principles are established that must be followed. During a four-year longitudinal study, they were able to isolate participants who had not previously received formal performance review meetings, participants who received even one or two meetings were found that the meetings positively



predicted justice perceptions (procedural and interactional) – but only if the individual experienced it as helpful. The study further found that during times of adverse changes in the employee's work as a useful performance reviews was the key to preventing the deterioration of justice perceptions (Schleicher *et al.*, 2018:2209).

The research suggests that if it is handled properly, it can play a vital role in the overall performance management, which contributes to the fairness/ justice perceptions within an organisation (Schleicher *et al.*, 2018:2010).

The concept of organisational justice that has emerged from Adam's theory of inequity, focuses on the perceived lacking qualities among job inputs and outcomes. In the beginning, organisational justice mainly focused on the perceived fairness of resource distribution, justice, and the relations of these perceptions. Later on, the emphasis shifted to embrace fairness of the decision-making processes and procedural justice. Organisational justice perceptions have shown its influence on numerous outcomes; for example, job satisfaction (Singh, 2018:2).

Due to a rise in instability and complex business issues, where organisations remain under pressure to retain employees to maintain their competitive advantage, fairness, trust, and respect along with practising ethical values can be beneficial (Singh, 2018:2).

According to Vajda (2019:2), the four distinguished dimensions of justice are distributive justice, procedural justice, interpersonal justice and informational justice. Distributive justice is a predictor of work satisfaction (including compensation and benefits) (Singh, 2018:3). Distributive justice relates to the perceived fairness of outcome distribution (Vajda, 2019:29). The interrelation between employees and their organisations can either lead to the fulfilment of mutual obligations with the perception of organisational support or if organisations fail, it can lead to the perception of misidentification (Singh, 2018:3). When people are positively influenced at work, they are more likely to evaluate the organisation more positively (Tjahjono *et al.*, 2019:336). According to the equity theory, each person will compare their input-output ratios with others around them to determine the level of fairness (Vajda, 2019:30).

Interpersonal justice is the social aspect of distributive justice. Interpersonal justice describes how respectfully we deal with one another; this form of justice includes social rewards provided by the supervisor or injustice from a supervisor in the form of an insult. Manager's respectful behaviour towards employees can be seen as a socio-emotional award (Vajda, 2019:29).

Procedural justice can predict the employee's attitude and behaviour; this includes task performance, cooperation, and rule compliance. Procedural justice anticipates the opinion of the employee in terms of the fairness of decision-making and the processes which they are induced to believe if the organisation cares for them or not (Singh, 2018:3).

Procedural justice looks at the structural aspects of the decision-making process, where the performance of an individual is evaluated. It is based on the control theory of Thibaut and Walker and another theory of Lind and Tyler; the group value model. The control theory states individuals have a desire to control what happens to them whereas the group-value theory argues that an individual desire to be a valuable member of the group and fair procedures will indicate just that (Vajda, 2019:29). People will care more about procedural justice only if the procedures accommodate their interests (Tjahjono *et al.*, 2019:336).

"According to fairness theory and the relational model of justice, fairness is the process of mitigating allocation of outcomes, and conveys the message that employees are valuable to the organisation." Procedural justice increases mutual obligations and strengthens the employees' belief arising from the performance appraisals (Singh, 2018:3).

Informational justice generally refers to information that was obtained during the process (quantity of information and quality of information). Informational justice consists of the overlapping areas of the following: interactional justice and procedural justice types (Vajda, 2019:29).

Perceived justice is a multidimensional concept comprising the three dimensions: distributive; procedural and interactional justice. Perceived justice plays a significant role in the organisation. The perception of fairness of employee's reactions to a PM system has been identified as a fundamental criterion to judge the effectiveness and usefulness of a performance appraisal. Individual justice perceptions affect all employees' behaviour and attitudes within the workplace. More contemporary theories about justice investigate the subjective and phenomenological appraise in a given situation. If these approaches are used, and something is considered to be "fair" not because it should be, but because the majority of the group of individuals perceive it to be so (Vajda, 2019:30).

Even in today's organisations, performance assessments are still critical. According to Tjahjono *et al.* (2019:337), research showed that justice in assessing performance appraisals play a role in improving the commitment and satisfaction of employees in an organisation.

### **6.3 Is the effectiveness of PMS also determined by the performance management behaviour of supervisors/line managers?**

Research conducted by Laff (2007:18) suggests that 56 percent of line managers believe that their performance management systems are not valuable. Line managers hold this low confidence view towards performance management because a consistent, company-wide performance management system was in place in only 32 percent of the companies surveyed. Companies also vary significantly in the extent to which they adopt critical performance management practices such as cascading goals, self-appraisals and 360-degree feedback.

Kinicki *et al.* (2013:23) postulate that line managers simply are not efficient at executing the performance management system; either because of uncertainty on what it entails or simply because they are not dedicated to the time required for the implementation. These are the two key reasons why line managers are hesitant to make performance management a strategically viable process.

This poses the question of how line managers' behaviour contributes to the performance management system being broken. Research by Pulakos and O'Leary (2011:158), indicates that through accumulated experience, line managers have an established set of performance management tools, but how they get implemented is the issue at hand. Fundamentally their research shows that managers rush to implement new practices such as feedback sessions or evaluations without consideration on how to implement these new practices effectively.

Alfes *et al.* (2013:854) found that employees' perception of their line manager's behaviour is positively linked to employee engagement and that that engagement, in turn, established the link with self-report individual performance. Social exchange theory also supports the notion that companies that can cultivate an environment of reciprocity will yield positive behavioural outcomes from employees. Their study thus indicates that PMS outcomes are indirect rather than direct. The focus of PMS should first be targeted towards the effective selection, deployment and performance management of line managers. Second, on the fair and consistent implementation of intended performance management systems and thirdly, focusing line managers on their ability to implement employee engagement strategies.

The primary reason manager's use the PMS is to influence the behaviour of employees. To do this successfully, line managers need a clear view of human nature and behaviour. The human element issue receives more attention than ever before, and the successful implementation of the performance measurements system relies on the understanding of the human element (de Waal, 2003:689). It is further stated that the line manager's cognitive limitation could prevent companies from fully benefitting from a performance management system. Differences between the cognitive

abilities of managers may lead them to implement the performance management system differently. de Waal (2003:689) further mentions that positive outcomes from performance management systems were mostly determined by the effectiveness in which the system is used as a management device. Successful implementation of the PMS can be obtained when line managers have an increased awareness of the importance and relevance of the performance management system.

Line managers should strive to maintain positive relationships with their subordinates, as this is critical for an effective performance management process and the performance of an employee (Schleicher *et al.*, 2019:857). In most companies, line managers are entrusted to facilitate and implement performance management effective practices and how they behave will influence employees' perceptions and behaviour towards the whole process. Thus, line managers must handle the performance management process with sensitivity in order to build trust with their subordinates, and this could be done through a fair and just process. Schleicher *et al.* (2019:867) encourage organisations to focus their performance management system as learning criteria evaluations. The latter functions as a process where managers will not only rate or score employees but will award them an opportunity to learn from the evaluation process. This will improve the quality of attitudes and performance of employees towards their jobs and line managers. In addition, the learning part could also empower managers as they will need to have a more positive approach and reaction to performance management. In most organisations, line managers take the responsibility to set short term goals and employees are expected to drive their performance throughout the year (Cappelli & Tavis, 2016:65). According to Cappelli & Tavis, (2016:66) managers should drive employee performance on an ongoing basis by providing feedback in order to support rapid innovation to serve company customers effectively.

Audenaert *et al.* (2016:818) recommend that organisations integrate a Leader-Member Exchange (LMX) approach to strengthen the manager-employee relationship. This approach could further be used to foster effective performance management practices where the manager and subordinates can continuously learn from each other. Furthermore, line managers and subordinates gain a platform to exchange information, resources and provide support to each other to achieve strategic organisational objectives. Thus, LMX could be incorporated to allow a consistent performance management process. Companies could incorporate LMX as part of the line manager's key responsibilities to enhance a healthy relationship in their workplace environments.

## **7. RESEARCH METHODOLOGY**

### **7.1 Research design**

The research design selected for this study is a quantitative descriptive design, utilising a descriptive, non-experimental and cross-sectional survey. This is a design employed when little is known about a subject and further assists in tracing changes and draws comparisons on the characteristics of the phenomena or population (Bryman *et al.*, 2014:106; Kumar, 2011:10; Maree & Pietersen, 2016:174). Respondents that are envisaged to participate in this study are comprised of 30 non-managerial staff members, including, 16 females and 20 males. These individuals will be expected to provide their views on how they perceive the effectiveness of the PMS implemented by their line managers. The data provided in the study will only be based on views of the participants mentioned above and should not be considered as a general view of all staff members within the respective company.

### **7.2 Sample**

A non-probability purposive method of sampling will be used as the study will be conducted with a specific purpose, and respondents in mind (Maree & Pietersen, 2016:174). Non-managerial staff members were considered to be suitable to provide information on how each of them perceives the effectiveness of the performance management system within their departments. Prior to sampling, participant consent was requested and obtained. During this process, participants were assured that their responses would be treated with confidentiality and anonymity. Thereafter, all respondents were provided with a three-section questionnaire to answer truthfully.

### **7.3 Measuring instrument**

By making use of a self-administered questionnaire; respondents answered the questions by filling out the questionnaire themselves, completing the questions at their speed (Bryman *et al.*, 2014:191). Self-completion questionnaires are cheap and quick to administer as large quantities of questionnaires can be completed at the same time, and due to closed-ended questions it is easy and fast to complete from anywhere and less time consuming to analyse. Self-completion questionnaires eliminated interviewer effects like ethnicity, age, and gender and people do not feel the need to act in a socially desirable way as when an interviewer is present. Respondents are more honest and open when completing a self-completion questionnaire due to anonymity (Bryman *et al.*, 2014:192).

The self-completion questionnaire consists and will measure the following: (a) demographic information (gender and age group); (b) perceived accuracy of the PMS survey (performance planning accuracy; feedback and coaching accuracy, performance review accuracy and outcomes

accuracy); (c) perceived fairness of the performance management system survey (Procedural justice, distributive justice, interpersonal justice, and informational justice); (d) perceived performance management behaviour supervisor/ line manager survey (the process of goal setting, communication, feedback, coaching, providing consequences and establishing/ monitoring performance expectations).

The different questionnaire sections that were developed provide sufficient data to analyse and present the data. Section B consists of a 7-point Likert scale. The 7 points to choose from are the following: (1) strongly disagree, (2) moderately disagree, (3) somewhat disagree, (4) neither agree nor disagree, (5) slightly agree, (6) moderately agree and (7) strongly agree. Section C to E is based on the 5- point Likert scale. The Likert scale varies from 1 (strongly disagree) to 5 (strongly agree)

7.4 Data analysis

A cross-sectional survey was done; the collection of data was collected on more than one case in a single point of time (Bryman *et al.*, 2014:107). Microsoft Excel was used to statistically analyse the data obtained from the self-administered questionnaires. The data collected will be presented in the form of pie and bar charts. Simple descriptive statistics will be used for the data analysis.

8. RESULTS

The survey results obtained from the sample size of 30 employees on a non-managerial level within the same organisation will be discussed in the section below. Results are presented in graph format, followed by a table reflecting the percentage values and the recommendations for the highlighted section.

Section A: Demographic information  
Gender and Age group results

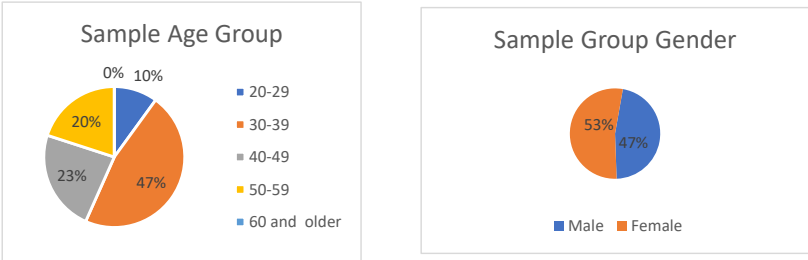


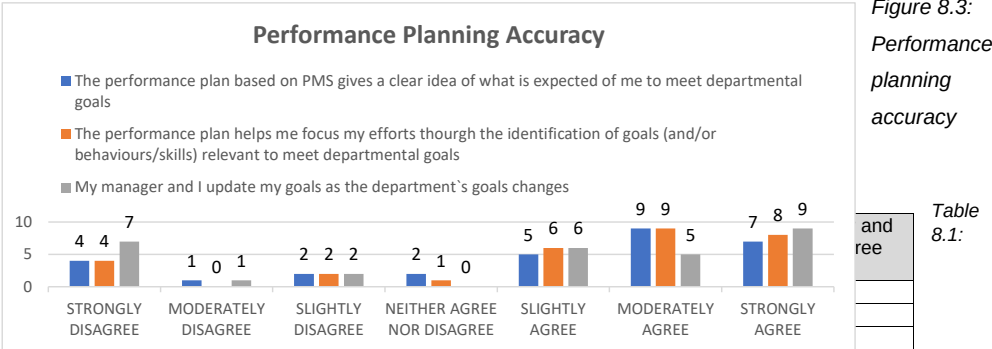
Figure 8.1: Gender

Figure 8.2: Age group

Section A of the questionnaire aimed to determine the gender and age of the sample group within the organisation. For the unit of measure surveyed (30 participants), 53% were female, and 47% male. The data yielded the following exciting age group composition: 10% of the participants were between the age of 20-29, 20% between 50-59 years, 23% between ages 40-49 and 47% of the participants were between 30-39, representing the largest proportion of the population. The authors postulate that the large percentage of younger participants (30-39) can be attributed to the unit of sampling mainly done amongst the supervisory level representing the next phase of managerial candidates.

Section B: Perceived accuracy of the PMS survey

B – 1 Performance Planning Accuracy



Performance planning accuracy

Analysis of results

The cumulative total of the review for the performance planning accuracy based on all the questions combined was that 52% of the participants moderately and strongly agreed that the PMS implemented giving a clear indication of what is expected of them, that the PMS is assisting in reaching their goals and that the manager is involved in the process. A total of 19 % of the participants feel that they are not assisted in the process.

Recommendation

A clear split vote shows the need for more convincing on the merit of the system; this needs to be driven top-down. Employees need to fully comprehend, understand and buy into the merit of the system. Employees need to made aware of the purpose of the PMS if departmental goals are to be achieved.

B – 2 Feedback and Coaching Accuracy

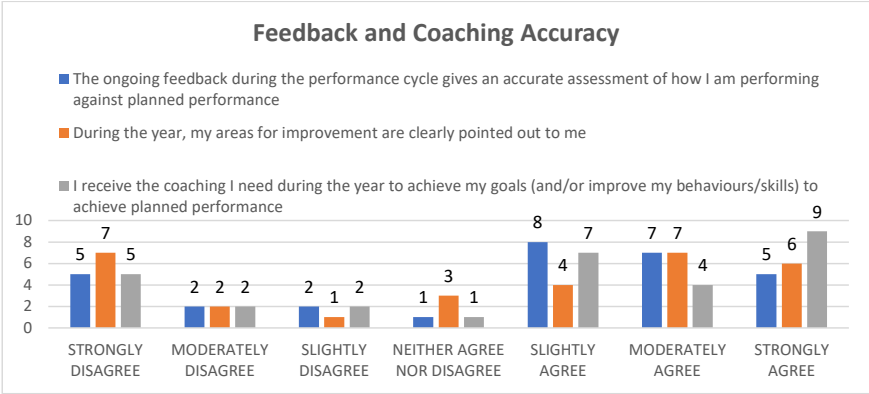


Figure 8.4:

Feedback and Coaching accuracy

|              | Strongly & Moderately disagree | Slightly disagree | Neither agree nor disagree | Slightly agree | Moderately and strongly agree |
|--------------|--------------------------------|-------------------|----------------------------|----------------|-------------------------------|
| Q 4 (Blue)   | 23 %                           | 7 %               | 3 %                        | 27 %           | 40 %                          |
| Q 5 (Orange) | 30 %                           | 3 %               | 10 %                       | 13 %           | 43 %                          |
| Q 6 (Grey)   | 23%                            | 7 %               | 3 %                        | 23 %           | 43 %                          |

Table 8.2: Feedback and coaching accuracy

Analysis of the results

Based on the graph and table below, only 42 % of the participants moderately and strongly agreed that regular feedback, based on training and planned performance and measured against goals, was communicated to them during the year. A total of 25% of the participants strongly and moderately disagree that they are not assisted in reaching and achieving their performance goals through means of feedback and coaching.

Recommendation

Results indicate good feedback loops to enable PMS. The majority of the population indicates that a strong positive feedback loop exists. During the year, more emphasis should be placed on a mid-year review with all staff, to assess the progress of agreed key performance indicators. This will enhance coaching opportunities during the year.



B – 3 Performance Review Accuracy

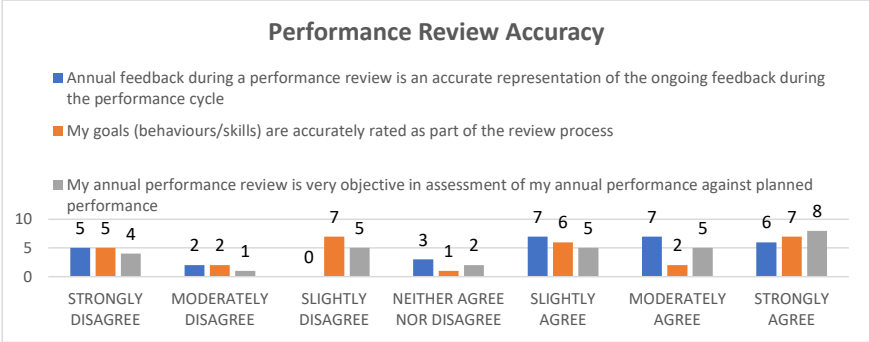


Figure 8.5: Performance Review accuracy

|              | Strongly & Moderately disagree | Slightly disagree | Neither agrees nor disagree | Slightly agree | Moderately and strongly agree |
|--------------|--------------------------------|-------------------|-----------------------------|----------------|-------------------------------|
| Q 7 (Blue)   | 23 %                           | 0 %               | 10 %                        | 23 %           | 43 %                          |
| Q 8 (Orange) | 23%                            | 23 %              | 3 %                         | 20 %           | 30 %                          |
| Q 9 (Grey)   | 17%                            | 17 %              | 7 %                         | 43             | 43 %                          |

Performance review accuracy

Table 8.3:

Analysis of the results

Based on the graph and table below, only 39% of the participants moderately and strongly agreed while a further 29% is slightly agreeing that performance reviews conducted are accurate. A total of 21% of the participants strongly and moderately disagree that performance review cannot be viewed as accurate.

Recommendation

A large discrepancy between favourable and strongly disagree, exists. This underlines the value of mid-year performance reviews. From the data, it is suggested that ongoing feedback is insufficient. The performance indicators of the PMS relating to skills and behaviours should be defined more accurately. This will ensure clear goals and objective reviews during the process. Year-end performance reviews seem to be sufficient.

B – 4 Outcomes accuracy

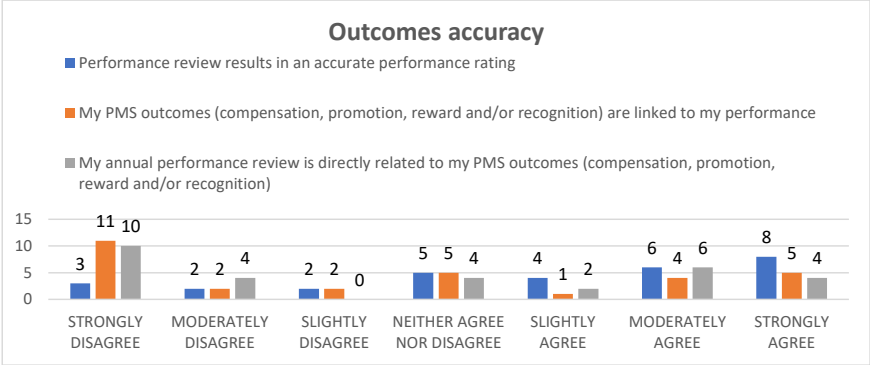


Figure 8.6: Outcomes accuracy

|               | Strongly & Moderately disagree | Slightly disagree | Neither agree nor disagree | Slightly agree | Moderately and strongly agree |
|---------------|--------------------------------|-------------------|----------------------------|----------------|-------------------------------|
| Q 10(Blue)    | 17 %                           | 7 %               | 17 %                       | 13 %           | 47 %                          |
| Q 11 (Orange) | 43 %                           | 7 %               | 17 %                       | 3 %            | 30 %                          |
| Q 12 (Grey)   | 47 %                           | 0 %               | 13 %                       | 7%             | 33 %                          |

Table 8.4: Outcomes accuracy

Analysis of the results

Based on the graph and table below, only 37% of the participants moderately and strongly agreed that PMS outcomes are accurate. A total of 36% of the participants strongly and moderately disagree that PMS outcomes cannot be viewed as accurate. A clear division in results indicates clear areas of improvements due to a clear difference in views of PMS outcome accuracy.

Recommendation

A strong disconnect exists between the performance review and the subsequent reward systems. To improve this imbalance, employees need to be made aware of how the two functions are connected. Employees need to better understand how their performance (and subsequence PMS rating) is translated into rewards, bonuses or promotions.

Section C: Perceived fairness of the performance management system survey

|  | Not at all | To a small extent | To a moderate extent | To a great extent | To a very great extent |
|--|------------|-------------------|----------------------|-------------------|------------------------|
|--|------------|-------------------|----------------------|-------------------|------------------------|

|                                   |      |      |      |      |      |
|-----------------------------------|------|------|------|------|------|
| Procedural Justice (Q1 – Q7)      | 36 % | 19 % | 12%  | 14 % | 19 % |
| Distributive Justice (Q8 – Q11)   | 32 % | 13 % | 14%  | 17 % | 24 % |
| Interpersonal Justice (Q12 – Q15) | 13 % | 9 %  | 31%  | 19 % | 28 % |
| Informal Justice (Q16 – Q20)      | 27 % | 6 %  | 23 % | 15 % | 29 % |
| Totals per section                | 27%  | 12 % | 20%  | 16%  | 25%  |

Table 8.5:  
Perceived  
fairness of  
the

performance management system survey percentages.

## C – 1 Procedural justice

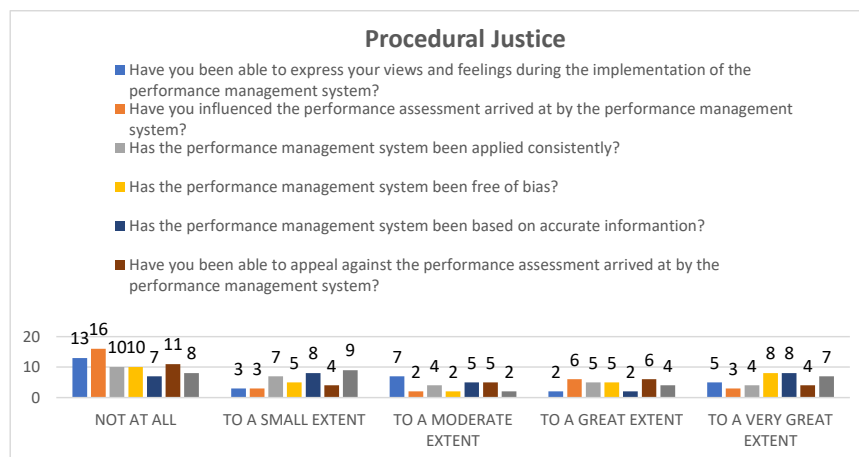


Figure 8.7:  
Procedural  
justice

### Analysis of the results

Based on the graph and table above, only 14% of the participants agree to a great

extent, and 19% agree to a very great extent that the procedural justice implemented during the PMS are implemented. A total of 36% of the participants does not agree at all that PMS procedural justice are present during the PMS review. A clear division in results indicates clear areas of improvements due to a clear difference in views of PMS procedural justice.

### Recommendation

More detail is needed on the desired and defined outputs and how to manage them. From the data, it could be concluded that employees should have more input into the parameters of the PMS framework, as the majority of the respondents responded negatively regarding their input to the PMS. More frequent performance reviews could decrease the effect that bias has on single event occurrences close to the PMS review timeframe.

C – 2 Distributive Justice

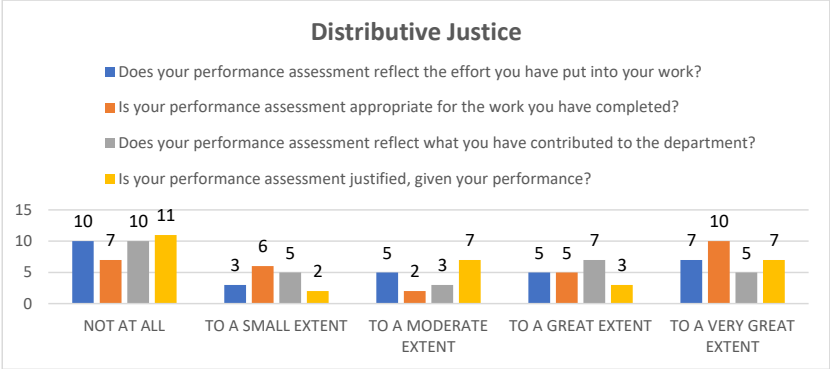


Figure 8.8: Distributive Justice

Analysis of the results

Based on the graph and table above, 17% of the participants agreed to a great extent, and 24% agreed to a very great extent that distributive justice is implemented during the PMS review. A total of 32% of the participants does not agree at all that PMS distributive justice is present during the PMS review. This is a clear indication of what is reviewed, and the results are not correlating.

Recommendation

Based on an effort reflection, a clear negative trend exists, raising the question where the disconnect originates from. A possible explanation would be that the PMS does not have clear goal setting objectives. The recommendation would be to define PMS objectives with employees more accurately and to ensure that the goals that are measured are based on the same objectives communicated to employees.

### C – 3 Interpersonal Justice

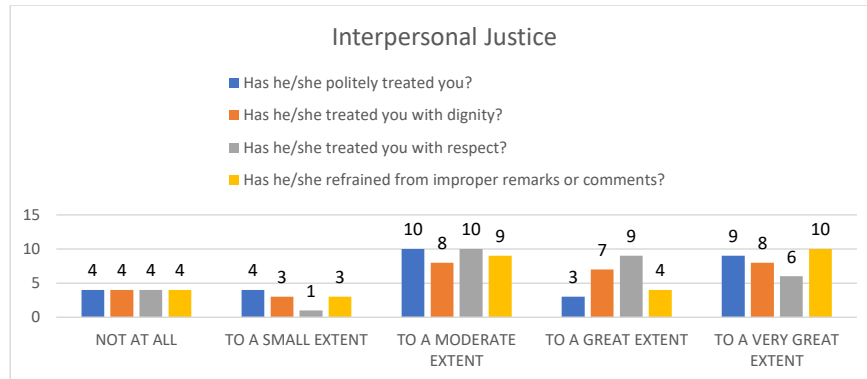


Figure 8.9: Interpersonal justice

#### Analysis of the results

Based on the graph and table above, 19% of the participants agreed to a great extent, and 28% agree to a very great extent that interpersonal justice is implemented during the PMS review. A total of 13% of the participants does not agree at all that PMS interpersonal justice is present during the PMS review. The results indicate that most interviewees are convinced that they are treated politely, with dignity and respect.

#### Recommendation

Results show that the organisation goes to great lengths to ensure employees are treated politely and with dignity and respect. This is a crucial element to ensure the success of the PMS.

### C – 4 Informational Justice

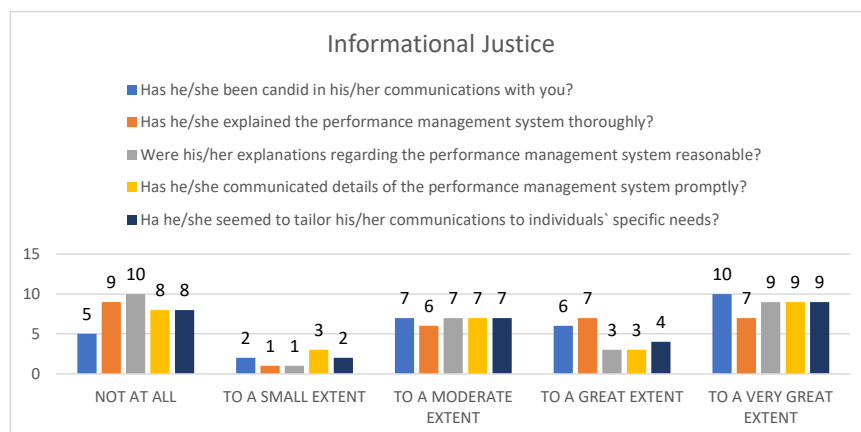


Figure 8.10: Informational justice

Analysis of the results

Based on the graph and table above, 15% of the participants agreed to a great extent, and 29% agree to a very great extent that informational justice is implemented during the PMS review. A total of 27% of the participants does not agree at all that informational justice is present during the PMS review. A near clear split in results may indicate that some form of communication is more present in some cases than others.

Recommendation

Communication channels need to be more proactive and frequent. One of the areas identified for improvement relates to the reasonability of the line manager towards the employee. The PMS needs to be more clearly explained and defined for the systems that benefit from being unlocked.

Section D: Perceived performance management behaviour supervisor/ line manager survey

|                                   | Rarely/Never | Once in a while | Sometimes | Fairly often | Very frequently /Always |
|-----------------------------------|--------------|-----------------|-----------|--------------|-------------------------|
| Process of goal setting (Q1 – Q5) | 9 %          | 13 %            | 29 %      | 17 %         | 32 %                    |
| Communication (Q6 – Q9)           | 12 %         | 17 %            | 34 %      | 13 %         | 24 %                    |
| Feedback (Q10 – Q14)              | 10 %         | 15 %            | 27 %      | 16 %         | 31 %                    |
| Coaching (Q15 – Q19)              | 13 %         | 17 %            | 25 %      | 17 %         | 29 %                    |
| Coaching (Q20 – Q22)              | 41 %         | 12 %            | 18 %      | 14 %         | 14 %                    |

Table 8.6:  
Process of goal setting

D – 1  
Process

of Goal Setting

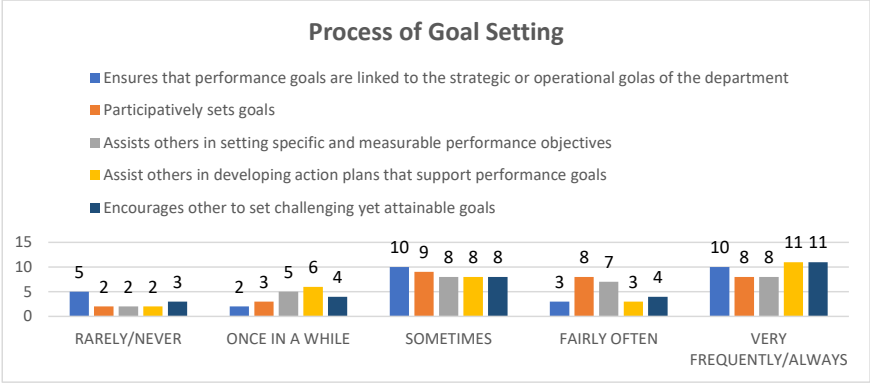


Figure 8.11: Process of goal setting

Analysis of the results

Based on the graph and table above, 32% of the participants agreed that the process goal setting is taking place very frequently or always. A total of 9% of the participants indicated that the process of goal setting happens rarely or never. The results presented that most participants feel that some form of process goal setting is taking place.

Recommendation

The percentage of employees indicating that some form of process goal setting is taking place can be increased. The high percentage of employees indicating that process goal setting is taking place sometimes indicates that a matter of uncertainty exists in either the amount of time it is supposed to take place, or whether discussions should take place at all. The involvement of all employees in goal setting can be increased by involving more staff. This will ensure that employees are committed to goals set and will, in most cases, results in a better attitude and commitment from employees to work towards the mutually agreed goals.

D – 2 Communication

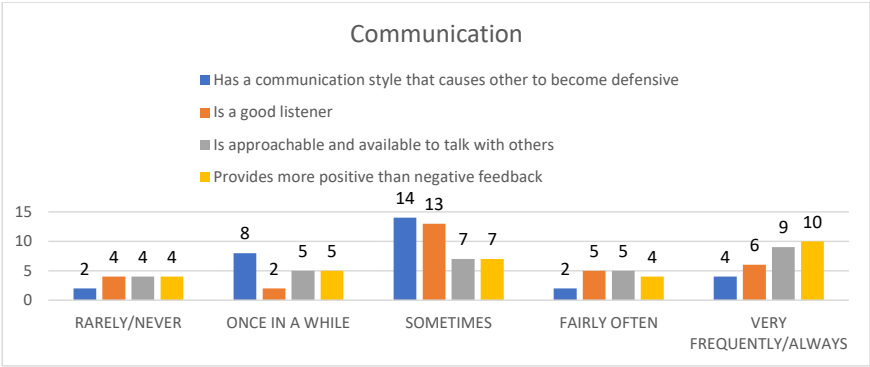


Figure 8.12: Communication

Analysis of the results

Based on the graph and table above, 24% of the participants agreed that line managers are performing positive communication on a very frequent or always basis. A total of 12% of the participants indicated that no or only some form of communication was taking place occasionally. A further 34% of the participants indicated that some form of communication is present sometimes.

Recommendation

Communication between line managers and employees are of critical importance in employee development and progress towards set goals. The approachability and way in which line managers communicate are of utmost importance in the confidence of employees. The openness of line managers to be approached will increase regular feedback between employees and line managers.



D – 3 Feedback

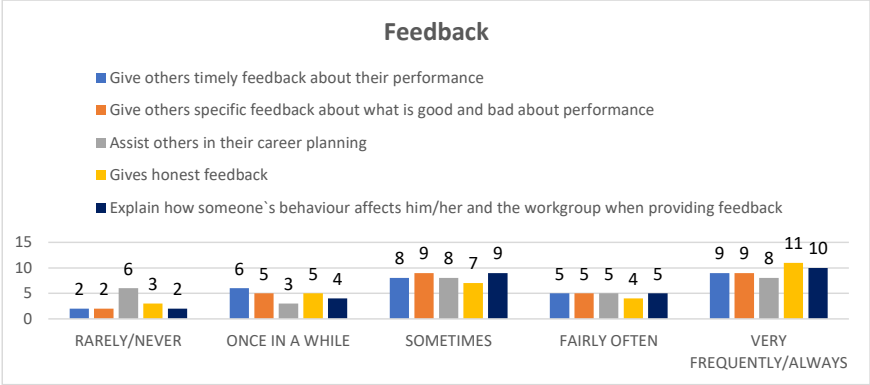


Figure 8.13: Feedback

Analysis of the results

Based on the graph and table presented, 31% of the participants agreed that feedback from line managers is done on a very frequently or always basis. A total of 10% of the participants indicated that none or only some form of feedback is taking place occasionally. A further 27% of the participants indicated that some form of communication is present sometimes. The results presented indicate that a high percentage of participants are not convinced that communication is done effectively.

Recommendation

Most participants indicated a positive relation to the feedback they receive from line managers. Line managers can be more proactive in the assistance provided to employees in their career planning. This will involve the focus on further development or focus areas the employee can focus on till the next PMS review/discussion.

D – 4 Coaching

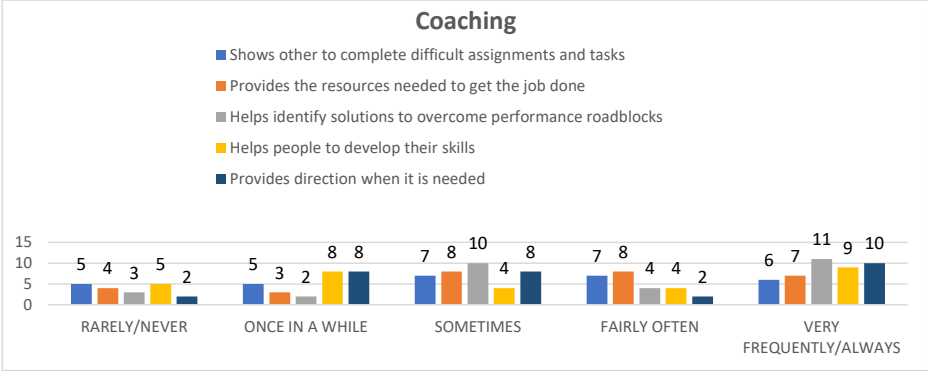


Figure 8.14: Coaching

Analysis of the results

Based on the graph and table presented, 29% of the participants agreed that coaching is taking place between them and the line manager on a very frequent or always basis. A total of 13% of the participants indicated that none or only some form of coaching is taking place. A further 25% of the participants indicated that some form of coaching is sometimes taking place.

Recommendation

The level of intensity of coaching relates to the feedback suggestions provided above. This will assist in the coaching provided to employees, the increase of learning opportunities in order to fulfil difficult tasks is of utmost importance not only for the employee but also for the department. In order for employees to fulfil goals set by line managers are it of importance that the required resources be provided. Line managers must encourage employees and assist in setting them up for success.

D – 5 Providing Consequences

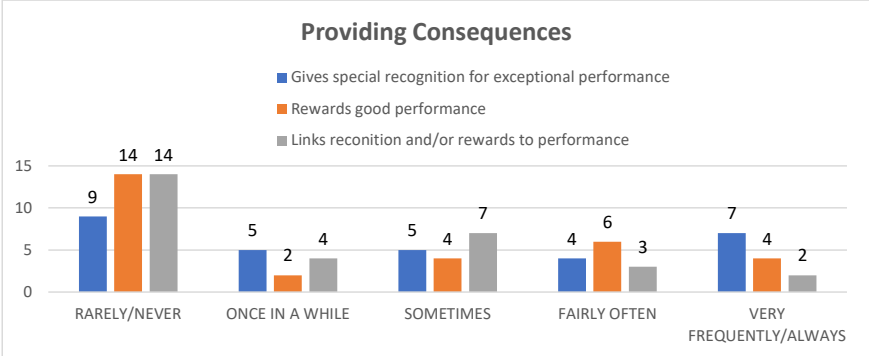


Figure 8.15:  
Providing

Consequences

Analysis of the results

Based on the graph and table presented, only 14% of the participants agreed that line managers provide consequences, with only 2 of the 30% indicating that a link between performance and reward is frequently used. A total of 41% of the participants indicated that no link between performance and results and the performance of good results are taking place. After reviewing the results, is it clear that the participants feel that good performance is not rewarded at all.

Recommendation

As indicated by the results, the objective of PMS was missed. Management, therefore, needs to do more with regards to feedback and training on identify shortcomings. A re-evaluation is also needed post-training to check if required competency levels have been obtained on a sustainable base. The importance of giving special recognition for exceptional or good performance is of importance in the boosting of employee morale. The recognition does not need to be in the form of financial compensation, but a word of thanks can go a long way. The fact that no link between recognition and rewards are present will encourage mediocre performance from employees. This will encourage employees only to complete the bare minimum.

D – 6 Establishing/Monitoring Performance Expectations

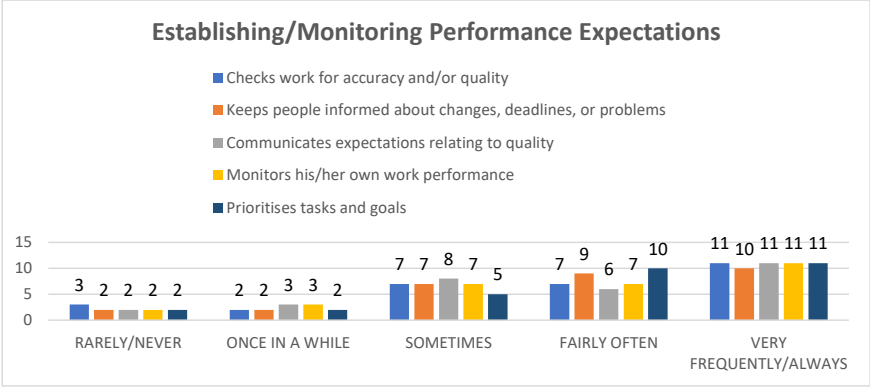


Figure 8.16: Establishing/ monitoring performance expectations

Analysis of the results

Based on the graph and table presented, 36% of the participants are in agreement that the establishment and monitoring of performance expectations are done frequently. A total of 7% of the participants indicated that none of the establishing and monitoring of performance expectations is done frequent enough or not at all. When considering the previous five sections is the results of the establishing and monitoring of performance expectations contradicts.

Recommendation

In general, the check on the quality of work can be increased by performing more regular reviews with employees. This would involve communication about expectations of work in terms of quality and the prioritising of tasks and goals.

9. MANAGERIAL IMPLICATIONS AND RECOMMENDATIONS

A recent study by Modipane *et al.* (2019:10) sets out recommendations for line managers to follow in order to improve the implementation of PMS:

- Managers should provide and plan on training and coaching of employees to assist them with the improvement of behaviours and skills in order to reach their goals.
- Managers should allow employees to participate and add influence over the PMS process.
- Performance management systems should be implemented continuously and objectively, based on accurate and quantifiable information.
- Distributive justice principles should be upheld during the performance assessments.
- The PMS needs to be explained to subordinates thoroughly and adequately

Commented [PB1]: It should be

- Continuous reasonable explanations to be provided to subordinates.

Based on recommendations made during the discussion of results under each section, together with recommendations based on prior research needs to be read as a complete unit. The guidelines provided would be of benefit too if implemented by managers.

## **10. CONCLUSION**

Workplace procedures, interaction, and outcomes must be reasonable. An employee's sense of organisational justice depends on it. Organisational justice can be seen as the ethical treatment of employees within a company. A PMS is one such tool to be used to help in this aspect. Today's PMS is a product that evolved over decades of organisational application. The function of PMS is to evaluate the performance of employees through a systemic process. A performance management system rates employees and rewards them for their efforts over a specified duration. Performance management systems are also helpful in training and guiding employees in their field as well as letting them know what is expected of them by the company. Most line managers do not regard their PMS as very valuable, with the main focus for using it, to influence the behaviour of their employees. However, PMS done correctly will benefit an organisation and motivate employees enhancing their initiatives and creativity.

The findings obtained during the survey indicated that over half the participants agreed that the implemented PMS gives a clear guidance of what is expected of them and helping them to reach their goals. Less than half of the participants feel that regular feedback, based on training and planned performance and measured against goals, was communicated to them during the year. Only the minority of participants agrees that performance reviews conducted are accurate and that they do not have much faith in the procedural justice implemented during the use of PMS. Most of the participants feel that good performance is not rewarded at all. Some form of goal setting is present, but the perception is lacking. Performance management system communication exists but needs to be done more effectively especially when it comes to feedback. Coaching in the company is taking place, but only the minority experiences it.

A PMS forms an integral part of an organisation if it is done effectively. A PMS can form and improve employees and motivate them to be more effective. An effective PMS can help employees grow and reach career goals benefitting the entire organisation.

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|                                                                                                           |  |                     |                      |                |             |                  |
|-----------------------------------------------------------------------------------------------------------|--|---------------------|----------------------|----------------|-------------|------------------|
| <u>Group name: Dexty</u>                                                                                  |  |                     |                      |                |             |                  |
|                                                                                                           |  | <u>Contribution</u> |                      |                |             |                  |
| <u>1. Title page, table of content, executive summary and introduction</u>                                |  | <u>8 /10 10%</u>    |                      |                |             |                  |
|                                                                                                           |  | <u>Poor</u>         | <u>Below average</u> | <u>Average</u> | <u>Good</u> | <u>Excellent</u> |
| • <u>Is the title page correct and the title a good representation of the content?</u>                    |  |                     |                      |                | X           |                  |
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| <u>2. Problem statement, objectives and research questions</u>                                            |  | <u>8/15 15%</u>     |                      |                |             |                  |
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| • <u>Are the research questions clearly stated?</u>                                                       |  |                     |                      | X              |             |                  |
| • <u>Is the research problem contextualised through literature?</u>                                       |  |                     |                      |                |             |                  |
| <u>Additional examiner comments:</u>                                                                      |  |                     |                      |                |             |                  |
| <u>3. Literature analysis/handling of sources</u>                                                         |  | <u>16/20 20%</u>    |                      |                |             |                  |

|                                                                                                                                                                                                                          | <u>Poor</u>             | <u>Below<br/>average</u> | <u>Average</u> | <u>Good</u> | <u>Excellent</u> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--------------------------|----------------|-------------|------------------|
| • <u>Does the work provide sufficient evidence of knowledge of the relevant and recent research?</u>                                                                                                                     |                         |                          |                | <u>X</u>    |                  |
| • <u>Has said knowledge been applied in a critical and integrated manner?</u>                                                                                                                                            |                         |                          |                | <u>X</u>    |                  |
| • <u>Have central concepts been sufficiently defined?</u>                                                                                                                                                                |                         |                          |                | <u>X</u>    |                  |
| • <u>Has the assignment been placed within a fundamental theoretical-conceptual framework?</u>                                                                                                                           |                         |                          |                |             | <u>X</u>         |
| • <u>Independent (own) thought is reflected; Insight into the topic was demonstrated and logical, systematic thought and reasoning is demonstrated</u>                                                                   |                         |                          |                | <u>X</u>    |                  |
| <u>Additional examiner comments:</u>                                                                                                                                                                                     |                         |                          |                |             |                  |
| <b><u>4. Research methodology and design</u></b>                                                                                                                                                                         | <b><u>12/15 15%</u></b> |                          |                |             |                  |
|                                                                                                                                                                                                                          | <u>Poor</u>             | <u>Below<br/>average</u> | <u>Average</u> | <u>Good</u> | <u>Excellent</u> |
| • <u>Are the research methodology and design clearly explained</u>                                                                                                                                                       |                         |                          |                | <u>X</u>    |                  |
| • <u>Is the research design or method(s) appropriate to answer the research question(s)?</u>                                                                                                                             |                         |                          |                | <u>X</u>    |                  |
| • <u>Has the group mastered the applicable research methodology?</u>                                                                                                                                                     |                         |                          |                | <u>X</u>    |                  |
| • <u>Has the method been sufficiently conceptualised concerning research design, population, sample, measuring instruments/methods of measurement concerning the collection of data and/or the statistical analysis?</u> |                         |                          |                | <u>X</u>    |                  |
| <u>Additional examiner comments:</u>                                                                                                                                                                                     |                         |                          |                |             |                  |
| <b><u>5. Presentation of results , discussion, implications and conclusion</u></b>                                                                                                                                       | <b><u>12/20 20%</u></b> |                          |                |             |                  |

|                                                                                                      | <u>Poor</u>             | <u>Below<br/>average</u> | <u>Average</u> | <u>Good</u> | <u>Excellent</u> |
|------------------------------------------------------------------------------------------------------|-------------------------|--------------------------|----------------|-------------|------------------|
| • <u>Are the results presented in graphs, tables or figures?</u>                                     |                         |                          |                |             | <u>X</u>         |
| • <u>Is an acceptable solution to the research problem provided?</u>                                 |                         |                          |                | <u>X</u>    |                  |
| • <u>Are the results clearly linked to the research problem and objectives?</u>                      |                         |                          |                | <u>X</u>    |                  |
| • <u>Are the results compared to the results of similar studies</u>                                  |                         |                          |                |             |                  |
| • <u>Are the managerial implications and recommendations /generalisations logically justifiable?</u> |                         |                          |                | <u>X</u>    |                  |
| • <u>Are the managerial recommendations from the actual findings of the research been made?</u>      | <u>X</u>                |                          |                |             |                  |
| • <u>Is the conclusion synthesising the main findings or ideas?</u>                                  |                         |                          | <u>X</u>       |             |                  |
| • <u>Is the conclusion aligned with the introduction of the assignment?</u>                          |                         |                          | <u>X</u>       |             |                  |
| <u>Additional examiner comments:</u>                                                                 |                         |                          |                |             |                  |
| <b><u>6. Logical structure</u></b>                                                                   | <b><u>7/ 10 10%</u></b> |                          |                |             |                  |
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| • <u>Is the assignment as a whole systematic, logical and well structured?</u>                       |                         |                          |                | <u>X</u>    |                  |
| • <u>Were the arguments clearly unpacked from the problem statement to the conclusions?</u>          |                         |                          |                | <u>X</u>    |                  |
| • <u>What is the general quality rating of the assignment?</u>                                       |                         |                          |                | <u>X</u>    |                  |
| <u>Additional examiner comments:</u>                                                                 |                         |                          |                |             |                  |
| <b><u>7. Documentation and technical finishing</u></b>                                               | <b><u>7/ 10 10%</u></b> |                          |                |             |                  |

|                                                                                                                                                                                                                                                            | Poor | Below average | Average | Good | Excellent |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------|---------|------|-----------|
| • Has the assignment been presented in an acceptable manner (e.g. references, tables and figures)?                                                                                                                                                         |      |               |         | X    |           |
| • Is the stylistic and technical refinement in order?                                                                                                                                                                                                      |      |               |         | X    |           |
| • Has the assignment been written in an acceptable language, and is it technically well-edited?                                                                                                                                                            |      |               |         | X    |           |
| Additional examiner comments:                                                                                                                                                                                                                              |      |               |         |      |           |
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