

**PERFORMANCE COACHING IN THE
DEPARTMENT OF CIVIC AFFAIRS
IN THE MINISTRY OF
HOME AFFAIRS**

BY

Frans Enkali

APRIL 2006

**PERFORMANCE COACHING IN THE
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**A RESEARCH PAPER SUBMITTED IN PARTIAL FULFILMENT OF
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BY

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ABSTRACT

Performance coaching (PC) is a tool that management can use in addressing the staff performance. It was firstly employed in the field of sports, work safety, military, health and education. Nowadays, performance coaching is applied in all fields of profession as an attempt to rectify employee's performances.

Performance appraisal as a measure through which managers can monitor and evaluate employee's performance which was suspended in the Public Service of Namibia in 1997, left it with no other measure to be used in assessing staff performances. At the same time that the Public Service has been without a formal performance measurement, there has been remarkable complains from various quota of the Namibian society with regard to the staff performance in the Department of Civic Affairs in the Ministry of Home Affairs. This trend prompted an idea of carrying out a diagnostic and analytical research to find out how the staff performances are been monitored and corrected.

In undertaking this study, questionnaires and documentary search were used to collect the data. Questionnaires were divided among three major employment categories within the Department with a view of establishing and soliciting the information on their understanding and application of the PC in the Department. These employment categories ranged from senior management, middle management and low management level. To concretize the information

collected, other study material were also used to acquire more theoretical knowledge in the field of PC.

The findings of this study demonstrate that the concept of PC is understood differently by various levels of management in the Department. The study urges that there is a need for addressing PC in the Department hence even at senior management level, officials are not sure of whether close supervision and management is carried out. The study further recommends how best the Department of Civic Affairs can improve on its current state of performance culminating on improved performance.

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DEDICATION

To eradication of poverty in Namibia, the continent of Africa and the world at large through continuous education and training.

DECLARATIONS

I do hereby declare that the work in this thesis "Performance Coaching in the Department of Civic Affairs", in the Ministry of Home Affairs is my own product and of no one else, except where it is stated otherwise in the acknowledgement.

That, no part of this thesis may be reproduced prior to a written permission of the author or that of the University of Namibia.

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Frans Enkali

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Date

ACRONYMS

CDP	Colorado Department of Personnel
DOCA	Department of Civic Affairs
IPP	Individual Performance Plan
KPA	Key Performance Area
LM	Low Management
MM	Middle Management
MAER	Merit Assessment and Efficiency Rating
NBC	Namibia Broadcasting Corporation
PC	Performance Coaching
PMS	Performance Management System
PS	Permanent Secretary
OPM	Office of the Prime Minister
SAP	Strategic Action Plan
SM	senior Management
SMART	Simple, Measurable, Achievable, Realistic and time-bound
SMP	Strategic Management Process
WASCOM	Wage and Salary Commission

DEFINITIONS

In order for readers to understand this research paper, the following concepts used in human resources management have been defined:

Efficiency: Ratio of total output to total input, level of competency of a person, procedure or technique in attaining a desired outcome, how well something is done.

Effectiveness: Producing the desired result, extent to which a given objective is actually being achieved, doing the correct things to attain the correct goal.

Civil Service: An institution which carries out government business and directly affects the quality of governance and management of national affairs.

Coaching: Van Rooyen (2005:5), define coaching as an "intensive individual training and work exposure given to an individual employee by an experienced tutor or senior employee as part of a human resource development programs.

Job category: Related jobs which can be grouped together on the basis of qualification and experience, decision making requirements, levels of responsibilities and remuneration range.

Manager: A person placed in position of authority over other employees and vested with responsibility for the successful operation of the organisation, or of a specific function or component thereof.

Motivation: Reason or a cause inducing a person to act in a specific manner.

Performance Coaching: Charoux (1990:66), defined performance coaching as “a process that takes place in a committed and supportive relationship between boss and subordinates, during the course of which former empowers subordinates to become more productive and improve their performances”.

Public Service: In terms of the Public Service Act 1995, (Act no. 13 of 1995), the Public Service “*shall consist of all such persons as may be employed permanently or temporary on full time or part-time basis or employed under any contract of employment in posts on the establishment or additional to the establishment*”.

Reinforcer: Anything that strengthens the desired response positively or negatively.

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND

Performance coaching (PC) is a management tool that can be applied in order to address and correct employee's performance in a workplace. For organisations to succeed in their endeavours, proper mechanism should be put in place to provide guidance on how to attend to issues of performance in the manner that will results in increased productivity and improved performance.

Coaching evolve aspects of managers and supervisors to teach subordinate how to perform better, confront performance issue at the time that they arise, providing advices that assist employees with their personal and job related problems or as an attempt to appraise subordinate performance in a planned manner. The application of these aspects of performance coaching cannot be implemented in isolation, as they need to complement one another at various levels of performance of individual, group or organisational performance. The performance of staff members of the Department of Civic Affairs is a concern to the majority of citizens, thus there is a need to thwart unbecoming behaviour and ensure customer satisfaction.

1.2 WHAT IS PERFORMANCE COACHING?

Coaching was first employed in sports, work safety, the military, health and education with the overall goal of helping individuals to increase effectiveness and ensure happiness at the workplace. Effective coaching requires a set of performance goals that seeks to enhance individual's life and work performance, it puts emphasis on performer's relationship with all aspects of his or her self cognitive, emotional, physical and behavioral selves. Behavioral coaching on the other hand strives to engender self-knowledge and self-regulation of thinking, feelings and action (Skiffington & Zeus, 2003: xii).

The introduction of PC focused on the characteristics that evolve every employee to be responsible and accountable for the success of the production process. It calls for employees and supervisors to collaborate in achieving their objectives. Coaching requires proper communication between staff members at various levels at all times. Performance coaching is a tool through which supervisors and subordinates can understand how the job is to be performed, be able to evaluate their performance, and it enables them to define tasks that need to be accomplished.

PC is a supervisor's role in providing continuous assistance to employees with the purpose to increase their job effectiveness. It involves helping employees reaching their performance goals, correct performance and reinforces appropriate

behaviour. PC plays an important role in ensuring that all the objectives of the organization are met. It provides a clear cut off line in the staff performance appraisal once accompanied by established goals. The absence of PC makes the performance appraisal process difficult and to be based on assumptions rather than facts. However, the aspect of self-coaching should be taken into consideration as some employees do not necessarily need somebody to coach them but they are to carry out self-coaching to adjust their own performances.

The aspect of performance on what to be done, how it should be done, when, where it should be carried out and their interdependence represents individual expected output. PC help to identify training needs that may enhance the existing employee's skills. It further helps advance new competencies required to perform the tasks. Coaching help preserve regular and long-term skills development for employees as focus on continuous performance improvement of the department and individuals (CDP, 2004:39).

In a recent study undertaken by (Charoux 1990:66) defined PC as "*a process that takes place in a committed and supportive relationship between boss and subordinates, during the course of which former empowers subordinates to become more productive and improve their performances*".

From the definition, the following elements can be explained in detail:

- ◆ Coaching is a process that ensures improved performance in the organization. The success of coaching lies in the establishment of a climate for empowerment that cannot be mechanically applied.
- ◆ PC needs staff member's commitment and support. Unless both manager and subordinates are committed to improve the latter's performance and that the former is in support of the latter by allowing individual employees to grow and develop.
- ◆ Coaching takes place between boss and subordinate, the line manager or immediate supervisor should be accountable for the development of the employee under his or her supervision.
- ◆ It empowers employees to perform to the required standard. This requires a manager to empower his subordinates to be able to grow and become more productive in producing best results.

According to (Charoux 1997) managers and subordinates should apply and observe these elements in order to be able to succeed in their strives to improve performances. At the same token they should set clear performance goals and targets that are known to the managers and employee concerned. However, the researcher dispute the fact that coaching is not a tool, as it involve techniques and expertise that managers has to apply in order to succeed.

1.3 PERFORMANCE COACHING IN THE PUBLIC SERVICE OF NAMIBIA

Prior to the independence of Namibia, the performance of public service staff was measured by employing the Merit Assessment and Efficiency Rating system (MAER). The two forms of performance evaluation were suspended in 1996 due to criticism leveled against them. The new performance appraisal system was introduced on the recommendations of the Wages and Salary Commission (WASCOM). According to the OPM, performance appraisal on the WASCOM recommendations was put into operation pre-maturely in 1997, hence no proper training was offered to staff members of the department. With the implementation of the WASCOM recommendation it was felt that issues of ineffectiveness and inefficiency in the public service would be adequately addressed through the application of the new performance appraisal system [OPM 2002:4].

Nevertheless, the application of the WASCOM recommendations was linked to monetary rewards and promotion for staff members who are rated high and non-reward for under performers. This leads to biasness in the rating process and as a result thereof, performance appraisal on WASCOM recommendations was suspended in 1998. Due to the fact that implementers lacked necessary understanding on how the system works, the system was suspended leaving the public sector without mechanism to monitor and manage performance. Moreover, implementers were not provided with the necessary training and skills to enable

them to carry out the appraisal in the required manner. The OPM undertook a research project under the theme "Towards better performance" in 2002. The main aim of the project was to establish the most effective and efficient manner in which public service staff performances could be improved. The research project was mandated to study and evaluate the success and failure of the MAER System, to identify and consult with benchmark partners and to investigate the current application of the performance management system in the public service. At the end the research project was to come up with a detailed implementation plan that includes resources and budgeting requirements (OPM 2002:4).

According to Nujoma (2000) there is a growing international trend for governments, in both developed and developing countries, to focus on the need to provide greater value for money in the delivery of public services. With this trend, has come awareness that public services must improve the quality of service provided to their customers as major stakeholders. He further reiterated that if Namibia is to prosper, public servants needs to show their commitment to improve the quality of services delivered to all people who live in, or visit Namibia. It was on this basis that the Government of the Republic of Namibia decided to introduce a Public Service Charter, which outlines the general principles that serves as a wider programme of reform designed to provide efficient and effective public services.

The successes of any given organization depend entirely on a well-established PC that provides mechanism for performance feedback. Coaching can provide details of main performance issues and ensure performance standard. It also creates a deeper understanding of the need for staff development and the intervention to be employed to address performance shortfalls.

According to Ferrers (2004) in order for coaching to be carried out correctly, performance goals should be clearly set for individuals, teams and organisational level on the principles that they are Simple, Measurable, Achievable, Realistic and Time bound (SMART). The application of the SMART principles empowers and inspires managers to manage performance more effectively. In turn performance coaching help managers to develop strategies needed to achieve its objectives. Such objectives should be agreeable to all stakeholders (Ferrers, 2004:02).

To improve performances in the Department, it is required that proper behaviour coaching should be carried out. The behaviour coaching should be structured in a way that provide a process-driven relationship amongst the workforce which includes assessment, examining values and motivation, setting measurable goals, defining focused action plans, and usage of validated tools and techniques (Skiffington & Zeus, 2003:6).

1.4 STATEMENT OF THE PROBLEM

There has been a growing concern in the service delivered by staff members of the DOCA marked by the public outcry on employee's poor performances. This was demonstrated by the fact that during the year 2002/2003, there have been an increasing number of misconduct cases by staff members of the DOCA involving themselves in selling of national documents or issuing such documents to nonqualified members of the community especially foreign citizens fraudulently. At the beginning of 2002, the operations of the Oshakati Civic Offices were suspended due to staff involvement in fraudulent activities. Disciplinary hearings were constituted which resulted in the dismissal of three staff members from the Department.

Through out the years, there has been a growing concern on the role of supervisors in PC for effective control and conduct of staff members of the DOCA. A number of letters has been forwarded to the Office of the Permanent Secretary (PS) of the Ministry of Home Affairs stressing the issues of dishonesty and ineffectiveness of staff members of the department. Responding to questions raised by the general public on NBC television programme "Talk of the Nation", in 2003, the PS admitted that the performance of staff members of the Department are relatively poor and that they do not meet customers' requirements. Given this scenario, the question remains, do managers, supervisors and staff members understand the objectives of the department? Are there specific action plans for

team as well as individuals as an attempt to meet the objectives? What measures has been taken to correct the performance behavior of staff members in the Department? These questions prompt the need for a study to be conducted in order to help the organisation to be able to address staff performance properly.

The issues of inappropriate performance in the Department need to be addressed in order to improve service delivery to the general public. It is anticipated that whenever PC is properly and effectively implemented, it become easier for managers to manage employee's performances objectively, consistently and fairly.

1.5 THE NEED FOR PERFORMANCE COACHING

The study helps understand the barriers in performance coaching: helps establish the need for an Individual Performance Plan (IPP) and provide a platform for measuring performance targets. Moreover, the study proposes possible ways to achieve greater success in the implementation of PC at the workplace. The understandings of staff members form the corner stone in the strategic formulation, implementation and evaluation of performance in the DOCA.

The quality and standard of performance is a key to organisational success and as such can only be achieved through clearly set goals for staff members with clearly identifiable performance targets. In turn performance targets may help managers to measure actual performance against expected performance.

In this regard it might make it easier to determine performance criteria for the organisation.

Correction and reinforcement of employee's performance may contribute to improved performance once carried out timely. It helps to introduce performance behaviour required to carry out specific tasks. It might boost the morale of the staff members and improve productivity in the DOCA.

An action plan for individual staff members is necessary to conduct proper PC. Action plan provides guidelines on a number of activities to be carried out at a specific time by specific responsible staff members. Management can use action plans to correct employee's behaviour. Clear action plans helps to maintain proper accountability for specific tasks to be performed through comparison between the expected and actual performance indicators by individual performers.

Coaching is a process used by managers to improve performance in achieving the organizational goals. It might enhance human resource aspects and form the basis for granting performance incentive, address and correct employee's performance and provide for career development plan that can be agreed upon by both employee and management.

Communication plays an important role in the success of any given organisation and as such PC need to provide for sufficient communication that helps to clarify

organisational objectives. Furthermore, it help managers to be accountable for accomplishment of objectives and it facilitate manager's response to employee's developmental needs at individual and team level timeously. It helps with the assessment of individual and team performance, and it forms the basis for employee recognition and reward for best performances.

1.6 OBJECTIVES OF THE STUDY

The objectives of the study can be summarised as follows:

- To discover the overall understanding on PC by staff members
- To determine the existence of performance goals and action plans for the department, and
- To analyse the extent to which performance of staff members is corrected and reinforced.

1.7 LIMITATIONS OF THE STUDY

The study was not carried out without problems. Some factors contributed to the difficulties in collection of information. In the process of information gathering, problems encountered were:

- The PS could not file response in time causing a delay in granting of the permission to conduct research in the department;

- Withhold of desired information by participants due to a lack of understanding of the matter;
- Unwillingness and lack of general cooperation from the participating officials to reveal information required; and
- Lack of literature and file material with relevant information on PC.

1.8 ORGANISATION OF THE STUDY

The study is organized in the following manner:

- Chapter one outlines the introduction to the study, background of the study, why PC, objectives of the study and limitation of the study.
- Chapter two covers the conceptual background, theoretical framework of PC and underscored the importance and application of performance coaching. The chapter further put emphasis on performance goals, corrective measures, reinforcement of behaviour and the action plans.
- Chapter three underpins the research method used in the study, research instruments, data collection procedure and data analysis procedure.
- Chapter four provides data presentation of the research findings as provided by participants through questionnaires.
- Chapter five provides the conclusions and recommendations.

CHAPTER TWO

CONCEPTUAL AND THEORETICAL FRAMEWORK OF PERFORMANCE COACHING

2. INTRODUCTION

Coaching began around 470 BC in Ancient Greece. Philosophers developed a way of asking questions, which enabled people to explore the philosophical rights and wrongs of a subject through discussion. Coaching in its current form was developed in the early 1990s, in the United States by people such as Thomas Leonard, but only in the last five years that PC has been recognised as the powerful force for enhancing employee's performance (Anonymous 2004).

The general understanding of PC in the researcher's view is that it has been in existence long before the 90s but only that it was carried out without being noticed, because there was no written work or theories developed around the concept. Practically, when one looks at coaching, one may realise that the concept was introduced and formalised more recently, but the practice has been there long before. This can be justified by the fact that, even before formal coaching was introduced, managers and supervisors use to correct

behaviour, confront employees for wrong performance behaviour as well as provide advice where and when necessary.

In the Namibian context, PC is mainly applied in sport activities where coaches are appointed to perform the coaching function. Emphasis of coaching is not linked to possibilities to apply it in the work related environments. However, one can appreciate the research conducted by the OPM during 2001 to 2002, which reflects PC as an element of the performance management system (PMS). Nevertheless, it fails to elaborate more on the significance of coaching in the workplace. This has prompted the need to carryout a research with a view to determine how performance coaching can be applied in the public service sector and to explore the possibility of enhancing individual performance through PC. It is worth mentioning that PC cannot be considered separate from any PMS, hence it is a component that incorporates coaching, appraisal and rewards. This chapter therefore highlights the role of performance coaching in the workplace, coaching models, tools used, practical coaching, reinforcement of behaviour and performance rewards to ensure successes in PC.

2.1 ROLE OF PERFORMANCE COACHING

PC is a manager or supervisor's role in providing continuous assistance to employees for the purpose of increasing their job effectiveness. It involves

helping employees reaching their performance goals, correcting performance and behaviour deficiencies. It may positively reinforce performance and help maintain appropriate behaviour. Effective application of PC may lead to increased productivity, lender quality goods and services to customers by employees and performance effectiveness of workgroups. Continuous interaction between parties involved might make the work of managers to be carried out smoothly as employee's skills are building up. Broader understanding can prompt good working relationships between staff members as it strengthens their commitment and loyalty (Anonymous 2004).

The existence of PC calls for the formulation of ways how to coach and its success depends on the practical application by those who are entrusted with responsibility to meet the objectives. It should therefore not be taken for granted that once the system is put in place things will happen automatically but it requires the driving force to make it happen. The outcome of the coaching process can be used to determine the kind of intervention to be considered in rectifying or reinforce behaviour. Coaching is like a synthesis of a mentor to believe in oneself and help to set goals with commitment to achieve the goals. In this regard the manager should be able to break down the goals into manageable bits. This helps staff members to focus on the clients needs through employee skills development and reinforcement (Anonymous 2004).

Coaching enhance work performance to achieve greater satisfaction in one's personal life. It underscores personal development and growth within the context of self-knowledge and self-awareness on work performance. The process distinct it-self from traditional training hence it brings about sustained change and reinforce performance behavior. To individuals, it causes their behavior to improve, increase or to decrease in frequencies. Positive reinforcement is identical with reward as it increases the likelihood of a behavior occurring again or decrease unwanted behaviour (Skiffington & Zeus, 2003).

PC provides for on going dialogue between employees about progress measured against the performance plans. It is an important leadership function to carry out regular interacting with employees to address issues pertaining to employee's performance. Through it supervisors demonstrate a sense of commitment towards employee's success. This implies that coaching should be conducted on a continuous basis rather than ad hoc basis as it was experienced with the implementation of WASCOM recommendations.

In order for managers to be successful in PC, they should critically consider performance competencies to be possessed by individual employee as the means for meeting general required performance standards. These competencies include factors such as job knowledge, skills, quality, and quantity of work, planning, organising and teamwork. In addition, PC makes

provision for feedback as a means through which information can be clearly communicated to the employee and vice versa. It strives for continuous improvement and reinforcement of performance behaviour. Coaching provides products and services through the search for new ways to go beyond an adequate approach to complete tasks. However, good relationship between stakeholders is required to align PC to be able to account for customer's satisfaction. Proper focus ensures every effort to pay attention and to understand internal and external customer demand in order to respond to customers needs. In this regard a customer who might be affected by the operations of the Department is kept informed of the events and changes affecting them at all time.

Through PC, shortfalls and problems experienced in the process of service delivery is dealt with overtly and constructively to avoid misinterpretations. It enhances the decision-making process and helps managers to act consciously, effectively and in a timely manner to situations that require directions. It endows leadership for managers, accord them opportunities to use an appropriate interpersonal leadership style and methods to inspire and guide individual performances (Ferrers, 2004). In this context, it can be stressed that in the DOCA, staff members should utilise the PC process as an opportunity to manage performance throughout the assessment period.

In order for the department to be able to carry out proper coaching, the performance criteria, namely, trait based criteria, behaviour-based criteria and outcome-based criteria should be put in place. The recent studies by (Greenberg, and Baron, 2003) suggest that staff members can regard these criteria as useful instruments that can help organisations to achieve its objectives. These criteria serve as guidelines for staff members to carry out their functions efficiently and effectively. Staff members are therefore urged to make necessary efforts to foresee proper implementation of the PC. Nevertheless, it can be submitted that the existence of performance criteria alone is not enough nor does it automatic means that there will be an organisational success in the process.

When staff members are to be selected in the organisation, the trait-based criteria may be applied because it is about personal characteristics of individual employees that enable them to perform to the required standards. Personal characteristics contribute to staff loyalty, dependability, creativity and communication skills required to carry out specific tasks in achieving the departmental objectives. The emphasis of trait-based criteria is about what a person is and not about what they accomplished in the job.

A behaviour-based criteria on the other hand implies specific behaviour needed for individuals to be able to perform various tasks. Once properly applied, performers might yield higher productivity leading to the

organizational success. Knowledge of specific behaviour enables managers to be ascertained whether employees exhibit behaviour required to perform on the job and that individual employee's work well with co-workers.

In order to succeed organisations should give careful consideration to the outcome-based criteria. This criteria helps managers to focus on the accomplishment of the tasks critical to the organisation. Yet, it can be submitted that for an organisation to succeed, practical involvement by both participants is required for a healthy relationship. It is worth mentioning that there is no one single best criteria, as all forms of criteria are needed in order for an organisation to succeed.

2.2 COACHING MODELS

The coaching model demonstrates the role of a coach in coaching process. According to the recent study by (Tomassini, 2005), coaching differ from conventional teaching in that during teaching students play a passive role because don't participate in the responsibility of learning as the teacher imparts knowledge on them. In the coaching model, the job of the supervisor is to help employees to learn for them selves. During the process of coaching, the ideas are shared and the supervisor ignites the passion of employees for learning in their own way from resources available. In this regard both supervisor and subordinates continue to learn and to grow together. The

coaching model places more emphasis on a multiplicity of source materials, which serves to provide the catalyst for learning, rather than delimit its boundaries. It further focuses more on problem recognition and definition and not just on problem solving. Diagrammatically the coaching framework can be reflected as follows:

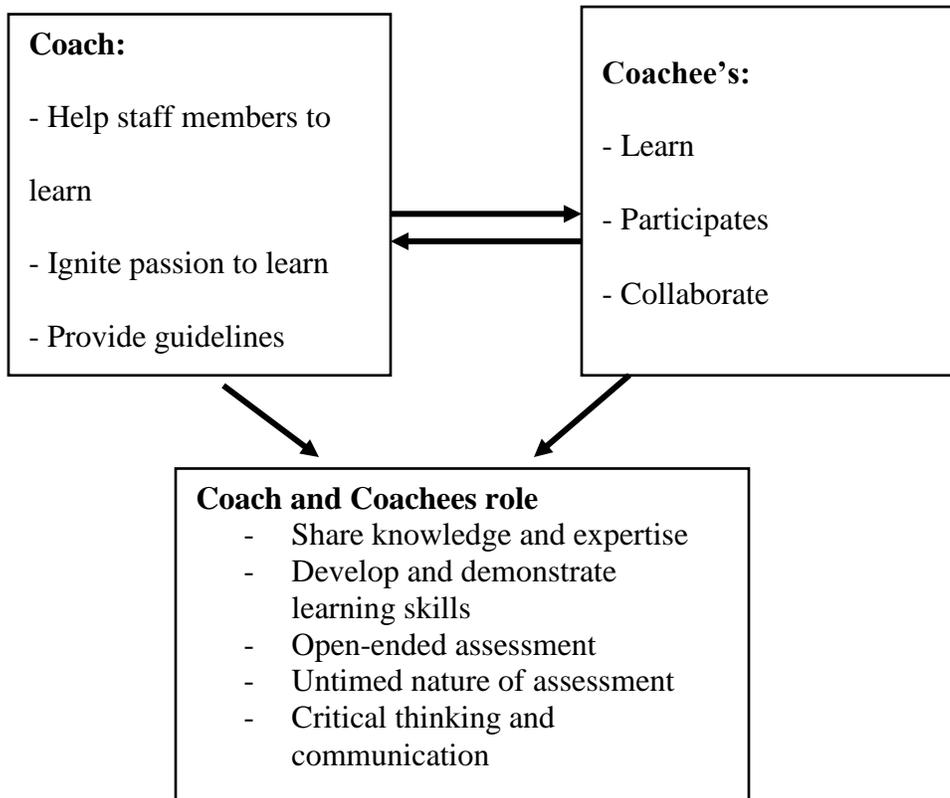


Diagram 2.1 Coaching Framework

The framework reflects how both employees and managers benefit from the coaching process. The framework also shows how the interaction between them (coach and coachee) takes place as well as the extent to which both benefit from the process. Critical thinking and communication is crucial to coaching, thus PC demand constant and continuous communication.

A recent study by (Flaherty, 1999) suggested the "Three Assessment Models" that coaches should take into consideration in order to succeed in their attempt to emerge successful. The models suggested by Flaherty are as follows:

The five-element model

The study discovered that elements such as immediate concern, commitment, future possibilities, personal and cultural history, and mood can easily affect the intended outcome of the coach positively or negatively once not handled with a concern as the client might have some other problems which are causing him not to perform. It is therefore required from the coach that when involved in coaching the five elements should be taken into account to ensure fruitful outcome of the coaching session. One can agree that for coaching to succeed there is a need for commitment from staff members concerned and all elements suggested by Flaherty should equally be considered as they might have an impact on the coaching outcome. Nevertheless, an appropriate approach should be devised in addressing coaching at various levels of management.

The domain of competence model

His studies further discovered that PC needs the client to have a certain degree of competence such as self-management, relationship with others, facts and events. All these domains play a major role in the client's success towards the

intended program. These domains dictate as whether the coached person will be able to rectify performance behaviour. This implies that no matter how best one might be in coaching, aspects of self-management and good relationship with others should be there to enhance the individual's motive to improve performance.

The components of satisfaction and effectiveness model

The components of satisfaction and effectiveness model may make it possible for the coaching process to succeed. Coaching needs the client intellect, emotion, will, content and soul. These components reflect the client's capacity to make distinction and prediction on the future consequences of the action, to bring people and events closer to the coach and distancing from people and events when necessary, to make what we intend to happen actually happen and to akin to compassion and kindness to others. For example, when correcting behaviour of an individual, unless such individual is willing to listen and follow the advice given the attempt will not succeed.

It can be submitted that when managers are involved in coaching it is important to consider all elements and aspects that might affect the intended outcome both positive and negatively.

2.3 BASIC TOOLS OF PERFORMANCE COACHING

The study conducted by (Grobler et al, 2002) suggest that the success of any given organisation depend on the established PC that takes into consideration all aspects that will make it possible for the organisation to be able to produce best results in production of goods and service delivery to customers. They further suggest that, aspects which organisations should put in place in order to succeed in managing performance should include the levels of performance that together contribute to the organisational success. This includes organisation performance, process performance, team performance and individual performance.

The PC can be affected positively or negatively by aspects such as goals, objectives and strategies developed to achieve its vision and mission. Its design and management style can also affect the coaching process in either way. Mintzberg, Quinn and Ghoshal (1999) suggested that strategy is a pattern or plan which integrates and organise major goals, policies and action sequences into a cohesive whole. They further argued that, strategies can help employee to marshal and allocate organisation resources into a unique viable bearing based on competencies and shortcomings. Thompson and Strickland (2001) relate strategy to company's competitive initiatives and business approaches which demonstrate business viability. In public

institutions such as the DOCA might not be much visible hence it is based on the public service setup.

The strategic management process (SMP) concerns five managerial tasks which involve the strategic formulation of the vision and mission, setting objectives, crafting strategies, implementation and evaluation. Strategic formulation of vision entails where the organisation is heading, while the mission focuses on the business scope, who we are and what we do. It broadly describes the organization's capacities, customer focus and activities. The vision can provide a long-term direction, delineate what kind of organisation it wants to become and infuse the organisation with a sense of purposeful action. Setting objectives converts the strategic vision into specific performance outcomes for the company to achieve. Strategies on the other hand need to be crafted in order to help achieving the desired outcome. To realise the vision and mission, the strategies should be implemented effectively and efficiently. Lastly, managers need to evaluate performance and initiate corrective adjustment in the vision's long term direction, objectives, strategies, or execute functions in the light of the actual experienced changing conditions, new ideas and opportunities.

The diagram below shows the strategic management process as proposed by Thompson and Strickland.

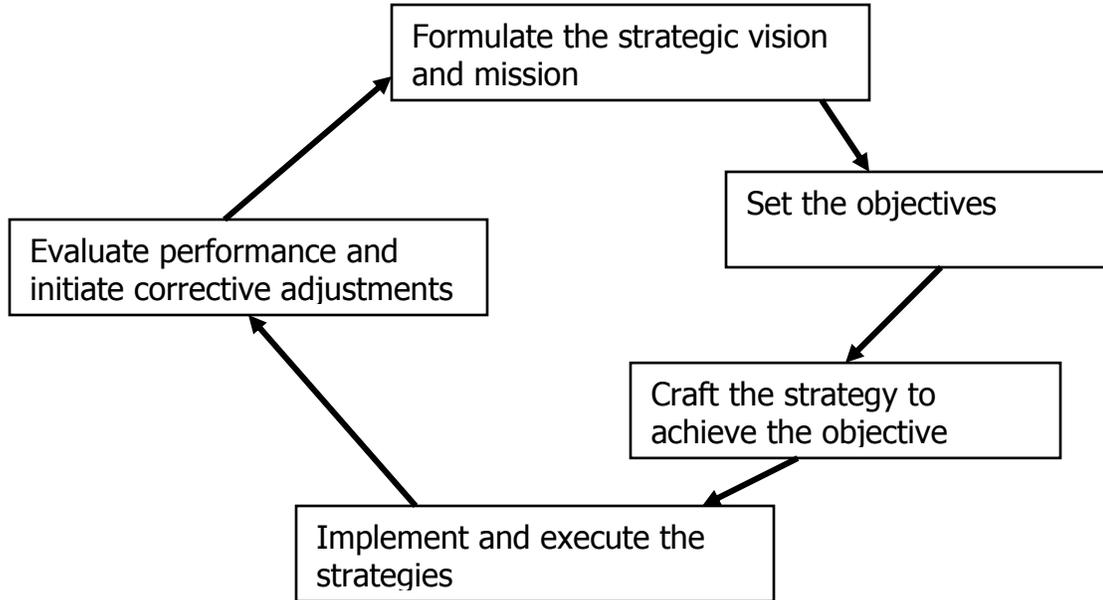


Diagram 2.2 Strategic management processes

In order for PC to be carried out successfully, the strategic vision and mission showing the strategic intent of the organisation should be clearly formulated. Thereafter the objectives are set for the organisation to achieve. The strategies have to be crafted as to how it should be carried out and when to be carried out. After crafting the strategies they should be implemented and the performance evaluated to initiate possible adjustment to the strategy. The strategic management is an ongoing process and the process can be repetitive.

Organisation goals

After the organisational vision and mission has been formulated, the process leads to the setting of organisational goals. Organisational goals should be accompanied by a set of objectives to be reflected in the action plan as well as the individual performance plan (IPP), depicting the contents of the strategic action plan of the organisation. The strategic action plan (SAP) pinpoints specific goals, objectives to be achieved, the key performance areas (KPA), the key performance results and the strategies to be employed in order to achieve the objectives. In addition, the SAP highlights the projects or action steps to be carried out, the starting and end date for the activity, the individual responsible for each task and the priority level of a specific activity.

There should be a symbiotic relationship between the organisational goals and PC. Goals should be well defined, comprehensive, complete and clearly communicated to employees in various sections of the organisation. The organisation should adopt strategies that will determine how the objectives will be achieved. Goals must be aligned with the organisational culture and customer's requirements in order to guarantee customer satisfaction.

The output of the organisation and level of expectation on performance should be made known to staff members based on the principles of Simple, Measurable, Attainable, Realistic and Timed (SMART). Goal setting is an effective tool that managers can use to motivate employee performance hence it outline specific and realistic performance targets, which would enhance job performance. This makes it easier for managers to measure and evaluate the actual output against the expected standard output.

Goals provides practical guidelines which managers can apply to enhance and motivate employees' performance through a process of determining specific level of performance for workers to attain. Their suggestions include among other things aspects such as, assigning specific goals to individual performers, drawing up of performance action plans at various levels of management, assigning difficult but acceptable performance goals and provide feedback on progress made as an attempt to achieve these goals satisfactory. It is further argued that feedback makes provision for the staff development programme to improve areas of performance, which were under performed. Feedback provides individual performers with an understanding how best or poorly they are performing. Knowledge of one's weaknesses in performance becomes an opportunity to address performance shortfalls and improvement (Anonymous, 2004).

Assigning specific performance goals to teams as well as individual employees may make employees to perform at higher level, hence, asked to meet specific high-performance goals, when simply asked to do their best or when no goal at all is assigned to them. For example the employees of the DOCA can be asked to process a determined number of applications per day each depending on their field of work. This may challenge individual employee's to perform and to commit their time plus energy towards accomplishment of the tasks. On the other hand employees may find goals quite challenging and therefore might be motivated to attempt meeting them with the aim of not only to fulfill management expectations but also convince themselves that they have performed well.

Studies by (Greenberg and Baron, 2002) gave a good example demonstrating the effectiveness in achieving performance goals. They gave an example of the Oklahoma lumber camp where a research was conducted. Participants in the study were a crew that hauled logs from the forest to their company's nearby sawmill. Three months before the beginning of the study it was found that the crew loaded the truck to only 60 percent of their legal capacity, thereby wasting trips that could cost the company money. A specific goal was set, challenging the loggers to load the truck to 94 percent of its capacity before returning to the mill. After the implementation of the goal, the result shown that the goal was extremely effective as the productivity was raised saving company money and time considerably.

Greenberg and Baron (2002) further suggest that by assigning difficult but acceptable performance goals to staff members may push employees to higher standards of performance than those goals that can be easily attained. Goals that are too easy to attain may not bring about the desired increments in performance as they are not challenging and in some cases performers might not be motivated enough to perform. The centre of their argument is that goals should be difficult in order to raise performance, as people tries to work hard in order to meet the challenges as long as the goals are within the limit of their capacity. However, it should be noted that too difficult goals may make the performance to suffer hence, employees can view it as unrealistic and unattainable in turn hampering the production level of the organisation adversely.

Once performance targets have been set, continuous feedback have to be provided with regard to the attainment of the goals as demonstrated by the Oklahoma study. The study has also revealed that feedback helps employee attaining their performance goals. Furthermore, it was established by the Oklahoma study that it is pertinent to any company to set goals with a clear performance feedback about the extent to which goals has been met or not been met. Such feedback should embrace best performance as well as those requiring improvement. In turn performance shortfalls should create an opportunity for managers and performers to device ways how to improve such

performance by employing the best interventions. Practically, the department should adopt a culture of reporting on the progress made as a means to provide feedback. This can be done every day during briefings at Directorates level as well as at Divisional level on what was done, what was not achieved, problems experienced that hampers the production as well as the way forward. The process has to be carried out continuously and repetitively so that there can be no fall back in performance. However, this has to be carried out in a transparent and realistic manner.

Organisation design

Organisational design is a manipulation of a series of parameters that determines the division of labour and coordination of tasks. The organisation should be designed in a way that, all relevant functions as well as the flow of information concerning the input and output should be appropriately defined and put in place. The organisational structure should support strategies and enhance efficient performance by staff members. However, managers should note that, organisation structures are not static but fluid in constant state of change. In recent years it has been noted by scholars such as (Robbins, 1993) that some organisations grow while some are declining. In many cases, terms such as retrenchment and downsizing have become increasingly used to describe directions in which management directs organisations.

In order to establish what the organisation design should be like, consideration should be given regarding management, process performance, process design and process management. Each of these factors can contribute negatively or positively to the overall performance of the organisation as they can cause the organisation to succeed or fail. Managers should therefore set in place appropriate functions and goals for the organisation that are relevant, measurable and ensure proper functioning. The method of reporting on performance should be clear and understandable to those applying it and it should receive support from all parties. The appropriate sub goals can be accomplished at various levels of the organisation to succeed in process management. In this regard managers have to manage the key process and maintain constant monitoring of the process. Managers should be able to break the major strategic goals of an organisation into sub-objectives that are to be accomplished by individual teams and performers.

Team performance

Team performance is concerned with setting of goals that have to be accomplished. The design of team performance should reflect the responsible staff for specific activities and the way it is managed. These are line functions that have a well defined line of accountability and responsibility.

The objectives of the team are crucial to the success of any given organisation. It is therefore pertinent for managers to establish clear goals for various levels of the organisation. Specific team objectives are derived from the vision and mission statement of the organisation. These objectives are then broken down into workable activities that individual teams and performers have to carry out as cascaded down to all levels of production. Given the objectives, managers may be able to determine the necessary skills required for transforming the input into output. The purpose, outputs, measures and standards are defined in a way that they are linked to the requirements of both customers and organisation. The existence of performance objectives may make it possible for the team to perform to the required standards as measures are put in place for team members to avoid ambiguity in responsibilities. This can be measured through customer's satisfaction, and by comparing the expected output with the actual outcome or service delivered.

Team design is made in such a way that team activities are focused on the production of meaningful units that may help the team in meeting its purpose, outputs and standards. The line of responsibility and accountability need to be clearly defined and understood by staff members involved. This requires prioritization of activities to be carried out.

Team management is critical, in order to be able to accomplish the given tasks. It is required that team members understand and support these objectives. Communication should be carried out in a way that provides feedback on employee's performance appropriateness. This calls for the team members to be committed and competent enough to improve performance.

The aspects of job performance need to be observed at the workplace in order to be able to achieve organisational goals. Job goals are geared towards the purpose, output, measures and standards identified by the organisation. Management of daily individual job performances should be done in line with an individual performance plan, which can be managed by aligning daily performance to the work plan. In order to ensure proper PC, performers should understand the overall job goals. Job priorities are clearly defined, signals indicative to the accomplishment of the goal should be observed through the key performance indicators. Resources needed to accomplish the task are allocated and feedback is provided via various management fora to establish whether job goals have been accomplished. To improve productivity, performers should be rewarded for best performance in order to help boost their morale to carry out their tasks with admiration. Staff members to whom the tasks have been allocated are required to possess the necessary capacity, knowledge and skills to achieve the job goals. Capacity to perform the task is created through training and skills development programmes for staff members in the organisation.

A good example for best performance management in Southern Africa is the Afrox Healthcare Company, the largest health provider in Southern Africa. The management of Afrox set goals that help to build up a strong culture of performance and teamwork. They devised a four-phase process that was tested, tailored and refined over a twelve month period. A line driven and focused approach process was used. Afrox Healthcare PC process was designed as follows: (Charoux, 1990)

Phase one: Managing business strategy involves planning, implementation and review. The main activities were to clarify the vision, mission and values. To define the business and customers, identify winning criteria, develop key strategies and develop the business plan.

Phase two: Managing unit performance involves setting unit goals, setting unit performance targets, reviewing unit organisation structure, coordinating unit action, monitoring unit performance and reviewing unit results and planning.

Phase three: Managing individual performance which entails update position guides, set individual performance targets; provide performance resources, monitor individual performance, trouble-shoot performance, plan effective staff development programs and assess individual performance.

Phase four: Managing consequences focused on issues such as planned market pay adjustments, review performance against unit and individual targets, plan team and individual performance rewards, communicate consequence to teams and individuals, and evaluate and improve performance.

Each phase of the process involves planning implementation and review. On the other hand the process can make it easier for managers to coach employee's individual and group performance. The process signifies measurable aspects of performance that are observed by all staff members. In measuring and monitoring performances, coaches need to be objective.

2.4 PRACTICAL COACHING

As it was indicated in chapter one, the success of coaching lies in the commitment and support of both parties involved in the production of goods and services. It is a process through which managers help empowering employees to grow, develop their knowledge and to become more efficient in production. Practical coaching involves the questions such as, when do managers and supervisors coach, phases to go through and steps in the coaching process. For coaching to succeed, these questions call for appropriate answers.

When do managers and supervisors coach?

Coaching can be done through various ways. It can be done through a formal or informal manner. Informal coaching takes place when the supervisor wishes to redress wrong in the performance of the employee. Formal coaching on the other hand, take place when the manager wishes to improve the performance of subordinates.

Informal coaching occurs when the employee lack the necessary knowledge to perform their duties. Coaching in this case can be done by teaching the employee how to perform better. When a mistake has been made, coaching can be carried out in a manner that the manager has to confront the specific employee. It can also be conducted when there is a need to give advice to the employee on a particular problem.

Formal coaching on the other hand can be done even if there is no impart on the knowledge, mistakes to correct or advice to give. Formal coaching therefore can take place once the manager wishes to take stock of performance of his subordinates in order to bring about improvement in performance. This can be done through some kind of rituals such as making an appointment with an employee, keeping records of performance to be discussed and go through a structured process of performance agreement.

Furthermore, whether coaching is carried out formally or informally, it is characterised by the fact that: it is subordinate-specific in the sense that it is a one-to-one conversation, which took place between the manager and staff member with the aim of achieving specific goal laid down for the organisation. At the same token, coaching is geared towards improving the employee's performance thus it is performance focused. However, it can be stressed that practical performance coaching tends to be less structured and based on the demand of the situation at a given point in time.

Phases of coaching

Coaching is a process that managers and employees have to follow when attending to issues which needs to be rectified. The first step in the process starts with unconditional support by the manager in supporting subordinates, the second step the manager tries to out line the problems which needs to be addressed, the third step is that the manager tries to find solutions to the problems and lastly, the manager implements the strategy. The diagram below outlined the practical coaching process as suggested by Charoux (1990).

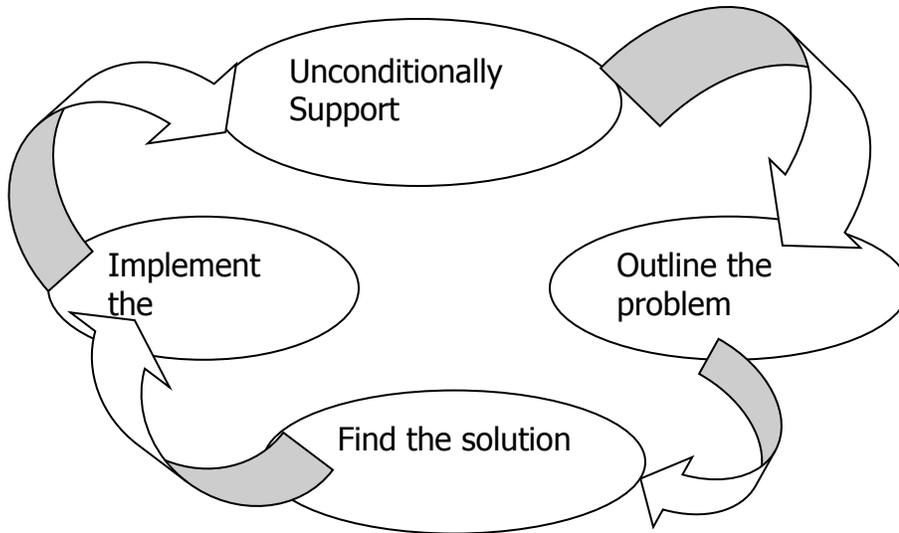


Diagram: 2.3 Coaching Process

From the diagram above the following can be observed, the circles represent activities that has to be carried out in the coaching process. The arrows represent the link between various activities. This implies that the preceding activity should take place before the next activity starts. For example, unconditional support precedes the problem outline. Solutions can be found only after outlining the problem and will result in implementation of the strategy. According to Charoux (1990), there are at least three activities in which a good coach can engage in when attempting to redress wrong performance behaviour. These are teaching, confronting and providing advice.

The activities that managers can engage in should be continuous following a cyclical process. The practical coaching can be carried out by taking the following phases:

Phase one. Unconditionally supportive: In this regard the manager conveys the idea to the subordinate that he or she is willing to allow subordinates to learn, to grow, to develop and to produce best results. The manager therefore should be unconditional supportive to subordinates through attitudes and behaviour change. This should be visible to all employees in the department.

Phase two. Outline the problem or formulate new ideas: During this phase it is required that the manager should outline the problem or must have new expectations on how the wrong can be redressed and what performance area he/she wishes the employee to improve. In this regard, problems should be clearly highlighted and coaches need to reflect what their expectations are for future performance.

Phase three. Reach the solution: The manager should by all means strive to reach the solution. This entails that the manager identify the best approach towards correcting specific behaviour by asking the question, what is needed in order to remedy the situation, does the employee need to be confronted, taught, to be given advices, to be appraised or to be provided with feedback? For this to happen, it requires manager's commitment toward the achievement of the organisational goals.

Phase four. Implement the plan, assess, intervene and direct: In order for the plan to be successfully implemented, such plan should be agreed upon by the

supervisor and employee involved. The manager should monitor the progress of the implementation plan consistently. In implementing the plan, careful consideration should be made to when and how to intervene in order to redress the situation and give it new direction.

The implementation stage should apply measures that ensure management support for the plan. It should focus on a specific performance area, ensure that key role players are properly trained on coaching arts and that supervisors monitor and review the process in order to establish how the process is received by employees concerned. This can be done through performance review by matching concrete output against the targeted output.

Management support and commitment should include resources allocation and budgetary provisioning. Hence, without necessary resources, the plan cannot be successfully implemented no matter how good the plan might be.

The study by (Flaherty, 1999) suggested that, the emphasis on PC does not implies that employees cannot be trusted, hence, the need for monitoring, neither does it implies that the command and control system be applied but, to stress on dedication and efficiency of the department. In his view, coaching is a way of working with people that leaves them more competent, more fulfilled and more able to contribute to their organisation. He further stressed that coaching is an accountability partner that support someone in reaching

the goals and help changing unwanted behaviour or actions. The study further revealed that when managers are coaching, they provide employees the opportunity to generate initiatives, to come up with innovative ideas, made them to be able to take up risks and to be creative. He distinct human from the Amoeba theory of management, a study that was introduced by scholars such as Pavlov, Watson, and Skinner hence the Amoeba can be easily manipulated by a situation which is not the same with human behaviour.

	Teaching	Confronting	Giving advice	Feedback
Definition	To improve new knowledge or new skills to subordinates	To challenge subordinate on specific shortfalls as they occur	To assist subordinate with his personal or job-related problem	To assess performance of subordinate in a planned and formal manner & informal accordingly
Focus	On the immediate	On the immediate	On the immediate	On the immediate
Goals	To ensure that subordinate can function effectively as soon as possible	To ensure that subordinate becomes aware of and can learn from specific developmental opportunities as they occur	To ensure that subordinate receives best possible advice on how to solve a particular problem	To create a solid and factual base from which subordinate can improve performance
Coach's task	To ensure that subordinate has acquired the relevant knowledge and skills	To confront specific & immediate incidents the subordinate's behaviour falls short of standards	To listen to the best of his ability and to remain as objective as possible	To assess subordinate in an objective and documented manner and to report to management accordingly

Table: 2.1 Practical coaching. Source: (Charoux E. 1990:101)

Flaherty, (1999) put more emphasis on the fact that coaches should account for behaviour through an understanding of the client's structure of interpretation of the desired outcome. On this basis he suggested that coaching should be based on five principles. Firstly a good relationship is based on mutual respect, mutual trust, and mutual freedom of expression. *Secondly*, the pragmatic principle that what is true is what work. This is due to the fact that coaching requires innovation and relentless correction according to the out come produced. This implies that coaching should not follow an old routine that may have worked, but to face each coaching situation with a willingness to learn new and find out that what we learn last. *Thirdly*, the principle that coaching is a learning experience for both coach and client hence breakdown may occur in either person's commitment or competence. *Fourthly*, the principle that, clients are always and already in the middle of their lives and in coaching adults, the coach's intervention must always fit in the structure of the client's interpretation, as clients have their own ways of doing things. *Lastly*, if the technique does not work to bring about the outcome by challenging the routinised mechanical way of coaching and to warn that clients react quickly with resentment once proper techniques are used.

While agreeing with the five principles suggested by Flaherty, it can be submitted that all principles are equally important as all might cause the

coaching exercise to succeed or to fail depending on the specific environment within which the coaching process is taking place.

2.5 REINFORCEMENT AND CORRECTION OF PERFORMANCE BEHAVIOUR

B.F. Skinner (1997) suggested that learning is a function of change in open behaviour, which is a result of individual response to events that occur in the environment. According to him when a specific stimuli-response pattern is reinforced, the individual is conditioned to respond. Skinner regards anything that strengthens the desired response as a reinforcer whether positive or negative. While agreeing with Skinner, it can be submitted that reinforcement is critical and requires special consideration by management. On the contrary, what motivate one employee might not motivate another employee.

Reinforcement and punishment plays a central role in the learning process. Most learning experts agree that reinforcement is more important than punishment and it is the single most important principle in the learning organisation. Thorndike's classical law of effect emphasises that, of several responses made to the same situation, those which are accompanied or closely followed by satisfaction (reinforcement) may be more likely to recur and those which are accompanied by discomfort (punishment) may be less likely to occur (Luthans F, 1995:203).

Desirable or reinforcing, consequences may increase the strength of response and increase its probability of being repeated in future. Undesirable or punishment consequences may decrease the strength of response and as such decrease its probability of being repeated in the future. At the workplace the person with an inaccurate self-efficacy beliefs may not be affected by the consequence of their action, making it difficult for the manager to exercise control over subordinates, hence persons with inaccurate self-efficacy beliefs and who experience performance failures time after time may not learn from their mistakes nor respond to managers on how to correct their performance behaviour.

According to (Luthans, 1995), reinforcement can be defined as anything that increases the strength of response and tends to induce repetition of the behaviour that preceded the reinforcement. Reinforcement is functionary in nature in that action is reinforcing only if it strengthens the response preceding it and its capability to stimulate repetition of required behaviour or response.

Reward on the other hand, is simply something that the person who presents it deems to be desirable. Generally the managers who think it is desirable to reward employees for their performances give rewards. Better understanding

of reinforcers requires the ability to make distinction between positive and negative reinforcers.

Positive and negative reinforcers.

In most cases managers use to be confused and be unable to make a distinction between positive reinforcement, negative reinforcement and punishment. What should be understood is that reinforcement whether positive or negative strengthens the response and increases probability of repetitions. But positive and negative reinforcers accomplish the impact on behaviour in completely different ways. Positive reinforcement strengthens and increases behaviour by presentation of a desirable consequence. Negative reinforcement may strengthen and increases behaviour by termination or withdrawal of an undesirable consequence.

Punishment on the other hand, refers to any act that weakens behaviour and tends to decrease its subsequent frequency. Punishment is a strategy used by managers to control behaviour. If not applied properly, it might lead to a side effect of hatred and revenge. A rule of thumb therefore is that human resources manager should be geared towards always attempting to reinforce instead of punishment in order to change performance behaviour.

Reinforcing performance through feedback.

In order to conduct a proper feedback on performance, interviews should be conducted with individual employees on their performance to communicate to them and explain how their performance is progressing and rated. This requires the supervisors or managers to follow a specific step in appraising staff members.

Firstly, the supervisor should carry out a plan reflecting how the interview will be conducted. This should be done through a standardised approach. During this phase the supervisor gathers all relevant performance records including all information with regards to work output and quality. All performance goals should be reviewed to determine those goals which were met and which were not met during a specific period of time. When appraising performance, the supervisor should be able to support his arguments with facts on identified items to be discussed during the interview. The staff member to be interviewed should be informed appropriately and be accorded enough time to prepare for such interview. *Secondly*, the purpose of the interview should be communicated to the employee as to what the interview will cover with regards to issues such as compensation, decision making or employee development programme. *Thirdly*, the supervisor should indicate specific areas of best performance to the employee and areas that indicate opportunity for improvement. In this regards the supervisor should highlight areas of

performance that was appreciated and give recognition for good performances. On the other hand, performance area which needs improvement should be discussed thoroughly with the employee.

The *fourth step* of the interview is that employee should be asked to make his comments on what he/she think was or were not covered during the interview and express his/her view on the performance rating. This allows the staff member to let off steam and tell why certain performance problems come up and clear up any misunderstanding regarding job expectation. It should be noted however that, issues brought forward during the interview should not be a surprise to the staff member, it should be issues that the employee can recall happening and which were communicated to him/her. *Lastly*, the supervisor should touch on the employee's skills development aspects that come as a result of the performance review. Any developmental programme to be suggested should be agreed up on by the employee in order to emerge successful. Such skills development programmes should focus on specific skills and abilities required by the employee to improve performance. The supervisor should explain how the development programme is linked to the performance and what the benefits are for both individual as well as the organisation.

2.6 PERFORMANCE REWARDS

Rewards and reinforcers are important to employee behaviour. A reward system becomes critical to employee performance and organisational success. The organisation might have the latest technology, well-thought-out strategic plans detailed job descriptions and comprehensive training but, without employee reward it might not succeed in its daily endeavour. The employees should be rewarded for performance related behaviour in order to bring about improved performance and success in service delivery. The reward system embraces monetary and non-monetary rewards that can be used to manage employee's behaviour for performance improvement.

Monetary rewards

Despite the tendency in recent years to downgrade the importance of money as an organisational reward, there are ample evidence that money is partly a rewarding factor, thus it can be a positive reinforcement for most employees in the organisation. On the other hand, it can be argued that it is not always true that monetary rewards can be positive reinforcers of behaviour as many employees and individuals are motivated by various factors. Although money plays a dominant role in an employee's motivation, motivation in itself is a complex process, hence different individuals are motivated by different factors.

Non-monetary reward

Non-monetary rewards are such rewards given to best performers as incentive. In this regard, there is no money involved directly in motivating employees. This can be done through issuing of certificates, trophies, holiday tickets or any other non-monetary item to best performers. In turn this may in boost the morale of employees once carried out in a proper manner.

Nevertheless, it can be emphasised that there is no single best rein-forcer that can be suitable to all situations. Individuals in organisations are motivated by a variety of motivators. This means that what motivate one employee or a group of employees might not necessarily motivate the others. Some employees might be motivated by money, while others might be motivated by non-monetary rewards. The issue of satisfaction to individuals plays a major role in testing employee motivation and de-motivation. Managers are therefore urged to thorough consider appropriate reward system for specific situation.

2.7 CONCLUSION

In conclusion, PC plays a major role in the management of the employee's performance. For PC to succeed, this requires the involvement of both the supervisors and that of the employees. PC Should is an ongoing dialogue

between the managers and the employees. Furthermore, PC should be carried out openly in a manner understood by both managers and employees. Performance rewards should be considered in order to boost the employee's morale to make valuable contributions. The next chapter highlights the research methods used in the study in determining the application of PC in the DOCA.

CHAPTER THREE

RESEARCH METHOD USED IN THE STUDY

3. INTRODUCTION

In carrying out the study, a combination of quantitative and qualitative methods was used to collect sufficient information on all relevant aspects of performance coaching. Questionnaires were distributed and interviews were conducted with various employees of the DOCA. Permission was granted by the PS of the Ministry of Home Affairs to conduct the study in the department. This move has contributed to the smooth running of the study process.

3.1 RESEARCH METHODS

A combination of qualitative and quantitative research techniques were used in conducting the study. The study was intended for evaluating the extent to which performance coaching as a component of performance management system is being applied in the DOCA.

The investigation was conducted in the DOCA head office in Windhoek and Khomas Regional Civic Office where twenty five staff members of the department

were engaged in the project. These officials were drawn from sections such as civil registration, immigration and border control, finance and personnel division.

3.2 POPULATION AND SAMPLING TECHNIQUES

The two offices of the DOCA destined for the study employ a population of approximately two hundred (200) staff members. A sample size of twenty five staff members was used to participate in the study drawn from top management, middle management and low-level management. A probability sampling based on stratified random sampling technique was used in selecting staff members to whom questionnaires were distributed. In addition a non-probability purposive sampling technique was used in selection of staff members engaged in the interviews. However, information collected through interviews were required only to broaden up information obtained through questionnaires.

The two offices destined for the purpose of the study were highly affected by incidents of misconduct and public outcry. The involvement of staff members in the study made it possible to obtain information on the understanding and application of PC in the department. The findings of the study made it possible to draw up concrete conclusions and recommendations for a future implementation plan of PC in the DOCA. Furthermore, the information can be used by future researchers as a body of knowledge.

3.3 DATA COLLECTION AND ANALYSIS

Data collection

In order to obtain information needed for the study, questionnaires were distributed to the staff members selected for the study. See Annexure "A" attached hereto. Questionnaires based on close-ended questions were formulated in a simple language that can be easily understood by respondents. Interviews were conducted on different occasions with individual staff complements to obtain data to substantiated information provided in the questionnaires. During interviews semi-structured open-ended questions were used to provide more explanation.

Data collected through interviews

Interviews were conducted with four staff members on 15 and 17 November 2005. However, interviewee opted to be recorded anonymous. Hence the interview was based on a non-probability purposive sampling, the information collected through this technique did not influence the findings made through questionnaires.

However, it was noted that information gathered through interviews correlate with that provided in the questionnaires. It was further noted that there is a serious concern on the planning system and management of performance of

staff members of the department. Managers at all levels of management need to devise appropriate approaches towards planning and performance coaching. The implementation plans for strategies require to be revised in order to ensure proper management of the department.

Data analysis

Data collected through questionnaires and interviews was analysed thoroughly. Tables were used to make statistical comparison of the findings in order to establish the correct meaning and interpretation of participant's ideas. Correlation of information and differences were also analysed to ensure correct interpretation. This in turn made it possible to make concrete conclusions and recommendations as to how best PC can be applied in the department. Interviews were conducted with staff members but due to the fact that it was based on non-probability purposive sampling, this does not have an influence on the research findings.

3.4 SOURCES OF DATA

The primary data was collected through questionnaires distributed to the participants as well as through the interviews. Literature reviews on the basis of internet collections, articles, official documentation and theories formulated by other authors were applied to confirm the correctness of the application. However,

a greater contribution was made through the returned set of questionnaires used in gathering information needed for the study.

3.5 Conclusion

These research methods and techniques were use in the collection of data necessary for the study. The Information collected during the study is presented and analysed in the next chapter reflecting the responses of the individual respondents as per employment categories.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4. INTRODUCTION

The data collected through questionnaires were recorded, presented and critically analysed per group of employment category, that's senior management, middle management and low level of management. Tables were used in presenting the data. Table 4.1 presented data collected per individual category while table 4.2 presents a combination of responses from all level of management.

4.1 Data presentation

The key below explain the meaning of the abbreviation representing the responses from each employment category. The data collected and recorded were presented in tables as follows;

The key:

- SM. Senior management
- MM. Middle management and
- Lm. Low management

Table 4.1. Responses as per employment categories.

Respondents' responses as per employment category									
Questions	Yes			Somewhat			No		
	Sm	mm	lm	Sm	mm	lm	sm	mm	lm
Question 1	1	4	6	1	5	3	1	2	3
Question 2	1	4	2	0	3	6	2	4	4
Question 3	2	2	4	0	1	3	1	8	5
Question 4	0	1	4	2	3	4	1	7	4
Question 5	2	3	3	0	6	5	1	2	4
Question 6	1	3	2	1	2	4	1	6	6
Question 7	1	6	7	2	3	3	0	2	2
Question 8	1	3	3	1	2	4	1	6	5
Question 9	1	0	1	2	4	6	0	7	5
Question 10	0	1	3	2	4	3	1	6	6
Question 11	1	3	2	2	3	7	0	5	3
Question 12	1	5	3	2	3	5	0	3	4
Question 13	1	4	3	2	4	5	0	3	4
Question 14	2	2	2	1	3	3	0	6	7
Question 15	2	1	3	1	6	6	0	4	3
Question 16	1	2	3	2	6	7	0	3	2
Question 17	2	0	2	0	7	4	1	4	6
Question 18	1	2	2	2	6	7	0	3	3
Question 19	2	1	5	1	6	3	0	4	4
Question 20	3	6	6	0	0	5	0	5	1
Question 21	2	4	4	1	3	2	0	4	6
Question 22	2	3	2	0	2	2	1	6	8
Question 23	2	2	2	0	4	3	1	5	7
Question 24	1	5	4	1	2	6	1	4	2
Question 25	0	0	0	1	1	1	2	10	11
Question 26	1	1	1	1	6	4	1	4	7
Question 27	2	4	2	1	7	5	0	0	5
Question 28	1	1	4	1	7	4	1	3	4
Question 29	1	4	1	1	5	8	1	2	3
Question 30	2	2	3	0	4	5	1	5	4

Table 4.2. Total response from all participants in the study.

Total answer per question

	Yes	Somewhat	No
Question 1	11	9	6
Question 2	7	9	10
Question 3	8	4	14
Question 4	5	9	12
Question 5	8	11	7
Question 6	6	7	13
Question 7	14	8	4
Question 8	7	7	12
Question 9	2	12	12
Question 10	4	9	13
Question 11	6	12	8
Question 12	9	10	7
Question 13	8	11	7
Question 14	6	6	14
Question 15	6	13	7
Question 16	6	15	5
Question 17	4	11	11
Question 18	5	15	6
Question 19	8	10	8
Question 20	15	5	6
Question 21	10	6	10
Question 22	7	4	15
Question 23	6	7	13
Question 24	10	9	7
Question 25	0	3	23
Question 26	3	11	12
Question 27	8	13	5
Question 28	6	12	8
Question 29	6	14	6
Question 30	7	9	10

4.2 Data Analysis

The data presented in table 4.1 and 4.2 as the viewpoints of staff members from the three employment categories revealed the following:

4.2.1 Setting of objectives for the DOCA

In response to the question on the availability of objectives for the DOCA, of the three senior management level one indicated that yes there are objectives in place, one said somewhat there are objectives in place and one said no there are no objectives in place. The middle management level on the same issue, four indicated there are objectives for the department, five said somewhat there are objectives while two indicated that there are no objectives in place for the department. The lower level of management's response on the other hand was that six indicated that yes objectives are in place, three indicated that somewhat and three indicated that no there are no objectives in place for the department. In total of the twenty six eleven of the respondents responded that, yes there are objectives for the department, nine responded somewhat while six said no there are no objectives set for the department. Although the majority of the respondents indicated that there are objectives for the department, it is questionable hence at all levels of management there are some confusion or misunderstanding as to whether objectives are in place. Practically, the objectives of the Department have to be well known and communicated through the lines of management. The conclusion is that such objectives are not well communicated to employees at all levels of management. Responsible persons are expected to develop relevant approaches and action steps to achieve the objectives. Mile stones in

the process of achieving the objectives should be identical through the whole process.

4.2.2 Communication

On the communication of the required outputs to staff members of the department, of the three senior management, one said yes, output are communicated to staff members and two said expected output are not communicated to staff members. Of the eleven staff of the middle management, four said yes expected output are communicated to staff, three of the respondents indicated that expected output are somewhat communicated to staff and four said that expected outputs are not communicated to staff members. The combination of all levels of management, seven respondents responded that yes, outputs are communicated to individual performers, nine said it is somewhat communicated to employees and ten indicated that there is no output communication to individual performers. The response of all employment categories clearly testifies that the expected output are not communicated to individual performers. It should therefore be noted that the expected output are the key determinants of the standard performance expected from individual and group of performers. In measuring employees performances, managers and individual performers can match the actual output with the projected output. This may enable them to establish whether they

underperformed or that they performed equal and or above the required standard. Measuring output on the other hand can help managers to coach performance of various individuals. It can also enable them to determine the correct intervention required to correct employee's performances (such as teaching, confronting, advising or appraising employee's performance).

4.2.3 Performance targets

On the question whether there are performance targets set for individual employees of the senior management, two respondents indicated that, yes performance targets are set for performers while one said that no targets are set for individual performers. The middle management staff in responding to the question, two said yes, targets are set for individual performers, one said targets are somewhat set and eight of them responded that no targets are set for performers. The lower level management on this issue four said that, yes targets are set, three indicated that targets are somewhat set and five of them responded by saying that no performance target are set for individual performers. The combination of all employment categories, eight of the respondents indicated that, yes there are performance targets for individual performers, four said somewhat while fourteen indicated that no performance targets set for individual employees. The majority of the respondents demonstrated that no performance targets are set for individual performers. Performance targets can be used as a yard stick through which individual

performance per day or week can be measured. Without, performance targets measurement of performance will not be carried out objectively as there are no parameters against which measurement is done.

4.2.4 Individual performance plan

In response to whether there are IPPs for individual performers, of the senior management, two said somewhat there are IPPs and one indicated that there are no IPPs for individual staff members. Of the total respondents, five responded that, yes there are IPPs, nine said that somewhat there are IPPs, while twelve responded that there are no IPPs for individual or groups. In this regard, if the majority of the respondents do not have any knowledge of the IPPs, the question remains that who of the employees are required to have such IPPs. IPPs is a plan of action reflecting what activities individuals are going to carry out per week, per month and per year. As such spontaneous and unplanned activities although carried out cannot be referred to as IPPs.

4.2.5 Management commitments

On the management commitment toward the organisation successes, two of the senior management indicated that, yes there are management commitments towards the objectives and one said there are no commitments from management. On the middle management level, three of the

respondents indicated that there are management commitments, six said that somewhat there are management commitments and two indicated that there are no commitments from the management. However, the combination of responses from all employment categories eight expressed management commitments, eleven said that somewhat there are management commitments while seven indicated that there are no concrete commitments from management toward the accomplishment of the organisational goals. Hence, the majority of respondents expressed their doubtfulness on the management commitments toward the objectives, which can be viewed as a symbol of incomplete commitments. Management commitments toward the objectives are a key to success and without it the departmental goals may not be easily achieved.

4.2.6 Performance measurements

The respondents on relevant performance measurements of the senior management, one indicated, yes there are relevant performance measurements, one said somewhat and one indicated that no such measurement exist. The middle management on the other side, three said yes there are relevant performance measurements, two said somewhat and six indicated no such measurement at all. On the same issue the lower management responses was that two said yes, four indicated that somewhat and six said no there are no relevant performance measurements for

individual performances. For all employment categories, six said yes, seven indicated somewhat while thirteen said no relevant measurement are available at all. The majority of respondents indicated clearly that there are no relevant performance measurements available for individual performance. Performance measurement is a management function and if managers do not know about such measurements, how can they measure individual performances? The other factor is that the public service has suspended performance appraisal that can form the basis for performance measurement, this clearly demonstrates that there are no measurement of performances available for the DOCA.

4.2.7 Coaching performance

The respondents on the question on the key departmental processes of coaching performances, one of the senior management said yes, while two indicated somewhat processes are identified. On middle management level's six said yes, three somewhat and two said no processes are identified. The lower level of management on the other hand, seven said yes, three somewhat and two said no. Although the indication is that processes are identified the question remains as to whether these processes are linked to performance coaching.

4.2.8 Appointment of responsible person

Appointment of specific responsible persons for each key performance objectives, one of the senior management said yes, one indicated somewhat and one said no. At the middle management level three said yes, two said somewhat while six indicated that no responsible persons are appointed for specific key performance objectives. The combination of all employment categories revealed that seven said yes, seven indicated that somewhat and twelve of the respondents said no. Hence, the majority of the respondents indicated that responsible officials for specific objectives are not appointed. Appointment of responsible persons for specific key performance objectives can help staff members to plan as to what approaches they are to take in order to achieve specific objectives and it can therefore enable them to plan thoroughly.

4.2.9 Revision of performance objectives

As to whether key performance objectives are reviewed periodically, of the three senior managers one said yes and two said somewhat. At the middle management four indicated somewhat while seven indicated that no review is carried out on the key performance objectives. The lower management level, one said yes revision of key performance objective is done, six indicated somewhat and five said no such review is taking place. Altogether two said

yes, twelve somewhat and twelve no such review is being carried out. When the department is to formulate its annual plans, managers are required to review the performance objectives which are to be carried out during that specific period. Due to customers demand as well as current technological demands, the departments need to review the key performance objectives to see as to whether all objectives are relevant and to consider those that the department has to carry out during that specific period. The change in demand for services and supply for services will dictate which objective should receive the most attention in order to satisfy customer.

4.2.10 Resources allocation

Resources allocation for the accomplishment of specific key performance objectives is crucial. However, senior management response to this question was that two said that somewhat and one said resources are not allocated for specific key performance objectives. Middle management in response to the same question, one said yes resources are allocated, four indicated somewhat resources are allocated and six said resources are not allocated. The lower management level, three indicated that yes resources are allocated, seven indicated somewhat and six said resources are not allocated for key performance objectives. Of the twenty six participants in the study, four indicated that resources are allocated, nine said somewhat and thirteen indicated that resources are not allocated to improve the key performance

area being monitored. Resource allocation is indicative of management commitment toward the achievement of the departmental goals. Lack of resources necessary for the accomplishment of the objectives can lead to non-accomplishment of objectives and customers' dissatisfaction.

4.2.11 Team performance

In responding to the question whether team performance are linked to specific objectives one of the senior management said yes and two indicated that somewhat activities are linked. The middle management in responding to same question, three indicated yes, three said somewhat performance are linked and five indicated that team activities are not linked to specific objectives. Lower management on the issue responded, two said yes, while seven responded that somewhat team activities are linked to objectives. According to Greenberg and Baron (2003), team performance should be linked to key objectives to enable the team to meet customer's requirements. Hence, the majority of respondents responded that somewhat team performances are linked to objectives. However, this is questionable as they are not too sure of the linkage between the objectives and the team activities.

4.2.12 Team activities

On the question as to whether team activities are directed toward customers requirements of the senior management, one indicated yes, while two said somewhat team activities are directed toward customers requirements. Of the middle management, five indicated yes, three said somewhat and three said no the team activities are not directed toward customer's requirements. In total nine of the respondents said yes, ten said somewhat and seven indicated that the team activities are not directed toward customers requirements. Once one look at the performance of the department and customers satisfaction one might agree that although activities are directed or intended to satisfy customers, the public outcry on the performance of the staff of the department is a clear authentication of the fact that activities are not completely directed toward customers requirements.

To the question whether team activities are focus on producing measurable products and services one of the senior mangers indicated yes, while two said somewhat. Four of the middle managements said yes activities are focused on producing measurable service, four indicated that somewhat and three said no the activities are not focused on producing measurable products and services. A combination of all responses on the issue, eight indicated yes, eleven said somewhat and seven said no. One might agree to the fact that team activities are directed toward producing measurable services due to the

fact that there are hundreds of thousand of uncollected national documents at the Department offices.

4.2.13 Feedback on employee's performance

Feedback on employee's performance is crucial as it gives an indication as at what level of performance employees perform. On this issue the responses from respondents were that two of the senior managements said yes, feedback is provided and one indicated that somewhat feedback on performance is provided. Staff members at the middle management in response to the question reflected that two indicated yes, three somewhat and six said no feedback is provided. On the same issue the response of staff at the lower level of management responded that, two indicated yes, three said somewhat feedback are provided and seven said no feedback are provided. Of the twenty six respondents six said yes feedback are provided, another six indicated that somewhat and fourteen said that feedbacks are not provided at all. Performance feedback can be a good mechanism for improving employee's performance as it gives information on how individual and groups of individual are performing.

4.2.14 Accountability

Accountability lines demarcate the limit of authority in management of employee's performance. On this question the response received was that of the senior management, two said yes accountability lines are clearly defined while one indicated that somewhat accountability lines are defined. Middle management level responded in that one indicated yes, six said somewhat accountability lines are defined and four indicated that responsibility lines are not clearly defined. The total responses from all three levels of management was that, six said yes, thirteen indicated that somewhat and seven said responsibility lines are not clearly defined.

4.2.15 Team objectives

To the question whether individual members understand team's objectives the participants in the study responded as follows. Of the senior management one said yes, and two indicated somewhat individuals understand the team objectives. At middle level the response was that two said yes, six somewhat and three indicated that there are no understandings of team objectives. The lower level of management response was that, three said yes, seven indicated somewhat and two said no they don't understand the team objectives. The combination of responses from all three levels of management revealed that six said yes, fifteen indicated somewhat and five said no. The majority of

respondents indicated that somewhat they understand team objectives. This implies that there is no clear understanding of the team objectives by staff members at all three levels.

4.2.16 Feedback to manage team performance

On the question if feedback is used to manage team performance the responses was that, of the senior managers, two said yes and one indicated no. The middle management's response was that seven said somewhat while four indicated that no feedback is used to manage performance. Of the lower management level, two indicated yes, four said somewhat and six indicated that feedback are not used in managing performance. The combined responses from all levels indicated that four said yes, eleven said somewhat and eleven indicated that feedback are not used to manage employee's performance. Since the high equivalent number of response said somewhat and no, this indicate that even if feedback on performance are given, the vast majority of the DOCA are not aware of such feedback.

4.2.17 Competencies of staff

Competencies of staff members can determine the degree to which staff are capable of performing their jobs. On this question, senior managers response shows that one said yes, while two indicated that somewhat teams are

competent to carry out their tasks. Middle management on the same question, two said yes, six indicated somewhat and three said no. Of the low management, two responded that, yes teams are competent enough, seven said somewhat they are competent and three indicated that teams are not competent enough to carry out their tasks. The combine responses form all three levels of management, five said yes, fifteen somewhat and six indicated that teams are not competent enough to carry out their tasks. Competencies are skills, knowledge and abilities of staff to carry out their tasks. Hence, the majority of respondents are not sure of their competencies. This is a concern that managers should take into account when formulating strategies for improving performance.

4.2.18 Availability of policy guidelines

On the question of availability of policy guidelines for coaching employee performance, in response to this question, two senior managers said yes, and one said somewhat. At the middle management level, one said yes, six indicated that somewhat while four said no there are no clearly defined policy guidelines. Regarding the lower management staff, five said yes, three said somewhat and four indicated that no there are no clearly defined policy guidelines for the department. The combination of all responses revealed that eight respondents said yes, ten said somewhat and eight said no there is no clearly defined policy guidelines for the department. Hence, an equal number

of 33% of the respondents said yes and no respectively, while 34% of respondents are not sure. Policy guidelines provide the fundamental requirements as to how tasks are to be carried out and possible consequences that might follow as a result of failure to meet performance standard requirements.

4.2.19 Procedures to be followed

Specific procedures to be followed by divisions are crucial to the successful performance of the department. In response to this question, three of the senior management indicated that, yes procedures are well in place. The middle level of management response shows that six said yes while five said procedures are not developed. At the low management level the response was, six said yes, five somewhat and five no. The combination of responses indicated that fifteen of the respondents said yes, five somewhat and six no. In this regard the high number of respondents shows a positive result toward the procedures to be followed. However, there is a concern on the lower level of management who are the core of the department hence a large portion of the population of the department do not know such procedures.

4.2.20 Designing of jobs

On the question as to whether jobs are designed in the way that the performer can easily meet their job objectives, the response was, of the senior managers, two indicated yes while one said somewhat. The middle management level, four said yes, three somewhat and four no. The lower management on the other hand responded as such four said yes, two somewhat and six indicated that jobs are not designed in the way that performers can meet their job objectives. Of the total respondents, ten indicated yes, six somewhat and ten no. In this regard there are an equal number of respondents who said yes and those who indicated that the jobs are not designed in the way that performers can easily meet job objectives. Due to this it is difficult to draw a comprehensible cut off line as to what exactly is happening and thus a lot more need to be done to design jobs in the way that enable performers to meet their objectives. If the majority of senior management indicated that there are target dates for the completion of specific tasks while the middle as well as lower level of management said no, it is an indication that information pertaining to target dates is not well communicated to performers.

4.2.21 Expected output per individual performer

Expected output per individual per day or week and year may help the individual and group to perform to the expected standard. On this question, two of the senior managers said yes while one indicated that no outputs are known to performers. At the middle management level, two indicated yes, four somewhat and five said no. The low level of management's response reveals that, two said yes, three somewhat and seven said no expected output are known to the performers. The combined responses six of the respondents said yes, output are communicated to employees, seven indicated somewhat output are communicated and thirteen said that output are not communicated to performers. The total responses it is clear that the majority of staff members do not know about any communication of output to performers. Management should therefore take the issue as a matter of concern.

4.2.22 Target date for the completion of specific tasks

In order for the DOCA to be able to measure performance of individual as well as group performance, specific target dates for specific activities has to be set. On this issue two of the senior management indicated yes, targets are set and one said that target dates are not set. At the middle management level, three said yes, two somewhat and six indicated that there are no target dates for the completion of specific tasks. The lower level management responded as

follow, two said yes, two somewhat and eight of them responded that there are no target dates for the completion of specific activities. Looking at the combined responses, it reveals that seven respondents said yes, four somewhat and fifteen indicated that there are not definite target dates for specific activities. The responses in this regard clearly demonstrated that there are no target dates for particular tasks for staff members of the DOCA. Setting target dates for specific activities provide a yardstick for determining whether performers are performing to the expected standards. During the year 2003, when the researcher visited the ministries of home affairs of South Africa, Zimbabwe and Botswana, officials of these ministries indicated that for the managers to be able to control and coach the performance of individual staff members, target dates are set for the completion of specific tasks.

4.2.23 Individual output

The expected output of individual staff members help managers to verify if the performers are performing below standard or above standard requirements. On this issue the respondents responded as follows. Two of the senior management said yes, output are known to performers while one indicated that expected outputs are not known to the performers. At middle management level the responses were as follow, two said yes, four somewhat and five indicated that output are not known by performers. The low management's responses on the other hand revealed that two said yes, three

somewhat and seven indicated that expected outputs are not known to staff members. The combination of the responses shows that six respondents said yes, seven somewhat and thirteen indicated that expected output are not known to performers. Although the senior management staff indicated that expected output are known to performers, it is subject to question hence the staff further down in the hierarchy of the department are not aware of such output.

4.2.24 Prioritisation of tasks

Tasks to be performed need to be prioritised in order for executors to know which of the tasks need to be attended to as a matter of priority and which to be done after the urgent ones has been finalised. In response to this question, one of the senior management indicated that yes, one somewhat and one said no. At middle management level the responses five said yes, two somewhat and four no. The lower management level's responses revealed that four said yes, six somewhat and two no. All employment categories together indicated that ten said yes, nine somewhat and seven indicated that tasks are not prioritised. Even though the majority of the respondents indicated that tasks are prioritised, more still need to be done to ensure that all levels of employment categories should be made aware of the fact.

4.2.25 Performance rewards

Employees need to be rewarded for best performances in order for them to continue with good work. Reward may lead to improved morale and commitment toward the accomplishment of the task. On this aspect, the respondents responded as follow, of the senior management one said somewhat while two said best performances are not being rewarded for. At the response from middle management level was that one said somewhat and ten said no reward for best performances at all. The low management level one indicated that somewhat performances are being rewarded for and eleven indicated that there are rewards for best performances. The combined responses from all three levels of management, three indicated somewhat best performances are being rewarded for while twenty three said there are no rewards for best performances. Rewards may help the department to bring about improved performance and success in service delivery. The absence of rewards for best performances may on the contrary lead to a diminished in performances as well as decline in employee's morale.

4.2.26 Consistency in correction of performance

On the question whether wrong performances are corrected consistently the response of the senior management one said yes, one somewhat and one indicated that there are no consistency in correcting wrong performances. The

middle level of management's response was that one said yes there are consistency in correcting wrong performances, six indicated somewhat and four said there are no consistency in correcting wrong performance. The combined responses from all levels of management, three said yes, eleven somewhat and twelve indicated that there is no consistency in correcting wrong performances. This clearly demonstrates to certain extent wrong performance are corrected, there is still a lack of consistency in doing so.

4.2.27 Employees understanding on procedures

The understanding of staff on the procedures to be followed in correcting performance so that in the event where there are wrong performances, employees should be aware of the consequences related to that. To this question, two of the senior managements said yes, while one indicated that somewhat. At middle management level, four said yes and seven somewhat, regarding the lower management two said yes, five somewhat and five indicated that employees do not understand procedures to be followed in correcting performance behaviour. In total eight respondents said yes, thirteen somewhat and five indicated that employees do not know the procedures to be followed in correcting wrong performance behaviour. Although a high percentage of the respondent indicated that somewhat employees understand the procedures to be followed and thus management need to carryout in-service training to create awareness.

4.2.28 Reinforcement of performance behaviour

Every work situation requires reinforcement of performance behaviour in that poor performance has to be discouraged and to praise those who have done their best. On the question as to whether employee's performance is being reinforced, one of the senior management said yes, one somewhat and another one indicated that performance behaviours are not being reinforced. The middle management responses in this regard revealed that one said yes, seven somewhat and three indicated that performance behaviours are not being reinforced. At low level of management four indicated that yes performance are being reinforced, four said somewhat performance are reinforced and four indicated that performance behaviours are not being reinforced. Of the total responses, six said yes, twelve indicated that somewhat and eight said there are no reinforcement of performance behaviours. This demonstrates that even if there are some of the management who attempt to reinforce performance behaviours it is not enough.

4.2.29 Performance adjustment

Problems encountered in the process of carrying out the tasks assigned to staff members should be corrected to adjust performance towards the required standard performance requirements. In response to this question,

one of senior management indicated yes, one somewhat and one said no. The middle management level in response to this question, four said yes problems encountered in carrying out the tasks are corrected to adjust performance behaviour, five indicated that somewhat correction are made and two indicated that problems encountered in carrying out the tasks are not corrected to adjust performances. The low management level on the other hand, one said yes, eight somewhat and two indicated that problems encountered in carrying out the tasks are not corrected to adjust performance. The combined responses from all three employment categories revealed that eight of the respondents said yes, fourteen somewhat and six indicated that problems encountered in carrying out the tasks are not addressed to adjust performances. Although there is an equal number for those who said yes and those who said no, a high number of respondents are seems not to be sure.

4.2.30 Interventions used in correcting performance

In attempting to correct performance behaviour, managers are required to undertake relevant interventions that are linked to employee's development. This may help employees to learn new ways on how to carry out their respective responsibilities. These are aspects that help the individual or group of employees to improve performances. To this end, two senior management said yes, while one said no. The middle level of management's responses was that two said yes, four somewhat and five indicated that interventions used in

correcting performance are not link to employee development. The low management level responded in such that three indicated yes, five somewhat and four said that interventions used in correcting performance are not linked to employee development. The combination of responses from all three levels of managements revealed that seven said yes, while nine indicated that somewhat and ten said that the interventions used in correcting performance behaviour are not linked to staff development. Although the senior management level are convinced that they do use interventions that ties up with employee development, a large margin of employees at middle and low management levels are proving to the contrary. If at all such interventions were linked to employee developments, it was supposed to be seen by people or staff involved in day-today execution of tasks in the DOCA.

4.3 Conclusion

The data presentation and analyses made it possible for drawing conclusions and recommendations how the DOCA can improve staff performance through PC. The next chapter outlines the conclusions and recommendations based on the research findings.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

This study concludes that there are misunderstandings as to whether there are specific objectives for the DOCA. In this regard none of the three employment categories has a clear understanding on PC.

Regard communication in the DOCA, it was concluded that there is no clear communication of objectives to all levels of management in the DOCA. It was further confirmed that there are no specific performance targets or individual performance plans for individual performers which can provide clear guidelines of the required standard performance per hour, day or even for a week. This made it difficult for the performance to be measured in an objective manner.

The management commitment is a matter of concern as the respondents indicated that there is lack of commitment from management toward the achievement of the organisational goals. Management commitment is crucial to the success in PC thus the organisational success.

It has been concluded that there are no proper measurements in place to measure employee performance. On the other hand, responsible persons for specific key objectives are not appointed.

The allocation of resources in the department is not done according to the priorities or the resource allocated is minimal. In order for the DOCA to succeed in providing services to the public, sufficient funds is needed to cater for such activities.

There is no proper way of providing feedback in the DOCA. Feedback provides necessary information to performers to be able to know the extent to which they are performing. Provision of feedback can help creating awareness for staff on customer satisfaction and therefore can lead to improved performance.

Clear lines of responsibilities are not well stipulated or known to the staff members. This can cause confusion as staff members may not know exactly who is responsible for giving instructions or oversee their performance.

There is doubt on the appropriate competencies required for the posts. In order for the DOCA to perform to the required standard, there is a need for appointing staff in positions who poses necessary competencies and capable of carrying out specific responsibilities.

It is concluded that there is no clear policy guidelines for performance coaching. Policy guidelines are the backbone of organisational conduct and performance. Without it, the organisation may not emerge successful. Policy guidelines help managers to ascertain whether employees are in line with the policy framework.

It is further submitted that the employees' performance behaviour are not properly corrected and employees experienced a degree of inconsistency in correcting such performance behaviour. If there is no consistency in dealing with employee's performance, it may be difficult for performers adopt specific performance behaviour.

The interventions used in correcting behaviour are not linked to employee development. Practically, interventions used in correcting behaviour need to address problems encountered in the course of employee's duties. This is done with the aim of improving employee's skills and performance behaviour.

Lastly, it is concluded that, best performers are not rewarded for their output. This trend may demoralise the employees and deters them from performing to the best of their ability. Rewards are not only ear marked to compensate best performers in monetary form but, it can be carried out by providing non monetary rewards as a recognition given to employees.

5.2 Recommendations:

In order for the DOCA to improve its performance the following recommendations should be applied to rectify the negative remarks identified through the study. It is therefore recommended that:

- Clear objectives for the DOCA should be formulated to enable the department to achieve its goals.
- The objectives should be clearly communicated to the ranks and file of the DOCA in the language and manner that it will be easily understood by all employees.
- Specific performance targets should be laid down for individual performers to make it easier to measure daily, weekly and monthly output.
- The management should show complete commitment towards the achievement of the organizational goals.
- Proper performance measurement should be put in place to be able to appraise employees and managers' performances.
- Resources should be allocated according to priorities and needs of the specific components.
- Employees at all levels should be provided with feedback on their individual or group performance.
- There should be a clear line of responsibilities and accountabilities for each activity.

- Necessary competencies for every post should be identified to serve as a yard stick for measuring the suitability of individual for the post they occupied.
- There should be a clear policy guideline for performance coaching that should be applied with a degree of consistency.
- Employee's performance behaviour should be properly corrected through interventions such as confronting, teaching, advice and appraising.
- The interventions used to rectify poor performance should be linked to employee's development.
- Employees who performed above the expected standards should be rewarded for to complement them for such excellent performances.

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"ANNEXURE"

PERFORMANCE COACHING

QUESTIONNAIRE

DEPARTMENT OF CIVIC AFFAIRS

Names:(if applicable)

Indicate your employment category in the box next to the management level eg.

Senior management	<input type="checkbox"/>
Middle management	<input checked="" type="checkbox"/>
Low management	<input type="checkbox"/>

This questionnaire consists of **four pages** including this page.

Please mark the answer you think is correct and/or applicable to your working environment by inserting "x" in the appropriate box next to the answer.

eg. **Question:** Do you know about performance coaching?

Yes	<input type="checkbox"/>	Somewhat	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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NB: Give one answer per question only

Thank you in anticipation

Questions

1. Are the department objectives in place?

Yes	<input type="checkbox"/>	Somewhat	<input type="checkbox"/>	No	<input type="checkbox"/>
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2. Have the required output for the department communicated to employees?

Yes	<input type="checkbox"/>	Somewhat	<input type="checkbox"/>	No	<input type="checkbox"/>
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3. Are specific performance targets set for individual performers?

Yes	<input type="checkbox"/>	Somewhat	<input type="checkbox"/>	No	<input type="checkbox"/>
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4. Do performers have individual performance plans?

Yes	<input type="checkbox"/>	Somewhat	<input type="checkbox"/>	No	<input type="checkbox"/>
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5. Are there management commitments toward the achievement of the objectives?

Yes	<input type="checkbox"/>	Somewhat	<input type="checkbox"/>	No	<input type="checkbox"/>
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6. Are there performance measurements for individual performers?

Yes	<input type="checkbox"/>	Somewhat	<input type="checkbox"/>	No	<input type="checkbox"/>
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7. Are the key departmental processes identified?

Yes	<input type="checkbox"/>	Somewhat	<input type="checkbox"/>	No	<input type="checkbox"/>
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8. Are responsible persons appointed for specific key performance objective?

Yes	<input type="checkbox"/>	Somewhat	<input type="checkbox"/>	No	<input type="checkbox"/>
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9. Are the objectives assessed periodically?

Yes	<input type="checkbox"/>	Somewhat	<input type="checkbox"/>	No	<input type="checkbox"/>
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10. Are resources sufficiently allocated to improve performance being monitored?

Yes	<input type="checkbox"/>	Somewhat	<input type="checkbox"/>	No	<input type="checkbox"/>
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11. Is the team performance linked to specific objective?

Yes	<input type="checkbox"/>	Somewhat	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----------	--------------------------	----	--------------------------
12. Are team activities directed to customer's requirements?

Yes	<input type="checkbox"/>	Somewhat	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----------	--------------------------	----	--------------------------
13. Are team activities focused on producing measurable products or services?

Yes	<input type="checkbox"/>	Somewhat	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----------	--------------------------	----	--------------------------
14. Do managers provide employees with performance feedback?

Yes	<input type="checkbox"/>	Somewhat	<input type="checkbox"/>	No	<input type="checkbox"/>
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15. Are the accountability lines clearly defined?

Yes	<input type="checkbox"/>	Somewhat	<input type="checkbox"/>	No	<input type="checkbox"/>
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16. Do individual staff members understand team objectives?

Yes	<input type="checkbox"/>	Somewhat	<input type="checkbox"/>	No	<input type="checkbox"/>
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17. Are feedbacks used to manage team performance?

Yes	<input type="checkbox"/>	Somewhat	<input type="checkbox"/>	No	<input type="checkbox"/>
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18. Are the teams competent enough to carry out their tasks?

Yes	<input type="checkbox"/>	Somewhat	<input type="checkbox"/>	No	<input type="checkbox"/>
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19. Are there policy guidelines for the department?

Yes	<input type="checkbox"/>	Somewhat	<input type="checkbox"/>	No	<input type="checkbox"/>
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20. Are procedures to be followed developed for specific divisions?

Yes	<input type="checkbox"/>	Somewhat	<input type="checkbox"/>	No	<input type="checkbox"/>
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21. Are the jobs designed in a way that performers can easily meet their job targets?

Yes	<input type="checkbox"/>	Somewhat	<input type="checkbox"/>	No	<input type="checkbox"/>
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22. Are target dates set for the completion of specific tasks?

Yes	<input type="checkbox"/>	Somewhat	<input type="checkbox"/>	No	<input type="checkbox"/>
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23. Are the expected output known to staff members?

Yes	<input type="checkbox"/>	Somewhat	<input type="checkbox"/>	No	<input type="checkbox"/>
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24. Are tasks to be performed prioritized?

Yes	<input type="checkbox"/>	Somewhat	<input type="checkbox"/>	No	<input type="checkbox"/>
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25. Is employee rewarded for best performance?

Yes	<input type="checkbox"/>	Somewhat	<input type="checkbox"/>	No	<input type="checkbox"/>
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26. Are wrong performances corrected consistently?

Yes	<input type="checkbox"/>	Somewhat	<input type="checkbox"/>	No	<input type="checkbox"/>
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27. Do employees understand the procedures for correcting performances?

Yes	<input type="checkbox"/>	Somewhat	<input type="checkbox"/>	No	<input type="checkbox"/>
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28. Are performance behaviour reinforced?

Yes	<input type="checkbox"/>	Somewhat	<input type="checkbox"/>	No	<input type="checkbox"/>
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29. Are problems encountered in carrying out specific tasks addressed to adjust performance?

Yes	<input type="checkbox"/>	Somewhat	<input type="checkbox"/>	No	<input type="checkbox"/>
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30. Are the interventions used in correcting performance linked to employee's development?

Yes	<input type="checkbox"/>	Somewhat	<input type="checkbox"/>	No	<input type="checkbox"/>
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Thanks for your contribution!