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## POLICY ON PERFORMANCE MANAGEMENT

This policy, and its rules, guidelines and procedures shall replace all previous policies and/or circulars pertaining to the performance management.

### 1. POLICY STATEMENT

It is the policy of Tshwane University of Technology to evaluate the performance of its employees

### 2. DEFINITIONS

In this document, unless otherwise indicated-

**“Annual Performance Evaluation”**- refers to the final phase of each performance management cycle where the performance of each employee is assessed and rated

**“Key Performance Area (KPA)”**- refers to the broad term used to describe the main outputs, outcomes or activities for a particular position. It is a categorization or summary of tasks and activities.

**“Competency”**- refers to a term that describes the knowledge, skill, attitudes or behaviour required to perform the KPA's within a role.

**“Objective - Objectives are also called goals”** refers to statements about what you hope to achieve over a defined period. Objectives are written in a clear, outcomes based and measurable way. They often begin with action verbs such as increase, reduce, and improve. Objectives must follow the SMART principle,

**“SMART principle”** means S - Specific, M- Measurable, A-Achievable, R- Realistic/Relevant, T- Time-bound/Tangible

**“Job description”**- refers to written statements that describe the scope, purpose, duties, responsibilities, contribution and outcomes of a position. It includes the required qualifications, knowledge, skills and experience as well as the reporting lines and relationship with other positions in the operational unit.

**“Individual Development Plan (IDP)”**- refers to the document agreed between line manager and staff member that details the development a staff member requires in order to achieve the requirements of the job.

**“Key Performance Indicators/ Outcomes”**- refers to the factors or measures to assess the employee's level of success in achieving predetermined goals or objectives. KPIs are very important so both the individual and his/her line manager are clear on what are the standards of success for the particular objective. Setting out clear outcomes or indicators is very important to prevent disputes during the review period.

**“Sources of Evidence or Means of Verification”**- refers to the information the staff member and line manager collects to produce proof of the achieved objectives. This can take the form of reports, documentation, tables, checklists, amongst others. Evidence can also be solicited or unsolicited feedback from clients or colleagues you interact with to achieve the objectives.

**“Three Point Rating Scale”** refers to

A rating scale is used to determine the individual’s progress in achieving the predetermined objectives. The scale will be as follows

- |   |  |
|---|--|
| 1 | Objective not yet achieved (in terms of quantity and/or quality) |
| 2 | Objective achieved   |
| 3 | Objective exceeded (in terms of quantity and/or quality)         |

**“Individual Performance Improvement Plan (IPIP)”** means a mandatory document for all staff who are performing below expectation. The plan is usually for a period of 3-6 months and sets out defined objectives over the specified period aimed at improving performance. Failure to meet objectives in the IPIP may ultimately result in disciplinary or incapacity proceedings

**“Performance Agreement”**- means an agreement between a line manager and an employee about the employee's responsibilities, behaviour, goals and objectives during the performance cycle

**“Performance review”** – refers to the periodic formal discussions between line manager and employee to monitor progress, resolve problems, adjust targets and identify training or development needs during the annual performance cycle. A mid cycle performance review is compulsory and occurs approximately 6 months after the commencement of the agreement

**“Reviewer”**- refers to an alternative to the supervisor, as agreed between supervisor and employee who assists the line manager in the performance management process.

**“Supervisor or Line Manager”** –refers to the person to whom the employee directly reports.

### **3. RULES**

#### **3.1. General Rules**

- 3.1.1. This policy applies to all permanently appointed Academic and Support employees and employees on contracts of one year and longer.

#### **3.2. Key Objectives**

- 3.2.1 Foster a high performance workplace culture that improves the University’s overall profile and ranking in the tertiary sector both nationally and internationally

- 3.2.2 Improve operational efficiency and effectiveness

- 3.2.3 Establish and maintain high quality standards

- 3.2.4. Create a clear direction for employees by ensuring that individual and team work is aligned with the strategic efforts and directions of the University;

- 3.2.5. Assist employees to improve performance by providing employees with:

- Clarity regarding roles, responsibilities and performance expectations
- Rewards and recognition for good performance
- Training and development relevant to individual performance areas, professional aspirations and longer term organisational needs.

- 3.2.6. Provide an equitable and transparent framework for regular and constructive discussions between supervisors and employees about:

- Future organisational developments, operational plans and their alignment with individual work plans, goals and priorities;
- Past performance efforts, giving recognition to significant achievements and defining strategies to address identified performance issues; and
- Career aspirations and long term professional development plan.
- Creating a process for determining how high performance should be rewarded, managing performance improvement, and identifying unsatisfactory performance

3.2.7. Provide a fair and equitable basis for decision making in regard to individual advancement including promotion, probation and succession planning

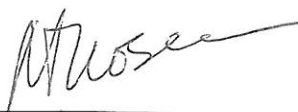
### **3.3. Core Principles of Performance Management**

- 3.3.1 Fairness, transparency and consistency
- 3.3.2 Integration into the policies, systems and procedures of the university
- 3.3.3 Clear and regular communication and feedback
- 3.3.4 Education of staff on required performance standards
- 3.3.5 Training of staff on performance development and management
- 3.3.6 Use of evidence-based assessment techniques
- 3.3.7 Assessment of performance against agreed pre-determined benchmarks and outcomes
- 3.3.8 Shared responsibility for performance between individuals and their line manager
- 3.3.9 Developmental rather than punitive approach
- 3.3.10 Use of mentoring and coaching to enhance performance
- 3.3.11 Linking of performance assessments to performance related awards and pay increases, once the system is embedded
- 3.3.12 Flexibility and customization of the system to ensure relevance to the TUT environment and culture


## **4 DOCUMENTS**

### **4.1 Procedures**

Refer to Annexure A



**NT MOSIA (PROF)**  
ADMINISTRATOR



**DATE**