AN INVESTIGATION INTO THE IMPACT OF PERFORMANCE DEVELOPMENT REVIEW ON EMPLOYEE CAREER DEVELOPMENT AND SATISFACTION AT GLOBAL BANK

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ABSTRACT

Career development and satisfaction are reasons that employees stay committed to organisations and strive to achieve high performance at all times. Progressive development is central to basic needs that employees require in their employment journey. Some employees use platforms like the performance and development process in order to grow their careers. This research aimed to discover the impact of performance development review (PDR) on employees’ career growth and satisfaction which is important to see if human resource policies are adequate and effective. It is interesting to explore the challenges employees face with self-development and accessibility to career development and growth opportunities in an organisation. This would ultimately either provide improvement mechanisms to the process or classify the process as obsolete and insignificant. The problem is that the principles, processes and values of PDR are not effectively and efficiently implemented to strike a balance or common understanding between employee and manager. Perception and misunderstanding to the process then emerge to bring discomfort and instability to the employees’ wellbeing and also hinders competitiveness of the organisation. It is therefore a problem when satisfaction and commitment are absent, where opportunities for career growth and development opportunities are limited, and, where the relationship between manager and employee is unfounded. The results reveal that PDR is not purposeful and aiding to career development and satisfaction and in fact perceived as a negative process. Employees have expressed their interest to accessing career development opportunities which include having mentors and career coaches. A distinction between PDR and career development has been stipulated in order to bring structure, process and clarity on each activity.

Keywords: Performance management, career development activities, career coaching and mentorship, career wellness
INTRODUCTION

Relationships are built around human interactions with each other and their respective surroundings. From an organisational perspective, this entails the micro environment interacting with the market and the macro environment. The magnitude of human dynamics coupled with individual characteristics make any form of relationship complex. Trying to understand ones’ feelings, aspirations, anxiety, and opinions forms the foundation of the relationship. Developing a working relationship demands amplified morale, performance, commitment and motivation. Constant communication between leaders and employees is a prerequisite to driving and achieving organisational strategies and goals.

Performance development review (PDR) mainly has to do with the end cycle of the performance management system where feedback and progressive suggestions are essential to maintain a viable working relationship within the organisation. The right performance and development impacts on career development which pays off towards reaching organisational goals and objectives whilst increasing productivity and satisfaction. This in turn can lead to a sustainable positive productive organisation.

A combination of human capital and business strategies within an organisation need to be planned and lead in accordance to organisational objectives. The alignment must be planned and executed in order to achieve pleasant progressive working environment that yields business and employees’ results. Employees are likely to stay committed and satisfied if they have a sense of belonging and have trust towards management and the organisation. However, some employees face difficulties and challenges in their career journeys which affects their productivity and sense of belonging. This chapter entails the research context, problem statement, aim of the study, research objectives and questions.

Background: Research Context

Performance development is a broad term that includes performance management and employee development which describes both managing, or, assessing the work that needs to be done and providing opportunities for personal growth and development (Slavic, Berber and Lekovic 2014:46). Global Bank has a comprehensive performance development review programme that is designed to track and monitor key performance milestones that should be developing and encouraging to the employee. These are termed Key Performance Indicators (KPI’s), and these are aligned to Critical Success Factors (CSF’s) embraced by the organisation. This includes an enabled dialogue between employee and manager based on openness and honesty. The problem is that not everyone is happy with the process and feel it is not aiding career development and is oppressive to personal views. So there needs to be a robust succession plan in place.

Performance challenges and difficulties hinder the efforts and skills needed to perform tasks and objectives. Performance management entails thorough success in service delivery and productivity, and enhancement of the development of an organisation. This leads to a competitive advantage or an “isolating mechanism.” As much as increasing productivity efficiently and effectively are key to an organisation’s success and survival, the purpose of performance management should align the organisation and its employees to the agreed upon objectives. Armstrong (2010:259) states that the purpose of performance management is to get better results from the organisation, teams and individuals by understanding and managing performance within an agreed framework of planned goals, standards and competency requirement.
Performance management should be practiced from senior management, through to middle management and ultimately to the line management and chain of command. As it is the process managers use to ensure that employees’ activities and outputs are congruent with the organisation’s goals (Noe, Hollenbeck, Gerhart and Wright 2012). The process needs to be continuous and revolving, and many organisations perform appraisals bi-annually. The first appraisal can be used to introduce a performance improvement plan (PIP) for example, and the second to see if the set goals have been reached, possibly before the annual increase in salary date.

Some employees feel that their managers do not adequately understand and implement the review process in order to see tangible career progress and expectations. As a result, those unsatisfied feel stagnant without an outlet to raise their views and concerns. Another problem is that some of the reviews do not actually have a career path and objectives laid out in order to assist an employee with reaching their expected escalating career progression.

Problem Statement

The exact problem is that the principles, processes and values of the performance development review are not being effectively and efficiently implemented to strike a balance or common understanding between employee and manager. Without a stable relationship between employee and manager progressive development is hindered and as a result creating problems for the employee, manager and organisation which may impact on competitiveness and productivity. Employees face career journey difficulties and challenges without any support from the manager and organisation. Managers have a problem of managing distressed relationships that need to be revived and channelled adequately.

Another research problem is the minimum awareness of career development opportunities offered by the organisation. Some employees are not familiar with such opportunities especially those without a self-development approach and attitude towards their careers. It is equally critical for employees to explore and engage in accessible career growth opportunities within and outside the organisation.

Research Objectives

The research objectives tie up with the aims of the study at addressing the research problems regarding the impact of PDR to career development and satisfaction. Without any particular order, there are four objectives that shall be explored with this research being:

- To identify employee perceptions on the Performance, Development Review and impact on career development at Global Bank.
- To determine the impact of Performance, Development Review on employee career development and satisfaction at Global Bank.
- To identify challenges with the Performance, Development Review on employee career development and satisfaction at Global Bank.
- To recommend ways in which Performance and Development Review can be improved to enhance employee career development and satisfaction at Global Bank.
Significance of the Study

The study will be significant to the organisation’s team leaders who facilitate the PDR process. It will also be beneficial for the human resources and learning and development division to better understand the impact of the current HR policies and career development activities with the aim of improving employee wellness and satisfaction. This will lead to a sound Quality of Work life (QWL) with devotion and commitment to everyday living.

The study is also significant for employees to identify methods of self-reliance and self-development which is mainly their responsibility for driving their career development and path within the bank with the support of their managers. Employees need to understand the purpose of PDR and how they can leverage from the process in order to drive their careers without perceptions of negativity or regression. This study will be significant to outline new approaches to individual career management processes that will be suitable for subjective career aspirations. These can lead to knowledge and assist workers transform human capital into talent and business results using Talent Management Strategies.

Talent management is defined as a systematic planned strategic effort by an organisation to attract, retain, develop, and motivate highly skilled employees and managers (Noe et al. 2012). It is a valuable asset of the organisation, and is fundamental in giving an organisation a competitive advantage by attracting, developing and retaining talent because human resources are considered to be the organisation’s primary source of competitive advantage. According to Hughes and Rog (2008) Talent Management is important for two primary reasons. It firstly ensures that organisations successfully acquire and retain talent, and it secondly engages employees in the organisation.

This study is therefore fundamental in exploring strengths and weaknesses of the HR policies and their impacts on employees’ wellbeing. This is also important to understanding the organisational culture and creating a growing workforce based on a sense of belonging and stability. Consistency can be established from induction, to learning and development, to performance and review hence the talent management process.

LITERATURE REVIEW

Career Development

As a concept, development is the formal education, job experience, relationships and assessment of personality and abilities that help employees prepare for the future (Nel, Werner, Haasbroek, Poisat, Sono and Schultz 2011:359). Some individuals’ career paths and growth prospects are hierarchically designed, with the aim to progress from employee, then first management, through middle management and ultimately top management. Development is usually aimed at employees serving in a managerial capacity or preparing for managerial posts within the organisation (Nel et al. 2011). Consequently, many organisations experience high employee turnover or phases of unsatisfactory performance. Usually there is a misconception that employees only leave organisations because of poor or unsatisfying salaries. Some organisations overlook aspects of the job not being the right fit, or lack of coaching and direction, or the importance of feedback on performance. The responsibility for continuous growth and performance lies in collective responsibility between the employee, manager and organisation. That is why recruitment and job analysis, in particular job description and job specification, are of such importance.
The organisation must provide growth opportunities in its structures and functions, and, invest in its employees and their development to improve engagement and commitment. This energises and enables employees. Employees perform well when they are coached and receive feedback as they will know what is required from them, but, also the organisation can meet their expectations. Development is defined as the acquisition of knowledge, skills, and behaviours that improve an employee’s ability to meet changes in job requirements and in client and customer demands (Noe et al. 2012). Therefore, career development is the ongoing refining and acquisition of these attributes which result in job mastery or specialisation that must mould career planning and direction. Career development ensures that employees are equipped with the necessary competencies for optimum performance. It enables employees to understand their strengths, weaknesses, aspirations and career drive through performance appraisals. This creates a favourable environment for career growth and ensures that an organisation has the right people with the right skills doing the right job. Organisational culture as well as cultural diversity are also of great importance to consider when recruiting. An employee needs to reflect on their current career situation then explore opportunities that are aligned to personal goals as per the below diagram:

**Figure 1. The Career Development Process.**

Source: Swart, Mann, Brown, and Price (2005:132)

Career development provides programmes that create a desired work environment to help grow careers and prolong satisfactory relationships. These together result in desired job satisfaction, organisational commitment, and positive work behaviour. There is a significant care giving, supportive and encouraging expectation and obligation that good management should provide toward career development. Collaborative relationships yield positive attributes and behaviours that meet employee perceptions of both organisation and individual outcomes. Effective career
planning, management and development in organisations are not only central to creating a skilled and flexible workforce, but also key in securing high levels of employee trust, commitment and engagement (Crawshaw and Game 2015:1182).

When support for career development is absent, trust in the employment relationship is lost, and individuals are more likely to seek alternative employment and exit from the organisation (Crawshaw and Game 2015:1182). According to Crawshaw and Game (2015) self-reliance within organisational contexts (e.g. effective individual career management) is only possible if an individual feels supported and protected by others with whom they have trusting and meaningful connections. Therefore, PDR requires the employee and manager, and organisational structures to open career avenues worth exploring for the employee, but, not deviating from core organisational objectives. Proactive relationships would align goals to career aspirations from the beginning of such a relationship and provide necessary support.

When diverting attention to career growth opportunities as the path of development, the question then stems out as to why employees stay for a long time within an organisation. PDR is also instrumental in employee retention where the review can ensure workplace connection, relationships, hope to progress, and, reveal other growth opportunities are accessible. Whatever the reason, career growth opportunities concern employees’ perceptions of, and satisfaction, with their job as a means of attaining valued future career goals (Crawshaw and Game 2015:1184). Several methods can be engaged as the foundation of viable career management process such as:

- Mentoring- when an employee is not well experienced in their job pairing them with someone who has more experience to mentor them even if they do not belong to the same organisation.
- Training- it enables an employee to better understand their job, what is required of them to achieve goals.
- Coaching/Feedback- employees perform well when they are coached and receive adequate feedback on what is required about their performance from management.
- Make employees feel valued- these employees will go the extra mile when it comes to their jobs and will likely remain with the organisation.
- Provide growth opportunities- an organisation that invests in its employees and their development is able to improve employee engagement and commitment.
- Foster trust and confidence in senior leaders- employees must trust and be inspired by management.

Apart from these methods there are several sophisticated interventions that can be introduced specifically to support employees’ careers and development such as online training, internal vacancies and secondments, career counselling, development centres, mentoring, talent management programs and an annual career development review for everyone (Crawshaw and Game 2015). Regardless of the intervention career support is fundamental to developing progressive careers satisfactory to employees and the entire organisation. Diverting attention specifically to the job design employees may regard their development more beneficial than mere bonuses, recognition, time off and other commonly used benefits.

The figure below shows approaches to job design that expands a range of tasks performed:
Figure 2. The Approaches to Job Design.

- Job simplification- design method used whereby jobs are divided into smaller components and subsequently assigned to workers as whole jobs (Nel et al. 2011:131). This is not desirable for employees wanting in depth growth as it simplifies work which can be discouraging and boring. This is commonly referred to as “bore out”, and is just as disruptive as burnout.

- Job enrichment- creating opportunities for employees to gain more control in their jobs, make more decisions and solve problems on their own increases job depth (Nel et al. 2011:133). This is a much more desired approach toward career development from a PDR perspective. Job enlargement and rotation will be explained as part of a performance appraisal.

Performance Appraisal

Looking at human dynamics individuals have different backgrounds and experiences which result in justifiable educational and training needs. Training prepares employees to improve performance on present jobs and is usually regarded as an expense item necessary to make the organisation more effective and to increase productivity (Spear and Parker 2002:12) Therefore to become effective and productive performance appraisal is used continuously. It is the process through which an organisation gets information on how well employees are doing their job (Noe et al. 2012:341). In a more collaborative process performance goals and outcomes are described and discussed between the organisation, manager and employee to establish thorough comprehensive understanding. These collaborative efforts design employee expectations and goal setting behaviours which pave the way to anticipated measurable performance. This process can be described as a communicative motivation instrument that supports expectations and feedback, and, is illustrated in detail in the performance management process model below:

Figure 3. Performance Management Process.
Adapted from Hutchinson (2013)

Performance evaluation would therefore be translated into developmental needs or consequential results which, through support and discussions, may be viewed and used as a learning curve. An organisation may use performance appraisal as a tool for making promotion decisions, development, training, salary administration, transfers, performance feedback and merit review (Spear and Parker 2002:13). However, job satisfaction and career development are impacted by a perception of fairness of the appraisal process. To conduct a fair PDR the manager facilitating the process must be equipped to process, evaluate behaviour oriented information, compile, and observe the employee in order to achieve review effectiveness. This will drive output based performance where the employee and manager set goals and plausible measures to reach the goals, but, with an expectation of further career development.

According to Carroll and Schneier (1982:889) output based performance appraisal formats are based on more objective criteria, such as production data and personal data. This process is supported by Management by Objectives (MBO) theory which does not engulf behaviour as a performance subjective drive. Behaviour- based performance appraisal formats such as Behaviour Anchored Rating Scale (BARS) or Behaviour Observation Scale (BOS) describe acceptable behaviours instead of measuring or quantifying output (Carroll and Schneier 1982). In an appraisal process the manager is to direct, guide and support employees and treat them as individuals on their subjective performance and key competencies. The manager must be trained to provide direction, to observe and correct inadequacies for the employees, and, most of all, to increase observational accuracy and provide informational input for employees to improve future performance (Lee 1985:329).

Fairness in the appraisal system is fundamental in moulding positive perceptions in organisations that yield positive outcomes like commitment and satisfaction. Clear goals and expectations from both employee and manager erase ambiguities and lead behaviour to positive results. A fair performance appraisal system leads to positive effective reactions like
performance appraisal satisfaction, and, organisational commitment and employee engagement (Shrivastava and Purang 2016:664). A career path and desired development stems from individual experiences, challenges, tasks, and relationships encountered on a daily basis. These experiences can be used for career development without waiting for obsolete and monotonous performance to occur from perceived employees’ input or contribution which mismatch to past experience. To succeed in their jobs, employees must stretch their skills to learn new skills, apply their skills and knowledge in a new way, and master new experiences (Nel, et al. 2011:415). This approach focuses on behaviour and attitude towards approaches mutually beneficial for employees and managers.

Proactive initiations bring satisfaction that must be directed and controlled to bring consistency and enthusiastic behaviour to the workplace. Lee (1985:327) advises that behaviour control requires the manager to be able to guide and control employees as needed and to give a subjective evaluation of the employees’ performance, and, they must be trained to provide direction. Looking at directing and channelling employees through PDR, the effective performance management process indicates several steps of which evaluation of performance leads to either identifying improvements needed or provide consequences for performance results (Noe et al. 2012:343).

Therefore, as central to career development there are various ways that directed and controlled job experiences can be used as part of the development like:

- **Job enlargement**- strategies are directed at increasing the number of tasks that an employee performs, adding new responsibilities and challenges (Nel et al. 2011:132). This is the integral component to job experience that can transform into promotion, transfer, downward move and/or job rotation. Delegation is also an important aspect that enlarges responsibility.

- **Promotion**- advancement into positions with greater challenges, more responsibility, and more authority than the employee’s previous job (Noe et al. 2012:419).

- **Transfer**- the movement of an employee to a different job assignment in a different area of the organisation (Noe et al. 2012:419).

- **Downward move**- a job change involving a reduction in an employee’s level of responsibility and authority (Noe et al. 2012:419)

- **Job rotation**- the process of systematically moving a single individual from one job to another over the course of time in various functional areas of the organisation or movement might be between jobs in a single functional area or department (Noe et al. 2012:418).

- **Temporary assignments, projects, volunteer work**- an opportunity to adapt and manage change with new responsibilities under different job demands and challenges. Some organisations allow employees to go on sabbatical which is a leave of absence from the organisation to renew or develop skills (Noe et al. 2012:421).

With these elements to the performance management systems career development can be given the necessary focus and direction to achieve satisfaction between employees, managers and the organisation. Levinson (1970) highlights several reasons for and benefits accruing from managing performance including:
• To improve on business profits and employees are committed to their jobs and work effectively to achieve goals.

• For clarification of the expected achievements and the job being done which will create recognition to yield rewards.

• To align individual performance to organisational goals and stimulate employee’s motivation.

• To serve as a device for organisational control and integration. How well people perform is largely determined by whether performance is evaluated and rewarded.

• For the enhancement of communication between management and employees.

• Identification of necessary training with relation to abilities and skills needed for better improved performance.

• To guide Human resource actions such as salary setting, hiring, firing and promoting. This facilitates rational, careful, defensible and objective decision-making.

Performance Development Review (PDR)

Personal growth is vital to everyday living and doing things with a purpose. The recognition of future developments accelerate and encourage better performance and commitment to current personal development. In the workplace identification of historic and current individual performances needs to be utilized and reviewed in order to ensure career development and progression. This brings to birth the concept of PDR. This entails discussions, recognition and formal recording of individuals’ work and development within the context of the organisation and departmental plans, forward-looking analysis of individuals’ needs, potential for more challenging work and raised performance (www.global.com). Driving the process is the committed responsibility of the manager, employee and the organisation.

PDRs are used by most organisations to improve efficiency, however, the structure, implementation and purposes of the reviews may differ from one organisation to another depending on the specifications of a particular job and the unique organisational needs (Shrivastava and Purang 2016:663). Open discussions with forward looking dimensions of challenges and objectives should provide an interactive and interchangeable relationship based on fairness and positive outcomes. Regardless of the organisation or leader, PDR should strive to increase the level of performance and commitment, to motivate and encourage individuals whilst maintaining a healthy working relationship between the manager and employee. The process is collaborative and interactive by nature and should be mutually prepared beforehand, and, committed to objectives agreed upon after the process meetings.

Therefore, a productive PDR should follow a set process of initial preparation, formal and/or informal meetings that meet the development of an employee. These meetings must end on a positive note with set outcomes and agreement on mutual responsibilities toward achieving the outcomes (Trafford Council, 2017). To complete the process the outcomes and agreements must be documented for future reference and utilization of measurement summarising the review progress. Future development and follow-ups can be the closing attributes to the PDR process. PDR is designed to connect individual contributions and career aspirations to the achievements of an organisation with the intent to help individuals reflect constructively, but critically, upon their own performance (The University of Manchester).
At a minimum setting an annual review over the previous twelve months and looking into futuristic goals is critical. A set annual review is beneficial and should be documented for the following reasons (The University of Manchester):

- Agreed summary of recent achievements since last review where appropriate.
- Agreed targets/objectives for the next period clearly linked to operational plans with agreed support identified where appropriate.
- Agreed learning/development objectives and methods through which these objectives can be met.

In recent years work lives have been busy and destructive so that performance feedback only at annual PDR has proven to be insufficient as people cannot recall agreed outcomes and action plans. Feedback deals with behaviour which the individual can change, not their personality, which they cannot change (Trafford Council, 2017). The manager and employee must build a lasting relationship where both sides are looking for win-win outcomes from the PDR. Regular conversations about performance and development change the focus to building the workforce needed in the organisation to be competitive both today and years from now (Capelli and Tavis, 2016:60). With this mentioned behavioural modification can be attempted to adjust to the future and position employees and managers more strategically.

Management needs to transform the way employees perform through mentoring, training, management, and, giving attention to intrinsic rewards like personal career development and progressive growth within the organisation. The overview solution would be to better support employee development by dropping or radically changing organisational annual review systems in favour of giving people less formal, more frequent feedback that follows the natural cycle of work (Capelli and Tavis 2016) which shall be investigated through research.

**Performance Management Review Document**

Derived from [www.global.com](http://www.global.com), Global is a distinctive specialist bank and asset managers founded in South Africa but is now a global organisation. It is a bank that provides a diverse range of financial products and services to a niche client base in three principal markets, the UK and Europe, South Africa and Asia/Australia as well as certain other countries ([www.global.com](http://www.global.com)). In July 2002 the Global group implemented a dual listed organisation structure with listing on the London and Johannesburg Stock Exchange. This global financial institution has clearly been growing successfully delivering its distinctive profitability solutions for its private clients. From the corporate governance statement employee behaviour and practices are already channelled to provide satisfaction and fulfilment in the organisation. ‘Our values require that directors and employees behave with integrity, displaying consistent and uncompromising moral strength in order to promote and maintain trust’ ([www.global.com](http://www.global.com)).

This statement filters down to employees through relationships with management that are developed, maintained and re-evaluated using PDR process. This is summarised constructively in the learning philosophy available on the organisation website;

> ‘At Global we’ve created a learning environment that is relevant and aligned to our organisational culture. We believe that employees should drive their own development and be proactive in identifying and addressing development needs. This allows you to maximize learning opportunities most relevant to your unique needs. In addition this
approach is supported by a feedback culture that promotes immediate and direct performance-related feedback between leader, employee and team, ensuring that learning takes place in real time, is highly responsive and individualised in order to enable extraordinary performance” (www.global.com). This in turn leads to knowledgeable workers and talent management.

The philosophy compresses these research objectives and provides the PDR process as the connecting centre pieces of the organisation to ensure retention and continuous development of distinguishable extraordinary talent. In order to implement this strategic approach the organisation has designed a Global Performance Development Review Document that entails an overview, principles, process, values and guidelines. With specific reference to principles, at Global, performance is viewed within the context of relationships- the individual’s relationship with others, the team, the Business Unit and the organisation as a whole (PDR Document). Meaningful relationships are functional, engaging, defined by quality conversations and are able to be leveraged to meet business objectives (www.global.com). Caregiving support is the core of the relationship in order for trust to be established which would translate the philosophy into tangible realities. Managers should be viewed as approachable and accessible in order to shape individual career management behaviours and attitudes.

The process aspect of the PDR attempts to open career opportunities and establish trust whilst placing self-reliance on the employee to drive their development. In a participative process avoidance and low interpersonal engagements create mistrust which leads to negative employees and distorted culture. Employees with higher attachment avoidance, who perceive an absence of a secure base and low interpersonal trust in their line management relationships, are less satisfied with career growth opportunities, less likely to engage in internal organisational career development activities and more likely to consider alternative employment opportunities elsewhere (Crawshaw and Game 2015:1198).

From the PDR document the process has the following tenets:

- Fair and honest, defined by open dialogue that is both respectful and reflective of individual views and team perceptions.

- Driven by the employee and the leader.

- Involves ongoing timeous feedback.

- Disciplined, responsible conversations.

This process shall be evaluated in the discussion from the research findings.

**Motivation Theory to Behaviour**

PDR translates the conclusive aspect of performance management process which is propelled by the overall individual perception and desires of performance and achievement, but, also with organisational behaviour in response to motivation. Greater efforts and goal oriented behaviour design the attitude, direction, commitment and intensity an individual devotes towards achieving a goal. Jones and George (2011:402) explain motivation sources as intrinsic and extrinsic. Intrinsically motivated behaviour is behaviour that is performed for its own sake, the source of motivation is actually performing the behaviour, and motivation comes from doing the work itself (Jones and George 2011). Extrinsically motivated behaviour is behaviour that is performed to acquire material or social rewards or to avoid punishment; the source of
motivation is the consequences of the behaviour, not the behaviour itself (Jones and George 2011). With these two sources performance can be predicted and directed with PDR in achieving expectations and goals. The better the PDR in achieving expected efforts yields expected performance and collaborative results for the individual and the organisation. It is often said that an employee leaves a manager not an organisation. Therefore, the focus of the PDR process shall be focused on Expectancy Theory and Goal Setting Theory interactively to achieve desired organisational behaviour.

**Expectancy Theory**

The Expectancy Theory is based on common sense psychology of employees and says that they will be motivated to act when there is an expectancy that their behaviour can result in achievement of desired outcomes (Parijat and Bagga 2014:1). The theory that motivation will be high when workers believe that high levels of efforts lead to high performance and high performance leads to the attainment of the desired outcome (Jones and George, 2011). The PDR rating process is based on subjective performance observations set against stipulated and mutually agreed upon goals which give effect to the performance appraisal effectiveness to career development through reaching desired outcomes. Performance appraisal effectiveness refers to the accuracy of performance observations and ratings as well as the ability of the performance appraisal process to improve the individual’s future performance (Lee 1985). When the subordinate behaves according to expectations, his/her behaviour is mentally noted and stored automatically (Lee, 1985). They do not need to be reminded or pushed to perform in a particular manner and the theory is illustrated below:

**Figure 4.** Vrooms Expectancy Theory.

According to the theory, an employee performance is based on individual factors such as personality, skills, knowledge, experience and abilities (Jones and George 2011). Effort, performance and motivation are linked in a person’s motivation. For a healthy organisational behaviour whatever the desired outcomes are, leadership should ensure that the required support must be readily available including resources, materials, training and development to get the job done in the desired and expected period. Due to expectancy being based on subjective perceptions this theory would be most suitable where an individual performs an action with an expectation with regard to career development, and, advancement with regard to the PDR. The managers can create a work environment, climate and culture that will increase the motivation levels of employees by understanding the factors that motivate and demotivate individual employees (Parijat and Bagga 2014:4).
Clear understanding of the relationship between performance and outcome, trust in the people who will take the decisions on who gets what outcome, and, transparency of the process designs the instrumentality of outcomes received (Jones and George 2011). Expectancy theory is therefore about associations that individuals make in relation to expected outcomes and the efforts they perceive will yield positivity when their individual contributions are exerted. To an individual this makes the basis of importance of outcome to expected efforts. The term valence refers to how desirable each of the outcomes available from a job or organisation is to a person (Jones and George 2011). If an individual is motivated by continuous career development and progression they may not necessarily be motivated by money or time off which they do not value.

Managers should use systems that tie rewards very closely to performance, ensure that the rewards provided are deserved and wanted by their recipients, and engage in training to improve capabilities and belief that added effort will in fact lead to better performance (Noe et al. 2012).

**Goal Setting Theory**

Motivation is the driving force behind all human beings efforts and is essential to all human achievements (Parijat and Bagga, 2014:1). Through ones’ efforts and behaviours consistency and persistency are established with a direct attention focused on specific goals perceived to be of high individual importance. All the individual’s performance plans have a basis of difficulty that sets efforts and execution strategies that must be devoted to each goal. Goal setting theory focuses on identifying the types of goals that are most effective in producing high levels of motivation and performance, and, explaining why goals have these effects (Jones and George 2011:411). Stimulated performance should have a level of measure and degree of difficulty in order to be valuable to a performer who would perceive the goal as enhancing and binding. Career development as a result would encourage an employee to value difficult goals that would elevate skills and diversify knowledge. In order for these goals not to impair performance managers would need to collaborate and supervise employees in reaching their goals in a positive supportive manner.

In understanding SMART Goal Setting, it seems natural to assume that by setting a goal that’s Specific, Measurable, Attainable, Relevant and Time-bound it will be accomplished (Wooldridge 2011:143). This is the skeleton of ideal goal setting but knowing what to expect and being able to utilize a result brings clarity and measure to a goal. The more challenging and complex a goal, the more rewarding it will be resulting in energy and excitement to an individual. With support from leaders challenging goals must be realistic in order to achieve motivation and results. Goals must be understood and agreed upon if they are to be effective; employees are more likely to “buy into” a goal if they feel they were part of creating that goal (Wooldridge 2011), and will have a sense of belonging.

Involving employees in goal setting and decision making models an employee’s individual commitment to performance and achievement of goals. From career development employees may want to create an achievable and desirable career path and commit to be at a certain level within a prescribed period. Encouraging employees to develop their own goals, and keeping them informed about what is happening elsewhere in the organisation (Jones and George 2011) would help in the career development process. As part of the performance appraisal system, PDR can be used as a motivation tool to communicate performance expectations and provide feedback (Spear and Parker 2002:12).
Both expectancy and goal setting theories have success measures which should have a progress report to monitor and encourage continuous performance. Need it be formal or informal, regular or occasional, establishing an open relationship is desirable in career development through PDR and other related processes. Feedback provides opportunities to clarify expectations, adjust goals difficulty, and gain recognition; provide benchmark opportunities or targets so that individuals can determine for themselves how they are doing (Wooldridge 2011:144). The complexity of the goals must be achievable and rewards driven and employees must be adequately trained and supported to achieve success.

METHODOLOGY

On a sample size of 10 participants, the methodology used is qualitative approach that focuses on an epistemology philosophy which is based on interpretivism. This will be intertwined with the ontology philosophy on the aspect of subjectivism. The key purpose of the approach is to ascertain an exploratory research with thematic analysis and grounded theory strategy. The sample frame comprises of non-probability sampling technique which will enable for judgmental sampling. There are several available strategies to research which can be utilized depending on a research approach and purpose of the phenomenon. The strategy to be used for this research is from the collection of data and information related to PDR process at Global. A combination of grounded theory and questionnaires shall be used to collect data to be analysed in addressing the problem statement.

Phenomenological Research (Qualitative Approach)

This paradigm acknowledges the social and human behaviour components to the construction of the world. Phenomenological researchers argue that the world is socially constructed and that science driven by human interests and that the researcher, as a subjective entity, is part of the world they are observing (Saunders, Phillip and Thornhill 2009). PDR is subjective therefore research done today may be different when done at a different time or conducted by a different researcher. Phenomenology implies that human behaviours drive science and its analysis should be based on observation and measured objectively (Welman, Kruger and Mitchell 2010). Depending on such observations and measures two researchers may derive different conclusions as a result of their approaches and perceptions. For this research study the researcher will use the qualitative research approach and it shall be used to establish objectives and determine the impact of PDR on career development at Global.

Field notes are mainly observation oriented where the participants are observed on their reaction to the research objectives and questions. This can be in the form of surveys, interviews and questionnaires or any instrument where the participants are subjectively expressive of their views, opinions, comments and detailed discussions in response to open ended questions and objectives. The audio-video recordings also focus on subjective response targeted at focused group discussions or one on one interviews where participants response to specific questions requiring in depth comprehensive responses. Diagrams are also forms of qualitative data collection instruments which establish relationships between people and create patterns which respond to the research objectives.

Grounded theory methodology has as its basic tenet the view that theory must be inductively derived from data (Saunders et al. 2009). The research is based on open-ended and general questions of which the outcome should be grounded to the collected data. This process relates investigations by interacting with all affected parties to PDR and gathering the information to
assess the impact on employee satisfaction. According to Charmaz (2015:54) information gathering and analysis are intentionally intertwined, and starting information is utilized to shape the proceeding investigation with information.

Grounding theory methods include concurrent data collection and analysis, coding of data into concepts and categories, the use of interpretative frameworks, theoretical sampling, and the integration of categories into grounded theory, and the coding process is really very important. Variations in methods developed by second-generation grounded theory researchers are presented in the contexts of their methodological perspectives, so there are in fact a number of variation’s in Grounding Theory methodology that are applied by different researchers.

RESULTS

The gist of this research is found in this section where literature review is scrutinized with grounded results from research. This research is based on exploration of subjective employee experiences in the workplace with an outlook to PDR. From the questionnaires, themes and patterns have been identified.

Demographics of Participants

The research instruments were conducted with 10 Global employees who were identified by their employment tenure and PDR experience over a period of more than 5 years. In the sample 50% were males and 100% had previously completed PDR process within a month from conducting this research. The demographic results are reported below.

Participants Gender Profile

Due to the purposive approach to the study the researcher selected equal gender representation between males and females. Table 4.1 and figure 4.1 presents this gender results:

Table 1.1. Gender profile table.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Participants</th>
<th>Proportions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>50%</td>
</tr>
</tbody>
</table>

| TOTAL  | 10           | 100%        |
Figure 1.1. Gender profile illustration.

Participants Age Profile

Age is an important factor in the research as it can indicate patterns of behaviour and workplace needs. There is a social assumption that people younger than 30 years of age normally require financial gain (like higher salaries and bonuses namely extrinsic rewards), and older than 30 years require more career development. The finding from the research conducted show that 90% of the participants were between the ages 30-39 years and this is followed by ages 40-49 years with 10%. None of the participants were below 30 years and 60 years and over. See below:

Table 1.2. Participants age table.

<table>
<thead>
<tr>
<th>Age</th>
<th>Participants</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 20 years</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>20-29 years</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>30-39 years</td>
<td>9</td>
<td>90%</td>
</tr>
<tr>
<td>40-49 years</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>50-59 years</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>60 years and over</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>
Participants Tenure at Global Bank

This section identifies how long each participant has been working at Global with the assumption that they have undergone PDR process within the previous year. The selection criterion excluded participants with less than 5 years of employment. 70% of the participants have been working at the organisation for 5-10 years followed by 30% with 10-15 years who together make up the total sum of the research. No participant had 15 or more year’s employment at the organisation as displayed below:

Table 1.3. Participants’ tenure table.

<table>
<thead>
<tr>
<th>Service Tenure</th>
<th>Participants</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1 year</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>1-5 years</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>5-10 years</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>10-15 years</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>15 or more years</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Participants’ tenure chart.

Figure 1.3. Participants’ tenure chart.

Participants Highest Qualification

Qualification is depicted by their highest level of education which is central and instrumental to career development and choices. A large number of participants have a minimum of a degree with 20% only achieving a certificate and 10% with a diploma as the highest qualification. An assumption can be made that they may value education as part of their career development aspirations. To be more specific 30% have undergraduate degrees and 30% have postgraduate degrees, and, 10% have a Master’s degree while none of the participants have lower than a certificate as their highest qualification. Also, none of the participants had a PhD qualification as shown below:
Table 1.4. Participants’ qualification table.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Participants</th>
<th>Proportions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below matric</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Matric</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Certificate</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Undergraduate Degree</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Postgraduate Degree</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>PhD</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

TOTAL                     10  100%

Figure 1.4. Participants’ qualification illustration.
Participants by Race

The findings reveal that the majority of the participants were African with 50% participation followed by White and Indian with 20% respectively. The Coloured participants make the remaining 10%. These results do not provide the race dynamics at Global but were selected for the purpose of this study. This is displayed in table and figure 4.5 below:

Table 1.5. Participants’ race table.

<table>
<thead>
<tr>
<th>Participants Race</th>
<th>Participants</th>
<th>Proportions</th>
</tr>
</thead>
<tbody>
<tr>
<td>African</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>White</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Indian</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Coloured</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

**TOTAL** 10 100%

Figure 1.5. Participants’ race demographics.

Participants’ Marital Status

This was fundamentally important to establish the macro environment of socio economic diversity and non-career needs that may affect career development paths and choices. It can be assumed that single people are younger and more career driven than those with family
commitments outside the workplace as a generalized assumption. 90% of the participants are married and 10% are single. No one was divorced or widowed or any other status as indicated below:

Table 1.6. Participants’ marital status.

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Participants</th>
<th>Proportions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>9</td>
<td>90%</td>
</tr>
<tr>
<td>Single</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Widowed</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Figure 1.6. Participants’ marital status illustration.

Participants Preferred Career Development Objectives
The sample subgroup had PDRs and the career development objectives were to be established in order to understand their career desires and aspirations. 100% of the participants regarded job enrichment at the pinnacle of their career development objectives. None of them selected
job simplification or any other objective which indicates that more challenging jobs were required across the board. The table below and figure illustrated the results:

Table 1.7. Participants’ objectives table.

<table>
<thead>
<tr>
<th>Career Development</th>
<th>Participants</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Enrichment</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>Job Enlargement</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Job Rotation</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Job Simplification</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Figure 1.7. Participants’ objectives chart.

Participants Reason For Staying at Global Bank

To be employed for over 5 years at a single organisation may be triggered by reasons which can provide an overview of a career development journey and satisfaction. The options for the purpose of this study were workplace connection, relationships, hope to advance, and, no other opportunities externally. 50% of the participants remain optimistic that their future career development aspiration may be achieved at the organisation. 10% selected relationships as the reason for their stay which can be relationships of any kind within the organisation. 20% have
tried to leave the organisation but there have not been any opportunities suitable outside the organisation. 20% felt that there was workplace connectivity which makes them part of the organisational structure and objectives. The result are indicated below:

Table 1. Participants’ reasons table.

<table>
<thead>
<tr>
<th>Staying reasons</th>
<th>Participants</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workplace connection</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Relationships</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Hope to advance</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>No other opportunities</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

TOTAL 10 100%

Figure 1. Participants’ reasons chart.

DISCUSSION

The participants’ responses show the dynamics of subjective goals setting, self-drive, leadership, communication, motivation, decision making, and, interactive relationships that together make up a career journey. The effect of organisational justice on job satisfaction is mediated by the satisfaction with the performance appraisal (Shrivastava and Purang 2016:669). From the results there are elements of ambiguity in PDR process and purpose which make it unclear to employees whether the process should directly impact on their career.
development. The learning and development philosophy has proven to be unclear or unknown to the selected participants which makes employees perceive managers to be disconnected to their needs and concerns regarding career development. From the manager’s perspective, relationships, awareness of career growth and development opportunities, and conducting a fair PDR process appeared to be important to their leadership role. Line manager career management interface can be constructively understood as attachment and caregiving processes, the quality of which have important implications for employee career management (Crawshaw and Game 2015:1197).

The results provide the basis of deciding whether to enhance the PDR process or eliminate it completely in the employees’ career journey. The supportive reasons are that the study has revealed extensive enhancement suggestions which could remedy the current challenges to the process. The other reasons are purely the evidence that there is a measurable disconnect between PDR and career development, and employee satisfaction. Employees have enhanced their careers without any impact or influence from PDR or from their respective manager. They also undertake development opportunities without their managers’ consent and support, while some employees perceive managers as a hindrance to their career progression. To understand these employees’ motives from the results we direct attention to the 360 degree performance management systems.

Lee (2017:328) (cited from Thornton and Zorich 1980) has suggested that managers should be trained to avoid systematic errors of observation, such as overdependence on a single source, prejudice, stereotyping, or categorization errors (forcing observations into categories instead of remembering the differences among ideas, behaviours, or people). 360 degree performance review supports the notion of avoiding a single source and extends the requisite feedback to be derived from a pool of interrelated sources of information and customers. Internal customers may include supervisors, top management, subordinates, co-workers, and representatives from other departments who interact with the ratee (Milliman, Zawacki, Norman, Powell and Kirksey 1994).

Figure 5. 360 Degree Performance Appraisal.
Adapted from Lepsinger and Lucia (2009)

This is similar to the Global PDR aspect of peer evaluation of ‘3 ups and 3 downs’ feedback from colleagues. External customers may include clients, suppliers, consultants, and community officials (Milliman et al. 1994). From decisions and behaviours an employee’s attitude, commitment and outcome can be determined. There is a general perception that the outcome from performance should improve following the feedback process. Managers typically assume that providing employees with feedback about their performance makes it more likely that performance on the job will be improved and yet feedback might be less effective or even harmful (DeNisi and Kluger 2000:200). Handling the performance appraisal system is therefore multi-dimensional with blind spots to the manager and employee. Appraisal includes negative information (areas needing improvement), so the meetings for discussing performance appraisals tend to be uncomfortable for managers and employees alike (Rahim 2012). Many people use performance appraisal and 360 degree feedback interchangeably and it is vital that the differences are identified. The 360 feedback process is designed to be used for employee development, not for an annual performance appraisal (Miller 2012).

The findings reveal that focus on process improvements and support are required at all the levels within the organisation being the organisational structure, leadership and employees. There are responsibilities for creating interrelated and mutually benefiting relationships with prospects of growth and development being fundamental in the findings. To achieve a win-win-win situation is paramount to a successful organisation where there is mutually interlinked responsibilities from employees, managers and the organisation as a whole. These are the three pillars of the organisation operations and management that keep the business alive and going.

Career coaching has over time been acceptable to supporting management with strategies for advancing employees’ careers. From the individual’s perspective, coaching represents not only a way to remediate problems but also an opportunity to build upon strengths and become even more competitive in the market place (Feldman 2002:27). For managers it is important to identify the key indicators indicating the need for career coaching and provide the necessary
organisational support to utilize it effectively. Career coaching is frequently used to turn around deficiencies in managers’ current performance or to strengthen underdeveloped skills, and, it is also used to groom middle and upper level managers for advancement, smoothing off some of their rough edges and fine tuning their images and reputations with colleagues (Feldman 2002:28).

The process entails an initial face to face or one on one counselling session related to work and areas of interest and development. From that step the employee’s strengths and weaknesses are established with development gaps identified. The purpose of coaching is purely to improve performance and enhance effectiveness and efficiency in current jobs, positioning employees for progressive development. Setting the goals for the proposed coaching intervention, collecting data from both the target employees and others with whom they regularly come into contact with, providing 360-degree feedback to the focal employee and discussing a variety of approaches for improving job effectiveness, and lastly, periodic follow ups and monitoring are all phases of career coaching (Feldman 2002:28).

Mentorship is a professional approach of exposing young or developing employees to desired areas of work by providing lessons quickly and with mitigated risk. The mentor would provide career developing assignments that would challenge the participant to think and apply themselves to business related matters. While mentoring involves everything that is done to support career advancement and professional development, coaching is a skill that mentors must learn and effectively use on a daily basis (Keller 2008:77). The mentor’s responsibility is to ensure that the employee’s career and skills are developed to the organisational standards. This includes sharing experiences and meaningful support to an individual’s career and life. Mentoring is a time-tested, cost effective developmental tool an organisation can implement to facilitate the sharing of skills, insight, knowledge, experience and encourage employee engagement which consequently increases employee retention and productivity (Stewart and Harrison 2016:14).

Mentorship promotes an organisational structural enhancement as it presents new opportunities to both the learner and the mentor. The learner can take over from the mentor and the mentor can strive for more senior opportunities. This is a good preparation for higher job and career satisfaction as employees achieve more commitment and satisfaction in their work while portraying a positive attitude and work ethic. For a mentor, mentoring improves communication and personal skills, as well as leadership and management qualities (Stewart and Harrison 2016:16). The process entails the establishment of a conducive positive learning environment, clarity of the assignment requirements and mutually anticipated results, an interactive ongoing relationship for guidance, and, summarization of the process and results. An associating of a skills gap analysis to the mentorship process will reveal training gaps and underdeveloped skills.

Formal and informal training have always been central to Global’s career development activities with accordance to the learning and development philosophy. Formal training is the external education that employees enroll to and request bursary support from the organisation. Informal training is internal courses offered by the organisation as part of the learning and development programs. The communication and marketing of these activities needs to evolve beyond occasional emails to employees and availability on ‘HR online’. Results from participants have proven that employees do not know about career development activities. That is because they get the occasional emails and do not read them. The emails are perceived to be baseless and deleted or ignored as they fill up employees’ email inboxes. Managers need to recommend and provide reasons for recommendations to employees in order to drive employee development. It is equally recommended that the internal training be encouraged in order to
develop skills and utilize them afterwards. There is no use for an employee to learn about advanced excel or taxation if they will not be able to utilize those skills in their current work.

CONCLUSION

Global evidently has the correct infrastructure and supportive resources to redesign and implement revised performance feedback and career development processes. For the purpose of growth and development the activities provided are sufficient and should be communicated more proactively to be understood and undertaken by employees. With a properly trained human resources team and managers, employee wellness and caregiving can thrive to bring a positive impact on career development and satisfaction. The bank’s organisational structures will be to strategically utilize the structures to create a smooth flow of employees to new business areas with the correct support and mentorship. From the research 100% of the participants seek job enrichment in their current work which implies an appetite for growth and development. It is essential for relationships to be established early and nurtured through an employees’ career journey in order to instil and maintain a culture of belonging, trust, responsibility and accountability. Referring to the Global learning and development philosophy it is important for management to distinguish performance reviews from career development as the two activities coexist and may impact an employee depending on their hierarchy of needs. A more structured approach to career advancement, especially toward growth in other business areas like Global Corporate and Institutional Bank (GCIB), Global Wealth and Investments (GWI), Global Asset Management (GAM) and others must be given attention. The bank has a new philosophy of ‘One Place’ therefore employees must not find it difficult to engage with other business areas nor perceive IPB as inferior to other business areas.

The employee perception on PDR has a positive outlook to providing the caregiving required and also to commit to a career plan with maximum productivity. The impact of PDR on employee career development and satisfaction can be more positive with the redesign and approach of new processes. The challenges with PDR can be overcome by commitment from the employee, manager and the organisation to achieve a win-win-win situation. Self-drive and development can overcome employee challenges together with the introduction to career coaches and mentorship programs, while, training and access to aiding tools can overcome some challenges for managers. A nurturing and supportive approach built on trust and openness is vital for managers to revive employees’ career aspirations and desires which will bring the employee, manager and organisation growth and satisfaction.

ACKNOWLEDGEMENTS

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REFERENCES


