

The Impact of Culture in Performance Evaluation Procedure in the UAE Public Sector

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Abstract

There is currently little research or literature on performance evaluation in the Arabic and United Arab Emirates (UAE) cultural context. The rapid changes and development of the UAE economy has lead to a growing interest in performance management in the public sector in the UAE. This current research explores performance evaluation in the UAE public sector, its practices, processes and the linkage between performance evaluation, and the impact of the UAE national culture on those processes. This work examines and compares private and public sector practices of performance evaluation. This comparison enables a broader assessment of approaches to performance evaluation, and therefore, the understanding of the impact of national culture on such processes.

The research aimed to understand the social context of phenomena through participants' thoughts, opinions and beliefs. The research combined a mixed research method of qualitative and quantitative approaches. For the mixed methods, pragmatism opens the door to multiple methods, different worldviews, and different assumptions, as well as to different forms of data collection and analysis.

Data was collected through surveys to provide a larger amount of data from a wider population, therefore the questionnaire survey was sent to mid-level employees who have experienced performance evaluation from both private and public sectors.

Interviews gathered more in depth insights on participants' attitudes, thoughts and actions.

The original contribution of the research was to provide a deep understanding of the performance evaluation process in UAE's public sector. This study is one of a few to be carried out in the UAE, so it provides new findings for cultural influences on the performance evaluation procedure research and literature in the Arabic and Islamic contexts. Cultural values and practices affect the performance evaluation procedure, cultural values such as gender, Wasta, power distance, cultural diversity, and Arabic and Islamic values.

The findings indicated that since the announcement of the UAE government strategy of 2008, some public organisations have developed and improved their performance evaluation practices considering factors, such as the employees' involvement in the process. On the other hand, other public organisations conduct the evaluation as a routine job and do not evaluate the actual employee's contribution. Furthermore, the

evaluation does not affect the employees' careers. The investigated private organisations have an evaluation system that is improved constantly and is linked to the employee's careers and frequent and constructive feedback is obtained that enables the employees to make improvements to their performance on a regular basis. UAE culture is shaped and influenced by Arabic culture and Islamic values as well as national policy such as Emiritisation. UAE national culture has an impact the process of performance evaluation in the public and private sectors. For instance Wasta, part of the Arabic and UAE culture, influences the process. Wasta starts with recruiting candidates regardless of their qualification and is based on relationships; therefore, these employees are evaluated and treated differently, affecting both the organisation's and employee's performances. In addition, Wasta led to a UAE process for performance evaluation that built discrimination among employees. Addressing and managing the inappropriate elements of Wasta increases the effectiveness of the performance evaluation processes.

The view of the role of women in society and the segregation between genders impacts the performance evaluation process; it affects communication in terms of providing feedback and guidance to enhance performance. However, there have been slight changes in the view of women's roles in the UAE and the communication between genders is improving. As a result of these findings this study contributes a UAE culturally focused conceptual framework for performance evaluation.

Declaration

I declare that the work in this thesis was carried out in accordance with the regulations of the University of Gloucestershire and is original except where indicated by specific reference in the text. No part of the thesis has been submitted as part of any other academic award. The thesis has not been presented to any other education institution in the United Kingdom or overseas.

Any views expressed in the thesis are those of the author and in no way represent those of the University.

Signed

Date.....

Chapter one: Introduction

1.1 Background of the Research

The rapid changes in recent years in terms of globalization, technical advances, the increasing importance of Human Resource (HR) and tough competition have forced organisations everywhere, including in the United Arab Emirates (UAE), to go through a process of change and adopt new conditions to maintain their competitiveness and success. UAE's government is making efforts to develop Human Resources Management (HRM) for public agencies. The development of HRM was reinforced by the commitment of the government. For instance, in 2008 the Federal Authority for government human resources was established in the UAE. The Authority aims at developing human resources in government sectors based on modern concepts and internationally renowned standards in the field of human resources management. Moreover, the UAE federal government strategies of 2008-2010 and 2010-2013 focused on setting up an integrated system to monitor performance in government sector agencies. The subject of performance management and evaluation has become an important topic among different HR personnel. However, there are limited literature and studies surrounding the process of performance evaluation in the public sectors of the UAE.

Performance management has become the focus of central agencies in government to address the issues of accountability and transparency (Goh, 2012). Recently there have been several serious efforts to build a theory of performance management in the public sector based on actual practice (Talbot, 2010).

Performance management is concerned with the employee's output in relation to the organisation's objectives, so it evaluates and increases individual and organisational performance (Ferreira & Otley, 2009; Singh, 2000; Williams, 2002). Evaluating and measuring performance is a key factor when managing performance. Therefore, setting performance targets is important, but evaluating these performances is essential because it is about implementing performance in action and achieving the objectives of the organisation and individual improvement (Marr, 2012; Rothwell, Hohne, & King, 2012). Performance evaluation is a measuring tool to evaluate the jobholder's performance in a given period of time, and provides information for making decisions to develop and improve performance of the organisation and the individual. It also provides feedback about the staff member performance, job

effectiveness and career guidance, and it helps the organisation to evaluate its employees and the organisation's overall performance and identifies the requirement of development and improvement. Effective performance evaluation requires establishing the standard of performance required to perform certain jobs. It is essential to communicate performance standards with the employee to establish an understanding, points of agreement, and to generate genuine involvement in the process of performance evaluation (Otley, 2003, Rothwell, Hohne & King, 2012). However, incorporates standard of performance that are feasible to attain.

Culture differences are yet a further complication in establishing agreed standard and understanding. Culture refers to values shared by people in a group that tend to persist over time even when group membership changes (Harris, 1979; Ronen & Shenkar, 1985). Islamic and Arabic values have a great impact on the UAE's society values, attitudes and behaviours. Therefore UAE national culture is influenced by Arabic and Islamic values. However, national culture may influence the process of performance evaluation. Cultural theory provides tools in the form of cultural dimensions to understand individual behaviour. The influence of culture on performance evaluation, as a factor of evaluation, is explored in this research to ascertain whether current performance evaluation methods can take into account such factors. For instance, courtesy, which is part of UAE's cultural practices, could affect the evaluation procedures and its objectives. Wasta (an Arabic word meaning "influence" or "connection") plays a part in UAE culture (Walsh, 2008) and means having more privilege than others. Having more privilege is considered more important than individual competence, skills or contributions. The Wasta process could start in the recruitment stage where an individual is recruited on the basis of influence and later affects the evaluation process and even the appraisal. Wasta has different meanings in different cultures, as it could be considered as helping one's career, securing relatives in the workforce, or being involved in recruiting and appraising procedures.

The gender factor is another cultural value. Traditionally in Muslim families, men have more status than women do. Men are expected to take responsibility for their family, whereas the woman is responsible for the well-being of the family (Ikhlas, 1996; Kargwell, 2012, Omair, 2009). Arab societies sustain a strict code of gender segregation in public, which means that the interaction between men and women is

limited (Neal, Finlay, & Tansey, 2005; Omair, 2008). Moreover, public schools in UAE are segregated in terms of gender. Despite that, the UAE government has developed new policies to increase women's roles in public life. This current research explores the national cultural value and its influence in the process of performance evaluation.

1.2 Research Methodology

The research combined qualitative and quantitative approaches, using questionnaires and in-depth interviews. The researcher bases the inquiry on the assumption that collecting diverse types of data best provides an understanding of the research objective. Due to the nature of the phenomena of the research to understand the social situation and culture interpretation, and the uses of mixed method approach, the pragmatic philosophy has been adopted. The interviews were conducted with HR personnel and senior managers in public and private sectors in the UAE who conduct and implement the process of performance evaluation in order to gain an insight into understanding the process.

The questionnaires survey were distributed among employees from public and private sector employees to understand the evaluation process in their organisations and the different perspective of performance evaluation between employees and managers.

1.3 Research Objectives

This research intended to contribute to our understanding of cultural differences and to their relative impact on the process of performance evaluation and generate performance evaluation theory with respect to its ability to incorporate culture practices and values. This study investigated the process of performance evaluation in UAE's government sector; explored the culture impact on the evaluation and design of performance criteria by considering the uniqueness of UAE's culture to improve individual and organisational performance. In addition, this study compared the performance evaluation processes in both the private and public sectors in the UAE to understand the differences in the two. There are maybe differences in public and private sector approaches to performance evaluation due to their different work foci. Therefore the designing of the performance evaluation could be different in both

sectors, and that is what this study aimed to distinguish, and identify the different perspectives of performance evaluation process.

The objectives of the research were:

1. Contribute to performance evaluation theory by incorporating two main variables; national cultural practices and national culture values.
2. Explore differences in the perspectives of performance evaluation process between employees and managers in UAE particular cultural setting.
3. Conduct a cross-comparison of performance evaluation process between private and public sectors.
4. Conduct a critical assessment of the federal government sector's performance evaluation rational and practices, with potential recommendations for change.

The main research questions were as follows:

1. How does performance evaluation theory consider the impact and influence of culture when theoretically/conceptually and practically applied?
2. Is there any difference in the perspectives of performance evaluation between employees and managers?
3. How does UAE's government sector undertake performance evaluations?
4. Are there differences in performance evaluation processes in the private and public sectors? If there are differences then, what are they?

The following sub questions link to the main questions:

1. How does performance evaluation theory consider the impact and influence of culture when theoretically/conceptually and practically applied?
 1. What is the influence of the culture diversity in UAE society in conducting performance evaluation? Are employees from different cultures treated and evaluated differently?
 2. What is the impact of Emiritisation programme on the performance evaluation process?
 3. Does wasta culture impact the process of performance evaluation? Do personal relationship and wasta affect the process?

4. Are there any considerations or discrepancies when evaluating different gender?
5. Do religious practices or appearances affect the process and the outcome of the evaluation?
2. Are there any differences in the perspective of performance evaluation between employees and employers?
 1. What is the role of the manager (line manager) in the performance evaluation process?
 2. Do employees and managers interpret the performance evaluation differently?
3. How does UAE's government sector undertake performance evaluations?
 1. How is performance evaluation designed and conducted in UAE public sector.
 2. What are the consequences of the performance evaluation results?
 3. Are employees involved in the performance evaluation process and if so, how are they involved?
4. What are the differences of performance evaluation processes in the private and public sectors? Considering if whether there are indeed differences between the two and then, if so, what these differences are.
 1. Are there any differences between the public and private sectors in term of implementing, designing, and conducting performance evaluation procedure?
 2. Are performance evaluation linked to promotion, bonuses, salary increment, and reward and dismissal?

1.4 Contribution to Knowledge

There are considerably limited literatures and studies of performance evaluation processes in UAE and the culture influence and implications on the process. This study aimed to contribute to the performance evaluation theory by incorporating cultural values and practices.

The original contribution of the research was to provide a deep understanding of performance evaluation process in UAE's public sector. This study is one of very few to be carried out in the UAE, so it provides new findings for cultural influences on

performance evaluation procedure research and literature in Arab and Islamic contexts. Hence, this study leads to a better understanding of such contexts for the future and as a contribution to the general body of knowledge.

1.5 Structure of the Thesis

The thesis contains eight chapters, as follows:

Chapter One: Introduction: this chapter provides the background to the research and sets a foundation on the aim of the research.

Chapter Two: Literature Review: A wide review of the existing literature appropriate to performance management and performance evaluation was undertaken. The aim of this chapter is to review and understand the different definitions and concepts of performance evaluation. This investigation was undertaken as a means to gain insight into the common features of performance evaluation.

Chapter Three: UAE culture: This chapter reviewed and concluded the UAE's history, culture and values to understand cultural implications and values that might influence the process of performance evaluation.

Chapter Four: Methodology: This chapter describes the research methodology, along with the various methods and techniques that were used during the investigation to achieve the objective of the research.

Chapter Five: Interview Findings: This chapter presents the interview findings and summarises them.

Chapter Six: Questionnaire Findings: The questionnaire findings that present an analysis of questionnaires analysed by SPSS.

Chapter Seven: Discussion: This chapter presents and discusses the key findings of the research.

Chapter Eight: Conclusion: An overall conclusion to this thesis is presented in relation to the research aims and objectives, setting out the originality of the research. A summary of recommendations for future research is also made.

Chapter Two: Literature Review

2.1. Introduction

Human resource management is concerned with all aspects of how people are employed and managed. It includes activities, such as human capital management, resourcing, learning and development, employee relations, and performance management (Armstrong, 2009a, 2009b). Human resource management policies and practices have an impact on an organisation's overall performance, and human resource practices are the primary means by which firms can influence and shape the skills, attitudes, and behaviour of individuals to do their work and thus achieve organisational goals (Martinsons, 1995). Performance management can help develop and improve employee and organisational performance. For instance, Arthur (1994) argued that HR practices might affect a firm's performance through developing "committed employees who can be trusted to use their discretion to carry out job tasks in ways that are consistent with organisational goals" (p. 674). Over the past 30 years, performance management has become an important aspect in attempts to enhance the efficiency, effectiveness, and accountability of public organisations (Ohemeng, 2011).

The literature review chapter begins with a discussion of the historical background of the performance management and evaluation theory in human resource management. Performance management has existed for a long time; however, it is difficult to give a specific or precise date or period for when it first appeared. In 221 AD, "It is reported that the emperors of the Wei dynasty had an 'Imperial Rater' whose task it was to evaluate the performance of the official family" (Whistler & Harper, 1962, p. 423, as cited by Rowland, 2002).

The literature review chapter focuses on the development of performance management. Performance management systems provide information to control, monitor, and evaluate performance. Performance evaluation helps to assess current performance with expected outcomes to evaluate and improve performance. The comparison between actual outcomes with expected outcomes is intended to provide guidelines and action plans for improvement. Developing evaluative criteria depends upon the organisation's needs and the actual purpose of the evaluation. However, employee needs for evaluation and involvement should be considered to have a fair assessment.

The literature review also discusses the different definitions of performance evaluation and development. In addition, the review discusses different theoretical methods, definitions, and criteria of performance evaluation. It also explores performance evaluation procedures, the main factors of measurement, measurement scales, and the reasons behind the decision to implement or not implement performance evaluations. The review attempts to define the concept of performance management and its implications for an organisation's performance. The focus of the research is on performance evaluation aspects of performance management practices in public organisations; however, concepts applied in private organisations are also presented to help understand similarities and differences in both sectors. The focus in the literature review will be on the Western methods and methodology of performance evaluation.

2.2 Background

This section provides a brief historical background of performance management and its related aspects of performance evaluation and performance appraisal development. Understanding the historical development of performance management will help in understanding the development of performance management.

According to the Society for Human Resource Management (SHRM, 2008), employers started looking more seriously at the issues of personnel management after World War I (WWI) as a result of the shortages of labourers. Fletcher and Williams (1985, 1992) traced the origins of performance management, which were focused mainly on performance appraisal, and after WWI, American organisations started evaluating people undertaking jobs. However, during the 1920s and 1930s, the evaluation was limited to managers and to how to identify who had potential for development. American organisations paid considerable attention to development in psychology and introduced the use of psychological tests and aptitude surveys. The aim of these tests was to raise the morale of the workforce, the assumption being that high morale led to high productivity. The importance of performance appraisal was attached to giving feedback to employees to make them understand where they stood. By the late 1950s, the appraisal systems were characterized by using a rating method and more focused on personality traits (Fletcher & Williams, 1985).

In 1957, McGregor reported that the appraisal system at that time was designed to meet three needs. First, it provided systematic judgment to pay systems, promotions, transfers, and sometimes demotions or terminations. Second, it provided feedback to subordinates about how they are doing and suggested necessary changes in behaviour, attitudes, skills, or knowledge. Thirdly, it was used as a basis for coaching and counselling individuals. The point of referring to McGregor's work is to demonstrate the role of performance appraisal system in the 1950s. The three objectives of the appraisal were set to enhance individuals' and organisations' performances. Since then, there have been developments in the field and these will be discussed later this section. It is important to discover and elaborate the performance management methods and their development during the time to have a better understanding of the functioning of performance management.

Performance appraisal as an aspect of performance management saw great growth in the 1960s and 1970s (Fletcher & Williams, 1985). The growth in the interest of performance appraisals was due to different reasons: the changes of social values in terms of quality of working life, satisfactory balance among career and family, and theories of motivation. Performance appraisal was seen generally as a more participative, problem-solving process concentrated in task performance rather than in personality (Fletcher & Williams, 1985).

In these early days, performance appraisals consisted of a written assessment of an individual's performance by a superior, followed by an interview to discuss the outcome of the written report. The purpose of the assessment was to provide a basis for making comparisons between staff in deciding on promotions, pay increases, or other incentives. However, performance appraisals acted as a motivational mechanism and improved performance. In addition, they were useful to collect information for personnel planning.

Pollitt (2006) described how performance management has become a universal and well-established practice in northwest Europe. The "modernizing government" raised the emphasis on visible outcomes and measures of success in the public sector (Pollitt, 2006). The concern with increasing shareholders values has put pressure on organisations for business improvement in private sectors. Therefore, the emphasis on

best performance has led to more attention being paid toward performance evaluations.

It is clear that performance evaluations have been an interesting subject amongst researchers in the field of human resources management for a long time. Therefore, organisations are developing performance evaluation, hoping to have the appropriate method to evaluate employees and increase both individual and organisational performance. Despite the increased interest on performance appraisal, DeNisi and Pritchard's (2006) research resulted in few specific recommendations about designing and implementing appraisal and performance management systems whose goal is performance improvement. They believed that a reason for this is that appraisal research became too interested in measurement issues and not in ways to improve performance.

According to DeNisi and Pritchard's (2006), the academic literature suggested that much of the appraisal research has been focused on developing more reliable and valid measures of performance to serve as criterion measures for test validation. While this is certainly an important goal, valid and reliable ratings are not an end in themselves, but a step in the process of using appraisals to improve performance. A study by Hirsh (2006) found that only a third of HR professionals felt appraisals achieved objectives; however, appraisers could not think of more than one or two appraisal discussions that helped improve performance. Therefore, performance evaluation and appraisal may not always lead to improved performance.**2.3.**

2.3Performance Management

In this section, I will examine the links between performance and performance management, then the importance of performance management in the public sector.

Harbour (2006) defined performance as the actual work accomplishment or output. However, performance can also be defined as a potential for future successful implementation of actions to reach objectives and targets (Lebas, 1995). Harrison (2009) stressed that performance is the outcome of the interaction between an individual's needs, a perception of the results required and the reward being offered, and the amount of effort that an individual has or wishes to apply to perform a task. As noted by Harrison (2009), performance could be influenced by the level of competences, motivation, support, and incentive to perform effectively, as well as by

the line managers who need to provide support related to performance. The organisation's structures, culture, work system, leadership, and management style can also influence performance. To have effective performance, people need both ability and motivation, as well as organisational support.

Performance management has become the focus of central agencies in government to address the issues of accountability and transparency (Goh, 2012). As cited by Sole (2009) "During the last two decades, public sector performance has become a topic of great interest to scholars and practitioners of public management around the world" (p. 3).

Recently there have been several serious efforts to build a theory of performance management in the public sector based on actual practice (Talbot, 2010). Public sector management has become increasingly results and customer-orientated with the focus on customer satisfaction (Jarrar & Schiuma, 2007). In the UAE public sector, since the introduction of a UAE government strategy in 2008, the performances topic has increasingly become interesting among all management levels of UAE public sectors. The strategy, which was unfolded in 2007, included the design of an integrated performance tracking system, upgrading the civil service system, concentrating on qualifying leadership, and emphasizing the principles of competency as the main criteria for recruiting, promoting, and retaining.

There are many different dimensions to define performance management as a whole. Williams (1972) defined performance management as a deferential pay system, an objective setting methodology or an appraisal process, and career management; however, performance management is not linked necessarily with a pay system. Armstrong (2009b) defined it as a process designed to improve organisational performance by developing team and individual performance. Both argued that if performance management is implemented successfully, it will provide a means for improving both individual and organisation performance, getting better results from companies and employees by managing performance within agreed and planned frameworks and goals with standards of competence required. In other words, performance management is the key process by which organisations set goals, determine standards, assign and evaluate work, and distribute rewards (Fletcher, 2001).

Walter (1995) defined performance management as the process of directing and supporting employees to work as effectively and efficiently as possible in line with the needs of the organisation. According to Walter (1995), these processes include training, feedback, goal setting, performance appraisals, and incentives. Performance management should recognize the efforts and achievements of employees and provide practical guidelines to improve his or her performance. Performance management is concerned about the employee's outcome in relation with the organisation's objectives.

Performance management values are based on the respect for the individual, mutual respect, procedural fairness, and transparency, as summarized by Winstanley and Stuart-Smith (1996). However, these values refer to beliefs that organisations have the responsibility for creating an environment that leads to a culture of performance improvement. These beliefs may vary in different cultural perspectives and values; however, it would be helpful to examine the values of performance management and performance evaluation in the UAE public sector from the cultural position.

Winstanley and Stuart-Smith's (1996) perspective is that the individual's needs and values and their involvement in setting the objectives should be recognized. A clear understanding and agreement upon the measurement criteria should be set so the individual is able to track their performance in relation to the feedback obtained. The individual should be aware of the performance management results and have the opportunity to appeal against them.

The benefits of performance management derive from the individual who makes the most of their skills to improve their career potential. By improving individuals' performances, a team could help the organisation achieve better results. It is essential to identify the required performance and associated criteria. Consequently, building an effective relationship between the evaluator and the evaluated employee will enhance trust and communication. Feedback and the monitoring of performance regularly help measure the overall performance.

Bevan and Thompson (1991) summarised the features of performance management systems as follows. The organisation has a shared vision of its objectives, which it has communicated to its employees. The organisation sets individual performance management targets related to the operating unit and the wider organisational

objectives. It conducts a regular, formal review of progress toward these targets to identify training needs, development, and rewards. The organisation evaluates the effectiveness of the whole process and its contribution to overall performance to allow improvements to be made. Bevan and Thompson (1991) emphasised a top-down approach, particularly in objective setting, which raises the question of how organisation objectives can be integrated with individual goals and the reward systems that are introduced to support the performance management system. Communicating and linking an organisation’s vision with expected performance and objectives would help identify required skills.

Fletcher and Williams (1992) suggested several principles of effective performance management in that the organisation should emphasise shared corporate goals and values. Furthermore, performance management should be developed specifically for the particular organisation and should be applied to its entire staff.

It could be concluded that performance management refers to a set of activities adopted by an organisation to enhance organisational and employee performance. In addition, it should motivate employees by establishing expectations and by providing feedback. An organisation can target training programmes to improve weaknesses and plan a compensation programme to reward the achievement of goals. Research in the United States has found that organisations with strong performance management systems are 51% more likely to outperform their competitors on financial measures and 41% more likely to outperform their competitors on non-financial measures, such as customer satisfaction, employee retention, and quality of products and services (Bernthal, Rogers, & Smith, 2003, as cited by Varma, Budhwar, & DeNisi, 2008).

Performance management can be seen as a holistic process that aims to bring together a number of aspects, including performance appraisal and performance evaluation. Table 2.1 shows the different concepts of performance management, appraisal, and evaluation.

Table 2.1: Performance management components

Performance Management	- The process of directing and supporting employees to work as effectively and efficiently as possible in line with the needs of the organisation.
------------------------	--

	<ul style="list-style-type: none"> - Being more strategic in its intent to achieve high levels of organisational performance.
Performance Evaluation	<ul style="list-style-type: none"> - Performance evaluation starts from employment, by setting performance standards, objectives, performance plans and tasks to be achieved. Identifying the expected performance. Monitor, provide frequent feedback, and identify measurement units and factors. Compare results with expectation. Find drivers and barriers to expected performance to produce an action plan for improvement so expected performance can be achieved. - Performance evaluation has several components: orientation, training and development, feedback and annual appraisal. Managers involved in the performance evaluation process assume responsibility for all of the evaluation's steps from beginning to end, starting from the employee's first day on the job until the annual performance appraisal.
Performance Appraisal	<ul style="list-style-type: none"> - The process of obtaining, analysing, and recording information about the relative worth of an employee to the organisation. It is normally suggested to be performed once or twice a year.

Performance appraisal and evaluation are used interchangeably (Tam, 2005). Both refer to a process by which an organisation reviews how well the employee has carried out the job and possibly determines any increases in salary or benefits as a result. However, an evaluation generally precedes an appraisal. Evaluation starts from the employment by providing performance standards, objectives to be achieved, and identifying the expected performance, to providing frequent feedback. On the other hand, performance appraisal is conducted once or twice a year to analyse and record

actual performance against expected performance. The next section explores further the terms and concepts of performance appraisal and performance evaluation. **2.4.**

2.4 Performance Appraisal

In this section, I compare performance management and performance appraisal and examine the definition of the performance appraisal system. Potgieter (2005) broke down the differences between performance management and performance appraisal in the following manner. Typically, performance appraisal is based upon a review of how an employee completed their job during the year that may lead to a pay increase, bonuses, and promotion reviews. However, it is typically conducted annually. On the other hand, performance management is what the organisation wants from the employee for the next performance period, in the form of specific objectives (Potgieter, 2005).

As described in section 2.3, performance management can be seen as a general process that aims to bring together a number of aspects, including appraisal. Performance management is more strategic in its intent to achieve high levels of organisational performance; whereas performance appraisal is operational in that it focuses on individual performance and development. Performance management also consists of performance appraisal as a technique to achieve its objectives and aims. The next section describes and defines performance appraisal.

Heery and Noon (2001) defined performance appraisal as "...the process of evaluating the performance and assessing the development, training needs of an employee" (p. 7). Appraisal is a process that allows for an individual employee's overall capabilities and potential to be assessed for improving their performance. Performance appraisal is the process of identifying, observing, measuring, and developing human performance in organisations. Performance appraisal should also focus on improving future performance, as it is considered an effective tool for good employee motivation, satisfaction, and productivity (DeNisi, 1996).

Practical performance appraisal is defined as a structured, formal interaction between a subordinate and a supervisor that usually takes the form of a periodic interview (annual or semi-annual) to evaluate work performance (Pearce & Porter, 1986). Employee performance appraisal has been considered a key element in organisational success for the better part of the 20th century (Rasch, 2004). It has been an

established organisational practice to use performance appraisal tools to assess the individual performance of employees and to use the findings to improve performance. The practice has been linked closely to pay-for-performance strategies, essentially rewarding good work with increased pay and benefits (Rasch, 2004).

Despite the objectives and aims of performance management and appraisal programmes to enhance productivity and performance, it could reflect negatively on employees. Research conducted by Rahman (2006) in Malaysia examined teachers' attitudes toward their new performance appraisal system. The government of Malaysia implemented a new appraisal system that had its basis in outcome oriented performance appraisal, such as management by objectives, work planning, and reviews. The system required high personal commitment to set the objectives. Rahman (2006) found that teachers were less favourable toward the new performance appraisal system. Teachers, who received a proper explanation of the appraisal system, despite low performance, reported high levels of job satisfaction and professional commitment. In spite of this, teachers were not satisfied with the performance appraisal results or the link of salary increments and job promotion with the new appraisal system. Therefore, the implementation of a performance appraisal system does not ultimately lead to improved performance. Since the implementation of the new performance system in Malaysia in 1991, 15,000 teachers have left teaching (Rahman, 2006).

Agbola et al. (2011) investigated another example of implementing a performance appraisal system in the public sector. The study was concerned with the effectiveness of the performance appraisal system of the Ghanaian public health sector. Agbola et al. (2011) concluded that:

There is a lack of a written policy on performance appraisal and the apparent weak appraisal system which lacks mechanisms for motivating employees to improve individual performance by way of target setting, regular monitoring, effective communication, regular performance feedback; and linking rewards to performance and thereby creating high performance culture that would ultimately lead to improvement in the general effectiveness of the organisation as a whole. Consequently, the performance appraisal system had very little impact if any on employee performance (p. 94).

Agbola et al. (2011) argued that performance appraisal in the Ghanaian public health sector has become a periodic routine that staff go through for promotion rather than to identify an employee's performance and development. Therefore, it could be argued if performance appraisal is not implemented in a manner that considers communicating the policies of performance appraisal and its procedure to the staff, it would have little impact on employee performance.

It could be concluded that performance management is about the managing of performance, a process designed to improve both organisational and employee performance. Moreover, performance management also consists of performance appraisal as a technique. Performance appraisal sets job standards and evaluates past performance based on such set standards, whereas performance management aims at managing performance real-time to ensure performance reaches the desired levels.

2.5. Performance Evaluation

2.5.1 Introduction

Guba and Lincoln (1989) argued that there is no right way to define evaluation. They claim that definitions of evaluation are human mental constructions, whose correspondence to some reality are not and cannot be an issue. Guba and Lincoln (1989) began the definition of evaluation by sketching the changed meanings that have been ascribed to evaluation. They argued that over time, the construction of evaluation has become more informed and sophisticated.

Alkin (2011) stated that evaluation takes place everywhere around us. Every individual is involved in an evaluation process at some point in time. When purchasing an item from a store, for instance, one evaluates the value of it and of whether it is worth the cost or not. Evaluation means different things to different people, depending on the subject matter, applied methodology, or the application of its results. The definition and meaning depends on its purpose; however, this research is concerned with an employee's performance evaluation, where the evaluator judges and rates the performance of the employee.

Evaluation establishes whether specific activities, systems, and physical arrangements are effective. It is used to assess how far certain provisions, practices, or procedures are achieving the objectives set in terms of performance evaluation. Furthermore,

evaluation may also attempt to establish why objectives are not achieved (Breakwell & Millward, 1995). In terms of human resource management, evaluations assess current performance and programme to improve performance. However, evaluation serves as an instrumental function; therefore, it is designed based upon the organisation's aims for the evaluation. Performance evaluation compares results with expectations; furthermore, it finds drivers and barriers to expected performance. It produces an action plan for improvement so expected performance can be achieved (Guerra-Lopez, 2008). Performance evaluation provides information for making decisions to improve the performance of both the organisation and the individual. Performance evaluation provides feedback about the staff member's performance, job effectiveness, and career guidance. It helps the organisation to evaluate its employees and the organisation's overall performance and identifies the requirements of development and improvement. Therefore, the evaluation assessment should be a fair and balanced assessment of an employee's performance in order to recognize an employee's effort and contribution.

Developing evaluation criteria is not an easy task, as different variables, factors, aspects, and procedures need to be implemented. To be able to design evaluation criteria, certain standards, such as the job description, standard of performance, performance plan, and performance measurement, should be established and identified for the employee to ensure fair assessment. Job descriptions should contain the employee's role and of how it is linked with the standards of performance, responsibilities, and tasks to be achieved. A performance plan should describe and set the standard performance required so that the employee knows the required performance and level of effort, which should be measurable in terms of quantity and quality. Performance measurement should also identify what will be measured, how, when, and who will be evaluating the performance, and the employee development plan. However, an organisation should consider the link between performance with motivation and a supportive environment.

Eremin, Wolf, and Woodard (2010) examined performance appraisal ratings from three federal agencies in the United States and suggested that the evaluation process was biased toward an individual's position in the hierarchy. Therefore, such bias challenges the design, implementation, and use of performance evaluation to support an effective performance evaluation system. However, this may lead to dissatisfaction

with the performance management practices and to lack of trust that managers will make fair and unbiased decisions of individual performance (Eremin et al., 2010).

Effective performance evaluation requires establishing the standard of performance required to perform certain jobs (Behn, 2003). Therefore, identifying the areas of interest (such as discipline or other factors) where the level of performance counts, is essential. Setting performance standards is not an easy task; however, they should be valid, realistic, and objective. That being said, it is essential to communicate performance standards with the employee to establish an understanding, points of agreement, and to generate genuine involvement in the process.

There are different reasons and purposes for conducting performance evaluations depending on organisational objectives. However, there are fundamental purposes for conducting evaluations, such as to validate and justify the current performance and practices and gain acceptance for the status (Breakwell & Millward, 1995). In addition, performance evaluations improve the existing practices and procedures. Evaluation can be designed to change existing practices based on inadequate results. Organisations use performance evaluation processes for many possible purposes, such as:

1. Identifying the overall organisational performance, as well as the individual's performance during a certain timeframe.
2. Identifying effective performance and obstacles that restrict performance or the achievement of objectives and results.
3. Improving individual abilities and establishing a development plan for individuals and the organisation. Identifying strengths, weaknesses, opportunities and threats.
4. Achieving continuous improvement in the effectiveness, productivity, and development of an employee's skills, knowledge, abilities, and overall competences.
5. Reviewing performance against a set of objectives to improve achievements.

In conclusion, there are many reasons, such as monitoring strategies, to make sure that the performance meets the standards and objectives and for why an organisation develops performance evaluation processes. Another reason pertains to ascertaining

the effectiveness of both the employees and the organisational objectives and strategies. In addition, the evaluation could be used to support promotions and as a reward system for those who meet and exceed the expected performance and can provide information to help design pay structures. The information collected from the evaluation can be used for a number of other purposes, such as human resource planning and training.

2.5.2 Performance Evaluation Procedures

This section summarises some of the key elements of the performance evaluation process. No specific evaluation procedures can be used as templates; the design of the process depends upon organisational objectives, number of employees, purpose of evaluation, and other factors. Setting up the standard of performance and plan sets the direction and forms the basis for measurement, feedback, assessment, and development in the performance management process (Armstrong, 1994). The term *performance standard* or *performance agreement* is a process whereby an organisation communicates expected performance and results to be attained.

Several questions arise when it comes to the performance evaluation, such as who shall be the evaluator? What is the purpose of the evaluation? What shall be evaluated? Who shall be evaluated? And most importantly, how will performance be evaluated? The evaluator could be the human resource department, supervisor, or consultants who have acquired interests and expertise in measurement and evaluation, and even the employee. Fletcher (2008) suggested that the immediate boss or manager is the best person to assess and guide subordinates due to the amount of contact and his or her greater experience. However, supervisors do not necessarily have more experience than those he or she manages. It is important that the evaluator be able to provide constructive feedback. Krug (1998) cited research by the American Management Association that revealed there are common reasons why employees hate being evaluated. The most common complaint is that managers are poorly trained in how to give feedback to employees and that they provide little coaching and support. Therefore, it is essential that the evaluator is experienced and well trained to gain the trust and confidence of employees.

To ascertain what should be evaluated also depends on the purpose of the evaluation; therefore, many different methods for evaluation have been set forth considering

different purposes and factors. The evaluator should develop questions that relate to the organisation's objectives. The objectives determine which activities will be undertaken and which methods will be used to observe, gather, and record data. Thus, monitoring the process, goals, and activities by the evaluator is essential. The criteria for evaluation must be based on the desired organisational outcome.

Based upon the work of Kaufman, Guerra, and Platt (2006), Guerra-Lopez (2008) asserted that six main principles guide every high-quality evaluation. The evaluator must ask the right questions. To do this, they must understand the distinction between means and ends and examine the goals of the organisation as a function of its valid needs. However, needs should be validated using a top-down external approach. Evaluation standards should be based on a useful and realistic strategic vision. The set of questions derived from the first five principles drive the evaluation study. Successful evaluations rely on how the questions are framed in the context of results-oriented programmes that serve organisational aims. As mentioned earlier, there is no specific way to set up a performance evaluation; however, several procedures consider and provide basic information for evaluation, such as objectives and goal setting, performance monitoring, feedback, and identifying what to do with the results.

2.5.2.1 Performance Evaluation Procedures: Objectives and Goal Setting

The primary focus of performance evaluation is to determine whether goals and objectives are valid, effective, and efficient in producing the desired results. Planning evaluation methods starts from identifying the objective, goals, and desired results. A goal or objective is what an employee is intended to achieve and accomplish on the job. According to Locke and Latham (1984), many familiar concepts are similar to that of goals, such as a performance standard, which is a measuring rod for evaluating performance. The aims of goal setting are to improve productivity, clarify expectations, relieve boredom, and increase task satisfaction with performance and increase confidence (Locke & Latham, 1984). Therefore, setting goals and objectives is essential to improve performance and evaluate performance based on the agreed objectives and goals. The objectives and goals should be clearly defined, related to the key results, relevant, measurable, and time based, because a clear objective means a clear mind to concentrate on achieving goals.

The goal theory developed by Locke and Latham (1984) consisted of goal setting as a motivation technique. They claimed that the level of production increases when specific and reasonable goals are set. People perform better when they have specific and challenging but reachable goals. As illustrated by Armstrong (2009b), the acceptance of goals is achieved when people perceive the goals as fair and reasonable, and as a result, trust their manager; arrangements are set for individual participation in goal setting; the superior provides the support; people are provided with the resources required to achieve their goals; and success is achieved in reaching goals that reinforces acceptance of future goals. However, the ability of goals to direct performance depends upon participation and commitment.

The benefits are that it gives a sense of purpose, provides an unambiguous basis for judging success, increases performance, is a means for self-management, and increases subjective well-being. In addition, goals facilitate performance by directing the attention and action and mobilizing energy and effort. The potential problems are the lack of sufficient knowledge for goal attainment, goal conflict among group members, fear of risk taking, ignorance of the non-goal dimensions of performance, and demoralization through management setting higher and impossible goals (Latham & Lock, 2006). However, the benefits and potential problems should be considered when setting up goals to get the most from goal setting.

The organisation's objectives should be formed into a clear statement of personal accountabilities that is relevant and appropriate (Cutt & Murray, 2002). Therefore, objectives should be specific, measurable, achievable, relevant, time framed, attainable, and realistic. Understanding the expected performance, output, quality, cost, achievement, and personal contribution to the overall goal makes it clearer to the employee concerning the required performance. However, providing the required resources, support, and guidelines is essential to achieving objectives. Communicating the objectives to agree to an overall contribution and expressing clearly the required skills, knowledge, and efforts required is necessary.

Goals are set typically based on past knowledge, experience, and future prediction; however, those predictions could sometimes be wrong. Therefore, new conditions may require modification of previously set goals. As stated by Locke and Latham (1984)

If goals are treated as guidelines for enhancing performance and developing employees, rather than as a weapon to punish nonperformers, it is no great tragedy if a given goal is not reached. The employee can still try to get as close as possible to the goal (p. 39).

The primary focus of goals and objective setting is to motivate employees to enhance and improve performance. Therefore, organisations must emphasise realistic, achievable, and measurable goals and objectives. However, if goals turnout to be unrealistic because individuals lack the required skills to attain them, goals may be lowered while the individual gains more experience or receives additional training.

2.5.2.2 Monitoring Performance

Once the goals and objectives are set, agreed upon, and a plan is set on how to reach them, employees should be ready to commence tasks. Periodic assessment toward goals is essential to provide opportunities to remind employees about their goals, offer positive feedback, and to help spot any small problems before they become large. Therefore, observing performance quality and providing feedback is a useful procedure to ensure that employees are on the right track.

As reported in the *Harvard Business Essential* (2006), direct observation as a technique for evaluation is the best way to monitor performance to identify strength and weaknesses, and to understand the impact that a person's work and behaviour has on co-workers and on the employee's ability to achieve specific goals. The *Harvard Business Essential* (2009) set several outlines to gain a clear understanding of the situation. One should check an employee's performance routinely against the performance standard to spot good performance and performance gaps. In addition, one should check the tasks that an employee is not undertaking well, identify reasons, and encourage behaviour that may impact positively upon goal accomplishment. It is important that one should avoid any premature judgment by continuing observation. The observer should notice poor performance and differentiate between lack of skills and lack of motivation to provide constructive feedback. Observation skills include gathering and recording data about job performance without judgment and bias; however, a skilled observer can understand the effect of individual characteristics and situational conditions on behaviour (London, 2003).

Monitoring performance and decisions is related to the appropriateness of the data collected. Therefore, data must be relevant, reliable, and valid. It is essential to understand the difference between hard and soft data, and quantitative and qualitative data. Hard data deal with more than just numbers and measurements; they are independently verifiable through external sources (Kaufman, Guerra, & Platt, 2006). Hard data consist of verifiable facts and measurement data that quantify relevant performance. Soft data are attitudes and perceptions that by definition are not independently verifiable and expressed as opinions. However, to utilise the soft data effectively, it is essential to triangulate the data with other data through multiple sources. It is particularly desirable to identify appropriate hard data to support the preliminary evidence of soft data (Guerra-Lopez, 2008).

Qualitative and quantitative terms relate to data collection. Qualitative techniques require careful and detailed observation and description, expressed through descriptive narrative rather than figures (McMillan, 1992). Quantitative data could be collected through observations, interviews, surveys, reviews of existing sources, and case studies. Quantitative methods are used to obtain facts numerically based upon observed performance and consequences to predict casual relationships. Qualitative observations may help one understand the unforeseen issues; it can also be supplemented with quantitative information. Qualitative data can be converted to or expressed as quantitative data. For instance, qualitative opinions can be gathered and counted; quantitative statistics based on qualitative opinion can be obtained (McMillan, 1992).

Breakwell and Millward (1995) have reported three different types of methods for obtaining data: observation; interviews and questionnaire; and secondary resources. The choice of methods depends upon the organisation's objectives, the information required, and the availability of evidence. Observation procedures entail the preparation of a sample plan, where activities, procedures, and identifying who and what to be observed should be selected. An observation schedule should be produced, providing indicators of the required evidence. The observers need to be trained, well selected, and familiar to the job observed. The participant should be prepared and informed about the timing of observations to co-operate with the observers and the observation procedures. Once the observation units have been set, data can be obtained, measured, and analysed (Breakwell & Millward, 1995).

Measurement and observation identify occurrences. Counting occurrences can be complicated; therefore, a clear system of behavioural coding is essential. A questionnaire is defined as a self-report of performance, written and completed by the employee. The employee provides answers by a tick, circle, a word, or a sentence. The questionnaire commonly includes a list of possible responses. To obtain a complete questionnaire, it is necessary to identify the reasons, consequences, the destination of the information provided, as well as the purpose, value, and benefits of the questionnaire (Breakwell & Millward, 1995).

Armstrong (2009a, 2009b) emphasised that evidence-based performance management depends on feedback that relies on facts, not opinions. It refers to results, events, critical incidents, and significant behaviours that affected performance in specific ways. Armstrong (2009a, 2009b) also pointed out that it compares actual performance with expected performance. Observation can identify performance problems. However, it is important to discuss those problems with the employee and describe the performance gaps and its impact on overall performance. In addition, asking the right questions will help the employee to understand the performance problem.

2.5.2.3 Feedback

Feedback to employees about how they perform during the year or formally at a performance review meeting is a key performance management process. Feedback can include information about the results, events, critical incidents, significant behaviour, and overall performance of the individual. It could consist of positive feedback when an employee has done very well and recognize success. In addition, constructive feedback by advising how to perform better and identify areas of improvement that can lead to positive action, or negative feedback, to learn and avoid repeating the same mistakes in the future. However, feedback enforces effective behaviour and indicates where behaviour needs to change.

Providing regular feedback is essential in reviewing and developing performance. Lee (2005) stated, "Performance conversations should include a two-way exchange to ensure that the employee fully understands what is good, what is bad, and why the good performance is good and the bad is bad" (p. 55). Clear descriptions of performance will help the employee to understand better how his or her past activities affected performance outcomes and of how future efforts are likely to contribute to

future performance. Furthermore, Lee (2005) suggested that two semi-annual or annual performance conversations could not manage performance alone. They might be effective in documenting some performance parameters but they are not likely to be effective in managing, regulating, and improving performance.

Good supervision with ample feedback is essential, as the longer the gap between performance events and performance feedback, the greater the challenge of remembering the character and quality of the performance events. Lee (2005,) also stated, “Although many people confuse the two, feedback and appraisal are fundamentally different things. Feedback is information-based, whereas the basis of appraisal is judgment or evaluation. Furthermore, feedback is an ongoing activity, and appraisal is periodic and event-based (annual)” (p. 56).

To have effective feedback, it should be built into the job on actual events with evidence. However, it should describe the performance and refer to specific behaviour but not be accompanied by a judgment. Feedback should also define good behaviour and focus on aspects of performance that an individual can improve. Managers should ensure feedback is leading to an improved performance rather than consist of criticism. Multisource feedback refers to ratings that can come from subordinates, peers, supervisors, internal customers, external customers, or others. This type of feedback is also called “360-degree” feedback (London, 2003). Multisource rating is collected from several sources, such as surveys, interviews, and questionnaires. According to London (2003), multisource feedback is growing in popularity and importance as a method for evaluating employees and providing them with input for development.

London (2003) also stated several reasons why multisource feedback is growing in popularity. The feedback contributes toward individual development by providing information on worthwhile directions for learning and growth and building self-awareness. Multisource feedback can help organisations develop a culture in which feedback is sought and welcomed and people discuss feedback results as they manage their own performance. Armstrong (2009b) added to those benefits by indicating that feedback can enhance an understanding of behaviours needed to increase individual and organisational performance, increase an employee’s involvement, and create development activities that are more specific to the employee. According to research

conducted by Handy, Devine, and Heath (1996), multisource feedback can support learning and development. It supports a number of HR processes, such as appraisal, resourcing, succession planning, and pay decisions.

Multisource feedback should be considered part of an ongoing performance management process that includes setting performance goals, finding areas for improvement, pursuing actions to learn and practice new skills and behaviours, and tracking different elements of performance from different perspectives (London, 2003). According to Armstrong (2009a), the methodology of developing multisource feedback includes: rating, data processing, feedback, and action. Rating is given by the generators of the feedback on a scale against each heading accompanied by a manager's self-ratings. Data processing is supported by software developed within the organisations or provided by external suppliers to process and analyse the data gathered from questionnaires, surveys, or interviews. Feedback to the individual about the results and overall performance through a line manager or supervisor should be provided. The employer should provide the employee with an action plan to improve performance (Armstrong, 2009a).

When developing multisource feedback, it is important to identify whether it will be used purely for development purposes or as part of the appraisal process. Research by Warr and Ainsworth (1999) found that all the organisations they studied used multisource feedback for development, 50% used it as part performance appraisal, and 7% used it for determining pay. According to Fletcher (2008), including multisource feedback in appraisal systems helps in getting multiple levels and sources of data that lead to more objective evaluations of an individual's contributions, strengths, and developmental needs. Therefore, defining the objective of the multisource feedback and areas of work and behaviour on which feedback will be given is important. In addition, one should decide on the method of data collection and analysis. Armstrong (2009a) noted several advantages and disadvantages. The advantages are that individuals get a broader perspective on their performance, an increase in awareness, and are perceived as more valid and objective, leading to acceptance of results and actions required. The disadvantages are that people do not always provide frank and honest feedback. Moreover, people may be put under stress in receiving or giving feedback, and it can be time consuming and resource intensive.

2.5.2.4 Performance Evaluation Results

Dealing with the findings or the results of the performance evaluation is challenging and considered the most critical issue in performance management. However, as mentioned in section 2.5.2.3 on feedback, it is essential to provide the employees frequent feedback of their performance in terms of results, events, critical incidents, and significant behaviour for them to be aware of their performance. Feedback could be provided informally during the year or formally at a performance review meeting. However, there are different ways to deal with the evaluation results: coaching, counselling, and gap analyses. Moreover, the results could lead to reward and promotion. This part of the literature review will briefly discuss the performance evaluation results as part of a performance management process and of how to deal with them, starting with coaching, gap analysis, and reward.

Stiles et al. (1997) stated that organisations use the performance evaluation process as a way of indicating the individual employee's training and development needs. Training and development are important elements in the make-up of the psychological contract, not only because they act as inducements for employees to maintain commitment to the organisation, but also in terms of employer expectations, who consider the development of highly trained workers with firm-specific skills as a major factor for securing high performance. Performance management is about directing and supporting employees to achieve organisation objectives by reviewing performance and identifying the required skills. Furthermore, evaluating employee performance and identifying if training is required to improve individual performance (Stiles et al., 1997).

Coaching is a performance management process in which managers and supervisors take the opportunities presented by the evaluation and use them to develop the knowledge, skills, and competencies to increase the individual performance. The core value of performance management is to determine the performance of the individual and organisation. Therefore, it is important to analyse the gap between the expected performance and actual performance. To do so, a description of the problem is vital. The description should include what activity was wrong and how it did not reach the expected performance level. However, it is essential to find and identify the obstacles that lead to underperformance, if they exist; those are outside the person's control and

affect the required results, such as organisation policy, availability of resources, or environmental conditions. To overcome those obstacles, if possible and practical, one should evaluate the reasons for underperformance.

There could be another reason why expected performance is not achieved, such as skills deficiency. In this case, training could be provided to the individual to enhance performance, or expected performance could be downsized to match individual skills. However, managers should ensure that employees understand the expected performance and the required skills clearly to avoid any misunderstanding or discrepancy in the performance. The gap analysis could recommend ways of improving performance and individual skills by recommending training programmes and emphasizing effective practices and behaviours.

The analysis of evaluation data is the means by which the evaluators organize information to discover patterns and fortify arguments used to support conclusions or evaluative claims that result from the evaluation study (Guerra-Lopez, 2008). Analysing performance requires the ability to judge performance using clear standards, considering relevant evidence and combining probabilities in their correct weighting while avoiding projection. The accomplishment of the desired objectives, goals, and results is a result of effort. Therefore, it is important to reward efforts and performance. Stiles et al. (1997) stated that the reward system usually has the most influence of all HR interventions on employee behaviour. Rewards help retain good performers and motivate to affect performance. Good performance can be rewarded with bonuses, raises, or promotions, but a more important form of reward is recognition.

Kaydos (1991) stated, “While we take pleasure in achieving something, we take more pleasure in having other recognize us for it” (p. 50). Rewards contribute to an organisation’s ability to attract and retain employees and motivate them to contribute to the organisation’s success (Greene, 2011). The objective of the reward depends on the organisation’s objectives and the purpose of the reward. According to Greene (2011), it is essential to identify all the components of total reward packages that might be used and to formulate objectives the organisation might have for utilising each from reward.

The reward could be direct compensation or indirect compensation. According to Greene (2011), to have an effective direct compensation, it must contribute in realising the organisation's vision and mission and meet the organisation's objectives. However, understanding the needs of the employees would help to develop effective reward systems. Greene (2011) reported different incentive approaches, such as using cash awards to recognize performance, rather than using increases to base pay and using cash incentive awards to supplement base pay increases for outstanding performance. The rewards, whether direct or indirect compensation, may not enhance the employee's motivation, as some people are motivated by their expectations of the rewards. Therefore, understanding the employee's expectation would improve the reward system. It may encourage the employees to focus narrowly on the task that they will be compensated for and to be less concerned about innovation, creativity, and long-term issues and quality. However, the reward may lead to pay rising faster than performance if proper control is not exercised. The achievement of reward is a tangible means of recognition and can provide less direct but possibly longer-term motivation. If the performance evaluation process does not lead to a reward, promotion, or punishment, it may not enhance the individual's performance or motivate employees to improve their skills and performance. Therefore, to have an effective performance evaluation, it should be linked to either rewards or punishment.

2.6 Performance Measurement

Measurement of performance is the heart of any performance management system and evaluation. Whitaker (1991) argued that to evaluate and improve anything in life, we have to know from where we are starting and how we are proceeding as time passes. Managing people's performances can be more effective with reliable and relevant information from the measurement of the employee's performance.

The measurement of performance is the foundation for the process of measuring work accomplishments and overall output performance of individuals and organisations. Measuring the performance is the key to performance improvement, as no improvement can apply to what cannot be measured. In addition, measuring the performance helps motivate individuals to desire results. Harbour (1997) argued that the goal of any performance measurement system is to provide the right people with the right performance-related information. Performance evaluation is a measuring tool to evaluate the jobholder performance in a given period of time.

It is essential to collect only those performance measures that can or will actually be used to have a successful performance measurement. The key to collecting performance measures is to identify those measures that will actually help achieve desired results and then deliver them to the right people at the right time (Harbour, 1997). Neely, Adams, and Kennerley (2002) set four processes to establish a performance measurement system. The first is to design the measures by identifying what should be measured. The second process is preparing for implementation of the measurement system, which means planning how to gain access to the required data. The third process is the act of managing measures, using the measurement data to understand what is going on in the organisation and applying that insight to drive improvements in performance. The final process is the act of managing the measurement system itself, making sure that it is refreshed and refined continuously, and ensuring that measures remain relevant to the needs of the organisation.

It is essential to identify and think about what it is we want to measure and how. To have an effective performance measurement system, it is important to identify the purpose of the measurement clearly. The measurement of performance is essential and critical to evaluate and improve individuals, as well as the organisation itself and to know where the organisation is starting and how it is progressing over time.

As stated by Whitaker (1991), the importance of good performance measurement is illustrated by the logical model that success depends upon achievement of performance targets, targets are set against established performance standards, and standards are defined based on measured performance. Therefore, the measurement of performance is the foundation of performance management, even though the performance measurement and appraisal can be a subjective process. Therefore, to set an evaluation and measurement criteria, certain aspects should be clearly completed at the beginning, such as the performance agreement, which defines the tasks to be achieved, as well as the expectation from the employees, the work to be done, and the results expected. In addition, the skills, knowledge, and expertise required in achieving the tasks should be noted, along with measuring the monitoring to review performance. All these aspects should be identified clearly.

It is pointless to define tasks, objectives, skills required, and the performance standard required without identifying and understanding how the performance will be

measured because it will provide evidence of achieving the results required.

Performance measurement should be related to the results not to the effort because sometimes, employees spend less effort in achieving certain tasks but they achieve the required results, and sometimes employees spend a lot of effort but never achieve the same results. Therefore, measuring results is more important than measuring efforts because achieving the results is the aim of all organisational objectives.

2.7 Measurement Unit and Scale

When comparing the performance of two similar but different entities, it is necessary to identify a common unit of measure. Harbour (2006) stated, “a common unit of measure can help an organisation compare the performance of two similar entities, phenomena, etc.” (p. 49). A unit of measurement is defined as a specified quantity with which any other quantity of the same kind is measured, estimated, or compared; however, one can also develop qualitative indexes.

Harbour (2006) offered a set of steps to develop a unit of measurement. The first step is to identify a meaningful measurement unit for a particular activity or phenomena. The organisation should determine the basic currency or unit of its operations. The second step consists of selecting the right level of a unit of measurement that is relevant and usable. Finally, one must develop specific performance hierarchies, and specific units of measure are needed to undertake this. To measure performance, the scale of the measurement should be clearly identified when establishing the standard performance to ensure full understanding of the evaluation and measurement process. The main aim of setting scales is to achieve a meaningful discrimination of different levels of performances (Harbour, 2006).

The primary means to form any type of measurement is to determine the objectives and the needs of performance evaluation. Several types of performance measurement criteria have been reported in the literature. Harbour (2006) reported three general measurement categories: a descriptive method, a diagnostic measure, and a predictive measure.

Descriptive measures describe the existing position or what is happening. The descriptive measure includes a baseline and trending performance measures. Baseline measures describe the current performance, forming the basis for all subsequent

measures and associated improvement. Trending performance measures gauge the outcome over time and compare it with the required accomplishment and objective (Harbour, 2006).

Diagnostic measures provide prescriptive information regarding a particular performance outcome (Harbour, 2006). Diagnostic measures explain why things happen and whether activities are going right or wrong. They explain why a certain performance is performed and can represent process and control. Diagnostic measures also identify potential problems in the future.

Predictive measures attempt to predict what may happen. They are considered leading indicators that represent a forward-type of measures. A descriptive measure can be used as a diagnostic measure, describing what is happening and why it is happening. It can also sometimes help predict what may happen (Harbour, 2006).

As the measurement is a continuous process, the employee who is evaluated should be involved in the process to ensure a fair evaluation and continuous improvement and to enhance communication between employees and their managers and supervisors, even to modify the measurement technique if necessary. The use of rating scales facilitates comparisons between staff and identifies their performance over time. Fletcher and Williams (1985) argued that rating scales not only offer ways of grading people but can also be tailored to fit the task assessed. Fletcher and Williams (1985) provided an emphasis on how results are achieved rather than just on the results themselves.

Kaufman, Guerra, and Platt (2006) reported four levels of measurement scale: nominal, ordinal, interval, and ratio. Nominal, which is used for labelling or describing categories, is mutually exclusive and no order is placed on categories, for example, gender, ethnicity, education level, and job classification. Ordinal is used for ranking, such as Likert scales ranging from 'strongly disagree' to 'strongly agree'. Interval can also be used to rank order, such as test scores. Ratio includes characteristics of the previous level. Nominal and ordinal data are associated with qualitative data; interval and ratio are quantitative data. Those scales should be identified and relevant to the objectives to obtain relevant data (Kaufman et al., 2006).

Merit rating, which has been used since the 1950s, rates the employee's performance and output, as well as the results based on different factors according to the

organisation's relative importance factors. Factors include knowledge of duties, effective output, accuracy, behaviour, and attitude. The merit rating is rating the employees for each factor on a numerical or alphabetical scale. The scale could be identified by brief descriptions of the different levels.

Shepard (2005) explained four different merit rating scales: a 3-level scale, a 5-level scale, a 10-level scale, and a 100-level scale. The level of scales depends on the organisation size, the need of distinguishing between level of performance, and the task evaluated. The 3-level scale is used, as it is easier for the evaluator and makes the score consistent, as there is less room for discretion. The typical 3-level scale may include "Exceeds expectation, meets expectations, and does not meet expectations" (Shepard, 2005, p. 54).

The 5-level scale is arguably the most common, as it provides more gradation for the supervisor to implement distinction between levels of performance. It could include 'outstanding', 'commendable', 'effective', 'needs some improvement', and 'unsatisfactory'. Even though it has five levels of scale, it is still limited by the evaluator's discretion in distinguishing between good and outstanding performance. The 10-level scale may be used to serve some organisations and provides more distinguishing level approaches. The 100-level scale is a very rare scale (Shepard, 2005).

Even the 100-level scale rating scale is essential to determine and identify whether it has certain disadvantages, which should be considered and recognized in the performance evaluation process. The evaluator makes assessments on a scale that is tied insufficiently to evidence. It may not represent what the evaluator thinks about an individual's performance at all (Shepard, 2005).

It is very common to find the evaluator does not distribute their ratings widely; they may opt for either a central or positive tendency. In addition, rating scales often do not reflect the attributes necessary for effective performance in the job, as most organisations often apply the same scales to a large number of employees doing different jobs (Shepard, 2005). The description of the scale might be general and fail to establish actual standards against judgments. Therefore, merit rating is subject to variations and inconsistencies. The rating scale could be used to evaluate and measure different aspects of individuals. There are several methods, such as personality rating,

narrative or essay method, and critical incidents (Fletcher & Williams, 1985). The personality rating presents and defines a list of personal qualities and characteristics, such as judgment, loyalty, and initiatives. The narrative or essay approach is about the evaluator writing about the individual performance during the year. It allows the evaluator to express and concentrate on the job performance of individuals and their contributions, skills, behaviour, and overall performance. The critical incident provides scope for a more balanced assessment. In this approach, the evaluator describes two incidents: the most effective and ineffective performance of the employee. There is also the Behaviourally Anchored Rating Scale, the essence of which is to focus on behaviour. The personality characteristics can be defined in behavioural terms (Fletcher & Williams, 1985).

2.8 Performance Measurement Factors

An organisation's management determines the most important factors for the organisation as a whole, as well as to set departmental objectives and performance measures that are consistent with them. Key performance indicators at the organisational and departmental level must be aligned in relation to the departmental and organisational objectives. As noted by Kaydos (1991), an organisation's key performance indicators depend upon internal and external factors; however, key performance indicators can include both quality and productivity measures. Such indicators depend upon the industry type for the organisation. For instance, Kaydos (1991) provided a sample of key performance indicators for a manufacturing company, including average order cycles and plant or equipment utilization. Therefore, the performance indicators depend upon an organisation's objectives and goals to be achieved.

In the public sector, organisations' quality of services and productivity of employees are key performance indicators. It could be argued that in case of poorly defined key performance factors, the performance may be affected, resulting in not achieving the desired goals. Kaydos (1991) emphasized that defining compatible performance measures can have a positive impact on performance in two ways: first, resources committed to non-productive tasks become available for activities that really count; second, by getting everyone moving in the same direction, waste caused by conflicts and confusion is reduced.

Confusion alone can reduce productivity by several percentage points. Therefore, setting the key performance measures is important to be able to measure the performance and focus resources and effort on effective practices. However, a good performance measurement strategy improves performance by providing a framework for making decisions. There are different possible performance indicators, but these are not specific to the private or public sector (Kaydos, 1991). However, they could be implemented based upon the organisation's need and objectives.

Armstrong (2009a, 2009b) stated that the main factor in measuring performance should be the analysis of a worker's behaviour required to achieve agreed results, and not the assessment of his or her personality. However, assessing one's behaviour should consider their personality and their culture. Armstrong (2009a, 2009b) believed it is unfair to ignore one's personality as part of the assessment process since personality shapes individual behaviour.

Most evaluation criteria are ascertained by comparing expected performance against actual performance, which oversimplifies the objectivity of the evaluation. Therefore, what is to be measured is a critical question. Armstrong (2009a, 2009b) reported several factors, such as output, time, efficiency, skills, behaviour and attitudes, and financial indicators, which should be measured and considered. The output is the employee's contribution and his impact in performing a certain task on the job. It is essential to evaluate the employee's output and its contribution to the work, as it is the main reason why he/she is in the job.

There are several ways to measure employee output. To measure the quantity of the output, the standard of the quantity should be identified and stated clearly to the employees, and then compared with the quantity of the output with the established standard (Armstrong, 2009a, 2009b). The quality of the output should be measured because the employee could achieve the quantity required but with low quality. For example, if a secretary is asked to type 20 letters a day and he or she does so but with a lot of spelling mistakes, they must type it again and again. He or she achieves the required output but not the efficiency required, as typing again means a loss to the organisation. In addition, the creativity of the output should be measured and considered.

Time is one measure that managers are most concerned about because it is about the employees' discipline toward the work, as it can measure lateness, absence, loss of working time, and failure to meet deadlines (Armstrong, 2009a, 2009b). It is critical when managers have to deal with time measurements, especially with an employee with a high output because to some managers, output is more important than discipline, but to evaluate an overall performance, the time measurement and discipline should be considered. The measurement of efficiency is to gauge how effective the contribution of the employee to the work and the job is (Armstrong, 2009a, 2009b).

Skills measurement is difficult to evaluate, as it varies from person to person and is dependent upon the organisation's objectives (Armstrong, 2009a, 2009b). To define and establish the skills required, measurement of the different kinds of skills, such as communication skills, problem-solving skills, planning, organisation, and execution of work, is necessary. Therefore, there is no specific way to measure the skills; however, identifying those relevant skills is essential. It is important to measure an employee's behaviour toward the organisation, colleagues, and the external environment, since the employee's behaviour reflects the organisation and its image (Armstrong, 2009a, 2009b).

The financial factor measures the financial contribution of the individual to the job. For example, it can measure the contribution of a salesman in increasing an organisation's profits, or the contribution of a production manager of reducing production costs. Therefore, measuring the financial factor is important and depends upon the organisation's type and strategies (Armstrong, 2009a, 2009b).

Kaydos (1991) reported several performance variables that must be measured: resources inputs; work inputs; environmental factors; quality inputs; operational variance inputs; products outputs; productivity; waste; quality outputs; performance behaviour; diagnostic measures; and constraints. These resource inputs entail the money, manpower, and any input resource to the production or delivery of services. Environmental factors are conditions outside the organisation's hands that may affect performance. Quality inputs are measures as the quality of incoming work. Operational variance inputs are unrecognized quality problems. Product outputs are the useful products or services produced. Productivity is the ratio of output to input.

Waste is present in most processes, which means any resources that do not result in useful output (Kaydos, 1991).

Quality output measures how well the goods or services produced conform to their specifications. Performance measures are the top-level gauges to ascertain how well the production system is operating in a good or bad sense. Behaviour measures explain how the major parts of the production system interact. Diagnostic measures are used to isolate problems to their actionable level. The point is not to put every measure in one class or another, but to think of those purposes when deciding what must be measured. Constraints are variables that must be held within certain limits, like capacity limit, or conceptual, such as maximum order processing time (Kaydos, 1991).

Identifying factors of measurement means identifying what will be measured and helps to direct employee's efforts toward the desired objectives (Kaydos, 1991).

2.9 Conclusions

Evaluation is the result of a developmental process of construction and reconstruction that involves a number of interacting influences (Guba & Lincoln, 1989). School tests have been utilized for years to measure students and determine whether they pass or not to the next level. Formal systems of performance management in organisations were developed in the 1920s and 1930s but were limited to managers in identifying potential for development (Guba & Lincoln, 1989).

Performance evaluation is an interesting subject in the field of HRM. Therefore, it has been developed to be an appropriate method to evaluate employees and to increase both individual and organisational performance. However, instituting performance evaluations does not always lead to increased performance and productivity. The aim of HRM is to increase organisational effectiveness and performance by managing people and modifying their behaviour to achieve set objectives. HRM often utilizes performance management systems as a strategy to help achieve these goals (Rowland, 2002). Performance management should recognize the efforts and achievements of employees and provide practical guidelines to help them to improve their performance.

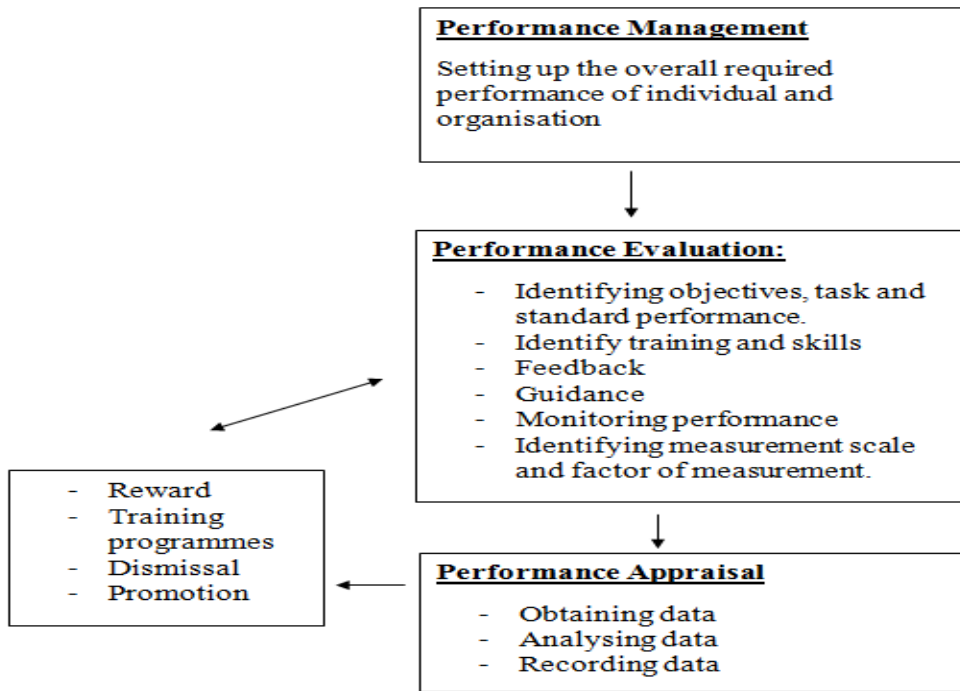
Due to modernization, organisations need to improve the quality of their products and services continually to stay ahead of the competition and meet expectations. In this context, assessing process performance is essential because it enables individuals and groups to assess where they stand in comparison to their competitors. In addition, assessing process performance provides the opportunity to recognise problems and take corrective action before these problems escalate (Kueng, 2000).

Performance management refers to a set of activities adopted by an organisation to enhance the performance of their employees; the process of directing and supporting employees to work as effectively and efficiently as possible in line with the needs of the organisation. Performance management should recognize the efforts and achievements of employees and provide practical guidelines to help them improve their performance. Performance management is concerned with the employee's work outcomes in relation to organisational objectives, so performance management is concerned with evaluating and increasing the individual's and organisation's performances. However, an organisation has the responsibility to create circumstances that lead to high performance.

An employee's involvement in the process is essential and makes the procedure more valuable. Employees can be involved by defining objectives, tasks, and measurement criteria, and of being aware of what and how performance will be evaluated. In addition, they can be involved in the results of the evaluation and should possess the ability to appeal against them.

The explicitness of the objective setting is intended to clarify the nature of an employee's contract and expected performance and the basis on which he or she will be evaluated (Stiles et al., 1997). Performance appraisal is a mechanism and operational part of performance management to apply the strategic concepts of performance management practically. However, performance evaluation is a tool of performance appraisal to evaluate and appraise the jobholder. Performance management, appraisal, and evaluation are directed at enhancing individual and organisational performance. However, the mechanism and objectives may differ from one organisation to another. Figure 2.1 shows the link between performance management, performance evaluation and performance appraisal

Figure 2.1 Link between performance management, evaluation and appraisal



Measurement of performance at any organisation is the heart of any performance management system. The performance evaluation criteria should be formulated to fit both organisational and individual needs. The organisational needs must consider the support of achieving an organisation’s goals, should reinforce good performance, and help achieve performance improvement, in addition to enhancing and maintaining talent and extraordinary performance. The evaluation process should consider cultural changes and differences within the organisation. Setting the evaluation process to fit the individual needs of motivation, connection to organisation, job satisfaction, job improvement, and appreciation are all essential aims.

There is no right or wrong way to design and develop performance evaluation criteria, as the criteria depends on the size of the organisation, number of employees, and purpose of evaluation and objective. However, different variables, factors, and aspects, as well as procedures need to be considered. To be able to design an evaluation criteria, certain standards, such as the work description, which should contain the employee’s role, links with the standard performance, and responsibilities and tasks to be achieved, should be established and identified to the employee to ensure fair assessment. Furthermore, the employee’s involvements in the process through sharing and communicating the expected performance would encourage and motivate performance enhancement. The assessor should provide feedback about an

employee's performance such that the employee is aware of their actual performance with respect to expected performance.

There are different methods to establish performance evaluation criteria; however, certain factors and elements should be considered:

1. Setting the objectives and goals
2. Setting the measurement scale and unit
3. Setting the measurement factor
4. Monitoring the performance
5. Providing feedback
6. Coaching, analysing performance, and rewarding

When one sets the objectives and goals, they should refer to the evaluation methods from the start by identifying the objective, goals and desired results. The objectives and goals should be clearly defined, related to the key results, relevant, measurable, and time-based, because a clear objective means a clear mind to achieve goals. Effective goal and objective setting leads to effective performance evaluation, as it provides the basis for the evaluation. To measure performance, the scale of the measurements, such as what is considered a poor, good, or extraordinary performance when establishing the standard performance, should be clearly identified to ensure a full understanding of the evaluation and measurement process. Key performance factors at the organisation and department level must be aligned in relationship with the departmental and organisational objectives.

As summarised by Kaydos (1991), an organisation's key performance indicators depend upon internal and external factors. However, key performance indicators should include both quality and productivity measures, such as output, time, efficiency, skills, behaviour, attitudes, and financial factors. Direct observation, such as identifying strengths and weaknesses, is one of the best ways to monitor performance and to understand the impact that the person's work and behaviour has on co-workers and on the employee's ability to achieve specific goals.

Monitoring performance should be through routine checking in the employee's performance, their task, and their behaviour to notice and gather data about job performance. However, data should be relevant, reliable, and valid to provide proper

information. Performance can also be monitored through observation, interviews, and questionnaires. Feedback provided to employees about how they perform during the year or formally at a performance review meeting is a key performance management process.

Feedback could include information about the results, events, critical incidents, significant behaviour, and overall performance of the individual. It can consist of positive feedback when an employee has done very well and recognizing success. It can be constructive, by advising on how to perform better and identify areas of improvement that can lead to positive action, or negative by indicating how to learn and avoid the same mistakes in the future. Feedback enforces effective behaviour and indicates where behaviour needs to change.

The result of the performance evaluation can help provide feedback for employees regarding their performance. In addition, it can analyse the performance in relation to the expected and actual performance, with coaching and consulting to improve their performance through training programmes. Performance evaluation may result in rewarding the performance through bonuses, raises, or promotions, but a more important form of reward is recognition.

Despite the importance of performance evaluation and its role in improving organisational and individual performance, it does not always improve performance. A number of reasons affect why performance management does not improve performance. For example, if the appraisal is not well explained to the employees, the process, procedure, and its aim and purpose may lead to employees not favouring it. However, if the performance assessment does not lead to any other action, such as reward, training, or pay increase, and is presented as a routine evaluation, it may also not lead to any improved performance. Furthermore, if the evaluator does not have enough training and understanding of the procedure, this may lead to an unfair assessment. However, assessing the performance evaluation criteria is essential to reach its objective.

This literature review chapter discussed various definitions and concepts of performance management, performance appraisal, and performance evaluation. However, Figure 2.2 summarises the function and concept of performance evaluation, considering the role of the organisation, manager or line manager, and employee in

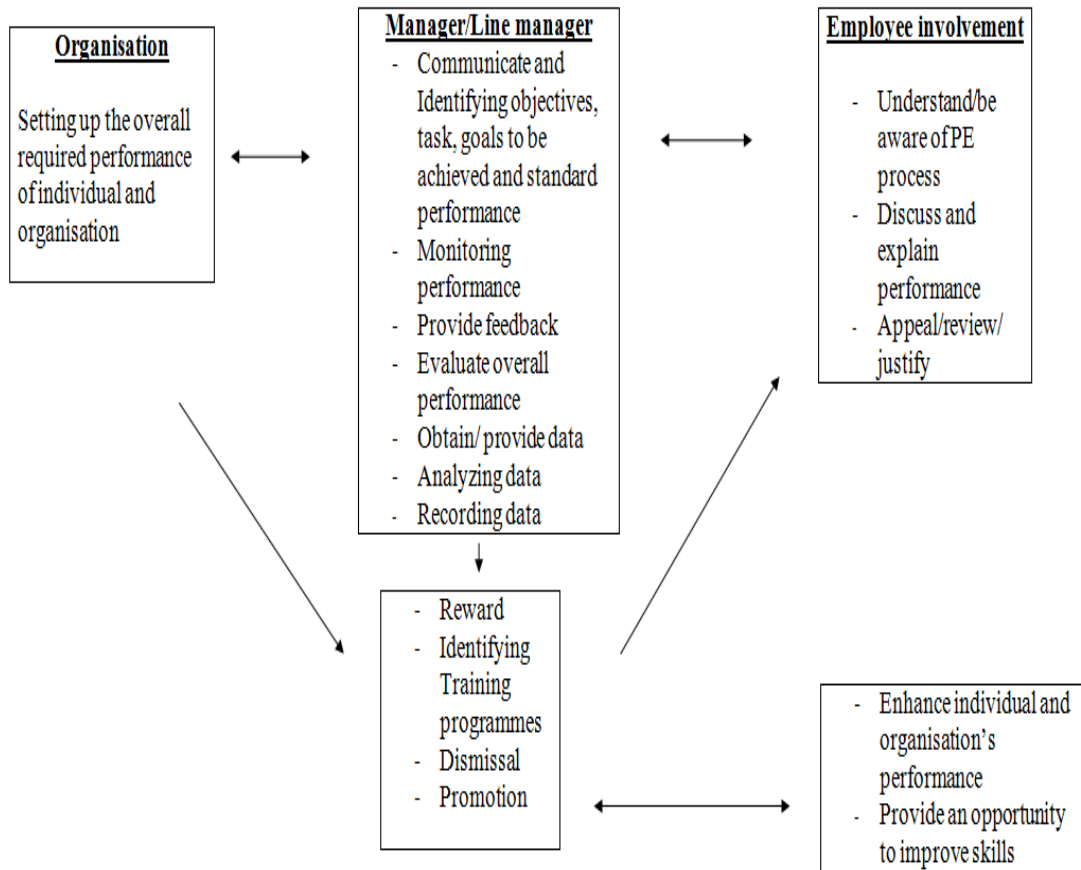
performance evaluation. This diagram will be developed further in Chapter seven. The main aim of the research was to review performance evaluation procedures critically in UAE public organisations and the impact of national culture on the process.

Many of the concepts and performance evaluation processes of the literature review chapter will be developed further and the performance evaluation procedure in the UAE public sector will be examined closely. It included these questions:

- How performance evaluation is planned in the UAE public sector
- How performance evaluation evolution is conducted in the UAE public sector
- What are the consequences of performance evaluation, by examining if it leads to promotion, rewards, salary increment, bonus, or dismissal from work
- What is the function of monitoring the individual performance?
- Are the objectives and goals identified clearly?
- The feedback process and interaction with the evaluator
- What are the measurement units and scales?

Figure 2.2 summarises the conceptual framework and function of performance evaluation considering organisation, manager, and employee roles in performance evaluation process. The following chapter focuses on UAE national culture and its impact on performance evaluation.

Figure 2.2 Concept and function of performance evaluation



Chapter 3: UAE Culture

3.1. Introduction:

The aim of this chapter is to survey theories of national culture and its impact on performance evaluation. Therefore, its focus is on national culture in the UAE and its impact on the performance evaluation process. Suliman (2006) reported that organisational culture has the weakest effect on individual behaviour in UAE. The work values in the UAE are mainly determined by regional and national culture. Suliman (2006) reported that by the late 1980s, social relationships and values have tended to change in the UAE. The revolution of globalization has led to more interaction between the world's different cultures through the internet, satellite television and other communication tools.

This chapter introduces the UAE, its economy, population, history and culture to gain a better understanding of UAE cultural structures. Since the discovery of oil in 1958, there has been a rapid and dramatic transformation in its local society. According to Whiteoak, Granford & Mapstone (2006) one of the most significant effects of this change has been the rapid shift from traditional farming and fishing communities to a predominantly industrial and commercial society. However, Islamic values have a great impact upon the society values, attitudes and behaviours. Ali (1996) stresses that Islamic values model and regulates individual and group behaviour and outlooks. Beekun and Badawi (1999) noted that in Islam leaders must be obeyed at all times, thus the authority of the leader or manager is accepted and subordinates are expected to show respect and obedience to their superior. Arabic and Islamic values emphasize harmony, cooperation and brotherly relationships (Atiyyah, 1999). Conflict should be avoided; however, leaders or managers are also expected to show responsibility for the quality of working life of employees and concern for their families and surrounding society (Tayeb, 2003). Arab culture is traditional, socio-centric; male dominated, and it encourages dependence on relatives and friends. The traditional view of women in Arab society is that they should be primarily committed to the house and care of children (Abdalla, 1996). Islamic principles and the teaching of Islam are significant and encourage this view of women in the Arab society.

The Quran states:

“Men are in charge of women by [right of] what Allah has given one over the other and what they spend [for maintenance] from their wealth. So righteous women are devoutly obedient, guarding in [the husband's] absence what Allah would have them guard”. 4:34

“And abide in your houses and do not display yourselves as [was] the display of the former times of ignorance.” 33:33

“Allah instructs you concerning your children: for the male, what is equal to the share of two females”. 4:11

According to Ankerberg and Caner (2009), a Muslim women's obedience to her husband is incontestable based upon Islamic teaching due to his physical superiority and financial provision. However, this traditional view is inconsistent with the current encouragement by the UAE government to increase the number of national females in the labour market. Over the past 20 years, there has been a rapid increase of women in the UAE workforce, which has changed some cultural attitudes toward women. Since these issues concern the impact of culture upon performance evaluation, the cultural context is elaborated. This chapter elaborates Hofstede (1984, 2005), Trompenaars and Hampden-Turner (1997, 2004) accounts of cultural differences in terms of national and organisational culture and links such discussions to performance evaluation methods. The influence of culture on performance evaluation, as a factor of evaluation, is explored in order to ascertain whether current performance evaluation methods can take into account such factors. In addition, UAE national culture is explored in Section 4 and linked with organisational culture. This focus on the culture context can help identify ways that national culture impacts upon organisational culture, and therefore links the design of performance evaluations to the specific national context of the UAE. However, to have a better understanding of UAE culture, its national culture is introduced through a discussion of historical context, economics, and demographic trends in the UAE.

3.2. UAE

The United Arab Emirates was formed in December 1971 by the uniting of seven emirates, Abu Dhabi (the capital), Dubai, Sharjah, Umm Al-Qaywayn, Ras Al-khaima, Ajman and Fujairah (UAE, 2009).



Islam is the main and official religion of the UAE, but expatriates are free to practice their own religion. Arabic is the official language, but English is widely spoken. The United Arab Emirates is situated in the south eastern part of the Arabian Peninsula in Southwest Asia on the Persian Gulf. The land is mostly flat, away from the coastline, almost entirely desert in the interior. There are some oases within the interior of the country, which offer a little variety of vegetation and wildlife. However, most of the country is uninhabited as it is desert. The capital and the largest city geographically of the United Arab Emirates is Abu Dhabi. It is also the country's centre of political activities. The UAE covers an area about 82,880 km², of which Abu Dhabi is the largest city and the capital occupies 87% of the total area of the UAE (UAE, 2009).

3.2.1 Economy

The UAE economy is based on oil and natural gas and trade. More than 90% of the most important natural resources of the United Arab Emirates are located in Abu Dhabi. Dubai is also an oil producer; however, it is expected to run out in 2016 (Suliman, 2006). Therefore, the Dubai government has explored new opportunities and started to grow as a financial, commercial and tourist centre. According to

Suliman (2006), in 2003 the tourism sector contributed 18% to UAE’s GDP. UAE is the third largest exporter of oil in the world. The UAE produce (2007) 2.2 million barrels of crude oil per day. Oil reserves amount to 97.8 billion barrels, making the UAE the sixth largest owner of oil reserves in the world. The GDP for the year 2007 was 294 billion dollars (UAE, 2009), although the oil revenue still represents the major income at 29%, the dependence on oil revenue has decreased in the last few years, as the UAE government strategy to diversify the sources of income in other sectors such as converting industries, real estate, tourism and other sectors. Rank index of united nation human development (2006) is 39 per capita GDP is \$ 37,800.

3.2.2 Population

The UAE population has witnessed massive increases in recent years, especially since the establishment of the Federation on 2nd December 1971.

Table 3.1: UAE populations by Sex and Nationality, 1975-2004

Total		Non-national		UAE nationals					
Total Thous.	Female Thous.	Male Thous.	Total Thous.	Female Thous.	Male Thous.	Total Thous.	Female Thous.	Male Thous.	Year
558	172	386	356	75	281	202	97	105	1975
1,042	322	720	751	182	569	291	140	151	1980
1,379	484	895	983	290	693	396	194	202	1985
2,411	804	1,607	1,824	514	1,310	587	290	297	1995
4,320	1,391	2,929	3,414	949	2,465	906	442	464	2004

Source: Tanmia, Human Resource Report, 2005, p. 9

The estimated population by 2009 is 5.06 million. There has been such a dramatic increase due to immigration to participate in the process of economic and social development that followed the rise in oil revenues during that period. The development process of expanding education and health care and the establishment of a large number of infrastructure projects, which required the use of foreign workers in many fields, was one of the main reasons for the increase in the population.

According to the national bureau of statistics (2005), in 2005 the population was 4,106,240 in which 21.9% are UAE nationals and 78.8% are from other nationalities, they estimated the population for 2010 to be 8.2 million, in which the nationals

represent 11%. The majorities are from India, Pakistan, Sri Lanka and Bangladesh. The great majority of the workers are male. The non-national citizens represent 85% of the workforce according to the analytical report on economic and social dimensions in the UAE 2009. The rate of economically active UAE nationals is 45%, while non-nationals account for 75%. This is due to different reasons, including the existence of non-national collective households, also the large size of the UAE national family in terms of members. The imbalanced population structure in the UAE has leads the UAE government to develop an Emiratisation programme to reduce the dependence on foreign workers and correct the population imbalance. The aim of Emiratisation is to encourage UAE national employment in public and private sectors and introduce labour naturalizations policies, where possible, replacing guest workers with national workers (Koji, 2011). The Emiratisation programme may influence performance evaluation by providing privilege in terms of recruitment and sustainability in workforces for UAE nationals and will impact on evaluation processes. The research will investigate if non-UAE national employees are treated and evaluated differently.

To date, UAE's human resources for public services are largely supplied by non-nationals; for the private sector, workers are almost entirely foreign labour (Al Ali, 2008). Cross-cultural adjustment to the host country is considered to be a prerequisite for expatriate success in the host country (Puck, Kittler, & Wright, 2008, Tarique & Caligiuri, 2009). Expatriates that are not able to adjust are likely to perform poorly. One way to enhance adjustment is to provide cross-cultural training with knowledge and awareness of appropriate norms and behaviours of the host country (Puck, Kittler, Wright, 2008, Tarique & Caligiuri, 2009). The research will investigate if non-UAE national employees are provided any training programmes to adopt and understand the national culture. In addition, the Emiratisation influence on recruitment and performance evaluation will be investigated throughout the research.

3.2.3 History

Only a generation ago the UAE was a poor desert country, but the discovery of oil changed all that, although it took the wise leadership of Sheikh Zayed Bin Sultan Al-Nahyan to ensure good use of the resources to develop the country. The pearling industry flourished during the nineteenth and early twentieth century, and became a major source of income and provided employment opportunities for residents of the

coast of the Arabian Gulf, including UAE. Most of the population dive for pearls in the summer months and work in agriculture and care of palm trees in the winter. However, these scarce economic resources have been hit hard by the repercussions of World War I on the pearl industry, in addition to the economic recession that prevailed during the late twenties and early thirties of the last century, the invention of the artificial pearls by the Japanese has had a great effect on the pearling industry in the Gulf region and the UAE. In addition to the imposition of the newly independent Government of India, there have been high taxes on imports of pearls from the Gulf. These factors had disastrous consequences on the population of the region that have faced many difficulties and problems with lack of educational opportunities and lack of roads, transportation and health services. Fortunately, there were signs of oil on the horizon, and in the early thirties of the twentieth century the divisions for the first oil company to conduct initial surveys were made, the first well containing commercial quantities of oil were found on marine area in 1958, while the export of the first shipment of crude oil from Abu Dhabi was in 1962. With the increase in revenues and volume of oil in the region, an intensive programme to build schools, housing, hospitals and roads began. And when the Emirate of Dubai began to export its oil production in 1969, oil revenues were used to improve the standard of living of its people. In 1968, the UK decided to leave the seven emirates which had been together with Bahrain and Qatar under British protection. Therefore, the emirates with Qatar and Bahrain decided to form a union, but unable to agree on terms of union Bahrain became independent in August and Qatar in September 1971. However, in December 1971 the other emirates formed a union. Only two days before the announcement of the establishment of the state, Iran took control of three of its islands, which made a lot of observers think that this union was not going to survive. But the optimism and strong beliefs of Sheikh Zayed and other rulers on the need of the union made it happen and survive despite all the circumstances.

The society and women have learned to play a prominent role in political and economic life. After the creation of the new nation, a new era dawned; the federal government and departmental ministry were formed. This was structured to meet the needs of the fledgling federation. Massive construction and development programmes have taken place since then, building schools, roads, hospitals, housing, and so on. In 1976 the first university was established in Al Ain as a federal institution, named

United Arab Emirates University, it has become a leading institution with distinguished career in the areas of education, scientific research and community service at the level of the entire region, and has taught nearly 18 thousand students. The change of education level could influence and change the attitude of people toward performance management as educated people tend to better understand the need for performance evaluation and the types of criteria and measures that need to be employed. Equally, they may have a stronger sense of fairness and an ability to articulate their views more effectively. The oil and formation of UAE had a great impact on people's lives and equally to their working environment and conditions.

3.3. Impact of national culture on performance evaluation

National culture is considered to be the values, beliefs, and assumptions learned in early childhood that distinguishes people in one society from that in another (Hofstede, 1984). Culture may be viewed as those beliefs and values that are widely shared in a specific society (Ralston et al., 1993). Religion, history, and education are factors that have been identified as important in defining a culture (Harris, 1979; Ronen & Shenkar, 1985).

Cultural theory provides tools in the form of cultural dimensions to understand employee's cultural backgrounds which may vary and influence managerial beliefs and behaviours. Romani (2007) stated "focusing on cultural dimensions provides the means for evaluating the shared experiences of people who belong to that society" (p.142). National culture differences might affect organisation structure and processes, notions of leadership, and HR practices. Therefore, to understand the implications of national cultures within an organisation it is important to understand the basic concept of culture. Organisation culture refers to the behaviour patterns or style of an organisation that new employees are automatically encouraged to follow (Kotter and Heskett, 1992). Of all the factors affecting human resource management, perhaps none is more important than the national culture (K'Obonyo& Dimba, 2007). Rosenzweig & Nohvia (1994) argued that HR is the area of management most likely to be subject to national differences. Laurent (1986) warned against assuming that management approaches developed in one particular culture can be deemed to be valid for any other culture.

Hofstede, G and Hofstede, G.J (2005) argue that in order to understand the behaviour of managers and leaders, as well as the people they work with, we have to understand their societies. In Hofstede's 1980 original work he argues that culture is a significant determinant in organisational behaviour and managerial practice (Hofstede, 1984).

Thus, when seeking to understand work behaviours, it is important to understand the cultural influences of society. Four cultural dimensions emerged from Hofstede's work: individualism-collectivism, power distance, uncertainty avoidance and masculinity-femininity, which are discussed later in this chapter. Ayca et al. (2001) suggest that managing HR in organisations requires understanding of the influence of both the internal and external environment. The internal environment represents the organisational culture and the external represents the national culture.

According to Ayca et al. (2001), researchers and practitioners started to pay more attention to the study of culture as an explanatory variable due to the increased demand of globalized and liberalized working environment.

Brewster, Sparrow and Vernon (2007) report that employees and managers from different cultures are different from each other in the processes, behaviours and values that come into play in decision making situations. According to Jackson (2002) the level of industrial development of a country, its culture values, and the level of cultural interactions may all play a part in the nature of people management systems and their cultural context. Jackson (2002) provides an example: the potential conflicts between work and home community life may be a function of cultural values as much as the level on industrial development of a country. Therefore, it could be argued that national culture has an impact of HR practices and performance management.

UAE is a Muslim country; social life is influenced by the values and culture of Islam. Muslim countries' culture values and beliefs have been shaped by Islamic teaching and principles (Ali, 2010). The Islamic rules regulate all aspects of human life, including social and economic aspects of Muslim society. Islam enforces attitudes and behaviours such as an individual in the UAE is expected to do good deeds, such as working hard, respecting his or her parents and elder people, visiting relatives and so on. According to Islamic faith, an individual will be rewarded or punished for every good and bad thing they do (Nazri et al., 2011). In addition, never cheating or acting deceitfully is some of the values that the UAE society inherited from Islamic culture. This cultural phenomenon may influence the performance management processes, which is investigated and explored further in chapter seven.

Ali (2010) suggests that in most Muslim countries there is a commitment to Islamic teaching. Suliman (2006) suggests that Muslim managers and employees report that management practices are strongly influenced by their religious beliefs. Islamic core values include honesty and trust. These beliefs may affect the performance evaluation concepts as it may lead to self-discipline by employees if practically applied. The key source of Islamic teaching is from the Quran, which is considered by Muslims as the verbatim word of Gods (Suliman, 2006, Ali, 2010, Tayeb, 1997). Work is seen as a necessary means for achieving equilibrium in life and obligatory activity (Ali, 2010). Hard work is equated to spiritual fulfilment and is seen as a duty for able individuals (Ahmed, 1976 as cited by Ali, 2010). Quran teachings clarify that individuals are aware of their deeds and capable of initiating correction. According to Islamic teaching and principles, employees have the moral duty to monitor their own performance. Ali (2010) suggests that the narrative aspect makes the assessment of performance first and foremost a responsibility of the employees. The self-discipline principle may reduce the need for performance evaluation mechanisms if practically applied. However, it may also lead people to think that performance evaluation is part of an investigation into the employee's honesty, as they believe they act well based on Islamic values. Some would argue that since they are Muslims their performance is naturally good and evaluation mechanisms are not required. The Islamic practices have an impact on the working culture in the UAE, such as in the month of Ramadan; fasting during Ramadan is obligatory for every capable adult Muslim. Official working hours during Ramadan in UAE public sector are reduced by two hours, which affects the productivity and income of organisations and may also affect individual performance and evaluation as working hours are lower than usual which ultimately leads to less productivity compared with other times. In addition, working while fasting may also leading to lower performance. Therefore it could be argued that Islamic beliefs and practices have an impact on employee's performance and performance management in the UAE.

Traditionally in Muslim families, men have more status than women. Men are expected to take responsibility for the family, where the woman is responsible for the well-being of the family. However, social relationships and values have tended to change in the UAE. As stated by Suliman (2006), the relationships between men and women have started to take a more open form. However, the inherited Arab culture

has its influence on the daily life of UAE citizens. This cultural phenomenon influences the performance management which is further explored and investigated in the following chapters. Further discussion on national culture impact on organisational life is presented later in this chapter.

Muslims pray five times a day, two of which mostly fall during working hours. Therefore, a lot of employees would leave their offices to pray. In most government and non-government institutions, they have a prayer room for employees and even clients to practice prayer; however, this is not the case in all organisations as some individuals pray after returning home from work.

As stated by Suliman (2006), the family is the cornerstone of social life in the UAE. According to Marsh (2010), family obligations are of the utmost importance to Muslims. Family is more important than work. Islamic principles urge Muslims to be kind and tender to their parents, to the point that the belief and worship of God is intricately linked to attitudes and behaviour towards parents (Al-Omari, 2008). The Quran command believes, as verses 23-23 Chapter 17 state:

“Your Lord has enjoined you to worship none but Him, and to show Kindness to your parents. If either or both of them attain old age in your dwelling, show them no sign of impatience, nor rebuke them, but speak to them kind words. Treat them with humility and tenderness and say: “Lord, be merciful on them. They nursed me when I was an infant.”

The relationships and family connection is considered to be one of the most important cultures inherited in the UAE. Therefore relationships become more important than work. So an individual may break a certain role or make an exception to maintain a relationship and loyalty to the family. Wasta plays a part in UAE culture (Walsh, 2008), which means having more privilege than others. Cunningham and Sarayrah (1993) define and explain Wasta as follows: Wasta means the middle, and is associated with steering conflicting parties toward a middle point or compromise. It refers to both the act and the person who mediates. The Wasta seeks to achieve that which is assumed to be otherwise unattainable by the supplicant. According to Mohamed and Hamdy (2008), Wasta plays a very important role in securing employment in Arab countries. Although the degree of Wasta varies between Arab

countries, Wasta permeates many aspects of life in the Arab world (Cunningham & Sarayrah, 1993; Kilani & Sakijha, 2002). In most Arab countries conducting simple tasks such as getting a driving license without Wasta can become an exercise in futility and frustration as Wasta makes people powerful (Mohamed & Hamdy, 2008). Wasta plays a critical role in hiring and promotion decisions in Arab organisations. A study conducted by Whiteoak, Crawford and Mapstone (2006) showed the young UAE citizens believed that Wasta is more useful than their older citizens. This indicates that Wasta is strengthening rather than diminishing in Arab societies. Having more privilege is considered more important than individual competence, skills or contribution. The Wasta process could start in the recruitment stage where an individual is recruited on the basis of influence and later will affect the evaluation process and even the appraisal and the process of performance management. Wasta has different meanings in different cultures as it could be considered as helping one's career or securing relatives in the workforce or involved in recruiting and appraising procedures. However, Wasta could be linked with the collectivist culture, as group and family is important, therefore using Wasta could be justified by securing and helping families. The act of using Wasta is sometimes considered as being legal and moral, for example, in solving conflict, while, it can also be seen as illegal or questionable, for example, in the acquisition of economic benefits, under existing rules and statutes (Cunningham & Sarayrah, 1994). Islamic values and Arabic culture have shaped and influenced UAE national culture which influenced and impacted the organisational culture such as gender views and Wasta. The next section presents other dimensions of culture.

3.4. National Culture dimensions

This section focuses on the cultural differences that influence employees in a work environment. It presents the culture dimensions which aid the understanding and management of people from different cultural backgrounds; however, the focus is on Arab and UAE culture. In the 1980s, Hofstede identified significant national cultural differences between countries; he analysed questionnaire responses from 72215 IBM employees in forty countries using four dimensions: power distance, uncertainty avoidance, individualism and masculinity.

Power distance:

Table 3.3:Power distance domination characteristics

<i>Low power distance</i>	<i>High power distance</i>
Less centralization.	Greater centralization.
Flatter organisation pyramids.	Steep organisation pyramids.
Smaller proportion of supervisory personnel. Managers make decision with the consultation of subordinate.	Larger proportion of supervisory personnel. Managers make decision automatically.
Smaller wage differential.	Large wage differential.
Higher qualification of lower strata.	Low qualification of lower strata.
Manual work same status as clerical work.	White-collar jobs valued more than blue-collar jobs.

Source: adapted from Hofstede G. (1984)

Hofstede, G and Hofstede, G.J (2005) define it as "the extent to which the less powerful members of institutions and organisations within a country expect and accept that power is distributed equally" (p: 46). Table 3.3 summarises the differences between low power distance and high power distance culture. However, power distance relates to the extent to which societies accept that power in institutions and organisations is and should be distributed unequally (Brewster, Sparrow and Vernon, 2007). In organisational terms, it relates to the degree of autocratic leadership. In societies with "high power distance" the superior is seen to be more powerful than subordinates. However, according to Hofstede(1991), countries with low power distance such as Britain, Sweden and New Zealand favour a more democratic style of management and flatter organisational structure. Human inequality in society can occur in a variety of areas such as prestige, wealth, and power. In power distance society subordinates attempt to reduce the power distance between themselves and their bosses and bosses will try to maintain or enlarge it. The Arab world and UAE scores the highest with 80 points (Hofstede, & Hofstede , 2005). To examine the UAE culture in this context it is important, as mentioned earlier, to address that the inherited Arab and Islamic culture has its influence on the daily life of the UAE citizens. UAE scored high in power distance, which could be attributed to Muslim belief about respect of authority in Islamic societies. According to Tayeb (2005), Mellahi & Wood (2001), the Arabs are highly collectivist with a strong sense loyalty

to their in-group. They are obedient to seniors; however, respect for the elders is also fostered by Islam. In UAE family the decision maker is normally the elder member of the family, father, or elder brother, who decides and takes decisions for the family. In this context the other family members would accept and take it for granted. Research evidence (Weir, 2000, Mellahi, 2003) shows that subordinates do not expect to participate in the actual decision making as equal partners. In terms of human resource management, a manager would have full authority to evaluate subordinates, and take decisions without the consultation of subordinates. Furthermore, according to Tayeb (1997), Islamic work-related values view that people in positions of power should treat subordinates kindly, as if their subordinates are their brothers and sisters (Latifi, 1997, as cited by Tayeb, 1997). This value may affect the performance evaluation by giving full trust and authority to the managers and superiors to evaluate as they are seen by employees as elder brothers. In addition, managers expect subordinates to obey their instructions and accept their judgement and not interfere in decision making. However, subordinates are not expected to be involved in the decision making, which may affect the process of performance evaluation as it would be conducted without employee involvement. This cultural phenomenon helps the theoretical development of performance evaluation procedure and raises the question of employee's involvement in the process as equal partners.

Uncertainty avoidance:

Table 3.4:Uncertainty avoidance characteristics

<i>Low uncertainty avoidance</i>	<i>High uncertainty avoidance</i>
Grater readiness to live day by day.	More worry about the future.
Less emotional resistance to change.	More emotional resistance to change.
Less hesitation to change employers.	Tendency to stay with same employers.
Loyalty to employer is not seen as a virtue.	Loyalty to employer is seen as virtue.
Managers should be selected on other criteria than seniority.	Managers should be selected on the basis of seniority.
More risk-taking.	Less risk-taking.
Hope of success.	Fear of failure.
Conflict in organisations is natural.	Conflict in organisations is undesirable.

Delegation to subordinates can be complete.	Initiative of subordinates should be kept under control.
Employee optimism about the motives behind company activities.	Employee pessimism about the motives behind company activities.
Rules may be broken for pragmatic reasons.	Rules should not be broken.

Source: adapted from Hofstede G. (1984)

Brewster, Sparrow and Vernon (2007) define uncertainty avoidance as to the degree to which societies feel threatened by ambiguous situations and to extent to which they try to avoid uncertain situation. However, they suggest that in high uncertainty avoidance countries, organisations attempt to use bureaucratic and career stability whilst they discourage risk-taking activities. Table 3.4 summarises the differences between high and low uncertainty avoidance cultures. In low uncertainty avoidance countries there is an attempt to be more flexible and encourage more diverse views. The Arab world, as well as UAE, score high (68), on uncertainty avoidance (Hofstede, 1991). Arab society is very risk-adverse and relies on strict control to eliminate the unpredictable. Large power distance and uncertainty avoidance are the predominant characteristics for this region according to Tayer (2011). This indicates that it is expected and accepted that leaders separate themselves from the group and issue complete and specific directives. The high Uncertainty Avoidance Index (UAI) ranking of 68 indicates the society’s low level of tolerance for uncertainty. In an effort to minimize or reduce this level of uncertainty, strict rules, laws, policies, and regulations are adopted and implemented. The ultimate goal of these populations is to control everything in order to eliminate or avoid the unexpected. As a result of this high uncertainty avoidance characteristic, the society does not readily accept change and is very risk adverse. Equally, it may affect the performance evaluation procedure as management may prefer to keep things as they are and not to make any changes if necessary as a result of performance evaluations to avoid any exposure to risks. This may affect the development and improvement of performance management and evaluation. Uncertainty avoidance culture affects the performance evaluation by implementing the evaluation as a bureaucratic procedure rather than as a mechanism to improve performance. As UAE is ranked high in the uncertainty avoidance model, this would help the data analysis regarding the behaviour of introducing new

approaches and criteria in improving performance evaluation procedures in the public sector.

Individualism:

Table 3.5: Individual characteristics

<i>Low individualism</i>	<i>High individualism</i>
Involvement of individuals with organisations primarily moral.	Involvement of individuals with organisations primarily calculative.
Employees expect organisations to look after them like family.	Organisations are not expected to look after employees from the cradle to the grave.
Organisation has great influence on member's well-being.	Organisation has moderate influence on member well-being.
Employees expect organisation to defend their interest.	Employees are expected to defend their own interest.
Promotion is from inside and based on seniority.	Promotion from inside and outside, and based on market value.
Less concern with fashion in management ideas.	Managers try to be up-to-date and endorse modern management ideas.
Policies and practices vary according to relationship.	Policies and practices apply to all.
Belief in group decisions.	Belief in individual decisions.
Emphasise on belonging to organisation.	Emphasise on individual initiative and achievement.
Private life is invaded by organisations, opinions are predetermined.	Everyone has a right to private life and their opinion.

Source: adapted from Hofstede G. (1984)

According to Hofstede (1984), individualism refers to the relationship between the individual and the collectivism, which is more important in a given society. Table 3.5 summarises the differences between high and low individualism culture. In individualism, people are expected to take care of themselves and their immediate family only; people prefer to act as individuals. On the other hand, in collectivism

there is more emphasis on the groups to which they belong. In collectivist societies, people are integrated into strong groups (Brewster, Sparrow and Vernon, 2007). The emphasis on individuals is to gain self-respect and personal achievement in individualist societies. In collectivist societies the emphasis is on fitting inharmoniously. The Arab world scores 38, which is the lowest, on individualism. Arabs put their family ahead of themselves; Arabs are collectivists (Al-Omari, 2008). Socializing in the UAE business is seen as part of the business. However, family interest comes before work interest. As described by Hofstede(1984) in most wealthy countries the dominant culture would be individualism and the poorer would be collectivistic. The UAE is considered to have one of the highest incomes, according to Suliman (2006).Despite that, the UAE are considered a collectivist country. Loyalty to one’s family means that family considerations take precedence over everything else, including work. Decisions are made based on what is best for family, not for any one individual member. People are very careful not to do or say anything that would bring dishonour to the family. As stated by Nydell (2006), a person’s dignity and honour in the Arabic world is very important and viewed as collective pertaining to the entire family or group. This cultural phenomenon could affect the performance evaluation procedure as the evaluator, or the programme itself, would prioritize group over individual performance, which means the overall evaluation would consider group contribution over individual contribution. In addition, family interest would come above the organisation interest, which means if evaluating relatives, family relationships may overcome and dominate the evaluation process. Wasta concepts could be linked with the collectivism dimension; however, this cultural phenomenon would affect and help the analysis of data collected about performance evaluation procedures in UAE public sector.

Masculinity:

Table 3.6:consequences of national masculinity for organisations

<i>Low masculinity</i>	<i>High masculinity</i>
Less occupational segregation by gender	Some occupations are typically male, other females
Some young men and women want careers, others do not	Young men expect to make a career, those who do not see themselves as

	failures
More women in more qualified and better-paid jobs	Fewer women in more qualified and better-paid jobs
Low job stress	Higher job stress
Less industrial conflict	Higher industrial conflict
Appeal of job restructuring permitting group integration	Appeal of job restructuring permitting individual achievement

Source: adapted from Hofstede G. (1984)

Hofstede(1984) explored it as the issue of whether the biological differences between genders should or should not have implications for their roles in social activities. Table 3.6 summarises the differences between high and low masculinity cultures. According to Hofstede’s definitions, masculine societies define gender roles more rigidly than feminine societies. For example, more masculine societies would have occupations restricted to men or women only. However, in a feminine society women may drive trucks and men are nurses. In masculine countries women are generally expected to stay at home and care for the children, whereas in feminine countries women are expected to work. He suggests that the pattern for men is to be more assertive and for women to be more nurturing. He argues that there is a relationship between the perceived goals of the organisation and the career possibilities for men and women.

There have been considerable increases in the number of women joining the workforce in recent years in the UAE, as reported by Suliman (2006). Furthermore, the UAE government developed new policies in order to increase women’s roles in public life. There have been social changes as men have started to accept, and sometimes encourage, the work of their wives, sisters and daughters, mainly because there is a need for dual income. Suliman (2006) reported that nowadays, UAE women represent more than 40% of the total number of workers in the public sector. This increasing number of women joining the workforce, more specifically in the public sector, raises the question whether they are treated equally in terms of performance evaluation processes, or if there is any bias; however, this cultural phenomenon would help in analysing the data collected for the research in terms of how gender differences are valued and seen in the UAE public sector.

Women have become more active in formal policies. In 2001 five women were appointed to hold political posts. In 2004 the first woman minister was appointed as minister of economy, and in 2006 another woman was appointed to be a minister of social affairs. In 2007 nine women were appointed (one voted in) to the all male federal national council. Despite the government's effort to enhance women's contributions to society and work forces, women continue to face several challenges such as laws, policies, social norms and religious authorities. Emarati women, whose children are born to non-Emarati men (except for Gulf corporation council countries: Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, UAE) are not able to pass the citizenship to their children. On the other hand, Emarati men can marry from any nationality and pass the citizenship on. According to Krause (2008) women are generally more educated than men, but in this context more educated women find it more difficult to find partners with the same education level. According to Krause's (2008) analysis of informal interviews with UAE national men, education is important but they do not wish to marry someone more educated than them. Krause (2008) also reported from the interviews that national men also maintained that a woman who gave up education to guard her morals and honour of the family by taking all measures to segregate her was much more highly valued in terms of marriage. This could be explained by Hofstede's outcome as he stated that "children in Muslim countries tended to learn gender stereotypes earlier than did those in Christian countries" (Hofstede, 2001, p.300). Men in this type of society "are supposed to be assertive, tough, and focused on material success, women are supposed to be more modest, tender, and concerned with the quality of life" (Hofstede, 2001, p. 297). Despite the UAE government trying to push toward the involvement of women in the work force and politics, the society is still masculine. The segregation of gender interaction is inherited from Arabic culture and Islamic teaching as Prophet Mohamed said: "Beware of getting into the houses and meeting women (in seclusion). A person from the Ansar asked: what about husband's brother? Prophet Mohamed said: Husband's brother is like death" (Alshaikh, N.D).

Trompenaar's research (1993) found seven dimensions of differences, universalism versus particularism, individualism versus communitarians, specific versus diffuse relationships, neutral versus affective relationships, achievement versus ascription, attitude to time, and attitude to the environment.

Universalism versus particularism

Table 3.7: universalism/particularism

<i>Universalism</i>	<i>Particularism</i>
Focus is more on rules than relationships	Focus is more on relationships than on rules
Legal contracts are readily drawn up	Legal contracts are readily modified
A trustworthy person is the one who honours their word or contract	A trustworthy person is the one who honours changing mutualises
There is only one truth or reality, that which has been agreed to.	There are several perspectives on reality relative to each participant.
A deal is a deal.	Relationships evolve.

Source: Trompenaars and Hampden-Turner (1997).

Universalism versus particularism measures the extent to which people believe that general principal is more or less important than unique circumstances and relationships. Table 3.7 summarises the differences between universalism and particularism cultures. Universalism applies where people believe that what is true and good can be discovered and applied everywhere. In particularism, the unique circumstances and relationships are more important in determining what is right and good than abstract roles. For example, encountering an obligation to stick to certain standards which are universally agreed to by the culture we live in. On the other hand we encounter particular obligations to people we know. According to Trompenaars and Hampden-Turner (1997), there is a fear that once exceptions are made for illegal conduct the system will collapse. The universalism culture tends to resist exceptions that might weaken the rule. However, the particularist focuses on the exceptional nature of present circumstances. Universalism culture organisations tend to more likely apply a standard system of evaluation and measurement in relation to job evaluations and rewards. Organisations from particularist societies are more likely to allow individual supervisors to determine promotions and rewards. This cultural dimension may impact on the data analysis in terms of the practice of performance evaluation in UAE public sector, whether the process adopts universalism or a particularist approach. In other words, does the performance evaluation process consider the different competencies of each individual or solely the outcome as a

solid? And should these be met regardless of the circumstances and input. In addition, how do the rules affect relationships between evaluators and employees? However, considering the Wasta concept and collectivism dimension, exceptions in performance evaluation based on relationships may occur and be linked together.

Individualism versus communitarian

Table 3.8:the differences between individualism and communitarians

<i>Individualism</i>	<i>Communitarians</i>
More frequent use of “I” form.	More frequent use of “We” form.
Decision made on the spot by representatives.	Decisions referred back by delegate to organisation.
People ideally achieve alone and assume personal responsibility.	People ideally achieve in groups which assume joint responsibility.
Vacations take in pairs, even alone.	Vacations in organized groups or with extended family.

Source: Trompenaars and Hampden-Turner (1997).

Table 3.8 summarises the differences between individualism and communitarian culture. Individualism dimension is concerned with whether people regard themselves primarily as individuals or as part of a group. Which is more important in society, the focus on individual so that they can contribute to the community as and if they wish, or is it more important to consider the community first since that is shared by many individuals? As described by Parson and Shils (1951), individualism is a prime orientation to the self, and communitarian is a prime orientation to common goals and objectives. As described previously, in the context of individualism, UAE are considered to be a more communitarian culture as relationships are very important.

Specific versus diffuse culture

Table 3.9: Specific versus diffuse culture

<i>Specific</i>	<i>Diffuse</i>
Direct, to the point, purposeful in relating.	Indirect, circuitous, seemingly, “aimless” form of relating.
Precise, blunt, definitive and transparent.	Evasive, tactful, ambiguous, even

	opaque.
Principles and consistent moral stands being addressed.	Highly situational morality depending upon the person and context encountered.

Source: Trompenaars and Hampden-Turner (1997).

Table 3.9 summarises the differences between specific and diffuse culture. Specific versus diffuse relationships explains the degree of individual involvement with dealing with others. For example, USA and the UK are considered to have specific cultural attitudes, therefore people tend to have a large public area and a smaller private area as reported by Brewster, Sparrow and Vernon (2007). The private life is kept separate. In specific-oriented culture a manager separates the relationship he or she has with a subordinate and insulates it from other dealings. There is no literature which specifically discusses this cultural dimension in UAE. However, understanding this culture dimension may help understand and analyse data related to the practicality of conducting the performance evaluation, and how direct the feedback is provided to evaluator and employee.

Neutral versus affective culture

Table 3.10: Neutral versus affective culture

<i>Neutral</i>	<i>Affective</i>
Do not reveal what they are thinking or feeling.	Reveal thoughts and feelings verbally and non-verbally.
May (accidentally) reveal tension in face and posture.	Transparency and expressiveness release tension.
Emotions often dammed up will occasionally explode.	Emotions flow easily, effusively, vehemently and without inhibition.
Cool and self-possessed conduct is admired.	Heated, vital, animated expressions admired.
Physical contact, gesturing or strong facial expressions often taboo.	Touching, gesturing and strong facial expressions common.
Statements often read out in monotone.	Statements declaimed fluently and dramatically.

Source: Trompenaars and Hampden-Turner (1997).

Table 3.10 summarises the differences between neutral and affective culture. Neutral versus affective relationships deal with the different ways in which cultures choose to express relationships. In affective culture societies emotions could be expressed openly. However, this is not the case with neutral cultures where emotions have to be held, and carefully controlled. Neutral culture does not necessary mean unfeeling, but the amount of emotion shared is often the result of convention. In terms of performance evaluation processes, this cultural phenomenon may affect the process. It would affect the process transparency, exchange of feelings, emotions and expressions. It would affect how information is passed and exchanged. There is no literature which examines the UAE culture in terms of neutral and affective cultures; however, it may help in analysing the data collected for the research in terms of the transparency of performance evaluation processes. Moreover it may help the feedback process to employee performance.

Achievement-oriented versus ascription-oriented culture

Table 3.11: the differences between Achievement-oriented versus ascription-oriented culture

<i>Achievement-oriented</i>	<i>Ascription-oriented</i>
Use of titles only when relevant to the competence you bring to the task.	Extensive use of titles, especially when these clarify your status in the organisation.
Respect for superior in hierarchy is based on how effectively his or her job is performed and how adequate their knowledge.	Respect for superior in hierarchy is seen as a measure of your commitment and its mission.
Most senior managers are of varying age and gender and have shown proficiency in specific jobs.	Most senior managers are male, middle-aged and qualified by their background.

Source: Trompenaars and Hampden-Turner (1997).

Table 3.11 summarises the differences between achievement and ascription culture. Achievement versus ascription refers to doing versus being. Some societies accord status to people based on their achievements, while others ascribe it according to age, class, gender, education and so on. The first kind is achieved status, while the second

is ascribed status. There are ascriptions which are logically connected to the performance such as age and experience, education and qualifications. However, there are ascriptions that are not connected to performance such as gender and social connection. Arab society is structured into social classes and individual inherit the social class of their family (Nydell, 2006). Arabs accept the social class into which they were born, however one can improve it through professional position, education but person's origin will be remembered (Nydell, 2006). Therefore UAE could be considered to be ascription-oriented. However in the public sector workforce it is difficult to apply the same concept. Considering the Wasta concept discussed earlier, it could be argued that recruiting and evaluating on the base of Wasta is part of ascription oriented culture values. The Wasta concept suggests that relationships with the candidate and employee are more important than qualifications and achievements. Therefore there could be a link between valuing individual beings and Wasta.

3.5. National culture and organisational culture

Organisational culture is shaped by the culture preferences of leaders and employees in addition to the technologies and market. As noted earlier in section 3.1, organisational culture has the weakest effect on individual behaviour in UAE; however work values are mainly determined by the national culture. In order to understand the national culture values impact on organisational culture it would be necessary to discover different aspects of organisational structure which define corporate culture and link it with UAE cultural values and its impact on organisational culture.

Trompenaars and Hampden-Turner (1997) defined three aspects of organisational structure which define corporate culture. First is the general relationship between employees and their organisations. Second the vertical or hierarchical system of authority defining superiors and subordinates. Third the general view of employees about the organisation's destiny, purposes and goals and their places in this.

Trompenaars and Hampden-Turner (1997) used two dimensions to distinguish different corporate culture, which are equality-hierarchy and orientation to the person-orientation to the task. However, it enables them to define four types of corporate culture, which vary in how they think and learn, how they change and how they motivate, reward and resolve conflicts. They use four metaphors to illustrate the

relationship of employees to their notion of the organisation. The family, the Eiffel tower, the guided missile and the incubator.

The family culture

The power-oriented family corporate culture is in which a leader is regarded as a caring father who knows better than subordinates. The work in corporation of this type of culture tends to have atmosphere which is similar to home. The pressure over the employees is moral and social rather than financial or legal. According to Trompenaars and Hampden-Turner (1997), many organisations with family-style cultures are industrialized late, such as Greece, Italy, Japan, Singapore, South Korea, and Spain. Leaders get their sense of power and confidence from their followers; however, skilful leaders may appeal to the deepest feelings and aspirations of their subordinates. Family culture has its disadvantages and difficulties, one of which is project group organisation or where authority is divided, so loyalty is confused between them. Another problem is that genuine family relationships at work, as if an employee's related family back home find it easier to relate at work. Some cultures may see nepotism as corruption and a conflict of interest, a family culture could see it as reinforcing its current norms. Trompenaars and Hampden-Turner (1997) conclude in their research and questions posed that a nation in which the family is a natural model has almost no boundary for the organisation's responsibilities to its employees. Japanese employers care about the employee status and whether he or she is married, and also number of children in order to determine pay. The company may be involved in arranging and finding houses and schooling for the children. The motivation in family culture corporations may be enhanced by praise and appreciation rather than money. Pay-for-performance may rarely be used and fit. Prominent family members' coherence to the whole group is important to avoid any loss of its face. The family culture model provides and gives more priority to effectiveness over efficiency. Considering the earlier discussion on the link between Islamic values and UAE cultural values, work related value assumes managers tend to treat subordinates as if they are their brothers and sisters. This relationship may influence performance evaluation processes, as the relationship may attempt to take family sense rather than professional. The focus of evaluation would be based on relationships rather than

achievements and efforts. However, this link could be subjective and the Wasta concept may also influence the relationships.

Furthermore, the salary structure of UAE public sector includes allowances such as housing allowance, which vary between single and married employees. This indicates that government organisations take social responsibilities toward their employees. However, these senses of social responsibilities may pass to the managers and create a family culture. Therefore, it could be argued that corporate culture in UAE public sector may take the shape of family culture as an influence of Arabic and Islamic values. However, this cultural value would help analyse data through manager's feelings toward employees and vice versa, whether family feeling is dominated or not.

The Eiffel tower culture

Trompenaars and Hampden-Turner (1997) have chosen the Eiffel tower symbol to stand for the formal bureaucracy; this culture type is considered to be steep, symmetrical, narrow at the top and broad at the base, like the formal bureaucracy. The structure of this type of culture is more important than its function. The hierarchy of Eiffel tower culture differs from the family culture as each higher level has a clear function of holding the level under it. The higher level role is to instruct, lead, and convey the rational purpose of the organisation. Therefore, the lower level has the obligation to obey instructions, if not the system would not function. The boss or leader in the Eiffel tower culture is just a person who could be replaced without making any difference to the employees' duties or having any effect on the organisation. The job is effectively defined. Professional qualifications assist the career in Eiffel tower culture corporations. Trompenaars and Hampden-Turner (1997) summarize that almost everything the family culture accepts the Eiffel tower culture rejects. Personal relationships are likely to influence judgments and confuse boundaries between roles and responsibilities. Performance could not be evaluated fairly if any personal relationship is built; however, keeping personal relationship aside and focusing on the objectives of evaluation is essential. The organisation's purpose is separated from personal need for power or affection, such needs are distractions and biases. Each level of the hierarchy role is described; definition of responsibilities, authorities, complexity, and even salary is attached to it. The recruitment processes consider applicants for the role equally and match the person's

skills and qualifications with the job, and therefore award the job to the best fit between role and person. However, the same procedure applies in evaluations and promotions. Learning in this type of culture is through accumulating the required skills to fit the role and adding to these to qualify for higher positions. It is difficult to classify UAE public sector corporate culture to be structured or function driven; however, considering the Wasta concept, which influences the recruiting process in UAE public sector in terms of equality to candidates. It could be argued that structure is more important than function. Recruiting through Wasta may result in recruitment of unqualified candidates, which would affect the function of the organisation. This culture value would help data analysis by investigating the impact of Wasta in recruiting and its impact on the function of the organisation.

The guided missile culture and the incubator culture

These two types of corporate culture may have an influence in UAE corporate culture and performance evaluation concepts. However, due to the complexity of these two types, rather than investigating and mainly due to time constraints, the researcher will simply identify them and consider them during the data analysis.

The guided missile culture is a project-oriented culture. It is more egalitarian, impersonal and task-oriented. The task is normally undertaken by teams or project groups. The best way to describe this type of corporation culture is doing whatever it takes to complete the task; however, what is needed may not be clear and may have to be discovered. The ultimate value is how a member of the group performs and contributes to the task. However, the individual contribution and role may not be as clear as in the Eiffel Tower culture where each role is defined and the outcome can be quantified. The loyalty in guided missile culture is where professions and projects are greater than that to the company. The incubator culture is person-oriented and egalitarian. It is egalitarian as anyone can come up with new ideas regardless of their status; therefore, it is a highly creative environment. However, the task is necessary to contribute and make products which are not yet defined. The incubator culture organisation often has no structure; however people are there to confirm, criticize, develop, find resources for and help to complete the innovative product or service.

3.6 Conclusion

Since the discovery of oil and the formation of UAE in 1971, there have been rapid and dramatic changes in the social society. The rise of education and economic levels of UAE people have improved the standard of living. The economical developments have attracted people from all over the world seeking job opportunities. That UAE population consists of 15% UAE nationals and 85% non-nationals from more than 200 countries, which mean people, interact with different cultures. There have been changes in UAE social culture to some extent; however, Islamic values and teachings have a great impact in shaping the society values, attitudes and behaviours. The aim of the research is to first understand the performance evaluation procedure in UAE public sector, and second to explore the national culture impact on the process.

Therefore, the first chapter discussed the performance management, appraisal and evaluation concepts. This chapter discussed the cultural aspects and structure of UAE.

Organisations and employees are effected by their cultural surroundings. National culture which is set of values, attitudes, and behaviours are carried into the workplace. Culture plays a role in performance evaluation as it affects the values and the needs of the organisation and evaluation. For example, it could affect what is to be evaluated, and whether the individual or group performance is considered more important. The perception of evaluation varies in different cultures, and the attitude toward evaluation affects the criteria and method of evaluation. However, one must bear in mind how organisational culture maybe different from macro-culture when analysing such perceptions.

National culture has its impact on the organisational culture as it inherits its values, believes and ethics from it. Work related values and attitudes have been argued to be part of the cultural identity of a nation and are directly relevant to human resource management (Hofstede, 1980, Tayeb, 1998). As reported by Tayeb (2003), Hickson (1993) stated that first and foremost each manager is a person in a society and so the processes of managing and organizing are not separate from societies and their culture (As cited by Tayeb, 2003). Furthermore, national culture has its impact on human resource management.

Organisational culture has the weakest impact on individual behaviour and national culture shapes the work values in UAE. Islamic values have a great impact on UAE

culture; however, Hofstede's cultural dimension could explain UAE cultural values. UAE ranking is high in power distance (Hofstede, 2001). Islamic values of respect to authority and obedience to seniors could explain the cultural value behind power distance dimensions. In addition, according to Islamic, value leaders must be obeyed, thus the authority of the leader accepted as right and subordinates are expected to show respect to their superiors. Furthermore, decision making in UAE families is normally done by an older member. This cultural phenomenon may influence the performance evaluation, as performance management values are based on individual respect, fairness and equality. However, fairness and equality may not be achieved when subordinates cannot express their feelings and thoughts to superiors and believe that they should just obey orders. In addition, they believe that superiors have full authority to evaluate and take decisions. However, the analysis of data would consider the power distance approach in terms of relationships between employees and their managers, the freedom to express thoughts and to what extent managers have authority to evaluate and employees to appeal against the results. The UAE culture is considered to be a high power distance, which could be rooted from the family hierarchy where elder members take the decisions for other members. For example, if a woman wants to marry, it is illegal to do so without the permission of the guardian who is normally the father or elder brother. However, most of the decisions are made by the older member and others follow and agree. Research evidence (Weir, 2000, Mellahi, 2003) shows that subordinates do not expect to participate in the actual decision making as equal partners in UAE. However, there is no study or research about the effect of power distance culture in the UAE workforce, private or public organisations. It is likely that this national culture may influence the working environment where managers have full power and authority to evaluate employees where employees would hesitate to disagree and discuss the results of the performance evaluation.

The relationships and family connection are considered important in UAE social life. Loyalty to one's family means that family considerations take precedence over everything else, including work. Decisions are made based on what is best for family, not for any one individual member. Family obligations are seen as very important to individuals, thus individuals may break certain roles or make exceptions to maintain relationships and loyalty to the family. These exceptions and role breaking may

extend to the work place. As suggested, Wasta is widely spread and used in Arab countries. This behaviour and attitude toward family obligations and relationships may have created and encouraged the use of Wasta to protect family and maintain relationships. According to Barnett, Yandle and Noufal Wasta (2011) an implicit social contract is referred to as one, which obliges those within the group to provide assistance (favourable treatment) to others within the group. Those who have Wasta get jobs and interviews easier than those who do not, which may influence the performance of the organisation as well as the employees appointed by Wasta. Therefore, it could influence the evaluation of employees too.

Wasta plays a role in securing employment for relatives. UAE culture is considered as collectivism (Hofstede, 2001), therefore Wasta could be explained and justified by looking after the group and family interest. Wasta starts from employment and may go all the way to performance evaluation and promotion. Wasta may influence the performance evaluation by the transparency and fairness of the process. If employees are giving priority over others based on relationships, it may break the purpose and objective of performance management to improve performance and identify strengths and weaknesses of individual performances. Therefore, the relationship between Wasta and relationships in UAE public sector and its impact on performance evaluation would help to explore how cultural values affect performance evaluation procedures. The research aim is to explore the extent to which relationships are more important than the function of the organisation, which helps to identify the organisational culture in terms of structure and function.

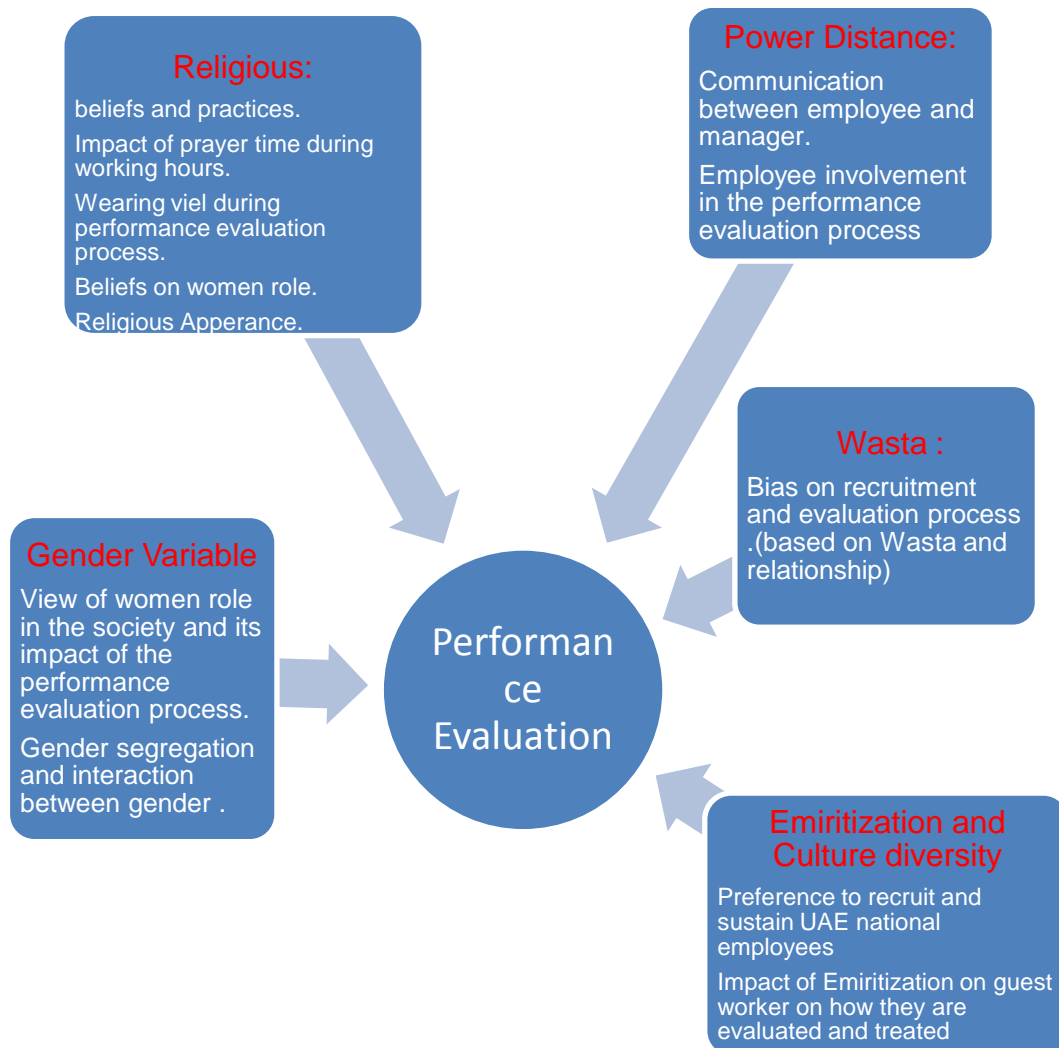
Traditionally, women in Arab countries and UAE are seen as mainly responsible for the well-being of the family, women are primarily committed to the house and children. However, there have been changes in UAE society culture toward women. Women in UAE have increasingly joined the workforce, especially in the public sector. The research aims to explore the implications of gender differences in performance evaluation processes in UAE public sector, whether there is any bias in terms of gender, and if there are any practices driven by cultural values.

In Islamic value, individuals are expected to do good deeds, work hard, never cheat, be honest and trustworthy. The Islamic appearance, such as a long beard for men, and a veil for women, may influence the performance evaluation, as it may mislead and

deceive actual performance. In other words, more religious personnel would be assumed to follow the Islamic instruction, therefore they would have self-discipline, and work hard as part of spiritual fulfilment. In addition, every individual, according to Islamic teaching, will be rewarded or punished by God for every good and bad thing they do. Therefore, more religious people would be assumed to adopt those teaching, which is not always true. The objective of performance evaluation is to evaluate the actual performance and contribution to the organisation regardless of their personal beliefs. However, this cultural phenomenon would help in the understanding and exploring of the religious beliefs and its impact in performance evaluation, moreover, explore if there is any special feelings or attitude toward more religious employees. In addition, religious beliefs may influence evaluation as it is considered an investigation of their faith rather than evaluating their performance and contribution to the organisations, which affects the behaviour and attitude toward performance evaluation.

UAE is a Muslim country; therefore, social life is influenced by the values and culture of Islam. The Islamic rules regulate all aspect of human life, including social and economic aspects of Muslim society. In terms of evaluation, religion may influence the procedure. Relationships between work ethics and Islamic beliefs may influence the form and factor of evaluation. Yousef (2000, 2001) has shown a positive relationship between the Islamic work ethics and organisational commitment, job satisfaction, and attitudes toward organisational change in the United Arab Emirates. Given that, it appears that employees and managers believe that Muslim employee and those who are more religious are more committed and truthful. Therefore, religious appearance may influence the evaluation rating, which means that they may get a better rating regardless of the actual performance. The below diagram shows and summarises culture values that will be considered in the research findings and discussion.

Diagram: 3.1 Cultural values that may affect performance evaluation



Cultural values and structure may influence the performance evaluation procedure and practice; however, the research aim is to explore if that is the case in UAE public sector, and what are the cultural values and practices that may influence the process. In order to achieve that, it is essential to understand the performance evaluation process in UAE public sector. The following chapter will present the research methodology and methods adapted to achieve the aim and objective of the research.

Chapter Four: Research Methodology

4.1 Introduction

This chapter presents the research philosophy and methodology, along with the various methods and techniques that were used during the investigation to achieve the objective of the research; furthermore, the justification for adopting them is presented.

The chapter starts by identifying the purpose of the research and the research questions to be answered, followed by identification of the reasons for choosing UAE society to conduct the investigation. The research philosophy is discussed, along with the choice adopted by the researcher and justification of that choice.

The aim of the research was to investigate performance evaluation procedures in the UAE public sector and the cultural impact on the procedure. In addition, it aimed to compare private and public sectors in terms of the performance evaluation process. Therefore, the population of interest was the UAE public and private sector organisations. A list of potential public organisations, including federal and local government agencies, and private organisations were set prior to the investigation (see table 4.1). The sample was selected based on access to the organisation and employees; moreover, the survey was distributed among employees who have experienced and gone through a performance evaluation during their career. To meet the aim of the research and to answer the key research questions, the research combined qualitative and quantitative approaches, using questionnaires and in-depth interviews. The questionnaires enabled the researcher to obtain a larger amount of data from a sizable population. The survey was conducted in the public organisation sector; discussion on the population sample is presented in section 4.3.3.2.1. Quantitative analytical techniques were then used to draw inferences from this data regarding existing relationships.

The in-depth interview is a qualitative research technique that involved conducting intensive individual interviews with public and private organisation sector managers to explore their perspectives on performance evaluation and the impact of culture in practice. The choice of using in-depth interviews was developed and decided based on the information and data required to meet the research objectives. Detailed performance evaluation practices and cultural values in the participants' organisation,

and the participants' thoughts and behaviour helped in exploring new ideas and in understanding the programme. All interviews were transcribed and analysed; further discussion is presented in section 4.3.3.1.

The research technique used during the investigation, a scaling technique used in the questionnaire, is discussed in detail. The sampling process in exploring why the participants and organisations were selected is presented and justified, after which ethical considerations are provided. A piloting procedure for both interview and survey is discussed. Furthermore, the design of the questions asked in interviews and questionnaires is discussed in regards to how it was developed and designed. In addition, ethical considerations are discussed before the summary of the data analysis, including analysing quantitative and qualitative data.

The chapter is divided into three sections. The first section is the research philosophy and approach: discussing the research's overall approach. It begins by identifying the purpose of the research, explaining the choice of the UAE's public sector, and then discussing the research philosophy and approach. The second section is the research design: it starts by describing the access and population of interest, followed by the description of the study and instruments. The third section explains the data analysis, providing details of how the in-depth interviews and questionnaires were analysed.

4.2 Section 1: Research Approach

4.2.1 Purpose of the Research

This research intended to contribute to our understanding of cultural differences and their relative impact on the process of performance evaluation and to test the performance evaluation theory with respect to its ability to incorporate cultural practices and values. The study investigated the process of performance evaluation in the UAE's government sector and explored the cultural impact on the evaluation and design of performance criteria by considering the possible uniqueness of the UAE's culture to improve individual and organisational performance. In addition, this study compared the performance evaluation processes in the private and public sectors in the UAE to understand the differences. The aim of the research was to develop a theory on the impact of culture in performance evaluation, in which the UAE culture was used as a case study to conduct a series of research questions.

4.2.2 The UAE as a Choice of Study

The researcher chose the UAE to do the research in to explore the cultural impact on performance evaluation as referred to in Chapter Three. The reason behind the choice is that the researcher belongs to and is familiar with the culture. However, as suggested by Buckingham and Saunders (2004), interviewers and interviewees from similar cultural backgrounds will normally share a broad area of understanding and minimize incorrect judgment. In addition, there is a great deal of accessibility to data collection. On the other hand, the objective was to investigate the impact of culture on performance evaluation and to conduct a critical assessment of the federal government sector's performance evaluation rational and practices, with potential recommendations for change. Moreover, the researcher would like to contribute in his society by providing recommendations to enhance performance. There have been significant developments in the public sector in terms of regulations in the performance evaluation of employees. In this context, the Federal Authority for Government Resources issued a law to enhance employees' performance: Law Number 11 for the year 2008 regarding Human Resources in Federal Government,

The law stresses on the human element considering it as an original investment which must be managed and developed efficiently as well as it reflects future vision for the future requirements of human resources and contribute in developing the systems and policies and work environment in a manner enabling it to link human resources development line in the Ministries with the objectives and strategic factors as well as opening chances for all to improve performance of employees and monitor their skills and invest in their efforts (Federal Authority for Government HR, n.d.).

Most major features of the government directives on which the law is based are to enhance performance in government sectors and lay down distinctive culture through the establishment of sectors to manage the performance of employees, to lay down a scientific method to reward achievements and distinctive results, and to encourage continuous education and development. The significant changes in the government sector toward performance enhancement led the researcher to implement the study in the UAE government sector to explore the processing of these regulations. In other

words, to explore the performance evaluation procedures conducted in the public sector and to evaluate and enhance performance.

In addition, consideration was needed for the cultural values and practices. It is essential to note that in the UAE in 2005, the population was 4,106,240 of which 21.9% were UAE nationals and 78.8% were from other nationalities (The National Bureau of Statistics, 2005). They estimated the population for 2010 to be 8.2 million, in which the nationals represent 11%. More than 206 nationalities have different cultural values in the UAE (Alhayary, 2008). Therefore, UAE society has a mixed cultural population, making the study of cultural impact essential. Among public organisations and employees in the UAE, it was a widely held belief that private organisations had better evaluation procedures. The reason behind that could be that private organisations use Western methods of evaluation; however, no studies have proven that. Therefore, the researcher decided to explore the differences in both sectors in terms of performance evaluation.

4.2.3 Research Philosophy

A number of approaches could be adopted to address the research task. However, the research did not start with hypotheses but aimed to understand the social context of phenomenon.

Pragmatism is not committed to any one system of philosophy and reality (Creswell, 2013). It applies to mixed methods research in that inquirers draw liberally from both quantitative and qualitative methods. The pragmatic approach involves using the method that appears best suited to the research problem; therefore, granting the freedom to use any of the methods, techniques, and procedures typically associated with quantitative or qualitative research (Creswell, 2013). The pragmatic approach recognises that every method has its limitations and that the different approaches can be complementary.

The pragmatic approach towards research can be viewed as a form of interpretivism: a stream of thought that asserts that subjectivity is required to grasp the “subjective meaning of social interaction” (Bryman 2001, p. 13). It focuses on understanding how people experience the world they live in (Angen, 2000), as their thinking leads to interpretation, resulting in knowledge and meaning (Gephart, 1999). Pragmatists

believe that “Knowledge of the real world is developed through interaction with it” (Blosch, 2001, p. 42) and they place emphasis on the context in which this interaction takes place. As mentioned earlier, the research did not start with hypotheses, but began with general questions and objectives to understand social phenomena based on participants’ contributions through their thoughts, beliefs, and opinions.

The aim of the research was to understand the social situation and cultural interpretation in the UAE and to build theory. To support this approach, the research combines methods of qualitative and quantitative research: quantitative data from surveys and qualitative data from interviews. The researcher converges quantitative and qualitative data to provide a comprehensive analysis of the research questions and objectives. In this design, the investigator collected both forms of data during the study and then integrated the information in the interpretation of the overall results. The quantitative method, a survey, served to collect large data from employees and to understand the performance evaluation process in their organisations and the national cultural values that influence the process. The qualitative method, interviews, served to collect detailed views from the managers of the performance evaluation process and of the national cultural influence in the process. Combining both methods supported the research objective and questions, with each method contributing to the inquiry. For example, the survey provided general views and quantifiable data to measure employees’ behaviours, opinions, and attributes toward the performance evaluation process. On the other hand, the interviews developed detailed views of the performance evaluation process and national culture values that influenced the process.

Pragmatic researchers are in a better position to use qualitative research to inform the quantitative portion of research studies, and vice versa. By utilizing quantitative and qualitative techniques within the same framework, pragmatic researchers can incorporate the strengths of both methodologies (Onwuegbuzie & Leech, 2005). Most importantly, pragmatic researchers are more likely to be cognizant of all available research techniques and to select methods with respect to their value for addressing the underlying research questions, rather than with regard to some preconceived biases about which paradigm is hegemony in social science research (Onwuegbuzie & Leech, 2005). The researcher bases the inquiry on the assumption that collecting

diverse types of data best provides an understanding of the research objective. **4.3**

Section 2: Research Design

This section discusses access to the selected organisations, from both the public and private sectors. Qualitative and quantitative approaches were used for the investigation by conducting in-depth interviews and questionnaires. This section presents and discusses the design of the instrument used, and the scaling, question design, sampling, piloting, and ethical considerations for the research.

4.3.1 Description of the Study

As mentioned in section 4.1, the objective of the research was to explore and describe performance evaluation procedures in UAE public sector and analyse the expected influences of culture in performance evaluation procedures. Due to the complexity of the research and its aim to explore, describe, analyse, and recommend in terms of performance evaluations and cultural values and practices, the researcher chose to design the research using a combination of qualitative and quantitative approaches. Each of the two research approaches provides a distinctive kind of evidence and used together, can provide a powerful resource to inform and illuminate policy and practice (Spencer, Ritchie, & O'Connor, 2003). The qualitative approach is addressed to explore and understand the performance evaluation procedures and the culture impact on it. The quantitative approach is designed as quantifiable data to measure the employees' behaviours, opinions, and attributes numerically toward the performance evaluation process. The aims and outputs from both approaches are quite different in nature but their combined is powerful. Qualitative and quantitative data were used to collect data from multiple resources, such as managers, line managers, and employees.

The qualitative data were collected through in-depth interviews with human resource managers and general managers in both public and private organisations in the UAE. Quantitative data were collected through questionnaires conducted with employees from public and private organisations. The interviewer's aim is to understand the performance evaluation procedure in UAE public organisations and the cultural influence of the procedure. The survey also aimed for the same but also statistically, to gain the employees' points of view on the procedures, figures that may help in analysing the different perspectives and in understanding the performance evaluation

between managers and employees. Therefore, each method has a different contribution to the research but is related to the objectives of the research. However, further discussion on the in-depth interview and questionnaire techniques and the population selected is presented in this chapter.

4.3.2 Access

The focus of the research was in the public sector; however, private sector organisations were also selected to find the differences between the two. Two different groups were interviewed: the managers from the public sector and the managers from the private sector.

The investigation was focused on how performance evaluations are conducted; therefore, the HR department personnel were the target of the interviews as they the conduct performance evaluations. However, in most selected organisations, the HR manager conducts evaluations. Therefore, they were selected based on their role of conducting performance evaluations within their organisations. The population of interest was managers with prior experience and responsibility for conducting performance evaluations. However, the actual drawn sample is presented in table 4.1. Further clarification on sampling is presented in section 4.3.3.2.4. This part discusses the organisations selected and how access was obtained.

Two types of public sector organisation were investigated: federal agencies and local government agencies, and private organisations partially owned by the government. Table 4.1 shows the initial list of organisations.

In-depth interviews were conducted with the organisations and access was granted as follows:

1. Five Federal Agencies: Fujairah Police, Tanmia, Albahar School, Higher College of Technology
2. Three local government agencies: Fujairah Municipality, the Human Resource Department of Fujairah Government, and Khorfakhan Municipality.
3. Four private organisations: Dubai Bank, National Bank of Abu Dhabi, Telecommunication Company, and Emirates Sembcorp Water and Power Company.

Table 4.1 Initial list of organisations

Federal Agencies	Local government Agencies	Private sector organisations
<ol style="list-style-type: none"> 1. Ministry of Interior (Fujairah Police) 2. Ministry of Labour (Fujairah Office) 3. Ministry of Justice (Fujairah Court) 4. Ministry of Health (Fujairah Hospital) 5. Ministry of Economy (Fujairah Office) 6. Federal Electricity and Water Supply (Fujairah) 	<ol style="list-style-type: none"> 1. Fujairah Municipality 2. Fujairah Tourism Authority 3. Fujairah Airport 4. Fujairah Chamber of Commerce 	<ol style="list-style-type: none"> 1. National Bank of Abu Dhabi (Fujairah Branch) 2. Dubai Bank (Fujairah Branch) 3. Etisalat (Fujairah Headquarter) 4. Du (Fujairah Branch) 5. Emirates Sembcorp 6. National Bank of Fujairah (Fujairah Branch)

The questionnaire was conducted with personnel in the above-mentioned organisations and two other federal agencies: Fujairah Hospital and Ministry of Labour (Fujairah Branch). The next section will describe each interviewed organisation in brief and how access was obtained. Further discussion about each interview is presented in Chapter Five.

4.3.2.1 Public Organisations

1. Fujairah Police is a federal government agency under the Ministry of the Interior. The interview was conducted with the head of human resource management of Fujairah Police headquarters. The researcher contacted the organisation by a phone call to their call centre and a request to speak with the HR manager; however, the HR manager was later contacted via phone and an

explanation of the nature of the investigation was given before he agreed to participate.

2. Tanmia is a federal agency and its objective is to support the government's endeavours by effective planning of HR policies and by developing strategic partnerships to achieve national development (HRD) objectives. It has branches all over UAE; however, the interview was conducted with the Fujairah branch manager. The researcher visited the organisation and asked for the HR manager; however, they do not have an HR manager in the Fujairah branch, so the manager was selected for the interview, as he conducts the performance evaluations within the organisation. Therefore, the researcher visited the manager's office and explained the nature of the investigation to the secretary, who passed the information on, and an appointment was set to conduct the interview.
3. Albahar School is a federal girl's school from grades one to six; it is under the Fujairah Education zone, which is part of the Ministry of Education. The interview was conducted with the school manager. The organisation was contacted through a teacher who works there, who recommended and suggested that the manager be selected because she conducts the performance evaluations, so a request letter was sent with the teacher to the manager who agreed to participate.
4. The Higher College of Technology is under the Ministry of Higher Education. As cited on their website, "the system of the Higher Colleges of Technology is a community of more than 19,000 students and almost 2000 staff based on 17 campuses throughout the United Arab Emirates (UAE) - the largest higher education institution in the UAE" (p. 2). The interview was conducted with the Chair of Applied Media Studies in Abu Dhabi Men's College. An email was sent to the Higher College of Technology asking them to participate through a questionnaire and interview, so they suggested contacting the public relations officer who recommended making the interview with the media supervisor, as he has experience in evaluating employee performance in the department. Therefore, an appointment was set to conduct the interview.
5. Fujairah Health School Centre is a federal agency that provides health services to federal school students. It is under the Ministry of Health. The interview was conducted with the centre manager because he conducts the performance

evaluations. The manager was contacted by phone and briefed about the nature of the investigation. He agreed to participate and fixed a date and time to conduct the interview.

6. As cited by Fujairah Municipality official website: “Fujairah Municipality was founded in 1969 vide local act no (1) for year 1969. The municipality is a local government organisation specialized in municipal urban and rural municipal affairs. It is responsible for the provision of public services consistent with the development requirements. The municipality is an independent entity with its own organisational structure and own administrative and technical cadres to carry out their assigned duties and tasks and to achieve their objectives.” The interview was conducted with the human resource manager of Fujairah Municipality. The researcher visited the organisation. The information desk personnel explained that the HR manager is the one who conducts the performance evaluations. Therefore, a request letter was sent to her office to conduct the interview. One week later, the researcher visited the municipality again, but acceptance was not yet provided. However, two days later, the secretary called and fixed an interview date and time.
7. The Human Resource Department of Fujairah Government was established in 2005. Its objective is to raise the level of performance and detect irregularities in the administrative system and to propose solutions. The Human Resource Department has all functions assigned to it under the law laid down in the civil service system to the Government of Fujairah. The interview was conducted with the head of HRD. The researcher knows the head of HRD, so he contacted him by phone and briefed him about the research. He was excited to participate and the interview was fixed two days later at his office.
8. The Municipality of Khorfakhan is a branch of the Sharjah Municipality to serve the Khorfakhan region, which is a civil governing institute that manages all services and utilities offered to the civil society. The receptionist suggested that the administration manager was the one who conducts the performance evaluations for the department; therefore, the interview was conducted with the administrative manager of the Municipality and the receptionist arranged this.

Twelve interviews were conducted: eight in public organisation and four in private organisations. The choice of organisation was because of personal contacts and accessibility to organisations. However, access was gained through the formal channels. The first steps were to contact the manager directly and ask for permission to conduct the interviews and then to send official letters, if requested. These letters included a brief description of the research and its purpose; otherwise, the explanation was given orally. All interviews were conducted in the interviewee's office during working hours. The interviewees then agreed and let the researcher distribute the survey among their employees. The piloted interview was conducted in December 2009, and the first interview was conducted on 3 January 2010. All other interviews were conducted consequently from two to three weeks after each other; however, some interviews were conducted during 2012, on 16 February and 4 March because access was gained at that time.

4.3.2.2 Private Organisations

This section describes briefly each private organisation that participated in the research:

1. National Bank of Abu Dhabi (NBAD) was established on 1968 as a banking institution working for the government of the UAE and Abu Dhabi. The bank worked as a central bank in the UAE prior to the establishment of the Monetary Council in 1975. The government of Abu Dhabi owns 70.48% of the bank. NBAD has one of the largest bank networks in the UAE, with an expanding network of more than 120 branches. The interview was conducted with one of the branch managers. The receptionist suggested interviewing the branch manager, as he conducts the performance evaluations. An interview time and date were fixed.
2. The Dubai Bank is an Islamic banking institute established in 2002. It has over 20 branches over all the UAE. The Emirates NBD bank owns it, with 55.64% by investment corporations of Dubai's investment portfolio, which comprises of wholly and partly owned government businesses. The interview was conducted with the Fujairah Branch Manager. The researcher knows the branch manager and therefore he was contacted directly and briefed about the nature of the investigation. The interview was conducted at his office.

Figure 4.1 shows the organisation chart

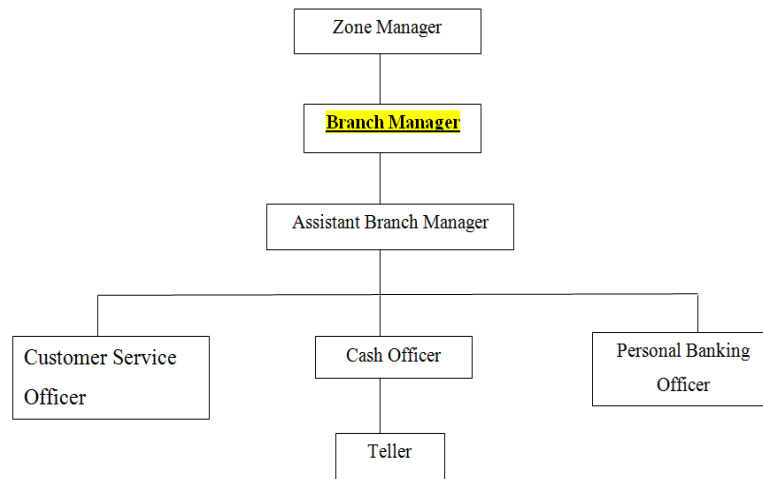


Chart 4.1: Organisation A chart

3. The Telecommunication Company is a private telecommunication service provider; however, the Emirates Investment Authority (EIA) own 60.03% of it. The EIA is a sovereign wealth fund of the federal government of the UAE. The interview was conducted with the HR officer in the Fujairah Branch. A friend who works in the company suggested the HR officer and arranged and helped to set-up the interview.
4. Emirates Sembcorp Water and Power Co, as cited in their website, are “Fujairah F1 Independent Water and Power Plant is the 6th Independent Water and Power Plant privatized by Abu Dhabi Water and Electricity Authority (ADWEA). The facility is owned by Emirates Sembcorp Water & Power Co - ESC which is 60% owned by Union Power Holding Company a unit of Abu Dhabi Water & Electricity Authority (ADWEA) and 40% owned by Sembcorp Gulf Holding Co Ltd” (Singapore)”. The interview was conducted with the HR manager. A letter was sent to the organisation, which was then followed by a phone call. The secretary suggested and arranged an interview with the HR manager.

Interviews were conducted in four private organisations; access was gained through directly contacting the branch manager and HR manager who agreed to conduct the interviews. No letters were sent to them as they said they were not required; however, an oral explanation of the nature of the study was given during the phone conversations. All interviews were conducted in the interviewees' offices during working hours. After the interviewees' permission was gained, the questionnaire was conducted in the same four organisations. These organisations were chosen because of accessibility and acceptance to participate in the study.

4.3.3 Instrument: Methods

The research was conducted using in-depth interviews and questionnaires. This section provides details on the development of the instrument. The development of the questions, scaling, sampling, and piloting is discussed.

4.3.3.1 In-depth Interview

4.3.3.1.1 Introduction

The primary research is based on qualitative in-depth interviews and a questionnaire. One of the main methods of collecting data in qualitative research is in-depth interviews. However, the in-depth interview is often described as a form of conversation (Burgess, 1982a, 1984, Lofland & Lofland, 1995, as cited by Legard, Keegan, & Ward, 2003). The research applied in the in-depth interviews was to interact with the interviewee to gain and reach an understanding of performance evaluation procedures in their organisation and its cultural impact. However, to justify the choice of in-depth interview method, it is important to discuss the feature of the in-depth interview.

The research objective was to discover the performance evaluation criteria in the UAE and the cultural impact on it. Therefore, exploring the in-depth interview with the HR managers who implement and apply the performance evaluations is appropriate to have a full understanding of the procedure. In addition, exploring and discovering their feelings and beliefs of performance evaluation and its concern in terms of culture is important. The in-depth interview allows the researcher to explore the factors that underpin participant's answers: reasons, feelings, opinions, and beliefs (Legard, Keegan, & Ward, 2003). The interview is considered to be generative in the sense that

new knowledge or thoughts are likely to be created, which depend on the research questions. In addition, new ideas and suggestions may be generated from interviews and provide the researcher new avenues of thought that may require exploration.

The interview utilizes techniques from both focused and structural approaches, with the interviewer being free to probe beyond the answers (Alreck & Settle, 1995). The interviewee is given the opportunity to talk freely about the performance evaluation procedure, their behaviour toward the subject, and their beliefs in relation to the culture impact on performance evaluation process. The interviews were prearranged and conducted face to face. Further discussions on the questions' design and the prearrangement of interview are presented later in this chapter. Although the interview is unstructured in term of questions, there are main objectives and questions to be answered. Therefore, a set of pre-prepared questions were developed to ensure answers; however, questions were developed during the interaction in the interview.

4.3.3.1.2 Interviews Arrangements

The interviews took several stages. In most of the interviews conducted, the first step was to contact the participant to set up the interview; the communication was via phone, an explanation of the nature of the research was introduced, and a letter was sent to their office when required (see Appendix 1: copy of the letter).

The time and location of the interview was set, and the researcher arrived to conduct the interview. The researcher started by making conversation but avoided the research topic until the interview began. Once the participant seemed comfortable and ready for the interview, the researcher began with an introduction of the research topic, provided a clear nature and purpose of the research, and sought permission to take notes of the interview.

The opening question is an opportunity to collect important contextual information. Therefore, the opening question was always about the performance evaluation procedure in their organisation. This question allowed the participant the flexibility to explain and provide their information and maybe answer many other questions. Personal and background questions flowed through the interview process. Although the interview was unstructured and open, the researcher guided the participants through the key issues of interest.

At the final stage of the interview, the researcher addressed the final question to indicate to the participant that questions were over; however, the participant could provide any further information or recommendations at this stage. After the interview, the researcher thanked the participant and exhibited how their contribution would help the research. Assurance of confidentiality of the information was provided and the use of personal information discussed. Some participants gave permission to use their names and to mention their organisation names but some preferred not to. The interviewee's right of confidentiality and in answering or withdrawing questions was cleared and ensured (refer to Appendix 1).

The researcher's role in the interview process was to facilitate the interviewee to talk about their thoughts, feelings, views, and experiences. Therefore, managing the interview process was considered to ensure the required subjects were covered to the required depth without influencing the actual views articulated. The researcher ensured covering the agenda to be discussed and steered the interviewee back to the topics. The researcher encouraged the interviewee to talk through open-question techniques rather than providing simple answers by interacting with the interviewee. As suggested by Spencer, Ritchie, and O'Connor (2003), probes are not meant to be used in isolation; it is not enough to move on to the next question having asked just one probe, such as "Why?" Ultimately, the response to that probe will lead to another, revealing a mine of information around a particular point that would otherwise remain unexplored.

In this context, the researcher continued the probes until a satisfactory level of full understanding was reached. The interviewer put aside his knowledge and understanding and asked for explanations. It is important to note that interviews were conducted in a manner that was aware of the potential sensitivities of subjects to particular cultural and religious issues and ensured that informed consent was gained from all participants.

The in-depth interview intended to combine structure with flexibility. Therefore, the interview intended to be interactive in nature and the interview questions and discussion are generated by the interaction between the researcher and the interviewee. The researcher asked a general and initial question in such a way as to encourage the interviewee to talk freely when answering the question, for example,

‘What is the performance evaluation procedure in your organisation?’ However, the participant’s answer determined the development of the next question.

The researcher used follow-up questions to obtain a deeper and fuller understanding of the participant’s meaning to achieve a depth of answer in terms of exploration and explanation. Also, in most interviews, after asking the questions about the effects and consequences of performance evaluation, if the answer were that there are no effects of performance evaluation on other factors, such as promotion, training, salary increase, then the follow-up question asked about the promotion procedure and how it is done. This was to understand the link between performance and promotion.

4.3.3.1.3 Instrument of In-depth Interview

It is recommended to audio-record the interview but unfortunately, the researcher was not able to do so for all interviews for different reasons. Although an explanation of the interview objective was explained, the participants hesitated to criticize their own organisations on record. Two interviews were recorded (interviews 5 & 6), but most participants did not feel comfortable recording their voice and words, constraining the interview process. Another reason was that when recording, the participant may become more formal and the interaction becomes stiff, maybe because they think it will be broadcasted. They may not provide their true opinions and beliefs, especially when criticizing their organisations. Therefore, the researcher preferred not to record the interviews.

On the other hand, the researcher made notes of the answers and information provided by the participants during the interview. Example notes can be seen in Appendix 2.

The researcher developed a strategy to take notes to ensure that relevant and important information were not missed. The interview questions were written on a piece of paper and when the participant answered and provided information related to those questions, the notes were taken directly in a specific space. However, the researcher used quick thinking to distil the participants’ essential points and exercised judgment about what to pursue to formulate the relevant questions.

4.3.3.1.4 Question Design

The questions were designed in three parts. The first part was the performance appraisal system in the interviewee’s organisation, and their role, behaviour, attitude,

and thoughts surrounding it. Authors, such as Armstrong, Fletcher, and Williams, developed and influenced the design of questions, and further development of questions was at the suggestion of the researcher supervisors. The initial question was how performance evaluation is planned in the participant's organisation; it was developed based on the research objective of understanding the performance evaluation procedures in the UAE public sector. However, it is a general question; therefore, to understand details about the process, other questions were developed, such as what is evaluated, how it is introduced, and what is the performance evaluation procedure. However, before piloting, there were 30 questions in the interview and after piloting, a further 20 questions were developed; refer to section 4.3.3.2.4 for more details about the development of the questions.

The second part was the cultural values impact on performance evaluation procedures, and this was developed and influenced by authors, such as Hofstede (1984, 1991, and 2001) and Trompenaars (1993). Initially, the focus was on three aspects of cultural values; foreign workers evaluation, Wasta impact, and gender. However, after the piloted interview and discussion with a supervisor, this set of questions was changed, as the initial questions did not reveal enough information and answer the research questions. Therefore, questions on religious beliefs and their impact on the performance evaluation were developed; refer to Appendices 4 & 5 for complete set of the questions before and after piloting.

The third part was the interviewees' opinions about the differences in private and public organisations in terms of performance appraisal. There was one single question for that: 'Do you think the private sector has better evaluation methods than the public sector and why?' This question was satisfactory, as all participants answered and provided justification for their beliefs.

The agenda of the questions were not distributed or shared with the interviewee as it had 50 questions to cover all parts of the topics. Most of the questions were open questions; however, the first question on the performance appraisal procedure covered most of the related questions. For example, one of the questions was about how many times performance evaluations are conducted in the interviewee's organisation, and which most of the time, the interviewee covered this in the first question. Therefore, during the interview, the interviewer made sure not to repeat or ask for information

that had already been provided. The first question was designed to be an opener to the subject to encourage the interviewee spontaneously to raise issues relevant to them. Clarifying questions were also used to elaborate further.

The interviews were conducted in Arabic language, as all managers' mother language was Arabic. However, back translation of the questions and answers were used to ensure accurate translation. The original version of the questions were developed in English and then translated to Arabic. However, to ensure accurate translation and that the meaning was not changed, the English version was translated to Arabic, then translated to English by another person, and then again to Arabic. However, to make sure that the meanings were not lost during the process and for additional accuracy, the English version was translated through translation specialists. The final draft was satisfactory.

4.3.3.2 Survey

4.3.3.2.1 Introduction

The survey questionnaire inquiry consisted of both qualitative data derived from qualitative, open-ended questions and quantitative data from Likert scaled items. Further discussion on scaling and design of questions is presented in section 4.3.3.2.3. The sample for the survey was chosen from the interview organisations (refer to section 4.1); they were from five federal government organisations and three local government organisations, giving eight organisations from the public sector and four organisations from the private sector.

More than 350 questionnaires were distributed; however, 200 responses from the public sector were returned and 74 from the private sector. After each interview, the managers granted permission to distribute the questionnaire among employees. The questionnaire was sent to the public relations office of these organisations with a request to be distributed among all employees from the selected organisations who have experienced performance evaluations and who were willing to participate. However all organisations had formal performance evaluations; therefore, all employees were part of the total population available to sample.

The researcher explained orally to HR personnel about the nature of the research, its objectives, and purposes. Furthermore, the researcher emphasized clearly that

participants should be informed that it is not related to the organisation so as to prevent any confusion. The questionnaire included a cover letter from the researcher that provided an introduction about the researcher; university, supervisor, and the objective of the research (refer to Appendix 7). In addition, the letter included assurance of not using any personal information and that they could opt not to answer specific questions. Each questionnaire was submitted in an envelope to ensure the privacy of the participant's answers from the management who collected them. Two to four weeks was given to each organisation before the researcher collected the completed questionnaires.

The questionnaire was used to answer who, what, how much, and how many questions. Therefore, it was useful to capture facts, opinions, behaviour, and attitudes. However, a survey tends to be used for exploratory and descriptive research. The survey allows collection of a large amount of data from a sizable population in an economical way, which provides reaching data for analysis in terms of statistical analysis. Self-administrative questionnaires have been conducted in which a respondent answers the questions directly without the presence of the researcher.

Therefore, while designing the questionnaire, the researcher considered the questions and the clarity of the questions. The researcher avoided questions that were actually multiple questions or general questions to ensure simplicity. The language of the participants were considered, therefore an Arabic version of the questionnaire was produced to encourage participants. The questionnaire was translated using the same method of translation as the interview questions (refer to section 4.3.1.4).

Most of the questionnaire was composed of closed-ended questions to facilitate the respondent to give a quick answer. Furthermore, open questions were included within the close-ended questions, where explanation is required; however, the researcher tried to minimize them for simplicity. The questionnaire was designed using the Survey Monkey website, which facilitates the entering of date, order, and appearance of the survey.

The questionnaire was designed to cover the research objectives. The questions were designed in three parts. The first part included personal questions about age, gender, nationality, religion, organisation, and job title. The second part was to explore and understand the performance evaluation procedure in the participant's organisation, in

addition to their opinions, beliefs, attitudes, and behaviours. The third part was to explore and understand the cultural impact on performance evaluations in their organisation, in addition to their opinions, beliefs, attitudes, and behaviours.

The last part is to explore statistically the favourable and unfavourable attitudes toward the private organisation's performance appraisal system over the public organisation systems. The same literature of the in-depth interview questions designed and influenced the questions.

4.3.3.2.2 Question Design

There were 52 questions in the questionnaire. This section provides details of each question (Refer to Appendix 5 for complete questions).

Questions 2 and 3 were asked to distinguish participants in terms of age and experience, which may affect their way of thinking in performance evaluations. In addition, they characterized the data collected and the different views in terms of age and gender.

1. Questions 4 to 12 were designed to understand the performance evaluation procedure. This had questions, such as 'Who implements the performance evaluation?' (Question 4) and 'How frequently is it conducted?' (Question 7). Questions 8, 9 and 10 focused on understanding the employee's involvement in the procedure, in terms of whether they are aware of what is going to be evaluated; do they see the results of the evaluation or is it conducted without their involvement. Question 11 examined to what extent employees believe it is important to see the results. Question 12 examined performance evaluation effects on an employee's career in terms of promotion, training, salary increases, nothing, or other effects. Questions 5 and 6 had multiple objectives; the first of which was to understand the performance evaluation procedure in terms of the extent to which the evaluator has full authority to evaluate according to his or her view and whether employees have the right to appeal and negotiate the evaluation results. The second objective was to examine power distance, whether an evaluator has full authority, and an employee does not discuss as part of the power distance culture. However, the responses may add value in analysis in terms of culture impact.

2. As part of the personal experience, the job description is not available in most public sector organisations, and if it exists, it is detached from performance evaluations. Therefore, questions were asked to examine the clarity of job descriptions in terms of clarifying expected performance; question 14 examined clarity of expected performance within the organisation. Question 15 examined the clarity of the organisational objectives.
3. Questions 16 to 23 examined what employees think of the existing performance evaluation, as follows:
 - a. Question 16 examined the link between organisation objectives and mission with performance evaluations, whether they think it is linked or not.
 - b. Question 17 provided opportunities to employees to write what they think of the existing performance evaluation process.
 - c. Question 18 asked participants if performance evaluation procedures in their organisation can be improved and if 'yes', how?
 - d. Question 19 asked what factor could be added to the performance evaluation.
 - e. Question 20 examined the extent to which employees believe that existing performance evaluation procedures considering their efforts and achievements.
 - f. Question 21 examined the existing performance evaluation and the extent to which expected performance is measurable, achievable, related to results, practical, realistic, and clear.
 - g. Question 22 examined the employees thinking about the existing performance evaluation and the extent to which they believe or view it as investigation rather than evaluation.
 - h. Question 23 examined the existing performance evaluation and whether employees believe it helps them in improving their skills and performance, identifies their strengths and weakness, and appreciates their efforts.
4. Questions 24 to 50 were about the cultural impact on performance evaluation, however, they were divided into three sections:
 - a. Culture Diversity: questions 24 to 29. Question 24 examined the number of nationalities in the participant's organisation to identify

the culture diversity in the organisation. Questions 25 to 29 focused on the employee's opinion about working and being evaluated by evaluators from different cultures. Question 25 asked for the participants' view about the extent to which working with employees from different nationalities is difficult, and question 26 examined participant preferences in terms of working environment, whether they prefer to work with employees from different or the same culture, gender, and language. The main reason for the question was to examine to what extent the employees from UAE are open to working in multicultural environments. Question 27 considered that there might be a problem in communicating with employees from different culture, because of cultural, language, and behaviour differences. The question tended to be leading to assume that there is a problem in communicating with employees from different cultures; however, participants could disagree with the statement. The reason behind this question was to examine the communication with employees from different cultures, which may lead to employees not preferring to work with them. Question 28 examined participants' existing performance evaluations and whether they are evaluated by an evaluator from the same nationality, different culture, same gender and same language, to differentiate responses in terms of evaluator. Question 29 asked for participants' opinions about the treatment and evaluation of employees from different cultures and whether they are treated fairly or not. Question 33 asked if there are any barriers when evaluated by evaluators from different nationalities. Question 35 asked the participant whether they have been treated fairly when evaluated by evaluator from different cultures with the option of answering not applicable. Question 36 is about the evaluator, as the question examined whether employees feel threatened when evaluated by evaluators from different cultures, with option to explain the threat. Question 37 asked if there are any discrepancies in evaluation because of differences in culture, with space to explain if agreed.

- b. Gender: question 30 tended to be a leading question, as it considered that there are barriers when employees are evaluated by evaluators from different genders because of communication barriers, cultural issues, and courtesy, also leaving space for the participant to add information if they thought there were different barriers. Question 32 asked during the evaluation whether employees tend to keep the door open when evaluated by different gender evaluators. Question 34 examined participant preferences in terms of evaluation, whether they prefer to be evaluated by an evaluator from the same gender, different gender, same nationality, or different nationality.
- c. Religions: question 38 asked whether participants think they are free to practice their religious beliefs during working hours to examine the freedom of religious practices in the public sector. Question 39 asked participants if they were free to show their religious background. Question 40 asked participants if they left their offices during working hours to practice prayer, as during working hours in the UAE, one to two of the five prayers of Islam are during the working hours. Furthermore, question 41 asked participants about the time they spend out of their office to practice prayer giving from 15 minutes to more than 60 minutes; a not applicable option was given. Question 42 asked for participants' opinions about employees who practice prayer, if they think they have better moral values than employees who do not practice prayer.
- d. Wasta: this set of questions about Wasta examined the effect and existence of Wasta and if employees were reappointed by Wasta, and whether Wasta would affect the evaluation, whether they would be treated differently, or actual performance is only considered regardless of the recruitment process. These questions examined whether having good relationships with the evaluator would affect his or her evaluation. Question 43 examined the effect of Wasta considering six factors that Wasta may affect: recruitment, performance evaluation,

training programmes, promotions, salary raise, dismissals from work, and any other factor the participant may add. Questions 44 and 45 examined employees' opinion on whether they think the Wasta affects performance evaluation and if they know any employee appointed by Wasta in their organisation or department. Questions 46, 47, and 48 asked participants if they think employees appointed by Wasta do not have the proper qualifications and if they are treated and evaluated differently, and whether actual performance is not considered. Questions 49 and 50 examined the relationship between employee and evaluator; to what extent they think having a good relationship with an evaluator would affect performance evaluation procedures and its results. Question 51 examined promotion in public organisations, examining year of service, performance evaluation, discipline, Wasta, and relationships and which factors lead to promotion.

Only one question in the questionnaire asked if private organisations have better evaluation systems than public organisations and left space for explanation if they agreed or not. This question was used as supporting data for the interview findings in terms of the differences between private and public sector evaluations, as well as questionnaire responses from both sectors. Further discussion on the design of questions is presented in section 4.3.3.2.6.

4.3.3.2.3 Scaling

The piloted questionnaire was tested for reliability, and unreliable questions were eliminated. The questionnaire consisted of (Refer to Appendix 5 for all questions):

- Open questions
- Questions with multiple choice and single response
- Questions with simple category scale
- Multiple rating scale

The questionnaire was designed by using both response scale rating and ranking. However, each scale consisted of five points on the rating scale to provide an opportunity for greater sensitivity of measurement and extraction of variance.

Moreover, a simple category scale in which two response choices were presented for factual information was used. For example, when asking whether there were any employees appointed in the participant's department through Wasta, the scale for this question was 'Yes' or 'No'. For the multiple choices, a single response is used in the questionnaire for personal information, for example, age, years of experience, with possible answer options; most of them had five different answers on the scale to choose from. Furthermore, it is used to explore and understand the performance evaluation procedures conducted in the participant's organisations. For example, how frequently the performance evaluation is conducted with possible answers of 'once or twice a year', 'once every two years', 'more than two years' or 'never'.

Multi-rating scales were also used for measurement and comparison between different variables. For example "The existing performance evaluation affects the following: Promotion, training, raise, nothing and other". With multiple choice answers for each factor of 'always', 'often', 'sometimes', 'rarely', 'never' and 'not applicable'. However, it was easier for both the researcher and participants to visualize the results.

The scale was used to understand the participants' opinions, attitudes, beliefs, and behaviours toward the performance evaluation procedure and to explore the cultural values and practices. As suggested by Cooper and Schindler (1995), the Likert scale is the most frequently used variation of the summated rating scale. The summated scale consisted of statements that expressed either favourable or unfavourable attitudes: 'agree' or 'disagree' with the statement. For example, question 14: "Expected performance is clearly identified with five scales: 'Strongly agree', 'agree', 'neither agree nor disagree', 'disagree' and 'strongly disagree'." The Likert scale is easy and quick to construct. However, a large number of relevant statements are necessary that are relevant to the research objectives.

4.3.3.2.4 Sampling

As mentioned in section 4.3.1, the research had a combination of qualitative and quantitative approaches, in which two methods of data collection were used: interviews and questionnaires. Therefore, both probability and non-probability sampling were used. The probability sampling was used for the questionnaire. In probability sampling, it is possible to answer research questions and achieve objectives that require statistically estimating the characteristics of the population

from the sample. However, the probability sampling is often associated with survey and experimental research strategies. The sample was selected based on different elements.

The research objective was to explore the performance evaluation procedure in the UAE public sector. Therefore, a list of public organisations that have performance evaluation systems were investigated. Then based on the accessibility to those organisations, the questionnaires were distributed among its employees through the HR departments. The size of the organisations was also considered; therefore, the researcher tried to have access to public organisations with a large size of employees to have more participants. The researcher succeeded in gaining access to Fujairah Police Department, which has a large size of employees. It is important to note that all federal public organisations have formal performance evaluation criteria. Therefore, the sizes of the samples were good and all organisations were potential cases, but accessibility to all organisations was not possible or even not practical in terms of time and effort.

The researcher chose two different groups to interview. The first group were the senior managers in public and private organisations involved in the performance evaluation procedure. The same criteria as for the survey were developed. The same list of the public and private organisations was drawn from to choose senior managers. However, the practical involvement of the managers on the performance appraisal system was the main consideration of the choices to reveal the performance evaluation procedure and the culture impact on the procedure. Furthermore, accessibility and availability to the senior managers were the main considerations for choosing or excluding a particular manager.

4.3.3.2.5 Piloting

The researcher conducted piloting for the in-depth interview and questionnaire. To test the clarity and length of the questions, a time assessment was essential, especially for the in-depth interviews. Therefore, the researcher conducted two interviews with senior managers that lasted from 30 to 45 minutes. The first pilot interview was conducted with the HR manager of the Ministry of Environment and Water (Fujairah Office). The participant was known to the researcher so I directly contacted him by phone and briefed him about the research and its objectives, and then requested his

participation. The interview was conducted at his office during working hours. He is in charge of planning and evaluating employees in the office, which has more than 50 employees (Figure 4.2).

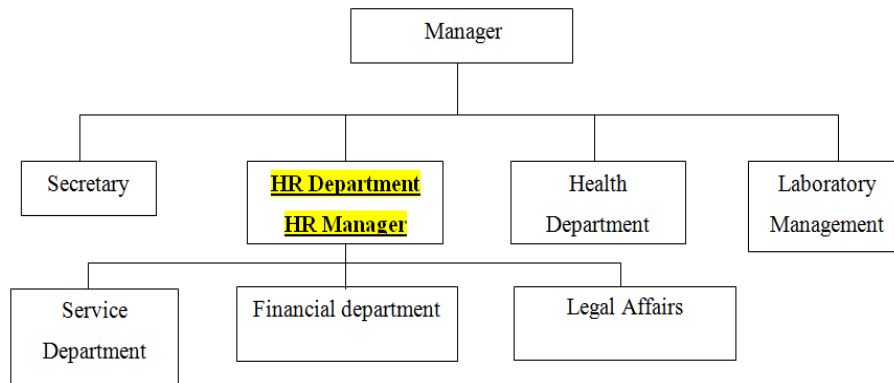


Figure 4.2: Organisation B Chart

The second interview was conducted with the manager of the Fujairah Bank (Massafi Branch). The researcher also knew the manager; therefore, direct contact was made with him by phone and he was asked to participate. He is in charge of the whole activity of the branch, including performance evaluations and appraisal of the branch employees. There are more than 10 employees working under him in the branch. The interview was conducted in his office during working hours.

The interviews went well in terms of time; however, the interviewee did not clearly understand some questions, for example: “how is the performance evaluation introduced?” The aim of the question was to discover how performance evaluation procedures are communicated with employees; however, the interviewee needed more clarification to understand the question. Therefore, questions were changed to: ‘How is performance evaluation procedures communicated with employees?’

Other questions were deleted, as they were restricted questions and did not give the interviewee the freedom to express their opinion, for example: ‘Rank the following factors of performance evaluation as per their importance: Time, behaviour, personal relationship, discipline, productivity, teamwork and courtesy’.

Comments on the clarity of some of the questions from the interviewees were discussed and considered. This led to a review and modification of some of the

questions. The interviews were open and unstructured with the interviewee, so the first questions would give most of the information required; however, there were a list of 30 questions to be answered (refer to Appendix 3). After the interview, other questions were developed to discover further the cultural influence on performance evaluations, for example, religion, gender, and the Wasta impact. The questions were increased to 50 (please refer to Appendix 4).

In regard to the instrument, the first interview was audio recorded; however, very little information was passed from the interviewee. Furthermore, the interviewee acted very formally. The second interviewee did not agree to audio recording; however, I found that it progressed more smoothly and more casually. More information and criticism of the interviewee's organisation was obtained in the second interview. Therefore, the researcher decided not to use an audio recorder for the remaining interviews and opted for writing notes instead.

The questionnaire piloting was conducted in two types of organisations, public and private organisations, and the same organisations where the managers were interviewed. Managers approved and distributed the questionnaire among its employees. The researcher recommended distributing the questionnaire among all employees who have experienced and gone through performance evaluation. Thirty questionnaires were distributed but 26 were returned. The piloting consisted of an assessment of the questions to ensure no repetition within the questions, or misunderstanding or confusion. In addition, some of the questions were not answered due to confusion; therefore, modification took place. Refer to Appendix 6 for the before-piloting questionnaire and to Appendix 5 for the after-piloting one.

The following questions were removed

Question 4: 'What type of performance evaluation do you have in your organisation?' All participants replied to formal performance; however, the researcher understood that all potential organisations had formal performance evaluation, therefore this question was withdrawn.

Question 9: 'Rank the following factors of performance evaluation as per their importance.' Most respondents selected all factors as 'extremely' and 'very important', and some were confused about whether it was based on their organisation

or what they think is important. However, the question was not very helpful, so it was removed.

Question 12: 'The performance evaluation affects the following: promotion, training, raise, nothing and other'; however, dismissal from work was added to measure if performance evaluation could affect the dismissal from work.

Question 20: 'How many of the following nationalities are represented in your organisation: Asian, European, Arabs, and Nationals, Other and no idea.' However, most piloted samples did not answer this question; therefore, it was removed.

Question 32: 'How could Wasta affect the performance evaluation?' This was an open question where participants wrote what they thought. However, very few replied to the questions so it was removed and replaced with other questions with scale.

The following questions were added:

Questions 5: 'Direct supervisor has the absolute authority to evaluate the performance, as deemed appropriate' and question 6: 'I am entitled to appeal, review, and discuss my performance evaluation'. These two questions were added to test and check the power distance culture dimension. They aimed to check whether a supervisor has the full authority to evaluate employees according to his or her interpretation and whether employees are entitled to appeal against the evaluation. The questions were developed based on the influence of Hofstede's (1984) power distance culture dimension. As the research is about the cultural values and practices that might affect performance evaluation, these two questions were added.

Question 19: 'What factor do you think should be added to be evaluated in your post?' This was added to explore the factor of evaluation that participants think should be added that does not exist in their current evaluation.

Question 20: 'The existing performance evaluation considers your effort and achievement'. During the piloting interview, a discussion about the factor of performance evaluation revealed that despite efforts, some employees do not achieve objectives, so it was important to know whether organisations consider the effort or achievement only in performance evaluation processes; therefore, this question was added.

Question 21: ‘The expected performance evaluation in your organisation is: ‘measurable’, ‘achievable, and linked to results, ‘practical’,,’ realistic,’ and ‘clearly identified’’. This question was added to explore the characteristics of the expected performance. As evaluation is to evaluate the actual outcome with expected outcome; therefore, expected performance should be clearly identified.

Question 22: ‘The performance evaluation is an investigation rather than an evaluation’. During the piloting interview and discussion with employees, they revealed that some employees believe that performance evaluation is an investigation rather than evaluating performance. This question was added to explore whether employees in the UAE public sector believe it to be an investigation or evaluation.

Question 23: ‘The existing performance evaluation helps me in developing my skills, improving performance, communicating the strengths and weaknesses, and appreciating my effort’. This question was developed after reading literature, such as Fletcher and Williams (1985, 1992) about performance evaluation as a tool to develop skills, improve performance, communicate strength and weakness, and appreciate effort. Therefore, this question was added to explore whether it is the same case in UAE public sector or not.

Question 31: ‘Do you prefer face-to-face evaluation?’ This question was added to explore the cultural value in terms of face-to-face evaluation, especially for female employees. The literature reveals that due to segregation between gender in schools and home in the UAE, there is less interaction between both genders. Therefore, this question aimed to reveal whether they do not mind face-to-face evaluation. The piloting interview also revealed that employees are not at all involved in the process so the question again answers whether they prefer to be involved in face-to-face evaluation. Question 32 is also about keeping the door open while being evaluated by a different gender to explore the gender segregation and communication barrier.

Questions 38 to 42 are about the religious values and the freedom to practice and appear religious. The researcher noted that some employees reveal their religious beliefs at work, so the question about the freedom and legality to do that was raised. In addition, employees in the UAE tend to leave offices during working hours to pray so the questions arose about the legality of this practice and its affect on performance evaluation. As employees may spend more than 30 minutes in prayer, and even

religious appearance may affect the performance evaluation as in Arabic culture and Islamic value, an individual is assumed to act trustworthy and work hard. Therefore, the question rose about the appearance or practicing religion would or would not affect the perception of individual.

Questions 43 to 49 are about Wasta cultural effects on performance evolution. Literature and research life experience revealed that Wasta has some effects on recruitment and evaluation in the UAE public sector as part of culture value. Therefore, questions about Wasta's effect on performance evaluation were raised. In addition, employees appointed by Wasta, and whether participants believe that they have the proper skills and qualifications to conduct their duties, or are they treated differently or not? Whether actual performance is considered or again, Wasta interferes in the process. In addition, the questions explored whether employees with good relationships with evaluators would affect the results of evaluation as Wasta does. Therefore, this set of questions was added to explore the Wasta effects as part of the cultural value in the performance evaluation.

Question 51: 'Promotion in your organisation is based on: 'Year of Service', 'Performance', 'Discipline', 'Wasta', 'Relationships' and 'Other''. During the piloting interviews, it was noticed that in most cases, performance evaluation leads to nothing, so it raised a question of how promotion is decided. However, promotion is decided based on year of service in most cases, or on Wasta; therefore, this question was raised to explore how promotion is decided

It is essential to note that after conducting the pilot and after the survey took place with 100 replies, another 100 surveys were distributed at a later stage, of which 85 were returned. However, the second time, two more questions were added. The questions aimed to explore further the cultural impact of power distance on performance evaluation. Therefore, the survey was redeveloped and distributed with 52 questions.

4.3.3.2.6 Question Design

Three guiding principles were adopted (Malhotra & Birks, 2000). First, it was essential to translate information required to specific questions that can be answered. The design and format considered encouraging the participants to make them

interesting to complete. Clarity and precision was also considered to minimize response errors. Questions were developed to answer the research questions and meet the research objective.

In this context, the design of the questions considered that questions should be rational and well framed to avoid any misinterpretation. The main consideration and focus was to answer the research objective. Therefore, the questions were designed based on a list of research objectives. The first objective was to understand and explore the performance evaluation procedure in the UAE public organisation. The questions were developed after reading literature from authors, such as Fletcher (1997, 2001, and 2008) and Armstrong (1994, 2009) on performance appraisal and performance evaluation. As mentioned earlier, further development of the questions was conducted under the advice of supervisors. However, questions were designed to fulfil the main objective; therefore, questions 1–23 were developed (refer to Appendix 5 for the complete questions asked in the survey questionnaire).

The second objective was to explore the impact of cultural practices and values on performance evaluation procedures. Authors, such as Hofstede (1984, 1991, and 2001) and Trompenaars (1993) affected the choices of questions, such as those on power distance, gender discrimination, and nationality discrimination. Culture questions focused on working with employees from different nationalities and cultures, and on the communication between them, how they are evaluated, and whether they are treated differently. Another aspect of culture is the Wasta effect on evaluation, and the researcher wanted to discover whether participants believe Wasta exists, and then move on to exploring its affect on performance. Furthermore, the courtesy effects on evaluation were investigated. The religious beliefs and practices questions have been introduced to examine their effect on performance evaluation. To fulfil this objective, questions 24–52 were developed. The third objective was to compare between private organisations and public organisations in terms of performance evaluation. However, to fulfil that, the questionnaire and in-depth interviews were conducted in both sectors to understand the differences. In addition, one question was added to the questionnaire to find out the employees' opinions about whether the private section has better procedures than the public sector. As suggested by Buckingham and Saunders (2004), the researcher followed ground rules in developing the questions. The questions were kept simple and short. The researcher

tried to make the questions as neutral as possible by avoiding any leading questions. The researcher tried to design the order of the questions so it would not influence later responses. Refer to Appendix 8 for further clarification on the relationship between research questions and the questions asked in the interviews and the survey. **4.3.3.2.7**

4.3.3.2.6 Ethical Considerations

The researcher obtained access to all organisations where the questionnaire was conducted. The access was obtained through the senior manager in the organisation. However, most of the surveys were conducted in the same organisation where the in-depth interviews had been conducted after the interviewer received permission to conduct the survey. However, some HR departments and employees helped distribute and collect the survey.

In addition, the confidentiality of the participants' organisational names was assured orally and by the request letter, and in the survey, a covering letter assured confidentiality (refer to Appendix 1). However, some organisations did not mind their name being mentioned in the research. In addition, the voluntary nature of participation and the right to withdrawal partially or completely from the process was explained orally for the organisation, as well as for the individual to the managers and in the covering letter to employees. Therefore, the questionnaire had a covering letter explaining the purpose of the research, assurance of the confidentiality of the personal information, and the right to withdrawal. More important is the description of the research; in other words that the research and the survey have nothing to do with the organisation. This was to avoid any pressure on participants or to influence to their response. Only one organisation refused to provide access to conduct the survey; and no pressure was applied to grant access.

On the other hand, all other organisations contacted were happy to participate. The interviews were conducted through almost the same procedure. The participants were contacted over the phone to gain permission. However, during the phone calls, the identity of the researcher and the university name were made known. In addition, the purpose of the research was briefly explained, and the right of withdrawal and confidentiality was explained. The time of the interview was scheduled according to the participant's convenience. The researcher tried to avoid any harm to the participant in terms of using, analysing, and reporting the data, in particular, the

avoidance of embarrassment, stress, discomfort, pain, and harm. In general, all organisations visited and contacted did not provide or emphasize any code of ethics or guidelines to the research; they were supportive and corporative.

4.4 Section 3: Data Analysis

This section discusses the methods of analysing data gathered from questionnaires and in-depth interviews.

4.4.1 Analysing Quantitative Data

Every individual survey was recorded in the SPSS software; a hard copy was stored for further reference. The data has been coded in the order that they appear in the survey.

The first step was creating unique variable names for each question. However, names are designed to identify the information. For example question 13: the job description identifies the expected performance was coded to: JD.ident.exp.pe. Rules for naming of variables as suggested by Pallant (2010) were followed. The first variable was an ID that identified each case. Before beginning the data entry process, each questionnaire was assigned a number, and this was written clearly on the front cover to allow checking back if an error was found in the data.

The second step was coding responses; each response was assigned a numerical code before it was entered into SPSS. For example, all the five possible answers to the questions, which consisted of 'strongly agree', 'agree', 'neither agree or disagree', 'disagree', 'strongly disagree', were coded from 1 to 5. Questions with simple answers of 'Yes' and 'No' were coded 1 and 2. For the open questions in which respondent answered in their own words, the range of answers were not fully predictable ahead (Fowler, 2009). Therefore, the researcher developed coding in an interactive process, through identifying categories that emerged from the answers. However, the process groups analytically similar answers. The researcher considered the significance of the characteristics of answers. The researcher used the answers from the respondents to construct a draft code for classifying those answers. For example, in the question where the respondent describes in their own words the performance evaluation procedure in their organisation, the responses were categorized as follows: 'Excellent', 'Waste of time', 'not relevant to the job', 'Lack of

subjectivity', 'Lack of variable'. The codes granted for similar cases were 1 to 5. However, separate codes for other responses that do not fit any category were considered. Before entering the data, coding instructions were preceded for defining variables, and then all data were entered. To make sure the data file is completed and for every field to have been checked, only legal codes occurred. Furthermore, to reduce the number of opportunities from misinterpretation when analysing data, the researcher tried to ensure that labels replicated the exact words used in the data collection.

The data were screened to check for errors and to correct them by looking for values that fell outside the range of possible values for a variable, in addition to checking for valid and missing cases. However, two variables had a lot of missing cases: question 17 (128 missing cases, 58%), and question 19 (151 cases, 69%), but it is important to notify that these two questions were open-ended and that this could be the reason behind the lower response rate. Therefore, these two questions were considered invalid and could not be analysed.

The following step was reversing negatively worded items. In some scales, the wording of particular items has been reversed to help prevent responses bias. When an item is negatively worded, agreement with the statement represents a lower level of the variable being measure; therefore, few variables were recoded, for example, question 5. However, it was not changed permanently but recorded into new variables. The reliability of scale was tested to check its internal consistency through Cronbach's alpha coefficient.

Ideally, the Cronbach alpha coefficient of scale should be above .7 (Pallant, 2010). Most of the scale was reliable; however, some unreliable ones were eliminated. After eliminating unreliable scales, the Cronbach's alpha was .904 (refer to Table 4.2). The normality test was conducted to test the distribution of data. The outcome of the normality test showed that the data is a non-normal distribution (refer to Appendix 9). Therefore, non-parametric statistical techniques were appropriate. Chi square analysis was used to find any significant differences between groups. Questions were grouped based on the research questions and then analysed. Findings are presented in Chapter Five.

Table 4.2 Reliability Statistics (Retrieved for SPSS)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.904	.915	81

4.4.2 Qualitative Data Analysis

The qualitative data strategy in this research was conducted through in-depth interviews. All in-depth interviews were noted and then transcribed and reproduced in writing by using actual words (example of transcription in Appendix 10). However, during the interviews, the interest was not only on what the participants were saying, but also in trying to register and note the tone in which it was said and the participant's nonverbal communication. However, the nonverbal communication noted considering their links to the contextual information that locates the interview. During transcribing, the researcher had implemented a data cleaning process to ensure that the transcription is accurate by correcting any transcription errors. The interviews were conducted in Arabic language; therefore, notes were taken in Arabic. However, the researcher translated it and to ensure accuracy of the translation, translation software was used. In addition other students who speak both languages fluently translated it to arrive to a final draft of transcription. Each interview was transcribed and saved separately.

Kvale (1996) suggested that "Data collection, data analysis and the development and verification of proposition are very much an interrelated and interactive set of process, analysis occurs during the collection of data as well as after it" (as cited by Saunders et al., 2009, p. 488). This process helped shape the direction of data collection. The researcher tested the data collected from the second interview and compared them against the first interview, taking extracts from both and checking for similarities and differences.

Modifying, adding, and removing some of the questions helped, and it led to re categorisation of the existing data, as it allowed recognition of important themes, patterns, and relationships. The concurrent process of data collection and analysis

helped in managing time and organizing data. Therefore, interviews were arranged with a space of two to three week timeframe to allow sufficient time to transcribe and analyse before the next interview. The combination of qualitative data analysis process types has been used to support interpretation of the data, summarizing the meaning, and categorizing the meaning and structuring of meaning using narrative.

A summary of key points emerged from the interviews after note taking and transcription was undertaken (for example in Appendix 11-22). The summary consisted of compressing long statements into briefer statements in which the main sense was rephrased in a few words. However, the main meaning of the data or statement had to be ensured; therefore, the researcher checked the main statement frequently. The summary was handled carefully so the original terms, thoughts, and views of the participants were not lost. However, the summarising process helped the researcher to become more conversant with the principle theme that emerged from the interviews. In addition, it helped to simplify the data collected and focus on relative data.

Data collected from the interviews was grouped according to organisation type: private and public sector. Grouping data allowed obtaining a theme and building a relationship to one of the research objectives, identifying the difference in performance evaluation procedure between a private and public organisation. Furthermore, it allowed an understanding of how culture values are framed in different sectors. “A narrative is defined as an account of an experience that is told in a sequenced way, indicating a flow of related events that, taken together, are significant for the narrator and which convey meaning to the researcher” (Coffey and Atkinson, 1996, as cited by Saunders et al., 2009, p. 497).

The researcher structured data using narrative for one event. As the participant was telling a story of how the performance evaluation procedure in their organisation has changed, the participant explained in sequence how the procedure changed and the interpretation of the employees of the newly adopted system. However, structuring data using narrative helped in building relationships with events.

The researcher kept a diary with self-memos to record ideas about the research that occurs during data collection and analysis. It is essential to move directly from the raw data to more abstract or analytical accounts to make the task more manageable. In

addition, building a structure of evidence within which the building blocks of the analysis can be seen. Spencer, Ritchie, and O'Connor (2003) explained the analytical structure as a form of conceptual scaffolding and referred to it as the analytic hierarchy. They described the analytic hierarchy as follows: "It is made up of series of viewing platforms, each of which involves different analytical tasks, enabling the researcher to gain an overview and make sense of the data" (Spencer, Ritchie & O'Connor, 2003, p. 213). However, it is essential to point out that the researcher did not adopt this approach literally but considered it during the analysis processes. Therefore, a brief explanation of the approach is presented.

The analytic hierarchy consists of three stages: data management, and descriptive and explanatory accounts. The first stage refers to sorting data so that the analysis can move on to more interpretive work. This involves generating a set of themes and concepts according to which data are labelled, sorted, and synthesized. The second stage is descriptive accounts. As suggested by Spencer, Ritchie, and O'Connor (2003), descriptive accounts emphasise two features of qualitative data: the language and the substantive content of people's account. The language refers to the actual words used by participants. The substantive content of people's accounts, in terms of both descriptive coverage and assigned meaning, form the nucleus of qualitative evidence (Spencer, Ritchie, & O'Connor, 2003).

After clarifying phenomena and classifying the data, the analysis may go on to develop typologies. Typologies refer to forms of classification, which help describe and explain the segmentation of the social world or way that phenomena can be characterized. The third stage is explanatory, which tends to develop the analysis when descriptive and typological work has been undertaken. The aim is to move from descriptive to explanatory accounts to find patterns of associations within the data and attempt to account for why those patterns occur. The researcher used explanation building to analyse the data and employed multiple sources of evidence. Explanation building is a special type of pattern matching and its goal is to analyse the data by building an explanation of the phenomenon or object of study. The procedure is mainly relevant to explanatory case studies. However, the following is a list of the brief steps used to analyse the in-depth interviews:

- Transcribed the interviews.

- Converted any rough field notes the researcher has made into some form of written record.
- Ensured that any material collected from interviews and documents or any other instrument is properly referenced.
- Themes were grouped (example public and private sector, new and old evaluation process).
- When data was coded, the researcher started grouping the codes into smaller categories, according to patterns themes that emerged.
- Evidence selected from each interview was highlighted.
- Extracts were identified and extracted. Extracts were grouped as quotes.

Summary of each interview and findings were written.

4.5 Summary

This chapter described the methods and methodology implemented to pursue the aim and objectives of the study. The research objectives and questions to be answered were identified. The aims were to contribute to performance evaluation theories by incorporating cultural value variables. However, the study also aimed to explore and describe performance evaluation procedures in the UAE's public sector, aiming to provide potential recommendations.

The philosophy adopted in the research was a pragmatic philosophy based on concentrating on the requirement to understand the feelings, values, actions, and beliefs of the individuals involved in the research (Bryman & Bell, 2007; Saunders, Lewis & Thornhill, 2003). The research was undertaken through the pragmatic approach to reach an understanding of the phenomena and the complexity of social situations. The research described and explored the phenomena of the culture and its impact on the performance appraisal in depth. Furthermore, the development of the knowledge is building a theory through the individual's interpretation and experience of the performance evaluation undertaken in the UAE.

The research was conducted in the UAE society for many reasons. One is that the researcher is from the UAE and is well aware of the culture and able to gain access to collect data. In addition, it will provide a good opportunity to the researcher to implement recommendation in the future. There has been an increase in interest

regarding performance evaluation and enhancement in the UAE's organisations. However, the UAE contains many different nationalities with different cultures, which may contribute to understanding the cultural impact on performance evaluation.

To answer the research questions, questionnaires and interviews have been conducted with individuals from different public and private organisations in the UAE. The reason behind using both methods (questionnaire survey and in-depth interview) was to gather more information and thus a better understanding from individuals who are evaluated and the personnel who conduct the evaluation. Therefore, a questionnaire was conducted with employees to gain a larger number of contributions and participants. An in-depth interview was designed to gather information from HR managers. However, both participant groups provided their own experiences and interpretations of performance evaluations.

One of the main methods of collecting data in qualitative research is in-depth interviews. The in-depth interview was conducted with the HR managers from private and public organisations, who implement and apply the performance evaluation. This was to have a fuller understanding of the procedure, in addition to exploring and discovering their feelings and beliefs of performance evaluation and its concern in terms of culture. Although the research objective was focused on public organisations, interviews with personnel from private organisations were conducted to explore the difference between the two sectors. The interview intends to be interactive in nature so questions and discussion are generated by the interaction between the researcher and the interviewee. The researcher asks a general and initial question in such a way as to encourage the interviewee to talk freely when answering the questions. However, the researcher used a follow-up question to obtain a deeper and fuller understanding of the participant's meaning to achieve in-depth answers in terms of exploration and explanation. The interviewee was given the opportunity to talk freely about the performance evaluation procedure, their behaviour toward the subject and beliefs in relation to the cultural impact on the performance evaluation process.

The interviews were conducted face to face and were prearranged. Notes during the interview were taken to record the answers and information provided by the participants. Later transcripts were produced in writing by using the actual words said

by participants. The researcher noted the participant's behaviours and considered the atmosphere in which the interview was conducted to ensure transparency. The interview was conducted in Arabic to facilitate the participant in expressing their feelings, behaviours, understanding, and explanations of performance evaluation procedures. However, to ensure transparency and accuracy of translation, different people translated the transcript to achieve the final draft. The researcher incorporated the data collection and data analysis. In other words, he attempted to analyse data during collection where possible. A combination of qualitative data analysis processes and types were used to support interpretation of the data, summarizing of meaning, categorizing of meaning, and structuring of meaning using narrative.

The questionnaire inquiry consisted of both qualitative data derived from qualitative, open-ended questions, and quantitative data from Likert-scaled items. Self-administrative questionnaires were conducted in which the respondent answered the questions. Therefore, while designing the clarity of the questions, the researcher considered avoiding questions that were actually multiple questions or general questions to ensure simplicity. Furthermore, the researcher avoided long or and leading questions to find out information and influence opinions.

The questionnaire was developed using the Survey Monkey website that facilitates the entering of date, order, and appearance of the survey. An Arabic version of the questionnaire was produced to encourage participants to complete it. The questionnaire was translated by the same method of translating the interview questions. Most of the questionnaire was closed-ended questions to facilitate the respondent to give a quick answer. Furthermore, open questions were included within the close-ended questions, with explanation as required, but the researcher tried to minimize them for simplicity.

The questionnaires with a covering letter containing the subject and objective of the research were sent to participants via their management, mostly from HR personnel, who distributed the questionnaire and recollected them once they were complete. The questionnaires were designed using both response scales rating and scaling. Rating scales were used in the questionnaire. Each scale consists of five points on the rating scale to provide an opportunity for greater sensitivity of measurement and extraction of variance. However, a simple category scale in which two responses choices were

presented for factual information. Multi-rating scales were also used for measurement and comparison between different variables.

The questionnaire was conducted in the UAE public organisations and private organisations in which accessibility was granted. Participants' management distributed the survey among the employees. The organisations were chosen based on their size and availability of performance evaluation procedures. Every individual survey was recorded in the SPSS software; however, hard copies were stored for further reference. The data were coded in the order that they appeared in the survey. All variables or answers in the survey were coded as a number. Codes were designed to minimize errors during coding and analysis. The answers were categorized by identifying categories that emerged from the answers. However, the categories processed analytically similar group answers. SPSS software analysed the questionnaire to draw statistical and quantifiable data by comparing different variables.

The questions of both the in-depth interviews and questionnaires were designed to cover the research aim and to answer the research objective. However, the researcher tried to make the questions simple and clear to avoid any sensitivity. Assurance of confidentiality, right to answer and skip any questions, and withdrawals at any time were introduced and considered.

To refine the data collection plans, the questionnaire and in-depth interviews were piloted. Therefore, the researcher conducted 2 interviews and 30 questionnaires for piloting. Piloting helped the researcher to consider modifying and ensuring the clarity, the length of the questions, no repetition, and confusing questions. In addition, it allowed the assessment of time required. The researcher is aware of ethical considerations in conducting the research. Therefore, he obtained permission to access the organisations through the right channels. Confidentiality of personal information and organisation data was considered. In addition, understanding the voluntary nature of participants and the right of withdrawals was explained. Furthermore, the objective and purpose of the research were presented. Chapter 5 presents the findings of the interviews and data analysis followed by a presentation of the findings of the questionnaire.

Chapter Five: In-depth interview Findings and Analysis

5.1 Introduction

The research was designed using a combination of qualitative and quantitative approaches. The qualitative approach is addressed to explore and understand the performance evaluation procedures and the culture impact on it. The quantitative approach is designed as quantifiable data which is used to numerically measure the employee's behaviour, opinion and attribute toward the performance evaluation strategy. In order to answer the research questions a questionnaire and interview have been conducted with individuals from different public and private organisations in the UAE. This chapter aims to present the data gathered from the in-depth interview.

The interview utilizes techniques from both focused and structured approaches, with the interviewer being free to probe beyond the answers. The interviewee is given the opportunity to talk freely about the performance evaluation procedures, their behaviour toward the subject and beliefs in relation to the culture impact on performance evaluation processes. The interviews have been conducted face to face and were prearranged as mentioned in chapter four (sections 2.3.1.2). Although the interview is unstructured in terms of questions, there are main objectives and questions to be answered, therefore there were set of questions which have been prepared in advance to ensure the obtainment of answers (refer to appendix 4 for complete questions, and for the relationship between research questions and interview question please refer to appendix 8).

There were two different groups interviewed. First are managers from the public sector, second managers from the private sector. The demographic data of each interview is presented in section (5.2). The first group was interviewed to explore the performance evaluation procedures in UAE public sector and the culture impact on the process. The second group was interviewed to conduct a cross-comparison of performance evaluation between private and public sectors. All interview transcripts are in appendix (11 -22).

5.2 Demographic Data:

1. Interviews with public sector managers

Table 5.1 shows the demographic data for manager interviewees from the public sector, their organisations, position, year of experience and number of employees working in their organisation and department.

Table 5.1: public sector participant's demography

Interview No.	Position	Organisation	Years of experience	Number of Employees
Interview 1	head of administration	Khorfakhan Municipality	4 years	680
Interview 2	branch manager of National Human Resource Development and employment authority (Tanmia) Fujairah Branch	National Human Resource Development and employment authority (Tanmia)	3 years	36
Interview 3	director of the Human resource management in Fujairah Police	Fujairah Police	15 years	1800
Interview 4	director of human resource department	Fujairah government	3 years	580
Interview 5	chair, applied media studies of Higher College of technology	Higher college of technology	9 years	12
Interview 6	director of a federal government office in Fujairah	Ministry of Health	10 years	50
Interview 7	Human resource manager in public organisation	Fujairah Municipality		
Interview 8	General manager	Albahar School	15	50

2. Interviews with private sector managers

Table 5.2: private sector participant’s demography

Interview No.	Position	Organisation	Years of experience	Number of employees
Interview 9	Branch manager	National Bank of Abu Dhabi	10	31
Interview 10	human resource supervisor	Private telecommunication company	3	100
Interview 11	human resource manager	Emirates Sembcorp	4	60
Interview 12	Branch manager	Dubai Bank	4	13

5.3 Data Presenting

The interview is presented based on the research objectives as follows:

1. Performance evaluation procedure in UAE public sector.
2. Culture impact on performance evaluation
3. Conduct a cross comparison of performance evaluation between private and public sector.

The first section is presented based on the response to each question; however, private sector responses are grouped separately to public sector responses for further development of the differences between private and public sector evaluation processes. The second section: the responses are grouped based on answers and responses to the questions, similar answers are grouped together. The third section is grouped into three groups: first are responses from public sector participants who think that the private sector has better evaluation processes than the public sector. The second group is responses from public sector employers/employees who think the public sector have a better evaluation system than the private sector. The third group is the responses from the private sector.

5.3.1 Performance evaluation procedure in UAE public sector

The objective of the questions is to explore the performance evaluation procedure in UAE public sector.

Question One: How Performance evaluation is planned in your organisation?

The first question explores how performance evaluation is planned and designed.

a) Responses from public sector

Performance evaluation in public sector is planned and designed by the head office and headquarter. Except interviewee 4 who indicates that “We planned the evaluation according to the objectives, tasks, responsibilities and duties assigned to the employee and posts”. The verbatim respond of all interviewee from public sector are in Table 5.3.

Table 5.3: public sector participants’ responses to question one

Interview 1	It is planned in head office
interview 2	Performance evaluation is planned and designed by head office
Interview 3	All the planning and designing is done by the Ministry headquarter
Interview 4	We planned the evaluation according to the objectives, tasks, responsibilities and duties assigned to the employee and posts.
Interview 5	Is planned a year ahead by head of HR
Interview 6	There is a form which we receive from head office
Interview 7	It is planned from head office
Interview 8	The existing Performance evaluation programme was set by the ministry it cannot be changed or modified by us.

b) Responses from private sector

The response to this question is that performance evaluation is planned in the head office according to interviewees 9, 11 and 12, except for interviewee 10 who argued that performance evaluation is planned in each department. He cited that “Starting

from January, each department has different evaluation methods, however there are certain steps applied: Define objective for employees, smart objectives which has weight and target, in mid year there is a review of those objectives and end of the year. In June, remind all the head of departments to evaluate and provide comments to employees and console employees if required, however if poor in knowledge send them to training programmes. In December each line manager has to evaluate his or her subordinates, which is done through computer system”. The verbatim response of all interviewees from the private sector is presented in Table 5.4.

Table 5.4: private sector participants’ responses to question one

Interview 9	It is planned and designed by head office; we implement and execute the evaluation. The system we have is very advanced and every now and then the company edit and modify the system
Interview 10	The new system is adopted 2 years ago. Formal evaluation which is developed by Canadian organisation that is specialized in developing of performance evaluation programmes, they are rated to be one of top ten in the world. Starting from January, each department have different evaluation methods, however there are certain steps applied: Define objective for employees, smart objectives which has weight and target, in mid year there is a review of those objectives and end of the year. In June, remind all the head of departments to evaluate and provide comments to employees and console employees if required, however if poor in knowledge send them to training programmes. In December each line manager has to evaluate his or her subordinates, which is done through computer system.
Interview 11	It is designed by specialized organisations in the field of performance evaluation and appraisal. Objectives are set by the management which is communicated with the employees.
Interview 12	From Head Office. Formal evaluation which is done through computer system

Question Two: What are the performance evaluation procedures?

This question explores the performance evaluation procedures in the interviewees' organisation. It explores the steps implemented to evaluate employees. The response to this question is grouped based on type of answers obtained from interviewees. The first type is a simple process; second is a more complicated process and third is answers from the private sector. Details are provided below.

a) Responses of simple process(Public sector)

Simple process is a process in which the manager would receive a form from head office which he or she fills in and sends back. Interviewees 1, 4, 6 and 7 had similar simple procedures where they simply receive the performance application form from head office fill it in according to the line manager's interpretation and then send it back to head office. As interviewee 1 said, "We receive the form of evaluation from head office in Sharjah, and then we fill the application according to our knowledge and observation. There is no record of daily or monthly performance. Then we send it back to HRD in head office, and they decide what to do with it" the verbatim of interviewee 1, 4, 6 and 7 are in Table 5.5.

Table 5.5: responses of simple process (public sector)

Interview 1	We receive the form of evaluation from head office in Sharjah, and then we fill the application according to our knowledge and observation. There is no record of daily or monthly performance. Then we send it back to HRD in head office, and they decide what to do with it.
Interview 4	There is a form that is sent to all departments to conduct the evaluation every four months. Which line manager should fill and sent back to us
Interview 6	There is a form which we receive from head office, factors of evaluation is set by them, they send to us we fill it according to our views and interpretation and observation. As there are no records, then we send it back.
Interview 7	Line manager would receive a form which includes different factors

	of evaluation, and he or she should fill the form and send it back to us with the rating. However normally there is no face to face evaluation, line manager simply fill the form and send it back.
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b) Responses indicated little more advance process

In interviewee 2 and 3, 5 and 8's organisations it is more advance than in interviewee 1, 4, 6 and 7 organisations, as cited by interviewee 2 "he or she evaluates the employee also through face to face evaluation". In addition there are tasks and objectives which are distributed among the employees, so it is considered in the process as major factor of evaluation. In interviewee 5 organisation, the employees fill and identify the objectives that they should achieve. Then evaluator would evaluate based on those set of objectives. Second part is that "there is a form which comes from HR in which I have to attend a field visit in the classroom. I will have a list of factors to evaluate teacher's performance accordingly". In interviewee 8 organisation, as cited that "Employees are evaluated through three field visit during the year". The verbatim Responses are presented in Table 5.6.

Table 5.6: Responses indicated little more advance process

interview 2	It is through the system, the form and factors of evaluation is set on the system to the branch, so according to line manager's observation during the year he or she evaluates the employee also through face to face evaluation. However there is a task which is distributed among the employees, so it is considered in the process as major factor of evaluation. However there is a midyear evaluation, in which line manager would see the performance, and provide guideline or encouragement or any type of support to ensure that employee would achieve his or her tasks and objectives.
Interview 3	There are three application forms. The first is about the task and duties which should be performed. This application is set by line manager who set the task that should be achieved during the year, this form is set and agreed with the employee at the beginning of the year and both sign it. The second application is about monitoring

	the performance. Line manager would observe employee’s performance during the year and record it in the application, positive and negative points would be recorded. The third application is the evaluation application. At the end of each year this application is filled by line manager based on the agreed task and objectives at the first application. However based on the position and ranking factors may vary.
Interview 5	In the college teacher has a form which they should fill with all objectives they should achieve, they identify objectives and my part is to evaluate whether they met or not these objectives. This is part of evaluation; second part there is a form which comes from HR in which I have to attend a field visit in the classroom. I will have a list of factors to evaluate teacher’s performance accordingly such as teaching skills, class management, and interaction with students, overall performance, and some other factors.
Interview 8	Employees are evaluated through three field visit during the year.

c) Responses from private sector

In the private sector objectives are set and discussed with employees and at the end of the year evaluation would be based on the agreed objectives as cited by interviewee 9: “Evaluation is set by HRM in head office, but objectives are set by line manager, which he or she discusses with the employee to have an agreement on over all objectives and task. So at the end of the year employee would fill the evaluation application then discuss it with line manager for approval. The verbatim responses are presented in Table 5.7.

Table 5.7: Responses from private sector to question two

Interview 9	Evaluation is set by HRM in head office, but objectives are set by line manager, which he or she discusses with the employee to have an agreement on over all objectives and task. So at the end of the year employee would fill the evaluation application then discuss it
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	with line manager for approval
Interview 10	<p>Starting from January, each department have different evaluation methods, however there are certain steps applied:</p> <p>1. Define objective for employees, smart objectives which has weight and target, in mid year there is a review of those objectives and end of the year.</p> <p>In June, remind all the head of departments to evaluate and provide comments to employees and console employees if required. In December each line manager has to evaluate his or her subordinates, which is done through computer system.</p>
Interview 11	<p>Each year we set up the objectives, targets and tasks to each employee, in which employee should agree on and sign accepting performing theses tasks with the expected outcome. Then performance will be reviewed and evaluated based on these targets.</p>
Interview 12	<p>HR provides PE form to be completed. Each department select the points to be evaluated based on their objectives and targets. Then HR designs the PE accordingly to the requirement of each department. Then send the PE form to the branches, managers then send it to line manager, and line managers give the form to employees who evaluate themselves then send it back to line manager. However line manager would discuss the evaluation with each employee which means discuss each point. After the discussion and agree on the evaluation they sign it and send it back to branch manager for approval</p>

Question Three: how is performance evaluation introduced and communicated?

This question explores and discusses the communication and introduction of performance evaluation with employees, in addition it explores whether employees in the public sector in UAE are involved in the process of evaluation or not. The

response is grouped in three types: public sector participants who indicated that performance evaluation is introduced by line manager; public sector participants who indicated that performance evaluation is conducted secretly; and lastly, responses from private sector participants.

a) Responses from public sector which indicated that line managers introduce and communicate how performance is going to be evaluated.

Interviewee's (2, 3, 4, 5 and 8) indicated that performance evaluation is introduced and communicated by the line manager, as interviewee 2 said "line manager would discuss with the employees about their objectives and how performance is going to be evaluated". The verbatim Responses are presented in Table 5.8.

Table 5.8: Responses from public sector who indicated that line manager introduce and communicate how performance is going to be evaluated

Interview 2	All employees are aware of performance evaluation factors, normally line manager would discuss with the employees about their objectives and how performance is going to be evaluated at the end of the year.
Interview 3	There are objectives and priority that employee should accomplish and achieve which is set to them and discussed at the beginning of each year with the line manager. At the end of the year these objectives are evaluated.
Interview 4	There is a communications between different departments to ensure clarity and continues communications between employees and line manager.
Interview 5	Teacher has a form which they should fill with all objectives they should achieve, they identify objectives and my part is to evaluate whether they met or not these objectives.
Interview 8	Discussion of the first field visit and in the evaluation form there is a designated page where employee should sign and provide any notes about the manager evaluation.

b) *Responses from public sector who indicated that performance evaluation is conducted secretly.*

Interviewee 1, 6 and 7 argued that “The evaluation is secrete, employee is not involved at all, there is no introduction” as cited by interviewee 1. Also interviewee 6 suggested that “there is no proper communications”. Employees are not involved in the process and there is no proper communication, as cited by interviewee 7: “Normally it is conducted without the employee involvement”.

c) *Responses from private sector*

In the private sector the performance evaluation is introduced and communicated by the line manager. As cited by interviewee 9, 10, 11 and 12. Verbatim responses are in Table 5.9.

Table 5.9: Responses from private sector to question three

Interview 9	Employee would set the objectives and target with line manager. They would agree on how performance will be evaluated.
Interview 10	Each employee receive the objectives that he or she should meet, which he or she should agree on it, however they can add and discuss with line manager. Also each employee would review and interviewed during the evaluation.
Interview 11	Each year we set up the objectives, targets and tasks to each employee, in which employee should agree on and sign accepting performing theses tasks with the expected outcome
Interview 12	line manager would discuss the evaluation with each employee which means discuss each point

Question four: Is the employee involved in the performance evaluation process?

This question is a complementary of the previous questions. It aims to explore the employee’s involvement in performance evaluation procedures. The response to this question is grouped into three types: interviewees from the public sector who indicated that employees are involved in performance evaluation; interviewees from

the public sector who indicated that employees are not involved; and lastly, interviewees from the private sector.

a) Responses from public sector who indicated that employees are involved

Interviewee 2, 3, 4, 5 and 8 suggested that employees are involved in the process through discussion of their results with the line manager. As cited by interviewee 3: “line manager discuss the results and evaluation with the employee”. The verbatim Responses are presented in Table 5.10.

Table 5.10: Responses from public sector who indicated that employees are

interview 2	Yes, also they know how performance is going to be evaluated. My door is always open and I will be happy to discuss with the employees.
Interview 3	line manager discuss the results and evaluation with the employee
Interview 4	Employee can discuss their results and in case he or she is not happy they can appeal in 15 days. Doors are always open for the employees.
Interview 5	Teacher has a form which they should fill with all objectives they should achieve, they identify objectives
Interview 8	Yes, through discussion.

b) Responses from public sector who indicated that employees are not involved

Interviewee 1, 6 and 7 suggested that employees are not involved in the process as performance evaluation is conducted secretly. As cited by interviewee 6: “No, not really, there is no proper communications. The evaluation is conducted secretly; employee would never see their results”. Also, interviewee 1 cited that: “The evaluation is secreted; employee is not involved at all”.

c) Responses from private sector

In the private sector, employees are involved by setting the objectives and agreeing on them as cited by interviewee 10: “Each employee receive the objectives that he or she should meet, which he or she should agree on it, however they can add and discuss

with line manager. Also each employee would review and interviewed during the evaluation”. The verbatim Responses are presented in Table 5.11.

Table 5.11: Responses from private sector to question four

Interview 9	Yes they are involved in setting the objectives
Interview 10	Each employee receive the objectives that he or she should meet, which he or she should agree on it, however they can add and discuss with line manager. Also each employee would review and interviewed during the evaluation.
Interview 11	Each year we set up the objectives, targets and tasks to each employee, in which employee should agree on and sign accepting performing theses tasks with the expected outcome
Interview 12	line manager would discuss the evaluation with each employee which means discuss each point

Question Five: Are there any different evaluation criteria for different posts?

This question aimed to explore if there are different evaluation criteria for different posts or there is only one evaluation method for all posts. The response to this question is grouped in three types. First are responses from public sectors where there are different evaluation criteria for different posts. Second are responses from public sector who indicated that there are no different evaluation criteria for different post. Third is respond from private sector interviewees.

a) Responses from public sector where there are different evaluation criteria from different posts

Interviewee 2, 3, 4 and 5 cited that there are different evaluation criteria for different posts. Interviewee 2 cited that “every department has different objectives and evaluation is based on objectives and tasks”. As cited by interviewee 5 “Of course, because teacher evaluation is different than other employees, Evaluation is based in different objectives”. The verbatim responses are presented in Table 5.12.

Table 5.12: Responses from public sector where there are different evaluation criteria from different posts

interview 2	Yes, every department has different objectives and evaluation is based on objectives and tasks.
Interview 3	In general there are eleven factors of evaluation, however it vary from five to eleven factors depending on employee’s position and ranking.
Interview 4	We planned the evaluation according to the objectives, tasks, responsibilities and duties assigned to the employee and posts
Interview 5	Off course, because teacher evaluation is different than other employees, Evaluation is based in different objectives.

b) *Responses from public sector* where there are no different evaluation criteria for different posts

Interviewee 1, 6, 7, and 8 responded to this question as there are one set of evaluation for all posts. Interviewee 1 cited that “all are evaluated same”. As cited by interviewee 7 “there is only one evaluation for everybody”. In addition interviewee 6 cited that “the same form is set for all the jobs”.

c) *Responses from private sector*

In all private sectors, participants suggested that there are different evaluation criteria for different posts based on objectives as cited by interviewee 11 “it all depends on the objectives”. In addition each department has different objectives therefore different evaluation as cited by interviewee 12 “each post has different task and objectives and evaluation is based on task and objectives, so for each post there is different evaluation. Each department, have different duties so they have different evaluation criteria”.

Question Six: Does the job description include the expected performance?

This question explores if there is a job description in UAE public sector organisations and whether expected performance and performance standard is clearly identified in the job description. The response to this question is grouped in three themes. First public sector who indicated that the job description identify the expected performance. Second is public sector interviewee who indicated that they whether do not have job description or it is not identifying the expected performance. Third are responses from private sector participants.

a) Responses from public sector who indicated that the job description identify the expected performance

Interviewee 2, 3 and 5 indicated that the job description identifies the expected performance. As cited by interviewee 2 “Job description identify the duties, responsibilities and task to be conducted”. Interviewee 5 cited that “it identify duties and responsibilities and task. Each task is identified with expected outcome of each task”.

b) Responses from public sector who indicated that they do not have job description or the organisation does not identify the expected performance

Interviewee 7 and 8 indicated that they do not have job description in their organisation. Interviewee 7 cited “There is no job description” also interviewee 8 cited “We do not have job description”. Furthermore interviewee 1, 4 and 6 indicated that there is no proper job description and expected performance is not identified. The verbatim responses of interviewee 1, 4 and 6 are presented in Table 5.13.

Table 5.13: Responses from public sector who indicated that they do not have job descriptions

Interview 1	There is no accurate and proper job description
Interview 4	The job description identify duties and responsibilities to the jobholder, however until now expected performance is not identified maybe we will consider adding it to the job description
Interview 6	Not really, we have job description which identifies duties and responsibilities but just in the paper, but in actual it has no values

	and effect in term of performance. However Expected performance is not identified.
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c) Responses from private sector

Private sector interviewees indicated that job description clearly identifies the expected performance as cited by interviewee 9 “the objectives are clearly identified with what should be achieved and how it will be measured. The job description identifies all the duties and responsibilities of each jobholder with expected output”. The verbatim responses are presented in Table 5.14.

Table 5.14: Responses from private sector to question six

Interview 9	Yes, the objectives are clearly identified with what should be achieved and how it will be measured. The job description identifies all the duties and responsibilities of each jobholder with expected output.
Interview 10	Link to each other
Interview 11	Yes, the required competences also, over all expectation are also there
Interview 12	Yes, furthermore every month we have a meeting with all employees to discuss the weakness and strength for all staff in the branch to develop and improve employee’s performance

Question Seven: What is done with the performance evaluation results?

This question explores the consequences of performance evaluation, whether it leads to promotion, rewards, salary increment, dismiss from work or any other affect of performance evaluation. The respond to this question is grouped in three types. First are responses from public sector where performance evaluation results would lead to something. Second are the responses from public sector interviewees where performance evaluation results would lead to nothing. Third are the responses from private sector.

a) Responses from public sector (evaluation results have a consequences)

Interviewee 2, 3 and 4 organisations performance evaluation results may lead to bonus, rewards, training programme or salary increase. However evaluation may leads to dismissal but it’s unlikely. The verbatim responses are presented in Table 5.15.

Table 5.15: *Responses from public sector (evaluation results has a consequences)*

interview 2	There are four rating scales, (Exceed target, Achieved target, partial achieve target, Not achieved). In case of exceed target set and achieve target employee would get promotion, however if partially achieved target most probably employee would be sent to training programmes, however it depends on the arrangement between line manager and employee, they should agree on which programme to be attend. In case of not achieved the target employee file will be transferred to the manager to look at it and decide.
Interview 3	Performance evaluation results affect the yearly bonus and salary increment, but it has little affected on promotion and dismissal from work. The system allows dismissal based on the results and in is not practically applied.
Interview 4	There are five rating scales (Excellent, very good, good, acceptable, and weak) Excellent: if employee gets excellent in a raw of three year, he or she will be promoted, salary increase, and get bonus. Very good: Same Good: Nothing Acceptable: will be treated as weak. Weak: discussion on the strength and weakness, provide the required training programmes to improve their skills, however in case of getting weak for three years there will be a report and might dismiss from work.

b) Responses from public sector (evaluation results has no consequences)

Interviewees 1, 5, 6, 7 and 8 indicated that performance evaluation results may not lead to anything. As cited by interviewee 8 “The results do not affect anything, no promotion, bonuses or salary increment based on PE, the diligent employee and neglected employee are same”. The results are kept in the file as cited by interviewee

1 “Keep it in the file”. Interviewee 6 suggested that it is conducted as part of routine job “Evaluation is conducted as part of routine job and for filling papers and files purpose; it is not linked with anything”. The verbatim responses are presented in Table 5.16.

Table5.16: Responses from public sector (evaluation results has no consequences)

Interview 1	Keep it in the file, since evaluation leads to nothing as there is neither reward nor punishment it has no value, not even providing feedback to employee’s performance.
Interview 5	Before, evaluation results have impact, because there was a yearly salary increment by 5% which is linked with the evaluation results. So if employee gets good results they will get salary increment. But due to budget cut, this increment has been cancelled, so evaluation have become not related and linked with salary increment, However in case of bad results on evaluation in more than one time it could affect the employees career.
Interview 6	Evaluation is conducted as part of routine job and for filling papers and files purpose; it is not linked with anything.
Interview 7	Suppose to be linked with Promotion, training programmes, bonuses but in reality it is not.
Interview 8	The results do not affect anything, no promotion, bonuses or salary increment based on PE, the diligent employee and neglected employee are same

c) Responses from private sector

In private organisations, according to interviewee 9, 10, 11 and 12 the performance evaluation based on the rate would lead to bonus, salary increments or training as cited by interviewee 9 “In case of high rating which means rate 4 or 5 out of five rating scale, employee would get bonus and salary increment. In case of getting 3 out of 5, employee would get just bonus. In case of getting 2/5 employee would be re-

evaluated every three months and would be sent for training. In case of 1/5 employee would be dismissed”. The verbatim responses are presented in Table 5.17.

Table 5.17: Responses from private sector to question seven

Interview 9	In case of high rating which means rate 4 or 5 out of five rating scale, employee would get bonus and salary increment. In case of getting 3 out of 5, employee would get just bonus. In case of getting 2/5 employee would be re evaluated every three months and would be sent for training. In case of 1/5 employee would be dismissed.
Interview 10	There are five rating scales Far exceed : get 7% salary increment Exceed : get 5% Meet objective: get 3% salary increment Partial meet : Consoling, course and training Unacceptable: Same as partial If accumulated poor performance employee may dismissed from work, even if UAE national, it is true it is difficult and rare but it could happen.
Interview 11	There are five rating scales, bonuses, promotions, training and dismiss is based on the evaluation outcome
Interview 12	There are five rating scales if employee get top two, they would be promoted, get bonus, and salary increment. If mid rating there will be a bonus which is not very high. Provide planning to enhance performance such as providing training programmes if necessary. we always avoid dismissing employees, however if continues bad results it would certainly lead to dismiss, however in case of UAE national it is very hard

Question Eight: Does the employee see the performance evaluation results?

This question is about employee’s involvement in the process of performance evaluation. The question aimed to explore whether employees are entitled to view and see their results and rating. The response to this question is presented based on types. The first type is responses from public sector who indicated that employees see the performance evaluation results. Second is responses from public sector who indicated

that employees do not see their results. Third are responses from private sector interviewees.

a) Responses from public sector (Employees see their results)

Employees see their evaluation results and they can appeal if they are not happy with the rating as indicated by interviewee 2, 3, 4, 5 and 8. The verbatim responses are presented in Table 5.18.

Table 5.18: Responses from public sector (employees see their results)

interview 2	Employee would evaluate their performance and discuss with line manager.
Interview 3	Yes they do
Interview 4	Yes, employee can discuss their results and in case he or she is not happy they can appeal in 15 days.
Interview 5	Yes
Interview 8	Yes, every employee should see their results, and they have the right to appeal against it and discuss it.

b) Responses from public sector (employees do not see their results)

Interviewee 1, 6 and 7 indicated that in their organisations evaluation is conducted secretly without employee involvement and employee would not see their results as cited by interviewee 6 “Evaluation is conducted secretly; employee would never see their results”. Interviewee 7 argued that it depends on the line managers and if they wish to show the results, she cited that “Depends on line manager, it is not mandatory to show the results to employees; however it is very rare to show them or let them know about the evaluation results”.

c) Responses from private sector

In private sector all interviewees responded that employees would see their results. Table 5.19 shows the verbatim responses.

Table 5.19: Responses from private sector to question eight

Interview 9	Sure, they do and they even have to sign to agree on the evaluation rating.
Interview 10	Off course they do
Interview 11	Yes
Interview 12	All the time

Question Nine: Do you think the existing performance evaluation is fair and assess the actual performance and contribution? Describe performance evaluation process in your organisation.

This question aims to explore the participant’s opinion about the existing performance evaluation in their organisations. The responses to this question are presented in three types. First are responses from public sector who believe that the existing performance is fair and it is developed over time. Second are responses from public sector who indicated that the existing performance is old, routine job and unfair. Third are responses from private sector.

a) Responses from public sector who indicated the existing performance evaluation is fair and getting developed over time

Interviewee 2 believes that the existing performance evaluation is fair as he cited “Yes it is, we have face to face evaluation so if employee or line manager have any doubts they could discuss it immediately. Also it is based on targets and objectives which employee is aware in advance”. Interviewee 4 suggested that “we are still in the development and improvement process, every three year we evaluate our programmes”. In addition interviewee 5 argued that it is getting developed every year as cited by him “it is getting developed and improved every year”. The verbatim responses are in Table 5.20.

Table 5.20: Responses from public sector who indicated the existing performance evaluation is fair and getting developed over time

Interview 2	Yes it is, we have face to face evaluation so if employee or line
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	manager have any doubts they could discuss it immediately. Also it is based on targets and objectives which employee is aware in advance.
Interview 3	The new system is focusing on motivating and encouraging employee to achieve their personal objectives and organisational objectives. I can say the new system focus on improving employee's performance rather than just monitoring.
Interview 4	we are still in the development and improvement process, every three year we evaluate our programmes
Interview 5	Is planned a year ahead by head of HR, it is getting developed and improved every year

b) Responses from public sector who indicated the existing performance is old and unfair

Interviewee 1, 6, 7 and 8 indicated that the existing performance evaluation is old. In addition interviewee 1 cited that “Unfair and does not represents the actual performance and contributions, high performed employees and low performed would probably get same ratings”. Interviewee 8 also argued that “the diligent employee and neglected employee are same”. The verbatim responses are presented in Table 5.21.

Table 5.21: Responses from public sector who indicated the existing performance is old and unfair

Interview 1	Unfair and does not represents the actual performance and contributions, high performed employees and low performed would probably get same ratings.
Interview 6	Very old and require a lot of improvement, I have been working here for more than ten years and since then we have the same form.
Interview 7	No, but maybe the new one will be. Not at all, it is very old and focuses on general things and not specific to objectives and tasks. And become as part of bureaucratic

	job, it is not developing and improving employee's performance.
Interview 8	it has not been improved for more than 15 years, the diligent employee and neglected employee are same

c) Responses from private sector

Except interviewee 10, who indicated that the new system may seem by employee and line manager as unfair, he cited “there are many employees who feel injustice due to quota system even line managers are not happy with it”. The other participants believe that it is fair. The verbatim responses are presented in Table 5.22.

Table 5.22: Responses from private sector to question nine

Interview 9	I think the system is fair.
Interview 10	in order to reduce the cost, the company who organized the software have put a quota for rating, each rates have a specific number of employees which each department cannot exceed even if employees deserve higher rating they could not have it, line manager should stick to the quota, therefore there are many employees who feel injustice due to quota system even line managers are not happy with it. Therefore it could be argued that system provider concerned more in cost saving than improving employee's performance
Interview 11	Yes
Interview 12	Yes, it is based on agreement with the employee in advance

Question Ten: How do you monitor employee's performance?

This question aimed to explore if employee's performance is monitored during the year or not and how it would be monitored. The response to this question is grouped based on type of response to three types. First are responses from public sector who indicated that there is no monitoring. Second are public sector participants who indicated that there is a monitoring to employees performance. Third are participants from private sector.

a) Responses from public sector who indicated that there is no monitoring

First type of response to this question is that as cited by interviewee 6 “There is no proper or systematic monitoring guideline from the ministry of how to record employee’s performance during the year”. Interviewee 1 cited that “There is no monitoring and frequent feedback”. It depends on line manager observation as cited by interviewee 4 “There are no records of employee’s performance during the year; it depends on line manager observation at the end of the year”. The verbatim responses are presented in Table 5.23.

Table 5.23: Responses from public sector who indicated that there is no monitoring

Interview 1	There is no monitoring and frequent feedback
Interview 4	There are no records of employee’s performance during the year; it depends on line manager observation at the end of the year.
Interview 6	There is no proper or systematic monitoring guideline from the ministry of how to record employee’s performance during the year, however I personally try to observe the employees performance to provide some guideline and consultation for daily routine work. In term of evaluation and factor of evaluation it is irrelevant, as I said observation is just based on daily routine work.
Interview 7	Frankly speaking we do not have systematic way to observe and monitor employee’s performance during the year; I mean there are no official records. So I could say we do not have any monitoring system, the existing evolution depends on line manager opinion of the employee

b) Responses from public sector who indicated that employee’s performance is monitored

Second type of response to this question is as cited by interviewee 3 “Line manager would normally observe employee’s performance during the year”. The verbatim responses are presented in Table 5.24.

Table 5.24: Responses from public sector who indicated that employee’s performance is monitored

Interview 2	According to line manager’s observation during the year he or she evaluates the employee also through face to face evaluation. There is a midyear evaluation, in which line manager would see the performance, and provide guideline or encouragement or any type of support to ensure that employee would achieve his or her tasks and objectives. Monitoring is very important to records the employees achievement and monitoring by itself encourage employee to perform better because they realise that they are watched.
Interview 3	Line manager would observe employee’s performance during the year and record it. Frequent feedback and continues monitoring makes the employee perform better.
Interview 5	By attending their classes and observing, and taking feedback from students.
Interview 8	Through the field visit, we observe and record employee’s performance.

c) Responses from private sector

Response of private sector participants is that line manager would observe and record employee’s performance as cited by interviewee 9 “Line manager would observe and record employee’s performance”. In addition there is a review mid-year to discuss employee’s performance as cited by interviewee 11 “there will be a review in mid year, to have a discussion about employee’s overall performance, there are also informal reviews of performance during the year”. The verbatim responses are presented in Table 5.25.

Table 5.25: Responses from private sector to question ten

Interview 9	Line manager would observe and record employee's performance; he would track the performance according to targets and objectives. There will be informal guidance to consult the employee.
Interview 10	In mid year there is a review of those objectives and end of the year. In June, remind all the head of departments to evaluate and provide comments to employees and console employees if required, however if poor in knowledge send them to training programmes. In December each line manager has to evaluate his or her subordinates, which is done through computer system.
Interview 11	There will be a review in mid year, to have a discussion about employee's overall performance; there are also informal reviews of performance during the year.
Interview 12	The performance is monitored by the system, which indicates and identifies the achievement of each employee.

Question Eleven: Do you provide frequent feedback?

This question aimed to explore if managers would provide frequent feedback to employees about their performance and how. The responses to this question are presented in three types. First are responses from public sector who indicated that there is no feedback to employees. Second are responses from public sector who indicated that line manager would provide frequent feedback. Third are responses from private sector.

a) Responses from public sector (No feedback)

Interviewees 1, 5, 6 and 7 indicated that there is no frequent feedback provided to employees, Table 5.26 shows interviewee verbatim.

Table 5.26: Responses from public sector (No feedback)

Interview 1	There is no monitoring and frequent feedback
Interview 5	No frequent feedback is provided, only once a year after the

	evaluation.
Interview 6	There is no feedback; we just simply fill the evaluation application which comes for the ministry. Nobody cares and ask if someone gets 100 or zero.
Interview 7	Not really

b) Responses from public sector (line manager provides feedback)

Interviewees 2, 3, 4 and 8 indicated that line manager would provide frequent feedback to employees. Interviewees verbatim are presented in Table 5.27.

Table 5.27: Responses from public sector (line manager provides feedback)

Interview 2	Yes, normally line manager provides frequent feedback and consultation to employee to enhance their performance.
Interview 3	Yes, line manager would observe employee's performance and provide frequent feedback and guidance to ensure achievement of objectives and tasks
Interview 4	Line manager would provide frequent feedback.
Interview 8	Provide feedback and guidance of how to improve performance.

c) Responses from private sector

Interviewees from private sector indicated that employees in private sector would get comments and consultation and frequent feedback. Interviewees verbatim are presented in Table 5.28.

Table 5.28: Responses from private sector to question eleven

Interview 9	There will be informal guidance to consult the employee.
Interview 10	provide comments to employees and console employees if required
Interview 11	Yes

Interview 12	If target is not achieved then I would meet the employee to understand the reason behind not achieving the tasks, and I will try to provide consultation of how to achieve the target for the following month. The following month I would again look at the employee's performance if again not achieved, I would meet him again and identify if require training or any other assistant.
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5.3.2 Culture impact on performance evaluation:

Question Twelve: Do you face any communication problem with employees from different nationality?

This question was asked to explore if there is any communication problem with employees from different nationalities and cultures. To further investigate if there is any communication problem that would affect the performance evaluation process. Participant from public sector do not think there is any communication problem with employees from different nationality except interviewee 1 who cited that “delivering information is difficult because of the language”. Participants from private sector also do not think there is any communication problem except interviewee 10 who cited that “Minor problem, some nationalities do not speak English very well so sometimes it is difficult to communicate with them”. Answers to this question were grouped in terms of sector; however the response from interview 1 and 10 is highlighted.

Table 5.29: responses from public sector to question twelve

Interview 1	Yes, delivering information is difficult because of the language.
Interview 2	No, they all communicate in Arabic and English.
Interview 3	No
Interview 4	Not really, they all speaks English or Arabic
Interview 5	I do not think there is any problem in term of communications

Interview 6	No, I do not think so. Guest worker gets adapted to UAE culture quickly because we have employees from different nationality for long time and they understand the UAE national culture because of interaction with each other.
Interview 7	UAE culture is open with other cultures, and employees get adopted quickly, and employees from same culture would provide some sort of orientation to new employees (unofficially)
Interview 8	No, not at all.

Table 5.30: Responses from private sector to question twelve

Interview 9	No, everybody speaks English
Interview 10	Minor problem, some nationalities do not speak English very well so sometimes it is difficult to communicate with them
Interview 11	Not really, all employees should know how to speak English otherwise they would not be appointed at the first place.
Interview 12	There is no problem in communication

Question Thirteen: Are they (employees from different nationalities) provided any kind of special programme (cross-cultural training) to understand the culture differences?

This question explores if employees from different nationalities and cultures are familiar with UAE national culture, is there any training programme to guest employees to overcome and understand the national culture. In public sector only one organisation provides a training programme for employees from different cultures (interviewee 5) and from private also one organisation (interviewee 10). The response is grouped and presented based on sector in Table 5.31.

Table 5.31: Responses from public sector to question thirteen

Interview 1	No they are not eligible for any training programmes by law.
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Interview 2	No
Interview 3	No, not required
Interview 4	No, but they get integrated to UAE culture very quickly, however it is a good idea we might consider providing such programme.
Interview 5	Yes, first thing they do after they get appointed, they would have an orientation session mostly prepared by Emirate employee explaining the UAE culture, what they should do and do not, what to expect. However it is conducted one time when they are appointed.
Interview 6	No, but I think we should.
Interview 7	UAE culture is open with other cultures, and employees get adopted quickly, and employees from same culture would provide some sort of orientation to new employees (unofficially)

Table 5.32: Responses from private sector to question thirteen

Interview 9	No
Interview 10	Each employee would have 2 weeks orientation about the organisation's culture
Interview 11	No but, There are group activities and gathering to communicate organisational culture, and every nationality normally participate to show their own cultural customs
Interview 12	No

Question Fourteen: Is there any kind of barriers or consideration in term of evaluating different culture?

This question aims to explore if there is any consideration or barrier when evaluating employees from different nationalities and cultures. Moreover, it explores if there is any consideration when evaluating employees from different cultural backgrounds. All participants from public and private sectors think that there is no barrier or

consideration in terms of evaluating different cultures, except interviewee 5 who cited that “Yes, for example: Arabic teachers there are a problem in evaluation, courtesy involved. But non Arabic it is rare that they would complain about the evaluation but Arabic teachers always do. They automatically expect from me as from same culture, that I should evaluate and treat them differently especially we have very few Arabic teachers, so they expect me to be in their side”. The response is grouped and presented in Table 5.33 based on sector.

Table 5.33: Responses from public sector to question fourteen

Interview 1	No, there is no face to face evaluation and communication in term of evaluation, so we do not experience and feel that
Interview 2	In term of culture there are no barriers as objective and tasks are common, and not related to nationality or specific culture
Interview 3	No, the evaluation is based on objectives and task
Interview 4	Some line managers they are not subjective in term of evaluations, they use sympathy in evaluation.
Interview 5	Yes, for example: Arabic teachers there are a problem in evaluation, courtesy involved. But non Arabic it is rare that they would complain about the evaluation but Arabic teachers always do. They automatically expect from me as from same culture, that I should evaluate and treat them differently especially we have very few Arabic teachers, so they expect me to be in their side.
Interview 6	Cultural background is segregated in work, each have duties and responsibilities regardless their nationality or culture.
Interview 7	no, not at all, evaluation is based on performance not personality
Interview 8	No

Question Fifteen: Does the culture values and attitude affect the performance evaluation?

This question aimed to explore the opinion of participants if there are any cultural values and attitudes that would affect the performance evaluation. The response to this question is grouped first: participants from public sector who thinks that culture value and attitude do not affect the performance evaluation. Second, participant from public sector who thinks there is an affect of culture values and attitude in performance evaluation. Third participant from private sector who all thinks that performance evaluation is not affected by culture values.

a) Participants from public sector who thinks that performance evaluation is not affected by culture values.

Interviewee 2, 3 and 6 do not think that performance evaluation is affected or influenced by cultural background as cited by interviewee 3 “Performance evaluation is not affected by culture values and background”. Furthermore, interviewee 6 believes that cultural background is separated in work and evaluation is based on duties he cited that “Cultural background is segregated in work, each have duties and responsibilities regardless their nationality or culture”. Interviewee responses to this question are that “Depends on the evaluator; however in evaluation there is nothing to do with culture”.

b) Participants from public sector who thinks there is an affect of culture values in performance evaluation

Interviewee 1, 4, 5 and 7 believe that cultural background may influence the evaluation. Interviewee 1 argued that some consideration may affect the evaluation such as religious background he cited that “Yes, Evaluator evaluates according and based on some considerations such as religious (example: prayer) employee who practice prayer regularly would be seem and assumed to have better moral values than others. Personal consideration (opinion) is also interfering. Female employees who wear Nigab (veil) considered to be better and vice versa”. Interviewee 4, 5 and 7 suggested that friendship values may affect the process; their verbatim responses are presented in Table 5.34.

Table 5.34: Participants from public sector who thinks there is an affect of culture values in performance evaluation

Interview 1	Yes, Evaluator evaluates according and based on some considerations such as religious (example: prayer) employee who practice prayer regularly would be seem and assumed to have better moral values than others. Personal consideration (opinion) is also interfering. Female employees who wear Nigab (veal) considered to be better and vice versa
Interview 4	When evaluating colleague it may put pressure on the evaluator and make the evaluation not accurate, friendship sometimes is more important than accuracy in term of evaluation.
Interview 5	Unconsciously evaluator may use sympathy and bias toward their friends, because he or she might feel that they may cause them harm so their evaluation may not be accurate.
Interview 7	Courtesy and friendship affect the evaluation, normally line manager and evaluator would prefer not to harm the employees so they just simply give mid or high rate regardless the actual performance.

Question Sixteen: Is there any impact of Wasta on recruitment?

This question aimed to explore the wasta impact on recruitment. The answer to this question is grouped in three different groups. First, participants from public sector who think that wasta has little impact on recruitment and is reducing. Second participants from public sector who think there is great impact of wasta on recruitment. Third are participants from the private sector.

Participants from public sector who think wasta influences recruitment is reducing Interviewees 2, 3, 4 and 8 believe that the impact of wasta in recruitment is reducing. As cited by interviewee 2 wasta impacts have been reduced “It is not like before, Wasta has little impact now on recruitment especially in last two years, qualifications and experiences are what matter and count now”. Interviewee 2 indicated that there is no wasta but social responsibilities that may affect the recruitment as he cited “There

is no impact, but there is a social responsibility which means in some cases in order to help some families we appoint their sons or daughters. It is part of our responsibilities to provide jobs to the needy persons and families. Otherwise there are no other considerations rather than qualifications and experiences”. Interviewee 8 argued that due to the complicated system of recruitment wasta impact has been reduced she cited that “No, Maybe 1% only, because the existing recruitment process includes exams which measures employees’ knowledge, after passing the exams there is an interview to evaluates personality, so it is difficult to overcome and pass through Wasta”.

a) Participants from public sector who thinks that there is an impact of wasta on recruitment

Interviewee 1, 5, 6 and 7 indicated that wasta has a great impact on wasta as cited by interviewee 1 “It is everything, unqualified people would be appointed”. Interviewee 6 argued that when someone is appointed by wasta he or she would be evaluated differently and wasta would influence the process as he cited “When employee is appointed by wasta, he or she will be evaluated based on wasta”. Interviewees argued that wasta would be used to appoint unqualified candidates as cited by interviewee 1 “unqualified people would be appointed” also interviewee 6 cited “And most probably would not have the proper qualifications and skills to perform the duties”. In addition interviewee 7 cited “a lot of them who is appointed by wasta even without any vacancies are not qualified and their productivity is very weak”. Further discussion and analysis is presented in the next chapter. The verbatim responses are presented in Table 5.35.

Table 5.35: Participants from public sector who thinks that there is an impact of wasta on recruitment

Interview 1	It is everything, unqualified people would be appointed. Wasta is the only way. Every end of the year each department would identify their requirement and vacancies, however there is no proper planning for recruitment, it is done based on wasta, if I want to appoint someone I would simply create a vacancy then appoint who ever I want, it happen in all departments.
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Interview 5	Yes, sometimes supervisors or administrative would chose to appoint somebody from similar culture and nationality, and when screening by others they may reject it because lack of qualifications; however they would influence other personal to accept the candidate as a favour. Even though there is a system, still people try to use wasta and influence in recruitment. Sometimes orders comes from Head office to appoint someone and it happened so many times
Interview 6	When employee is appointed by wasta, he or she will be evaluated based on wasta. And most probably would not have the proper qualifications and skills to perform the duties, therefore it would affect the overall performance of the organisations.
Interview 7	Pressure, because of lack of awareness, wasta has a great impact, we are overcrowding, over staffing and a lot of them who is appointed by wasta even without any vacancies are not qualified and their productivity is very weak.

b) Participants responses from private sector

Interviewee 11 from the private sector does not think that wasta has any impact on recruitment as she cited “Not really, we have an organized and complicated system to recruit therefore wasta cannot interfere and break the system”. Interviewee 9 and 10 think that wasta is used by senior managers who have authority to recruit as cited by interviewee 9 “Yes, especially from senior manager who has the power to select and appoint, sometimes they would use their power to appoint relatives or anybody they want regardless their qualifications. In public sector it is not possible to be appointed without Wasta even if qualified”. Interviewee 10 also agrees that senior managers would use their authority to recruit as he cited “Yes, sometimes senior managers would appoint employees without going through the normal procedure, and most of the time theses candidates are not qualified”. Interviewee 12 thinks that wasta has an impact by 5% on recruitment as he cited that “Yes to some extent, 5% of recruitment is done by Wasta”.

Question Seventeen: Is there any impact of Wasta on performance evaluation?

This question was asked to explore the participant’s opinion about wasta’s impact on performance evaluation. The responses to this question are grouped in three groups. First participants are from public sector who does not believe that there is an impact of wasta on performance evaluation. Second are participants from the public sector who believe that there is an impact of wasta on performance evaluation. Third are the responses from the private sector participants.

a) Participant’s responses from public sector who do not believe that there is an impact of wasta on performance evaluation.

Interviewee 2, 3 and 8 do not think there is any impact of wasta on performance evaluation. As cited by interviewee 2 and 3 “There is no impact”. Interviewee 8 argued that evaluation is based on factors and standards no other consideration she cited that “In term of evaluation there is no Wasta, because evaluation is based on factors and standard and there is no place of courtesy because credibility, subjectivity is required and it is the evaluator responsibilities”.

b) Participant’s responses from public sector who believe that there is an impact of wasta on performance evaluation

Interviewee 1, 4, 5, 6 and 7 indicated that there is an impact of wasta on evaluation. Interviewee 1 cited that “100% impact, evaluation is done based on wasta and courtesy”. Interviewee 4 argued that there could be an impact by line manager who uses their authority in evaluation, he cited that “There could be an impact by line manager who may uses his or her authority in evaluation, otherwise from top management there is no influence to line manager to provide any extra rating or treat someone differently”. The verbatim responses are presented in Table 5.36.

Table 5.36: participant’s responses from public sector who believe that there is an impact of wasta on performance evaluation

Interview 1	100% impact, evaluation is done based on wasta and courtesy, there is no proper records for employees performance, so manager would just simply give 80% to everybody and the closer friends 90 or 95%.
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Interview 4	There could be an impact by line manager who may uses his or her authority in evaluation, otherwise from top management there is no influence to line manager to provide any extra rating or treat someone differently.
Interview 5	Off course it has impact, when someone is appointed by Wasta, everybody look at him or her as untouchable, so evaluation is not taken seriously as it has no real value, because such employee is there because of other reasons.
Interview 6	When employee is appointed by Wasta, he or she will be evaluated based on Wasta. And most probably would not have the proper qualifications and skills to perform the duties, therefore it would affect the overall performance of the organisations
Interview 7	Yes, wasta influence the evaluation.

c) responses from private sector participants

Participants from private sector do not think that wasta affects and influences the evaluation as cited by interviewee 9 “Wasta affect everything, but in evaluation it is very rare” also he indicated that evaluation is based on task and objectives “because rating is based on tasks and objectives”. Interviewee 11 argued that evaluation is based on objectives and tasks she cited that “No impact at all. Evaluation and rating is given based on measurable and clear objectives, tasks and target. The system is designed and developed to track and evaluate actual performance”. Interviewee 9 and 12 indicated that friendship with the evaluator may affect the evaluation they cited that “some managers may rate higher their friends in the factors which are not measured financially” (interviewee 9). Interviewee 12 cited “There could be some personal relationship with evaluator which may affect the results”. The verbatim responses are presented in Table 5.37.

Table 5.37: responses from private sector participants to question Seventeen

Interview 9	wasta affect everything, but in evaluation it is very rare in our organisation to use wasta because rating is based on tasks and objectives, however some managers may rate higher their friends in the factors which are not measured financially, for example they in team work, obey orders, follow policies.
Interview 10	No wasta in evaluation due to the use of the system
Interview 11	No impact at all. Evaluation and rating is given based on measurable and clear objectives, tasks and target. The system is designed and developed to track and evaluate actual performance
Interview 12	Evaluation is based on figures which should be achieved. There could be some personal relationship with evaluator which may affect the results but at the end, figures matters most

Question Eighteen: Employees having good personal relationships with the evaluator (line manager), will it affect and influence the evaluation?

This question explores if relationships between line managers and employees would affect the evaluation process. Six participants have been asked and answered this question. All participants think that personal relationship with line manager would affect the evaluation process. The verbatim responses are presented in Table 5.30.

Table 5.38: Responses to question eighteen

Interview 1	evaluation is done based on wasta and courtesy, there is no proper records for employees performance, so manager would just simply give 80% to everybody and the closer friends 90 or 95%.
Interview 2	Maybe there is some sort of sympathy from line manager. Line manager would be in employee's side, because they work together and interact all most of the time. I think it is natural that the relationship between employee and line manager would affect the evaluation to some extent. At the end evaluation is conducted by the

	line manager.
Interview 3	Relationship could affect the process, however we try to be objective and focus on employees performance and accomplishment
Interview 4	Yes, especially when evaluating colleague it may put pressure on the evaluator and make the evaluation not accurate. Friendship sometimes is more important than accuracy in term of evaluation.
Interview 5	Sure, because there is friendship, however evaluator should segregate between them (Professional and personal relationship) but unconsciously evaluator may use sympathy and bias toward their friends, because he or she might feel that they may cause them harm so their evaluation may not be accurate. I think it is difficult sometimes to evaluate colleagues and friends, it is challenging
Interview 6	Maybe to some extent

Question Nineteen: Is there any kind of barriers or consideration in term of evaluating different gender?

This question explores the participants opinion about the gender, do they believe there is any barrier like communication barriers and any consideration when evaluating the opposite sex. The responses to this question are grouped in three different groups. First are participants from public sector who do not think that there is any barrier or consideration in terms of evaluating different genders. The second group are from the public sector who believes there is consideration in terms of evaluating different genders. Third are participants from the private sector.

a) Participant's responses from public sector who does not think that there is any barrier or consideration in term of evaluating different gender.

Except interviewee 3 who thinks that there is no consideration for different gender because evaluation is conducted based on objectives, other participants do not think there is any consideration because employees are not involved in the process.

Interviewee 8 indicated that it's not applicable in their organisation. Interviewee 6 cited that employees are not involved in the process so there is no consideration

“Employees are not involved in the process, whether male or female, so there is no consideration or communication barrier when it comes to evaluating different gender as there is no communication”. The verbatim responses are presented in Table 5.39.

Table 5.39: Participants responses from public sector who does not think that there is any barrier or consideration in term of evaluating different gender

Interview 3	No there is no special consideration for different gender, evaluation is conducted based on objectives and achievement regardless gender. Maybe there would be some communication barrier as both gender are not used to interact with each other, however after a while they get use to it.
Interview 6	Employees are not involved in the process, whether male or female, so there is no consideration or communication barrier when it comes to evaluating different gender as there is no communication.
Interview 7	maybe not sure
Interview 8	Not applicable.

b) Participant’s responses from public sector who think there are considerations in terms of evaluating different genders.

Interviewee 1, 2, 4 and 5 argued that courtesy toward the opposite sex may influence the evaluation as cited by interviewee 4 “When evaluating opposite gender line manager tends to avoid long discussion and conflict”. Interviewee 5 also cited that “I think there is, there is a courtesy. I do not think male evaluator would be tough with female employee, maybe there would be sympathy”. Interviewee 1 cited that “I would have more sympathy toward evaluating a female especially married one because I know their social responsibilities and the pressure they get. So I would be easy going when evaluating a female employee”.

c) Participant responses from private sector

Participants from private sector do not think there is any consideration of gender in evaluation. However, interviewee 9 indicated he would consider the female role in the

society as he cited that “Not in the system, but in practice there could be some consideration of female role in the family, so I would have some sympathy toward a married woman with children and consider her status in evaluation. Otherwise the system is set based on objectives and numbers”. The verbatim responses are presented in Table 5.40.

Table 5.40: Participants responses from private sector to question nineteen

Interview 9	Not in the system, but in practice there could be some consideration of female role in the family, so I would have some sympathy toward a married woman with children and consider her status in evaluation. Otherwise the system is set based on objectives and numbers.
Interview 10	Not really
Interview 11	No
Interview 12	No barriers, no considerations only figures which matters.

Question Twenty: do the employees have the freedom to appear and practice their religious belief?

This question explores the religious impact on the working environment, are employees free to appear and practice their religious beliefs, and what is the impact of praying in the employee performance. All participants from both sectors believe that employees are free to appear and practice their religious beliefs. The responses to this question are presented together.

All participants from the public sector agree that employees are free to appear and practice religious beliefs. Interviewee 1 indicated that “Employees appear their religious to present themselves as more trustworthy”. Further discussion is presented in the next chapter. The verbatim responses are presented in Table 5.41.

Table 5.41: public sector participant's responses to question twenty

Interview 1	Yes they do, especially Muslim employees, male can have long birds. Every employee is free to go and pray during working hours. It is a well understood among all employees that they can go and pray at any time they wish, no one can say no to them when it comes to pray. Employees appear their religious to present themselves as more trustworthy.
Interview 2	Yes they are free. But they cannot leave when there are client to serve.
Interview 3	Off course they are free to practice and appear but appearance should be proper and tide.
Interview 4	Sure, empty offices during pray. there is no law or rules provided to leave the office, on other hand there is no law to punish who leaves for prayer
Interview 5	During break time only
Interview 6	Yes as long as they are tide and consider the general appearance to be smart. We allow anyone who wants to pray 15 minutes break, however there is no law to organize it.
Interview 7	Yes they are
Interview 8	Yes they do.

Question Twenty one: Do you think that employees who practice prayer are considered to have better moral values.

This question investigates the religious beliefs, specifically Muslim beliefs, does the manager think that employees who pray have better moral values and they are more trustworthy, thus is there any impact on performance evaluation processes. The responses to this question are grouped in two different groups. First are responses from public sector who think that praying is not relevant to evaluation. Second are responses who think that praying may affect the evaluation.

a) Responses from public sector who thinks that praying is not relevant to evaluation

Interviewee 2 cited that “Praying is a personal choice it has nothing to do with the work and the way they work”. The verbatim responses are presented in Table 5.42.

Table 5.42: Responses from public sector who think that praying is not relevant to evaluation

Interview 2	Praying is a personal choice it has nothing to do with the work and the way they work.
Interview 4	No, not related
Interview 6	They suppose but not always they do.
Interview 8	I consider the appearance at the beginning, however after interaction I make my final judgment. There are some employees having religious appearance but they have bad personalities such as they lie. My personal opinion that normally a woman wears niqab to show their sincere expression of faith but sometimes female uses Negab as cover, it shows a lack of self-confidence. They try to present themselves as more trustworthy and honest.

b) Responses from public sector who think that praying may affect the evaluation

Interviewee 1, 3, 5 and 7 indicated that religious background may influence the evaluation as cited by interviewee 1 “Evaluator evaluates according and based on some considerations such as religious (example: prayer) employee who practice prayer regularly would be seem and assumed to have better moral values than others”. The verbatim responses are presented in Table 5.43.

Table 5.43: Responses from public sector who think that praying may affect the evaluation

Interview 1	Evaluator evaluates according and based on some considerations such as religious (example: prayer) employee who practice prayer regularly would be seem and assumed to have better moral values than others. Personal consideration (opinion) is also interfering. Female employees who wear Nigab (veal) considered to be better
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	and vice versa. However they try to show their sincere faith.
Interview 3	They should have better moral values because prayer affect positively in individual personality.
Interview 5	It depends on the evaluator, I think when they share same religious believes evaluator may put in his mind that employee with religious appearance is more honest and trustworthy, which may impact the accuracy of the evaluation.
Interview 7	We are Muslims and we believe that the more religious the person is the more honest they are. However some uses the appearance as a cover to show that they are trustworthy but in reality they are not.

Question Twenty two: Does the appearance affect the performance evaluation, especially religious appearance?

This question is a complementary to the previous question and serves the same purpose. The responses to this question are grouped in two types. First are responses from public sector who thinks that religious appearance may influence the evaluation. Second are responses from public sector who do not think that religious appearance may influence the evaluation.

a) Public participant responses who think that religious appearance may influence the evaluation.

Interviewee 1, 3, 5, 6, 7 and 8 think that religious appearance may influence the evaluation somehow. Interviewee 1 argued that "individual who prays would be seen as better person". Appearance may influence the evaluator who would consider and respect the religious person as cited by interviewee 5 "employee with religious appearance is more honest and trustworthy, which may impact the accuracy of the evaluation". Interviewee 7 and 8 indicated that some may uses the religious appearance as a cover as cited by interviewee 7 "some uses the appearance as a cover to show that they are trustworthy but in reality they are not". The verbatim responses are presented in Table 5.44.

Table 5.44: Public participant responses who think that religious appearance may influence the evaluation

Interview 1	Individual who practice prayer would be seen as better person, a person who does not lie, cheat and very honest. However there a lot of people who used the religious appearance to have advantages so people would respect them more. So evaluator may get influenced by appearance and put in mind that this person is trustworthy. On other hand women wearing veil may be challenge the managerthe as the face impression is not clear.
Interview 3	Maybe, people tend to respect religious people so it could affect the evaluation in some terms where the rating is on behaviour. It could be difficult for manager in evaluating women with veil because manager cannot see the face impression.
Interview 5	It depends on the evaluator, I think when they share same religious believes evaluator may put in his mind that employee with religious appearance is more honest and trustworthy, which may impact the accuracy of the evaluation. I think wearing veil may restrict the interaction because face impression is hided.
Interview 6	They suppose but not always they do.
Interview 7	We are Muslims and we believe that the more religious the person is the more honest they are. However some uses the appearance as a cover to show that they are trustworthy but in reality they are not.
Interview 8	I consider the appearance at the beginning, however after interaction I make my final judgment. There are some employees having religious appearance but they have bad personalities such as they lie. My personal opinion sometimes female uses Negab as cover, it shows a lack of self-confidence.

- b) *Participant Responses from public sector who think that religious appearance does not influence evaluation.*

Interviewee 4 responded to this question as “No, not related”. Interviewee 2 argued that the main concern of evaluation is the objectives and achievement of employees he cited that “Maybe but I try to be objective when I evaluate. My main concern in the evaluation is on the objectives and achievements of the employees”.

5.3.3 Conduct a cross-comparison of performance evaluation between private and public sector

All the previous questions were segregated and categorized based on private and public sector responses to conduct a comparison between private and public sectors in terms of performance evaluation procedures. However, the following question is a direct question to all participants from private and public sectors to get their ideas about the differences. Further discussion and development of differences is presented in the next chapter.

Question Twenty three: do you think the private sector have better evaluation methods? And why

This question was asked to explore the participant’s opinion about the performance evaluation practices in the public sector and whether they think private sector have better evaluation systems than public sector and why. The purpose of the question is to complement the investigation of conducting a comparison between private and public sectors of performance evaluation process. The answer to this question is grouped in three sections: first participant from public sector who thinks that private have better evaluation systems than public. Second are participants from public sector who think that public sector has better evaluation systems than private sector. Third are participants from private sector who all think that private sector has better evaluation than public sector.

- a) *Response from public sector who thinks that private has better than public sector evaluation systems.*

Interviewee 1, 4, 5, 6 and 7 thinks that private sector have better evaluation system than public sector. Interviewee one argued that it is because “The evaluation is linked with employee’s productivity, contribution, and performance”. He added “Also it is

profit seeking, so performance is very important, unlike in public sectors organisations, performance is not important”. Further discussion is presented in the next chapter. The verbatim responses are presented in Table 5.45.

Table 5.45: Response from public sector who thinks that private has better than public sector evaluation systems.

Interview 1	For sure, they implement accurate PE, they improve their process of evaluation. The evaluation is linked with employee’s productivity, contribution, and performance, not based on wasta and courtesy. Also it is profit seeking, so performance is very important, unlike in public sectors organisations, performance is not important.
Interview 4	Yes, private sector depends and seeks profits, so the measurement of employee’s performance depends on employee’s efforts, achievements, time so employee’s contribution is very important. In public organisation employees are more secure, as it is difficult to dismiss them and it could be one of the main reasons UAE national prefer to work for public organisations.
Interview 5	Yes better, because productivity is more important than employees. Unlike government sector, performance is linked with productivity. Private organisations do not have the feeling of responsible toward it employees like in government sector, private organisations main objectives is to make profit, if they do not then employees are responsible and accounted.
Interview 6	Yes I think they have better evaluation system than public sector because they are more objectives and based on tasks, also they are profit seeking so performance and individual contribution is very important.
Interview 7	No idea, but I think private organisations count and consider everything in term of contribution

b) Response from public sector who believes that public sector evaluation system is better than that of the private sector.

Interviewee 2, 3 and 8 think that public sector have better evaluation because in public sector, as cited by interviewee 2 “in last two years performance evaluation procedure have been improved and helped in increasing overall performance”. Also he added “there have been huge investments to develop effective and objective performance evaluation”. Interviewee 8 argued that public sector evaluation is better because “there is job stability, salary is higher in public organisation so employees are more comfortable, stabilize and perform better”. The verbatim responses are presented in Table 5.46.

Table5.46: Response from public sector who thinks that evaluation system of the public sector is better than private sector.

Interview 2	No, in last two years performance evaluation procedure have been improved and helped in increasing overall performance. I am aware of the government performance evaluation; there have been a huge investments to develop effective and objective performance evaluation
Interview 3	I think the evaluation system in our organisation is better than lots of private sector evaluation, moreover the existing evaluation in our organisation is considered to be one of the best among other public sector.
Interview 8	I think public sector has better evaluation procedure because there is job stability, salary is higher in public organisation so employees are more comfortable, stabilize and perform better. And in public organisation there are different departments who follow employee’s performance unlike in private.

c) Responses from private sector

Private sector interviewees believe that private sector have better evaluation system for many reasons. Interviewee 9 argued that “in public sector it is enough to show up to get paid, and unlike in private sector you have to contribute to the organisations

performance and should work hard to get bonus and reward”. The verbatim responses are presented in Table 5.47.

Table 5.47: Responses from private sector to question twenty three

Interview 9	Sure it is better, in public sector it is enough to show up to get paid, and unlike in private sector you have to contribute to the organisations performance and should work hard to get bonus and reward.
Interview 10	Yes, public sector organisations do not have proper system for evaluation, in private it is systematize, always improvement on the system, and since it is profit seeking employee’s outcome is important.
Interview 11	Of course, I worked for public organisations before, and I know what it is like in public organisation in term of evaluation. Productivity is not important in public where in private it is important, vision is clear, so it is easy to set up objectives and plan your career. Wasta has a great impact in public organisation as recruitment and evaluation is based on relationship, as evaluation is conducted as part of routine work not to enhance performance and motivate employees like in private sector. I have never been involved neither knows what is going to be evaluated and how results will be dealt with in public organisation unlike in private I am aware and always involved and it is not linked with any other factors such as promotion. However I think there are some public organisations who are trying to adopt new system of evaluation to increase their productivities and performance
Interview 12	Yes, it is profit organisation and actual performance is evaluated and it is very realistic, it depends on achievement, and there is no other consideration. In government sector there are no tangible figures, it is routine works and lead to nothing

5.4 Summary of interview findings

The responses to the interview with the manager from the public sector provided a theme of newly developed performance evaluation and old performance evaluation. New means it was developed improved and redesigned in less than three years and mostly developed by specialised consultants of performance management. The old system means it was developed and designed a long time ago, in most cases, more than 10 years ago, and has not been improved since. The organisation which conducts the new system is from interviewee 2, 3, 4 and 5. The organisation which conducts the old system is from interviewee 1, 6, 7 and 9. The indication of new and old development of performance evaluation is presented below:

a) Responses from newly developed performance evaluation system(public sector)

The responses to the questions related to performance evaluation process in public sector have a theme of new and old systems. The indication of new system which was set by interviewee (2, 3, 4, and 5) verbatim responses is reported in Table 5.48. They indicate that the existing performance evaluation was set and developed recently. It was developed by a specialized company in designing performance evaluation processes.

Table 5.48: Responses from newly developed performance evaluation system (public sector)

interview 2	The existing performance evaluation was developed and designed recently maybe less than two years by specialized personal in performance evaluation, the programme was tested and used in the headquarter first then implemented in all branches
Interview 3	The existing system is global system and has been tested before; it was developed by specialised and experienced company in performance evaluation. I think the evaluation system in our organisation is better than lots of private sector evaluation, moreover the existing evaluation in our organisation is considered to be one of the best among other public sector.
Interview 4	When I joined I have introduced the programme three years ago, we got help from many expertise on the field.

Interview 5	It is planned a year ahead by head of HR, it is getting developed and improved every year.
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b) Responses from old performance evaluation(Public sector)

The indication of old system was mentioned by interviewee (1, 6, 7 and 8) their verbatim responses are in Table 5.49. They indicate that performance evaluation in their organisation were set a long time ago, more than ten years and require changes and development. Furthermore, it is conducted and has become part of routine and bureaucratic job. Further discussion on the differences between new and old systems is presented later in the chapter.

Table 5.49: Responses from old performance evaluation (Public sector)

Interview 1	Old, needs a lot of changes, development and accuracy, It was made in the 80's and never been reviewed
Interview 6	Very old and require a lot of improvement, I have been working here for more than ten years and since then we have the same form.
Interview 7	It is very old and focuses on general things and not specific to objectives and tasks. And become as part of bureaucratic job, it is not developing and improving employee's performance.
Interview 8	It has not been improved for more than 15 years according to my knowledge.

Table 5.50 shows the differences between the organisations that frequently develop and improve their performance evaluation and organisation that did not improve or modify their performance evaluation process.

Table 5.50: Old and New practices of performance evaluation

	Practice	Old	New
1	Performance evaluation procedure	Simple procedure, receive the evaluation form from head office. Manager would	Objectives and task is set to employee and evaluation is based on

		fill the application and send it back	them.
2	Face to Face evaluation	Not available	Available
3	Employees awareness of evaluation	Evaluation is conducted secretly. Employee is no aware of evaluation process	Line manager communicates how performance is going to be evaluated. Employee is aware of factor of evaluation
4	Employees involvement in performance evaluation	Not involved	Employee is involved through discussing the results. Employee have the right to appeal and review the results
5	Employees see their results	Employee do not see the evaluation results, its conducted secretly	Employee see their results and can discuss it
6	Different evaluation criteria for different post	One single evaluation criteria for all posts	Evaluation is planned according to objectives. Different posts have different evaluation criteria.
7	Link performance evaluation results with Promotion	Never	Most of the time
8	Link performance evaluation results with Salary increase	Never	Sometimes

9	Link performance evaluation results with Bonus	Never	Most of the time
10	Link performance evaluation results with Dismiss from work	Never	Never
11	Link performance evaluation results with Training programme	Never	Some Times
12	Organisation's Mission and vision clearly communicated with employees	NO	Yes
13	Performance evaluation is linked with Organisation's mission, vision and objectives	No	Yes
14	Job description identify the expected performance	No	Job description identifies the expected performance
15	Monitor performance	No monitoring of employee's performance	Line manager observes the employees performance during the year
16	Feedback	No frequent feedback	Line manager provide frequent feedback on

			employee's performance
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In the organisations that use the old system the performance evaluation is simple. Line manager would receive an evaluation form for all employees regardless of their position or responsibilities, the line manager would fill the application in and send it back to head office. Employees are not involved in the process at all; they neither know the process, nor the evaluation factor. Moreover, employees would never see their results. Therefore the evaluation is conducted as a routine work to fill up the files not to evaluate actual performance to provide guidelines for performance improvement. Moreover, performance evaluations do not affect or lead to promotion, salary increment nor rewards. Therefore the manager thinks that employees are not interested and do not take the evaluation seriously as it has no effect on their career. Job description is either not available or is not linked and communicated with the employees. Expected performance is not identified to the employees. Moreover, employee's performance is not monitored and recorded during the year and there is no proper frequent feedback.

The evaluation procedures in the organisations that frequently improve and assign specialised consultants in the field have more advance evaluation procedures. The process involves the employee in the process and is set based on identified objectives and tasks. Line manager would communicate and discuss how performance is going to be evaluated and provide frequent feedback. Moreover, employee views their results and has the right to appeal and discuss their results. Performance evaluation is linked with promotion and bonus most of the time. Thus evaluation affects the employee's career; in addition, evaluation may sometimes lead to bonuses and obtaining training programmes. However, it is not likely to lead to dismissal from work, especially for UAE nationals.

Culture impact:

There is no communication problem with employees from different nationalities as all speak, read and understand Arabic or English which are the communication languages among the employees in UAE public sector. There are no cross-cultural training programmes for employees from different nationalities. The reason, according to

interviewees, is that UAE is a multinational society, and there are employees from different cultures and nationalities that adapt easily to the local culture. Moreover, colleagues from the same nationalities and cultures would provide informal orientation about the national culture. In terms of performance evaluation, cultural background is segregated in the work place; evaluation is based on objectives and duties that should be achieved regardless of the cultural background.

All employees in public sector are entitled to leave offices during working hours to practice prayer. Employees who practice and appear religious may be perceived as more honest and trustworthy, however some managers see it as deceiving and some employees show their religious beliefs to impress and influence others that they are more trustworthy. Friendship is considered an important cultural value that might affect the evaluation process, the closer the relationship to the evaluator, the higher the rating the employee would receive. Line manager use would his or her authority in the evaluation process to favour friends in the evaluation.

Despite the development and improvement of the recruitment process in some of UAE public sectors, *wasta* has an impact on the process. Moreover, employees who are appointed by *wasta* would often be evaluated differently as most of the time they do not have the proper qualifications. However, some public sector organisations adopted new systems of recruitment to avoid and reduce the influence of *wasta*. With regard to the gender variable, there is still a lack of communication between genders because both genders are not used to interacting with opposite sex. Male managers would avoid long discussions with female employees. Moreover, male managers would have some sort of courtesy and sympathy towards female employees, especially married ones because of her social responsibilities and pressures. Further development of cultural values influence on performance evaluation is presented in the discussion chapter.

The difference between private sector and public sector performance evaluation processes are as follows: Performance evaluation in private sector is like in the public sector is designed and developed by the heads office, however branch is involve is setting up and choosing the objectives and factor of evaluation according to branch and department requirements. In all private sector selected in the research have an evaluation which is designed by specialised company in performance management.

Moreover, performance evaluation process is constantly improved and redesigned according to objectives and tasks. Employees are involved in setting the objectives with line managers and agreeing on the expected performance. Line managers would explain how performance is going to be evaluated. In all private sector participants suggested that there are different evaluation criteria for different posts based on objectives. Private sector interviewees indicated that job description clearly identifies the expected performance. Performance evaluation would ultimately leads to promotion, salary increment, rewards, bonus, training programmes and may leads to dismissal from work. However, it is unlikely to dismiss UAE nationals due to poor performance. Poor performing employees may be transferred to other departments. Thus, performance evaluation in the private sector affects employee's career in terms of promotion and dismissal from work.

Line manager observes and records employee's performance during the year and provides guidance to enhance performance. Moreover, there is a mid-year review of employee's performance to ensure and track achievements and provide a guideline if necessary. Wasta influences the recruitment process in private sector; senior manager may use their authority to recruit someone without going through the recruitment process and based on relationship. In evaluation, wasta has little impact as the evaluation is based on measurable objectives. However in case of having relationship with evaluator it may slightly influence the evaluation, but would not affect the overall rating and results.

Further development of the interview findings is presented in the discussion chapter. The next chapter presents the survey findings.

Chapter Six: Survey Findings

6.1 Introduction

This chapter presents the findings from the questionnaire. The questionnaire was designed to discover the performance evaluation procedures in UAE, the culture impact on the performance evaluation procedure. Furthermore, to discover whether there are any differences in performance evaluation in private organisations and public organisations. The quantitative results from the survey are present in the questions asked, linked with table of statistics. This chapter is divided into two main sections. Firstly, the participant's characteristics are presented which outline the participant's biographical data. In the second section inferential statistics are presented. Over 250 surveys were distributed in UAE public organisation and 100 in private organisation. However, 200 responses from public and 74 from private organisations were collected. The survey contained 52 questions with multiple choices using a Likert scale; it contained a few essay questions where clarification or explanation is required. The questionnaire was designed in three parts refer to chapter four section (4.3.3.2.1). The first part is the characteristics of participants, which include personal questions about age, gender, nationality, experience, religion, organisation, job title. However, each part is subcategorized based on the relevant questions and information.

The second part, which is performance evaluation procedure, is subcategorized in three sections in order to facilitate analysing and group related questions and information together. These sections include the questions asked as below:

1. Procedure:
 - 1.1 who conducts performance evaluations
 - 1.2 how frequently
 - 1.3 employee aware of evaluation and sees results and to what extend
it is important to see the results
 - 1.4 employee involvement in the procedure
 - 1.5 performance evaluation considers efforts and achievements
2. Expected performance
 - 2.1 job description identifies expected performance

2.2 expected performance is clear, measurable, achievable, related to results, practical and realistic

3. Effect of performance evaluation in terms of promotion, training, salary increase, dismissal from work or nothing.

The third part is culture impact, which is subcategorized in five sections:

1. Working with employees from different nationalities and cultures
 - 1.1 number of nationalities working in participant's organisation
 - 1.2 working with employees from different cultures considered to be difficult
 - 1.3 preference of working with employees from different cultures, genders and languages
 - 1.4 communicating with employees from different cultures could be difficult because of differences in culture, language and attitudes
 - 1.5 Evaluation preferences to be conducted from same culture or different.
2. Gender variable: examine working and performance evaluation by different gender employees
3. Culture variable:
 - 1.1 existing evaluator nationality, culture, gender and language
 - 1.2 employees from different culture are evaluated differently
 - 1.3 there are barriers when evaluated by different nationalities
 - 1.4 prefer to be evaluated by evaluator from different or same gender and nationality
 - 1.5 treated frailly when evaluated by different culture evaluator
 - 1.6 felt threatened
 - 1.7 There are discrepancies when evaluated by different nationalities due to culture differences.
4. Culture values and practices
 - 1.1 keep the door open when evaluated by different gender
 - 1.2 Free to practice religious beliefs in the organisation.
 - 1.3 Leave office during working hours to pray, and how long
 - 1.4 Employees who practice prayer have better moral values
5. wasta
 1. Existence of wasta.
 2. Effect of wasta.

3. Employees appointed by wasta are not qualified, treated differently, actual performance is not considered.
4. Having a good relationship with the evaluator would affect performance evaluation and its results.
5. The effect of courtesy in performance evaluation.

6.2 Participant’s characteristics

Descriptive statistics provide abroad overview of the respondent’s characteristics. The aim of gathering such information is to enable inferential analysis, and to determine the degree of similarity and variance amongst the respondents.

Table 6.1: Participant’s Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	122	44.5	52.8	52.8
Valid Female	109	39.8	47.2	100.0
Total	231	84.3	100.0	
Missing System	43	15.7		
Total	274	100.0		

Table 6.1 represents the respondent’s gender, 122 male which represents 52.8% and female 109, which represents 47.2%. The gender variable represents that the survey was conducted with almost closer number from both genders. Gender variable will help later in further analysis.

Table 6.2: Participant’s Nationality

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid UAE	203	74.1	89.0	89.0
Valid Non UAE	25	9.1	11.0	100.0
Total	228	83.2	100.0	
Missing System	46	16.8		
Total	274	100.0		

Table 6.2 represents the participant’s nationality. However, consideration was made for UAE nationals and non-UAE nationals. Nationality variable was to discover the culture impact and performance evaluation procedure from the view from non-UAE nationals. Whether they think there are differences on performance evaluation

procedures. However, due to the small number of non-UAE nationals (11%) who participated in the survey, the nationality variable was not highly considered.

Table 6.3: Participant’s Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Under 20	1	.4	.4	.4
20-29	134	48.9	51.7	52.1
30-39	96	35.0	37.1	89.2
Valid 40-50	22	8.0	8.5	97.7
Above 50	6	2.2	2.3	100.0
Total	259	94.5	100.0	
Missing System	15	5.5		
Total	274	100.0		

Table 6.3 represents the participant’s age, the majority are aged from 20 – 29 with 51.7%, then 30-39 which represents 37.1%. However, this variable was made to distinguish different answers in terms of age if available or any difference in thinking of performance evaluation and culture impact is linked with age. The majority of the respondents are aged 20-39.

Table6.4: Participant’s Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
less than 1 year	12	4.4	4.6	4.6
1-3	48	17.5	18.3	22.8
Valid 4-6	98	35.8	37.3	60.1
7-9	33	12.0	12.5	72.6
more than 10	72	26.3	27.4	100.0
Total	263	96.0	100.0	
Missing System	11	4.0		
Total	274	100.0		

Table 6.4 shows that 34.3% of the participants have worked for the organisation for a period of between 4 and 6 years. Furthermore, only 4.6% have worked less than one year. This variable indicates that 95.4% of the participants have worked more than one year in their organisation, so they should have experienced some sort of performance evaluation.

6.3 Reporting Statistical Findings:

This section is divided into three subsections. First is performance evaluation in UAE, second is the culture impact on performance evaluation, and third is public sector versus private sector. In measuring the respondent's perceptions on the function of performance evaluation, findings are grouped under the independent variables of the respondents' organisation and gender. The degree of confidence is measured using a significant 2-tailed test to determine whether the relationship is statistically significant. The significance level of 0.5 relates to 95% confidence that the sample is the same as the population, in other words, to be significant, the Sig value needs to be equal to $p = .05$ or smaller (Pallant, 2010). For the purpose of this study, chi square test is used to find any significant differences between variables.

6.3.1 Performance evaluation in UAE

This section describes the performance evaluation procedure in the respondent's organisations according to the questionnaire findings.

Table 6.5: Evaluator

	Frequency	Percent	Valid Percent	Cumulative Percent
GM	35	16.0	16.0	16.0
LM	172	78.5	78.5	94.5
Valid Supervisor	3	1.4	1.4	95.9
HRM	5	2.3	2.3	98.2
Other	4	1.8	1.8	100.0
Total	219	100.0	100.0	

The first question to describe Performance evaluation in the questionnaire was who does the evaluation and how many times are it conducted? According to the responses, the line manager (78.5%) conducts the performance evaluations and it is conducted once a year in the public sector (96.9%) organisations, refer to Tables 6.5 and 6.6.

Table6.6: The Frequency of evaluation

Organisation			Frequency	Percent	Valid Percent	Cumulative Percent
Public	Valid	twice a year	18	9.0	9.2	9.2
		once a year	171	85.5	87.7	96.9
		Never	6	3.0	3.1	100.0
		Total	195	97.5	100.0	
	Missing System	5	2.5			
Total			200	100.0		
Private	Valid	twice a year	57	77.0	82.6	82.6
		once a year	11	14.9	15.9	98.6
		Never	1	1.4	1.4	100.0
		Total	69	93.2	100.0	
	Missing System	5	6.8			
Total			74	100.0		

Table 6.7: Who conducts performance review and how frequently chi square analysis and mean score

	Asymp. Sig. (2-sided)	Min-Max	Sector	Mean	Std. Deviation
Who conduct performance evaluation	.803	1-5	Public	1.91	.572
			Private	2.06	.844
How frequently PE is conducted	.000	1-5	Public	2.00	.609
			Private	1.22	.592

In comparing between private and public sector, chi square test of significant differences between both variables reveal that there is no significant difference in the evaluator as the $p = .803$ which is greater than $.005$. However, there is a significant difference in terms of the frequency of implementing the performance evaluation as Table6.7 shows that $p = .000$. In the private sector performance evaluation is conducted twice a year as 82.6% of participants indicated, and in public sector once a year as 96.6% of public employee participants indicated (refers to Table 6.6). It indicates that there is a mid-year evaluation in the private sector, as found earlier in the interview findings section; it could be that the mid-year evaluation is concerned with providing feedback and guidance if necessary to ensure expected performance;

tasks and objectives will be obtained. As mentioned by interviewee 1 in the previous section, most evaluations in public organisations are conducted as a routine job. Performance evaluation is not conducted to track employee’s performance during the year in order to provide guidance or motivation; this could be why in most public organisations, evaluation is conducted once a year. There are public organisations who conduct evaluation twice a year as stated by interviewee 2. However it is not always the cases that once a year evaluations in public organisations mean not having a track of employee’s performance, as stated by interviewee 3 that line managers observe the employee’s performance during the year and there is a track of employees participating in different activities that the organisation organizes.

6.3.1.1 Employee involvement:

In examining the employee’s involvement in performance evaluation to provide a broad overview of the data, measure of dispersion are provided in Table 6.8.

Table 6.8: Employees awareness and involvement Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Employee entitle to Review and discuss performance	118	1	6	2.63	1.551
Employees Awareness of evaluation	218	1	5	2.72	1.488
Employ involvement in the process	219	1	2	1.57	.496
View the performance results	218	1	5	2.15	1.417
To what extend it is importance to view	218	1	4	1.49	.751
Valid N (list wise)	116				

Table 6.9: Employee involvement Pearson chi-square test and mean score

	Asymp. Sig. (2-sided)	Min-Max	Sector	Means	Std. Deviation
Employees Awareness of evaluation	.000	1-5	Public	2.83	1.471
			Private	1.90	1.223
Employ involvement	.001	1-2	Public	1.57	.496

in the process			Private	1.34	.477
View the performance results	.000	1-5	Public	2.22	1.393
			Private	1.44	.741
To what extent it is importance to view	.217	1-4	Public	1.45	.688
			Private	1.68	.854

Employee involvement finding is grouped under the independent variables of the respondent organisation to find any significant differences. Chi-square test results (Table 6.9) suggest that there are significant differences in the responses in employee awareness and involvement of employees in performance evaluations in public and private organisations.

Chi square test shows that there is a significant difference between public and private sectors in employee awareness of evaluations as $p = .001$ which is less than $.005$.

Employees in public organisations are tempted to believe that they are less aware of performance evaluation procedures in the public sector as the mean score in the private sector is = 1.9 and in public sector = 2.83.

There are significant differences in employee involvement in the process between private and public sector responses as $p = .001$. Public employees are less involved than private employees, as indicated by the mean score, in public = 1.57 and in private = 1.34.

Furthermore, employees in public organisations tend to agree less that they view the performance evaluation results as the mean score, in public response = 2.22 and in private = 1.44. Employees from both sectors equally believe that it is important to see the performance evaluation results and that there are no significant differences in the responses as $p = .219$ (Refer to Table 6.9).

As discussed in the interview findings section, most of the evaluations in public organisations that use old practices are conducted secretly without employee involvement. Since employees are not aware, and not involved, the line manager could have full authority to rate as per his or her interpretation.

Table 6.10: Evaluator chi-square test and mean score

	Asymp. Sig. (2-sided)	Min-Max	Sector	Means	Std. Deviation
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Evaluator has full authority to evaluate according to their interpretation	.440	1-5	Public	1.67	.968
			Private	1.89	.987
Employee has the right to appeal, review and discuss their performance evaluation	.000	1-6	Public	2.63	1.55
			Private	2.07	1.12

Table 6.10 shows that there is no significant difference in the response to evaluator has full authority to evaluate according to managers interpretation as $p=.071$. Findings from the questionnaire suggest that public employee participants and private employees believe that the manager has full authority to evaluate their performance according to manager’s interpretation as mean score is in public sector – 1.67 and private is 1.89. However, there is not a direct link between employee’s awareness and involvement in the evaluation and the authority provided to the line manager as the majority of participants from public organisations state that it is the case whether old or new systems of evaluation are in place, and believe that line managers have the full authority to evaluate. This could be explained and linked with the power distance culture as UAE rank is 80 as mentioned in chapter 3. However, the responses to question six about the employee’s right to review and discuss their results the mean score reveal that, public employees agree less than private employees that they are entitled to appeal, review and discuss performance evaluation results (refer to Table 6.10). It is not clear whether power distance plays a role in evaluation, but higher authority have the full power to rate according to their understanding where employees could discuss it; however, most employees are not aware of the rates and are not involved. The reason why employees are not involved raises a question mark; however, the survey does not reveal any reasons. But through interviews some human resource managers indicated that evaluation does not lead to any consequences and has no value, which could be a reason that both parties neglect employee participation.

6.3.1.2 Existing Performance Evaluation effect

Question 12 was asked to examine the effects and consequences of performance evaluation. It is to reveal the effect of evaluation on promotion, training programmes, salary increase, and dismissal from work, effect on nothing or other.

Table 6.11: performance evaluation affect chi square test and mean score

	Asymp. Sig. (2-sided)	Min-Max	Sector	Mean	Std. Deviation
Promotion	.001	1-6	Public Private	2.95 1.97	1.84 1.377
Training	.000	1-6	Public Private	3.31 2.41	1.654 1.366
Raise	.000	1-6	Public Private	3.26 1.85	1.838 1.215
Dismiss	.000	1-6	Public Private	4.01 2.83	1.472 1.577

Table 6.11 summarise the findings of performance affect in participant's organisations in private and public sector. Apparently there are significant differences between public and private sector employee's perceptions on the effect of performance evaluation in their organisations. Chi square results to performance evaluation affect scores as follows: in promotion $p = .001$, in training $p = .000$, in salary raise $p = .000$, in dismiss $p = .000$.

By comparing the mean score in Table 6.11 it reveals that, public sector employees agree less that performance evaluation would affect promotion, training, raise or dismiss. Questionnaire findings reveal that public employees strongly disagree that performance evaluation would affect dismissals; however, among all variables promotion is considered to have the highest effect on performance evaluation. Findings suggest that performance evaluation is not always linked with promotion, training, raises or dismissals in the public sector.

In comparing the mean score between private and public organisations it shows that public employees believe that performance has no effect on dismissal from work, whatever they score and rate in performance evaluation it is rare they would be

dismissed. However this could be part of the social security the public employees have and feel a dismissal from work is difficult and take a very long time and procedure, unlike in private organisations the possibility of dismissal for poor performance is higher. In private organisations performance evaluation would lead to provide training programmes where the possibility of this is much lower in public organisations. As indicated earlier in the interview findings section, in public organisations, performance and evaluation results do not always lead to any consequences such as those mentioned.

Questions 20 and 22 examine participant’s opinions about the existing performance evaluation process in their organisation, whether it considers their effort and achievements or not. In addition, whether they believe that the existing performance evaluation is an investigation rather than an evaluation.

Table 6.12: Existing PE characteristics (A) chi-square test and mean score

	Asymp. Sig. (2-sided)	Min-Max	Sector	Mean	Std. Deviation
Existing PE consider effort and achievement	.002	1-5	Public Private	2.61 2.26	1.188.882
PE is an investigation rather than evaluation	.156	1-5	Public Private	2.04 2.26	.867.840

Table 6.12 summarise the findings as follows: There are significant differences between private and public sector employee’s responses to question 20 as $p=.002$. Findings reveal that public sector employees believe less that existing performance evaluations consider their efforts and achievements as the mean score in the public sector = 2.61 and in the private sector = 2.26. However, respondents from both sectors agree that performance evaluation in their organisations is an investigation rather than an evaluation.

Table 6.13: Existing PE characteristics (B) chi-square test and mean score

	Asymp. Sig. (2-sided)	Min-Max	Sector	Mean	Std. Deviation
The existing PE help me in	.001	1-5	Public	2.24	1.197

developing my skills			Private	1.94	.879
The existing PE help me in improve performance	.000	1-5	Public Private	2.25 1.94	1.203 .862
The existing PE help me in communicate the strength and weaknesses	.000	1-5	Public Private	2.24 1.99	1.214 .906
The existing PE help me in appreciate effort	.000	1-5	Public Private	2.45 2.31	1.213 .996

Table6.13 shows that there are significant differences between private and public sector employees' responses to question23. The question examines participants' attitudes to the existing performance evaluation process in their organisation, it examines to what extend participants believe that the existing performance evaluation helps them in developing their skills, improving their performance, communicating the strengths and weaknesses and appreciating their efforts. Findings from Table6.13, by comparing the mean score, suggest that public employees agree less than private employees that existing performance evaluations help them. However, among all variables, employee from both sectors believes that existing performance evaluations do not help them in the appreciation of their efforts.

Table 6.14: Promotion chi square test and mean score

Promotion is based on	Asymp. Sig. (2-sided)	Min-Max	Sector	Mean	Std. Deviation
Year of service	.000	1-6	Public Private	2.20 3.07	1.74 1.108
Performance	.000	1-6 1-5	Public Private	3.64 2.32	1.75 .983
Discipline	.000	1-6	Public Private	3.46 2.52	1.51 1.13
Wasta	.096	1-6	Public Private	3.40 2.98	1.58 1.53
Relationship	.034	1-6	Public Private	3.23 2.41	1.78 1.31

Table 6.14 shows that there is a significant difference for promotion mechanism in public and private sectors. The question examines the promotion and whether it is based on year of service, performance, discipline, waasta or relationship.

Chi square test reveals that there are significant differences between private and public sector scores in year of service, promotion, discipline and relationship $p=.000$.

There is no significant difference in waasta as $p= .034$

Findings from mean scores suggest that public employees agree more that promotion is based on year of service. Whereas private employees agree more that promotion is based on performance. Public employee participants agree less that promotion is based on discipline or relationships. Among all variables, mean score reveals that public employees agree less that promotion is based on performance, unlike in the private sector where employees agree more that promotion is based on performance. However, among all variables private employees agree less that promotion is based on year of service. Further discussion and analysis on performance evaluation processes in UAE public sector are presented in the next chapter.

6.3.1.3 Expected Performance Evaluation

This section describes the clarity of the expected performance of the employee in their organisation. Furthermore, describes the link between an organisation's mission, vision and job description toward performance evaluation procedures.

Table 6.15: Expected performance chi-square test and mean score

	Asymp. Sig. (2-sided)	Min-Max	Sector	Mean	Std. Deviation
The job description identify the expected performance	.002	1-6	Public Private	2.81 2.18	1.153 .880
Expected performance is clearly identified	.001	1-5	Public Private	2.58 2.07	1.123 .820
Expected performance is Measurable	.000	1-5	Public Private	2.54 2.16	1.024 .745
Expected performance is achievable	.000	1-5	Public Private	2.44 2.09	1.056 .690

Expected performance is Related to key result	.000	1-5	Public Private	2.57 2.18	1.081 .752
Expected performance is Practical	.000	1-5	Public Private	2.47 2.26	1.080 .794
Expected performance is Realistic	.000	1-5	Public Private	2.55 2.32	1.085 .880
Expected performance is clearly defined	.000	1-5	Public Private	2.77 2.21	1.127 .845

Table 6.15 summarises the differences in both sectors in terms of expected performance in the participants' organisations; it examined the clarity of expected performance. Apparently there are differences between private and public sector as p is less than .05. By comparing the mean score it is apparent that, public sector's employees agree less that job description is identifying the expected performance. Furthermore, public employees agree less than private employees that expected performance is measurable, achievable, related to key results, practical, realistic or clearly defined. Among all variables, public sector employees believe that expected performance is not clear, which leads to an assumption that there is a lack of communication in public sector. However public sector employees believe that among all variables that expected performance is achievable. Private sector employees agree that expected performance is clearly identified and agree less that it is realistic. Question 13 is about the clarity of expected performance from employees in job description. Results suggest that 75% of private organisation employees agree that expected performance is clearly identified in job description where in public organisations only 56% agree. This indicates that job description does not always play a major part in identifying employees' expected performance in the public sector. According to interview findings in the previous section job description in some public organisations does not exist and is not considered and communicated with employees. However, in public organisations where new systems of evaluation are conducted it is considered and performance is evaluated based on it, according to interview findings.

Table 6.16: organisation's mission and objective chi square test and mean score

	Asymp. Sig. (2-	Min- Max	Sector	Mean	St. Deviation
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	sided)				
Organisation's mission and objective is clearly identified	.079	1-5	Public Private	2.03 1.94	.997 .739
Performance evaluation is linked with organisation's mission and objective	.004	1-5	Public Private	2.45 2.12	1.225 .710

Table 6.16 shows that there are no significant differences between public and private sectors for question 15 as $p=.079$. Question 15 is about the clarity and identification of organisation's mission and objectives to employees. By comparing the mean score it reveals that both sectors equally agree that organisation's mission and objectives are clearly identified in their organisations. Question 16 is about links between organisation's mission and objectives with the existing performance evaluation in participant's organisations. Table 5.16 shows that there are differences between both sectors as $p=.004$. The mean score suggests that public employee participants agree less that there is a link between performance evaluation and organisation mission and objectives.

6.3.2 Culture Impact on Performance Evaluation

This section discusses the findings of the questionnaire for the culture impact on performance evaluation. This section has four subsections, culture diversity, gender variable, wasta and religion. Each section examines and presents different culture impacts on performance evaluation.

The first section is culture diversity. As mentioned in chapter 3, UAE has more than 206 nationalities and most participants have more than 10 different nationalities working with them. The questionnaires were designed to examine whether employees from different nationalities and cultures are treated and evaluated differently, and how they perceive performance evaluation. The second section is a gender variable which was designed to examine the gender and culture values on gender in performance evaluation. Third section is the wasta impact on performance evaluation. The fourth section is about religious beliefs and its impact on performance evaluation.

6.3.2.1 Culture Diversity

This section contains questions about employees from different nationalities and cultures, examining whether working with employees from different cultures is considered to be difficult. Whether there are any communication barriers, different culture employees are treated and evaluated differently, furthermore whether employees prefer working and being evaluated by employees from same or different cultures, nationalities and languages.

Table 6.17: Number of nationalities in participants’ organisation

Number of nationalities	Frequency	Percent	Cumulative Percent
1-3	92	35.1	35.1
4-6	44	16.8	51.9
7-9	62	23.7	75.6
Above 10	38	14.5	90.1
No Idea	26	9.9	100
Total	262	100	100

The first question regarding this matter on the questionnaire (question 24) reveals the number of different nationalities that participants’ organisations have, it shows that most organisations have more than one nationality (Table 6.17), which indicates that participants have experienced working with people from different nationalities and different cultures. Participants from both sectors do not believe that working with employees from different cultures is considered as being difficult as $p = .454$, and the mean score in the public sector = 3.42 and private sector = 3.64.

Question 26 focuses on the preference of the participants with regard to working environment in examining three variables: culture, gender and language.

Table 6.18: Working environment preference chi square test and mean score

	Asymp . Sig.	Min- Max	Sector	Mea n	Std. Deviation

	(2-sided)				
Prefer to work with employee from same culture	.000	1-5	Public Private	2.01 2.64	.825 1.036
Prefer to work with employee from different culture	.138	1-5	Public Private	2.34 2.46	.843 .841
Prefer to work with employee from mixed culture	.034	1-5	Public Private	2.27 2.41	.867 .833
Prefer to work with employee from same gender	.000	1-5	Public Private	2.37 2.78	.939 .850
Prefer to work with employee from different gender	.047	1-5	Public Private	2.40 2.55	.897 .764
Prefer to work with employee from same language	.000	1-5	Public Private	2.09 2.64	.937 .865
Prefer to work with employee from different language	.585	1-5	Public Private	2.46 2.39	.912 .852

Table 6.1 shows that there are no significant differences between private and public sector responses to the preferences toward working with employees from different cultures and different languages as p is greater than .05. Public sector employees have more preference than private sector employees toward working with employees from the same culture, same gender and same language as suggested by the mean score. By comparing the mean score in Table 6.18, it reveals that, among all variables, public employee participants are less favourable toward working with employees from different languages. On the other hand the private sector participants are more favourable toward working with employees who speak the same language and less favourable toward the same gender. Further discussion on the results is presented in the next chapter.

Table 6.19: Communicating with different nationality employee chi square test and mean score

Communicating with employees from different nationality is difficult because the differences in	Asym p. Sig. (2-sided)	Min-Max	Sector	Mean	Std. Deviation
Culture	.001	1-5	Public Private	2.51 2.03	.9991.29
Language	.001	1-5	Public Private	2.38 2.97	.9991.23
Behaviour	.003	1-5	Public Private	2.79 2.72	1.1371.3 57

Question 27 is about the participant’s beliefs about the difficulty in communicating with employees from different cultures. The question assumes and examines three reasons that could be barriers in communicating, culture, language and behaviour. It is important to mention that this question is a leading question as it states that there is a barrier in communicating with employees from different cultures and is searching for the reasons behind it, however almost all participants answered the question.

Table 6.19 summarise the results, there is a significant difference in the response as p is less than .05. By comparing the mean score in Table 6.19 it reveals that public sector participants believe that communicating with employees from different nationalities is difficult because of the language barrier. On the other hand, private sector participants believe that culture differences are the main barriers of communication. Earlier questions revealed that public sector employees prefer to work with employees from the same culture and same language. It could be concluded that employees prefer to work with same culture employees as it is easy to communicate in the same language.

Table 6.20: Evaluator gender preference chi square test and mean score

Prefer to evaluated by	Asymp. Sig. (2-sided)	Min-Max	Sector	Mean	Std. Deviation
Same gender	.000	1-5	Public Private	2.09 2.80	1.01 1.01

Different gender	.003	1-5	Public Private	3.03 2.84	1.09 .895
Same nationality	.000	1-5	Public Private	1.86 2.53	.803 .980
Different nationality	.001	1-5	Public Private	3.01 3.22	1.13 .899

Question 34 is examining participant preferences in terms of evaluator characteristics, whether they prefer to be evaluated by evaluators from the same or different gender, same or different nationalities. Table 6.20 summarise the findings, there are significant differences between both sectors as p is less than .05. by comparing the mean results to all variables, it appears that both sector employees prefer to be evaluated by evaluators from the same nationality. Public employee participants do not prefer to be evaluated by different gender.

Table 6.21: Different nationality employee chi square test and mean score

	Asymp. Sig. (2-sided)	Min-Max	Sector	Mean	Std. Deviation
Employee from different culture are evaluated and treated differently	.216	1-5	Public Private	3.31 3.28	1.005 1.19
There are barrier when evaluated by different nationality	.000	1-5	Public Private	2.72 3.31	1.125 1.27
Treated fairly when evaluated by evaluator from different culture	.000	1-5	Public Private	3.60 2.94	1.612 1.27
Felt threaten when evaluated by evaluator from different culture	.885	1-5	Public Private	3.52 3.43	1.029 1.12
There are discrepancies in evaluation in term of culture	.014	1-5	Public Private	2.92 3.34	1.051 1.04

Table 6.21 shows that there are no significant differences between both sectors in the response to the following questions: employees from different cultures are evaluated and treated differently as $p = .216$, felt threatened when evaluated by evaluator from different culture as $p = .014$.

The mean score results suggest that both disagree that employees from different cultures are evaluated and treated differently. In addition both did not feel threatened when evaluated by an evaluator from a different culture.

There are significant differences in the following questions:

- There are barriers when evaluated by different nationalities $p = .000$
- Treated fairly when evaluated by evaluators from different cultures $p = .000$
- There are discrepancies in evaluations in terms of culture $p = .014$

By comparing the mean score it suggest that public sector employees agree more that there are barriers when evaluated by different nationalities.

Private sector employees agree more that they were treated fairly when evaluated by evaluators from different cultures. Looking at the mean, both disagree that they were treated fairly but public sector employees significantly disagree more. Both sector employees disagree that there are discrepancies in evaluation in terms of culture; however private sector employees significantly disagree.

6.3.2.2 Gender Variable:

This section is examining the significant differences between genders responses to the questionnaire. Furthermore, it explores preference on working and being evaluated by different genders, starting with performance evaluation questions. However, further discussion and comparisons on responses by different genders will be developed and analysed in the discussion chapter.

Table 6.22: Gender Significant differences chi square test and mean score

	Asymp . Sig. (2- sided)	Min - Max	Gender	Mean	Std. Deviation
Evaluator has complete authority	.000	1-5	Male	1.88	.969
			Female	1.46	.910
Employee entitle to Review and discuss performance	.018	1-6	Male	2.23	1.213
			Female	2.79	1.57

View the performance results	.047	1-5	Male	1.75	1.128
			Female	2.16	1.249
PE affect promotion	.008	1-6	Male	2.33	1.572
			Female	2.95	1.93
PE affect salary increase	.000	1-6	Male	2.25	1.518
			Female	3.38	1.893
Job description identify expected performance	.006	1-6	Male	2.36	1.146
			Female	3.04	1.575
Expected performance is clear	.002	1-5	Male	2.20	.909
			Female	2.73	1.119
PE is linked with organisation's mission and objectives	.022	1-5	Male	2.21	.939
			Female	2.61	1.138
PE help improve performance	.002	1-4	Male	2.21	1.073
			Female	2.30	1.220
PE help communicating strength and weaknesses	.025	1-4	Male	2.19	1.099
			Female	2.31	1.216
PE help appreciate effort	.026	1-4	Male	2.44	1.106
			Female	2.55	1.223

Table6.22 shows and summarises the significant differences in the participant's responses in terms of gender.

The mean score revealed that female participants significantly agreed more than males that the evaluator has complete authority to evaluate according to manager's interpretation and perception.

On the other hand female participants significantly less agree to the following questions: employees are entitled to review and discuss performance evaluation results with the evaluator. In addition, they agree less that they view the results of performance evaluation. Furthermore, female participants agree less that job description identifies expected performance and expected performance is clearly

identified. In addition, female participants agree significantly less that performance evaluation helps them to communicate their strengths and weaknesses. Further discussion on the differences of the results is presented in the next chapter.

Table 6.23: Gender Barrier chi square test and mean score

There is a brier when evaluated by different gender	Asymp. Sig. (2-sided)	Min-Max	Gender	Mean	Std. Deviation
Communication barrier	.474	1-5	Male	2.77	1.124
			Female	2.85	1.012
Culture barrier	.040	1-5	Male	2.90	1.150
			Female	2.92	1.001
Courtesy barrier	.002	1-5	Male	2.84	1.26
			Female	2.60	1.339

Question 30 examines the barriers when evaluated by different genders, three reasons were examined: communication barrier, culture barrier and courtesy barrier.

Table6.23 shows that there are significant differences in the response to the barrier when evaluated by different gender. Cultural barriers and courtesy as p are less than .05. By comparing the mean score, female participants agree less than male participants that courtesy is a barrier, on the other hand female participants agree more that culture is a barrier. There is no significant difference in considering communication as a barrier as $p=.474$.

Table 6.24: Face to Face evaluation chi square test and mean score

	Asymp. Sig. (2-sided)	Min-Max	Gender	Mean	Std. Deviation
Prefer face to face evaluation	.453	1-5	Male	1.52	.893
			Female	1.42	.853
Keep the door open when evaluated by different gender	.237	1-5	Male	2.64	1.623
			Female	2.61	1.623

Table 6.24 shows that there are no significant differences to the response of questions 31 and 32. By comparing the mean score it reveals that both genders tend to prefer face to face evaluations and to keep the door open while evaluated by a different gender.

Table 6.25: Evaluated by same gender

Gender			Frequency	Percent	Valid Percent	Cumulative Percent
Male	Valid	yes	108	88.5	91.5	91.5
		no	10	8.2	8.5	100.0
		Total	118	96.7	100.0	
	Missing	System	4	3.3		
	Total		122	100.0		
Female	Valid	yes	49	45.0	45.4	45.4
		no	59	54.1	54.6	100.0
		Total	108	99.1	100.0	
	Missing	System	1	.9		
	Total		109	100.0		

It is noticed from question 28 (Refer to Table 6.25) that 91% of male participants are evaluated by the same gender, where 54% of females are evaluated by different gender, which means that most evaluators are male and mostly females are evaluated by different gender.

Table 6.26: chi square and mean score for participant’s preferences in working with same and different gender

Prefer to be work with employee	Asymp. Sig. (2-sided)	Min-Max	Gender	Mean	Std. Deviation
Prefer to work with same gender	.692	1-5	Male	2.48	.892
			Female	2.45	.957
Prefer to work with different gender	.309	1-5	Male	2.49	.809
			Female	2.46	.955

Table 6.26 shows that there are no significant differences in the preference of working with same or different genders. By comparing the mean score it reveals that both

genders agree to working with same and different genders. This indicates that men and women do not mind working together.

Table 6.27: Gender preference chi square test and mean score

Prefer to be evaluated by	Asymp. Sig. (2-sided)	Min-Max	Gender	Mean	Std. Deviation
Same gender	.000	1-5	Male	1.98	.908
			Female	2.71	1.090
Different gender	.018	1-5	Male	3.09	1.004
			Female	2.79	1.079
Different nationality	.030	1-5	Male	3.17	1.147
			Female	2.93	.984

Table 6.27 shows that there are significant differences in the response to the question about the gender preference in evaluation, as p are less than .05. By comparing the mean score, men significantly prefer more than women to be evaluated by evaluator's from the same gender. On the other hand, women prefer to be evaluated by evaluator's from different nationalities.

6.3.2.3Wasta:

This section presents responses to questions about wasta, its existence, effects and roles in performance evaluation.

- The existence of wasta

The first question explores if any employee is appointed by wasta in a participant's organisation to examine the existence of wasta in the participant's organisation.

Table 6.28: Any employee appointed by wasta

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	134	48.9	51.7	51.7
Valid no	125	45.6	48.3	100.0
Total	259	94.5	100.0	
Missing System	15	5.5		
Total	274	100.0		

Table 6.28 indicates that 51.7% of participants believe that there are employees appointed in their department by *wasta*, according to the response to Question 45. Comparing the responses from private and public organisations, it shows that 57% of public employees and 42% of private employees believe that *wasta* exists in their organisation.

Table 6.29: *Wasta* chi square test and mean score

	Asymp. Sig. (2-sided)	Min-Max	Sector	Mean	Std. Deviation
Any employee appointed by <i>wasta</i>	.025	1-2	Public	1.43	.497
			Private	1.58	.489

Results suggest that *wasta* exists in both sectors; however, it is significantly more noticeable in the public sector as the chi-square test results show significant differences between both sectors as $p=.025$ (refer to Table 6.29).

- *Wasta* affect

The second question is about the *wasta* effects, the question examined to what extent *wasta* affects recruitment, performance evaluating, training, promotion, salary increase and dismissal from work.

Table 6.30: *Wasta* affect chi square test and mean score

	Asymp. Sig. (2-sided)	Min-Max	Sector	Mean	Std. Deviation
<i>Wasta</i> affect Recruitment	.000	1-5	Public	1.39	.808
			Private	1.99	1.089
<i>Wasta</i> affect performance evaluation	.748	1-5	Public	2.02	1.046
			Private	2.04	.976
<i>Wasta</i> affect training	.009	1-5	Public	2.09	1.009
			Private	2.42	1.089
<i>Wasta</i> affect promotion	.072	1-5	Public	1.92	1.076
			Private	1.97	.911
<i>Wasta</i> affect salary increment	.004	1-5	Public	2.61	1.375
			Private	2.18	1.058
<i>Wasta</i> affect dismissal	.029	1-5	Public	2.93	1.329
			Private	2.56	1.133

Table 6.30 summarise question 43, which examined the effect of wasta in terms of recruitment, performance evaluation, training, promotion, salary increment and dismissal. Findings suggest that there are significant differences between both sectors of wasta effect in terms of recruitment, training, salary increment and dismissal as p is less than .05. By comparing the mean score it reveals that public employees agree more than private employees that wasta affects recruitment and training. However, private employees agree more that wasta affects salary increment and dismissal from work.

There are no significant differences in the response to wasta affecting performance evaluation and promotion. Both equally agree that wasta affects performance evaluation and promotion. Among all variables, public employees believe that wasta affects recruitment, and private employees believe that wasta affects promotion. Most participants from both sectors do not think or agree that wasta could affect or result in dismissal from work. However, as mentioned in the interview findings section, it is very difficult to dismiss UAE national employees.

This section presents the findings on participant opinions about employees who are appointed by wasta, the question examines if they think that employees appointed by wasta are not qualified and treated differently and if their actual performance is considered in performance evaluations.

Table 6.31: Employee appointed by wasta chi square test and mean score results

	Asym p. Sig. (2- sided)	Min- Max	Sector	Mean	Std. Deviation
Employee appointed by wasta are not qualified	.222	1-6	Public	3.06	1.42
			Private	3.37	1.39
Employee appointed by wasta treated differently	.009	1-6	Public	2.82	1.35
			Private	3.04	1.36
Employee appointed by wasta their actual performance is not considered	.000	1-6	Public	2.93	1.29
			Private	3.09	1.24

Table 6.31 shows that there are significant differences between public and private sector responses to the questions about employees appointed by *wasta* being treated differently and their actual performance is not considered as p is less than .05. By comparing the mean score it reveals that public employee participants agree more that employees appointed by *wasta* are treated differently and actual performance is not considered.

In the private sector *wasta* exists but even though employees are appointed by *wasta* they are not treated differently and actual performance is considered in their evaluation as the mean score suggests. This means that *wasta* may influence recruitment in private organisations but may not influence performance evaluations, as mentioned in the interview findings that the influence of *wasta* in recruitment is coming from higher authority where the influence on performance evaluation is coming from line managers.

Question 51 explores the *wasta* effect on promotion, and Table 6.32 shows that there is no significant difference in the response to promotion is based on *wasta* as $p = .096$. There is a significant difference in the response as $p = .034$. By comparing the mean score it reveals that private employee participants agree more that promotion is based on relationships. Further discussion on *wasta* is presented in the next chapter.

Table 6.32: Promotion based *wasta* and relationship chi square tests and mean score.

	Asymp. Sig. (2-sided)	Min-Max	Sector	Mean	Std. Deviation
Promotion is based on <i>Wasta</i>	.096	1-6	Public	3.40	1.58
			Private	2.98	1.53
Promotion is based on relationship	.034	1-6	Public	3.23	1.78
			Private	2.41	1.317

6.3.2.4 Religion

This section examines religious beliefs and impacts on performance and performance evaluation. It starts by examining to what extent employees are free to appear and practice their religious beliefs. In addition how long they spend praying during working hours. Furthermore, explores whether employee thinks that people who practice religious beliefs have better moral values.

Table 6.33: religion chi square test and mean score

	Asymp. Sig. (2-sided)	Min-Max	Sector	Mean	Std. Deviation
You are free to practice your religious during the working hours	.064	1-5	Public	1.96	.989
			Private	1.99	1.00
You are free to appear religious appearance or symbols	.467	1-5	Public	2.04	.971
			Private	2.17	.985
Do you intend to leave office in praying time	.000	1-6	Public	1.94	1.17
			Private	3.45	1.67
How long do you leave office for praying	.000	1-6	Public	1.49	1.331
			Private	3.13	2.43
Employee who practices pray have better moral values	.000	1-5	Public	2.23	1.06
			Private	2.99	1.36

Table6.33 shows there is no significant difference in both sectors in terms of the freedom of practicing and appearing religious believers and background as p is greater than .05.

There are significant differences in the response to the following question: do you intend to leave the office to pray, how long do you leave the office for praying, and employees who practice prayer have better moral values. The p for all question is =.000. By comparing the mean score, in public sector employees are more likely to intend to leave offices during prayer time to practice prayer. 81% of public employee participants leave offices for 15 minutes to practice prayer where in private 52% leave. However 40% of private participants suggest that it is not applicable.

Furthermore, public employee participants agree more that employees who practice prayer have better moral values.

Further discussion and analysis on religious impact on performance evaluation is presented in the next chapter.

6.3.3 Private Vs Public

The organisation variables have been tested for significant differences in the previous section; however, this section examines the responses to question 52. Question 52 is about the participant’s opinion of the comparison between performance evaluations procedures in public and private organisations, whether they think private organisations have better evaluation procedures than public organisations.

Table 6.34: Public and private sector comparison (chi square test and mean score)

	Asym p. Sig. (2- sided)	Min- Max	Sector	Mean	Std. Deviation
Private sector have better performance evaluation methods than public sector	.004	1-5	Public	2.45	1.26
			Private	2.54	1.05

Table6.34 shows that there is a significant difference between respondents from public and private sectors as $p=.004$. By comparing the mean score it shows that public sector employees agree more that private sectors have better performance evaluation procedures than public sectors. Comment space was designated for any further explanation or discussion, however most comments were that private organisations are profit seeking and therefore performance and contribution is essential. Further discussion is presented in the next chapter.

6.4 Summary of Survey Findings

Performance evaluation in UAE public sector is conducted once a year by the line manager. Employees are not always aware of how performance is going to be evaluated. Public employee participants agree less that they are involved in the process of performance evaluation. In addition public employee participants agree less that they can view the results of performance evaluation. Furthermore, they are less likely to appeal, review and discuss the performance evaluation results. Public employee participants agree that performance evaluation in their organisation is an investigation rather than evaluation. In addition, public employee participants agree

less than private sector participants that job description in their organisation identify the expected performance.

Performance evaluation in the public sector may affect and lead to promotion; however, it is unlikely to lead to dismissal from work as a consequence of performance evaluation. On the other hand public sector participants agree that promotion is based on year of service, and not on performance.

Public participants prefer to work with employees from the same culture, same gender and same language. In addition they agree more that there is a communication barrier with employee from different nationalities because of language. They also prefer to be evaluated by evaluators from the same nationality and the same gender. However, they are less likely to feel that there are barriers or feel threatened when evaluated by evaluators from different nationalities. Public employee participants are less likely to feel that employees from different cultures are evaluated and treated differently.

Most female participants are evaluated by male evaluators. Female participants agree more than male participants that evaluators have complete authority to evaluate according to the manager's perception. In addition, they agree less that employees are entitled to review and discuss performance evaluation results. Furthermore, they agree less that they should view the performance evaluation results. Female participants agree less than male participants that job description identifies the expected performance. In addition, they agree less that performance evaluation helps them communicates their strengths and weaknesses. This leads to an assumption that there is a lack of communication between both genders.

In order to understand better the communication between male and female society in UAE, it is essential to look at UAE culture. As stated by Al-Omari (2008) the segregation of sexes is still very common phenomena in most Arabic countries and societies, which is based on Islamic principles and is reinforced by Arab values pertaining to the honour of the family where women are perceived to be that shield of honour. UAE is considered to be one of a conservative society. The education system in UAE tends to be segregated in terms of gender. All public schools starting from primary to grade 12 are gender separated, so there is less interaction between different genders. In addition the public universities hold the same system, which means that each gender attends to different building to study. However, in the workforce they

work together side by side. There are some private schools and universities where gender mixing is available but UAE nationals do not prefer it as the society is conservative. According to Walsh (2008), Emiratis believe that men and women should be kept separate from each other most of the time because they may be tempted into sins of improper intimacy. Therefore, less interaction is occurring between different genders except with family members. This could explain the communication barriers between men and women in UAE society; even though they are working together there is still a communication gap. According to Nydell (2006) Arab men and women are careful when they meet and try to avoid situations where they would be alone together. It is improper to be in a room together with the door closed. In Islam, men and women are not supposed to be alone as the prophet Muhammad said “Not one of you be alone with a woman without a mahram”. A mahram is a male, whom a woman can never marry because of a close relationship (e.g. a brother, a father) according to Islamic dictionary (N.D). Therefore direct interaction and communication between different genders is not recommended in Islam. However, in a workforce it may be become vaguer as men and women work together, but people still prefer to work together in groups to avoid any situation of being alone. This may explain the reason behind having school separating systems as UAE society is customs build according to Islamic believes.

Most employees participated in the survey and both male and female prefer face to face evaluations, despite the culture and religion beliefs described earlier. Most participants prefer to keep the door open while evaluated by a different gender. It could be they do not mind keeping the door open or closed. The acceptance of men and women working together could be explained by a slight change in UAE culture and customs in terms of accepting mixing and interaction between genders. Since the Union in 1971 Sheikh Zayed deliberately started to encourage women to study and participate in all sectors. According to Walsh (2008) “he (Sheikh Zayed) held the vision that it would be necessary to integrate at least some women into the labour market in order to provide positive role models for the many capable Emirati women who wished to work outside the household” (p56). According to Al-Kitbi (2010) there have been important steps in GCC countries to improve the status of women. In Qatar and UAE particularly the positive change was driven by the political will as well as advocacy by the powerful. However, achieving this vision was a long-term goal; nowadays women are joining all sectors in public and private organisations working

side by side with men. In addition, men recognize the financial advantages of working with women by providing extra income (Suliman, 2006). There has been a gradual increase in participation of UAE women in the workforce from 6.9% in 1986, to 40% in 2009 (National Bureau of Statistics, N.D). This has slightly change societies view of women and interaction in the workforce but the background and religion restrictions may still influence communication barriers. However it could be reduced in time. Performance evaluation may increase the interaction between men and women as the questionnaire analysis shows that both genders prefer face to face evaluation regardless of gender and do not mind keeping the door open or closed, which indicates acceptance of communication and interaction.

Male participants significantly prefer to be evaluated by evaluators of the same gender. On the other hand, women prefer to be evaluated by evaluators from different nationalities. This indicates that men prefer to be evaluated by the same gender where women prefer to be evaluated by different genders. This could be explained by the communication barrier and trust of women's judgment in evaluation, as both prefer to be evaluated by men. However, there have not been any questions in the survey which could explain the reason behind the preference but the researcher's interpretation is that such preference is due to communication and cultural barriers and interaction between both genders as explained earlier. It seems like women have less problems than men in interaction with different genders. However, further discussion is presented in the next chapter.

57% of public employee participants indicated that there are employees appointed by *wasta* in their organisation. Public employee's participants agree more that *wasta* affects recruitment and promotion. However, they think it is less likely that *wasta* would affect salary increment and dismissal from work. Furthermore, public employee participants think that employees appointed by *wasta* are treated differently in performance evaluations and actual performance and contribution is not considered.

Participants from both sectors agree that they are free to appear and practice their religious beliefs and pray during working hours. Public employee participants intend to leave the office for prayer for almost 15 minutes. In addition, public employee participants agree that employees who practices prayer have better moral values.

Public sector employees agree that private sector employees have better performance evaluation procedures than the public sector. Further discussion and analysis of survey findings is presented in the next chapter. The next chapter combines all the findings from interviews and surveys for further analysis and discussion.

Chapter Seven: Discussion

7.1 Introduction

The aim of the research is to contribute to performance evaluation theory by incorporating culture practices and values. Moreover conduct a critical assessment of the UAE government sector's performance evaluation rational and practices. In order to achieve the objectives of the research, surveys and interviews were conducted to explore how performance evaluation proceeds in UAE public sector and explore if cultural values affect the process. Moreover, to have a better understanding of the process in UAE public sector the researcher conducted a comparison between public and private sector practices of performance evaluation. This chapter starts by identifying the concept of performance management, evaluation and appraisal. Then a discussion of how performance evaluation is composed in UAE public sector, followed by the culture's impact on performance evaluation in UAE public sector. Corporate culture and national culture approaches are presented. The difference between the public and private sector evaluation process, and finally the difference in perception in performance evaluation between employee and manager are discussed.

Performance management is the process of directing and supporting employees to work as effectively and efficiently as possible in line with the needs of the organisation (Walter, 1995). It concerns the development of individual competence and commitment of shared meaningful objectives within organisations which support and encourage their achievements. The process includes goal setting, feedback, training and rewards.

HRM often utilizes performance management systems to increase organisational effectiveness and performance by managing people and modifying their behaviour to achieve set objectives and enhanced job performance. Performance appraisal is a mechanism and operational part of performance management to practically apply the strategic concepts of performance management. However, performance evaluation is a tool of performance appraisal to evaluate and appraise jobholders. Performance management, appraisal and evaluation concern enhancing individual and organisation performance. However, the mechanism and objectives may differ from one organisation to another. Performance appraisal is about reviewing how an employee completes their job for the year; it may lead to extra pay, bonuses, or promotion

reviews. In addition, it assesses the development and training needs of an employee. Evaluation is one step in performance appraisal and it precedes appraisal. Performance appraisal and evaluation is a mechanism to evaluate jobholders, evaluate expected performance with actual performance which leads to pay increases, bonuses, development opportunities through training, and promotion opportunity.

The rapid changes in recent years in terms of globalization, technical advances, the increasing importance of HR and tough competition have forced organisations everywhere, including in the UAE, to go through a process of change and adopt new conditions to maintain their competitiveness and success. Bryson, Forth, & Kirby (2005) argue that in an increasingly competitive environment, the importance of increasing and enhancing productivity has been increased through factors concerning the organisation of work and the conduct of management–employee relations within the workplace. Therefore, organisations need to have HR practices to apply new management concepts and techniques. According to Al Shamsi (2009) evidence from different scholars such as MacDuffie (1995), Ashton (2004), and Pfeffer (1994) suggest that when HR practices are used in conjunction with each other, the impact on performance will be greater than when used in isolation (as cited by Al Shamsi, 2009). Appelbaum et al. (2000) argue that HR practices have direct effects on employees' commitment to the organisation by valuing them and rewarding them accordingly in different ways, such as through salary increments, annual bonuses, promotion and allocation of higher responsibilities.

From a Western perspective, performance management is a key process by which organisations set goals, determine standards, assign and evaluate work, and distribute rewards (Fletcher, 2001). The process of directing and supporting employees to work as effectively and efficiently as possible in line with the needs of the organisation(Walter ,1995). These processes include training, feedback, goal setting, performance appraisal and incentives. Therefore, performance management can help increase an employee's productivity and organisation performance; however, performance evaluation is concerned with evaluating employee's performance toward expected performance, and in addition it is used to provide guidelines and can help organisations to decide on compensation and reward high performing employees. The impact of evaluation can be strong. Specific and well conducted performance evaluations are more likely to motivate employees' self-improvement and help

employees understand the required performance, skills and competences. In addition, evaluation also helps to explain to the employee the task and expected performance in the future.

As part of the research objective was to critically assess the current performance evaluation procedure in UAE's government organisation, the next section presents the findings from the research. In addition, the researcher conducts a comparison between private and public organisations in terms of performance evaluation systems.

Managing human resources requires an understanding of the influence of both internal and external environments of organisations. The internal refers to an organisations culture, whereas external refers to socio-culture or national culture. One of the research objectives was to contribute to the performance evaluation theory by incorporating the cultural impact on performance evaluation. Therefore, the focus is on the impact of national culture on human resource management practices in terms of performance evaluation and this is presented in section (7.3).

7.2 Performance evaluation procedures in UAE public organisations

The first notion is that there is considerably less literature on HRM and performance evaluation management in UAE and Arabic world as there is in Western countries. However, the recent drive towards globalization has led to an increasing interest in the subject. Interest combined with an increased acceptance of the contribution of HR towards the achievement of a firm's objectives has resulted in a rising interest in research and publications to provide a reliable and comprehensive picture of HRM systems in different parts of the world, including the Middle Eastern region (Brewster, 2004, Brewster et al. 2008, Wright et al., 2005).

After the discovery of oil in UAE, new organisational and management practices in all operation areas, including HRM, started to spread and change. The development of HRM was enforced by the commitment of the government, the adoption of the market economy that attracted skilled and professional employees, the increasing competition that led to new and innovative methods of management, and the upcoming globalization. UAE government is making efforts to develop HR in the country; Suliman (2006) reported some efforts that are likely to be developed:

- Computerizing most HR activities

- Increasing the degree of partnership in HRM in most companies in the country as a result of increased awareness about the vital role that it plays in organisational success
- Adopting and using some HRM functions that are either not currently used or are inactive.

In 2008 Federal Authority for Government Human Resources was established in the United Arab Emirates. The authority aims at developing human resources in government sectors on the basis of modern concepts in the field of Human Resources Management. One of its specializations is the proposal of a system of performance management in accordance with the regulations prescribed by law and to submit the same to the Cabinet. Looking at UAE federal government strategy 2008-2010, which was unveiled in 2007 by His Highness Sheikh Mohammed Bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE (UAE Cabinet, N.D). This document elaborates that there is a focus on setting up an integrated system to monitor performance. It also includes the design of an integrated performance tracking system, upgrading the civil service system, emphasizing the principles of competency as the main criteria for recruiting, promoting and retaining. The following strategy 2010-2013 also focuses on building and strengthening public employee's performance through performance evaluation. One of the key strategy points is adopting a culture of excellence through strategic thinking, continuous performance improvement, and superior results, development of a comprehensive human capital strategy for the Federal Government and improving HR processes and systems. Moreover, to retain and motivate human capital in the Federal Government by establishing a motivating and innovative employee workplace, enhancing a performance culture and merit-linked rewards, and developing career planning mechanisms.

The government encourages HR systems in which performance is essential, however as noticed from interviews and survey findings, not all public organisations have processed any changes and development in their system to co-operate SENSE with the government strategy.

As mentioned above, the interest of improving HR systems and practices have been increased in the last few years in UAE public sector, through adopting new strategies. However, it has been noted from the interviews that government strategy to enhance performance through focusing on development of employee's skills, abilities and

knowledge through performance evaluation programmes has not been practically applied in all government sector agencies and employees (Refer to table 5.20 & 5.21 in chapter 5). The research findings through the interviews from different HR personnel and managers in public sectors reveal that there are two different types of performance evaluation practices; old performance evaluation practices and new practices (refer to Table No 5.50 in chapter five and Table No.7.1 in this chapter). The term old is used by interviewees to indicate that performance evaluation processes in their organisation were set a long time ago, and most of the time, this was more than ten years ago. The process has not been reviewed to be improved since. It is conducted as a routine job to fill in files and as a requirement not to evaluate actual performance and guide employees to enhance their performance. On the other hand a new system or practices means the system has improved, however Table7.1 shows the different practices in both systems. Note that these differences do not apply to all investigated organisations or all practices; however, it is the predominant trend.

Table 7.1: Based on the finding- old practices and new practices of PE

Old practices	New practices
Paper based	Computerized
Developed long time ago (more than 10 years)	Improve over time
Developed by the organisation	Developed by specialized organisations of performance evaluation systems
Employees are not involved in the process	Employees are involved in the system
Employees are not aware of what is going to be evaluated and how	Employees are aware of what is going to be evaluated
Employees do not see the results	Employees do see the results

By analysing the data collected it can be concluded that there are some public organisations in which they conduct performance evaluations through paper-based models, which in most cases are more than ten years old unlike in new practices

which are computerized and continuously reviewed and improved. This evaluation method could have been suitable and achieve its objectives back then, however it needs to be improved and modified as most interviewees suggest in order to achieve and maintain government strategies. On the other hand, there are public organisations which have adopted new systems of evaluation. The new system was developed by companies specializing in human resource management programmes and performance evaluation programmes; however, it was developed specifically for the organisation's requirement. These programmes have been adopted and developed considering factors which were not maintained in old programmes. For example: old evaluation programmes are conducted without the involvement of the employees and most of the time is conducted secretly. On the other hand the employees are involved in the new evaluation system through setting and agreeing to the objectives to be achieved and tasks. Furthermore employees view their results, agree on them and have the right to discuss and disagree on with the line managers' evaluation. In addition, in some cases there is a self-assessment, where employees evaluate their own performance. This method is very rarely conducted in public organisations as only one out of eight of the interviewed organisations had a self-assessment process. Self-assessment could be used as information gathering about employee's performance. Therefore self-assessment may help in gathering information and provide employees the potential to participate in the evaluation process. Kaydos (1991) argue that employee involvement improves the quality of decisions by improving the quality and quantity of information available.

The study's findings suggest that 38% of public employees are rarely and never aware of what and how performance is going to be evaluated, 50.9% always see the performance evaluation results. It could be that employees who are not aware and do not see the results belong to organisations in which old systems are still dominating, however there is no evidence to prove that as the survey was not segregated in terms of old and new evaluation practices in the public sector. Interviewees from organisations which adopted new evaluation practices stressed that employees are involved in the procedures; on the other hand interviewees from old systems agreed that employees are not involved (interviewee 1, 6 & 7).

It could be concluded that when employees are not involved in the evaluation process, and the evaluation does not affect the employee's career in terms of promotion and

salary increment, and employees do not get frequent feedback on their performance or guidelines. It leads to the employee neglect of the evaluation and managers to conduct the evaluation as a requirement to fill in the files. The interest of performance evaluation to employees as well as line manager is lost and the evaluation has no value and does not contribute as a mechanism to motivate and provide guidance to employees to enhance their performance and recognise their achievements.

It is not necessary that adopting a new system of evaluation would enhance performance; however, it may lead to a conclusion that an organisation realises the potential outcome from developing and improving performance evaluation programmes, it also may change the culture of performance of employees in the public sector. As noted from interviewee 6 (from chapter 5), the general view and thinking of public employees is that they will never be fired, promoted, increase their salary as a result of performance evaluation, therefore the process does not encourage enhancing individual performance. Therefore conducting performance evaluations, which focus on the employee contribution, efforts and achievements may help lead to a change in the culture of public employees toward performance. Furthermore, findings from interviews suggest that it is unlikely that public employees would be fired due to poor performance; however, it could be argued that this may lead to not avoiding poor performance and not encouraging enhancement of performance culture in some organisations.

It is noted from interviews from public sector organisations, that it is not always the case in the new system that performance evaluation may lead to any consequences such as promotion, rewards and dismissal. On other hand, in the old system performance evaluation leads to nothing in terms of rewards, promotion and salary increase. The survey findings report that 44% of participants believe that evaluation always affect promotion, 39% salary increase, 28% training, however very few (12%) believe that evaluation may lead to dismissal from work. However in order to have a fair assessment which encourages high performance the principle of reward and punishment could be established. As illustrated by interview 1, since evaluation leads to nothing as there is neither reward nor punishment it has no value, not even providing feedback to employee's performance. This indicates that public employees do not always have any sort of feedback about their performance especially in organisations that conduct old systems of evaluation..

Kaymaz (2011) cited that “There is also enough scientific research proved the positive effect of performance on motivation, the common idea is that the performance feedback improves the technical and behavioural effectiveness of employees which then reflect on the job motivation” (p.115). Feedback is part of an employee’s involvement in the evaluation process; it provides a sense of importance of their view of evaluation, performance during the year. In addition it provides a sense of fairness, as employees are involved and aware of the process and results. As cited by Kaymaz (2011) “performance feedback affects motivation via reducing the performance ambiguity, improving the manager subordinate relationships, making easier to achieve goals, supporting the personal development and adapting to change” (p.115).

As feedback is the prime information to achieve development by confirming or rejecting a performance or behaviour. It can be concluded that clear descriptions of performance in the feedback will help the employee to better understand how his or her past activities affected performance outcomes and how future efforts are likely to contribute to future performance. Therefore feedback could help enhance employee’s performance. Rewards may also help enhance the employee’s performance. As noted from survey (Refer to section 6.3.1.2 in chapter 6) and interview (Refer to table 5.16 in chapter 5) findings, in both old and new systems, evaluation does not always lead to rewards, specifically in all organisations with old systems. As mentioned in the literature review chapter (Chapter 2), rewards have one of the highest influences of HR systems on employee’s behaviour and performance. It is used as an expression of the organisation to recognize achievement and motivate. As stated by Kaydos (1991) "while we take pleasure in achieving something, we take more pleasure in having other recognize us for it" (p.50).

According to the survey findings (Refer to table 6.11 in chapter 6) in the public sector it is less likely that performance evaluation would lead to salary increase or promotion. Moreover, according to the survey and interview findings, it is rare that employees would be dismissed from work due to poor performance; however, rewards may contribute to retain good performing employees and motivate them. Agarwal and Ferratt (1999) argue that a high performance work practices approach assumes that a significant part of employees' motivation comes from the recognition they get from their superiors for a job well done and the feeling that they are an important part of the organisation. Harris (2001) argues that the importance of managerial values and beliefs about rewarding individual contributions has been an

overlooked and underestimated dimension in the design and application of individual performance related pay schemes. Most interviewees of public organisations agree that if reward is established and linked with actual performance in UAE public organisations, individual and organisation performance will be increased. Performance evaluation also may help in developing employee's skills, attributes and knowledge through analysing performance and identifying the required training programmes for further improvement. It is noted from the survey and interview findings that training is not always established through performance in UAE public sector. As mentioned by interviewee 1, training programmes are determined and identified by HR head office, the selection of employees for those training programmes is sometimes done randomly or by employee's choice to participate, however, performance related training programmes are not considered. As cited by Armstrong (1994) performance related training is relevant training in the sense that it is directed at improving performance in areas in which the need to achieve better results has been clearly identified. Therefore performance evaluation results may help identify individual training needs and provide relevant and more effective training programmes. This research survey finding also support that training programmes are not always linked with performance evaluation results, as 28% always believe that evaluation may lead to training. Even in new system programmes there is no emphasis on providing training programmes based on performance results, as mentioned by interviewees from new evaluation systems, evaluation may lead to training programmes in some cases, however, training programmes are developed and identified using different criteria. Most training programmes are provided and submitted for all employees regardless of their performance. Employees may choose among the submitted training, however in the case of very low performance, training may be enforced, and as mentioned earlier in the old system it is rarely enforced or linked with performance.

Job description specifies job responsibilities and duties; it contains employee's roles and links with standard performance, responsibilities and tasks to be achieved. Goals and objectives setting is what employees intend to achieve and accomplish on the job and task. The aim of goal setting is to improve productivity, clarifying expectations, increase task liking and satisfaction with performance. Planning evaluation starts by identifying the objective, goal and desired results. The interview findings suggest that

three of the investigated public organisations do not have job descriptions.

Interviewee 1 stressed that he does not know his job description in his organisation, furthermore he claims that goals and objectives are not identified, neither are organisation mission or visions. Interviewee 7 said they do not have job descriptions; however, they are planning to develop one soon. Interviewee 8 also claimed that they do not have job descriptions. On the other hand two organisations investigated have job descriptions which identify duties and responsibilities; however, expected performance is not identified. Goal and objective was not clearly identified in public sector organisations, however it is mostly used to fill papers and files as suggested by interviewee 6, who stressed that job description has no real value, as it does not reflect on performance evaluation. Interviewee 2, 3 and 5 suggest that job description is linked with expected performance.

Considering the earlier discussion on new practices of performance evaluation and old in the public sector, job descriptions have different values. Findings reveal that in the old system it is either there is no job description or it is just specifying duties and responsibilities; however, goal, objectives and expected performance is not clearly identified. On the other hand organisations that improved their old practices and improved their system have identified goals, objectives and expected performance of employees. Despite this, due to the limitations of data it was not possible to understand how these goals and objectives were set in accordance to expected performance, as most performance evaluation is planned and set by the organisations headquarters. Survey findings suggest that 56% of public sector participants agree that job description identifies expected performance and 57% agree that expected performance is clearly identified. Therefore, based on the interview and survey findings, job descriptions in public sector in UAE identify the expected performance, especially in organisations that have improved their evaluation practices.

From the literature review chapter (Chapter 2), it could be concluded that measurement of performance is the main heart of any performance management system and evaluation. The measurement of performance is the foundation and the process of measuring work accomplishments and overall output performance of individuals and organisations. Managing people performance can be more effective with reliable and relevant information from the measurement of the employee's performance. Performance is measured to provide evidence of achieving the required

results. However, determining what is going to be evaluated is essential, factors of evaluation which are aligned with the organisation's objectives. In order to measure performance the scale of measurement should clearly identify what is poor, good and extraordinary performance when establishing the standard performance, to ensure full understanding of the evaluation and measurement process. In UAE public sectors findings from interviews summarize the factors of measurement in the investigated organisation are as follows:

- Discipline
- Employee behaviour and attitude
- Teamwork co-operation with colleagues
- Execute orders and obey orders
- Creativity
- Achievement of tasks

It is noticed that these factors are set by HR headquarters of the investigated organisations, as mentioned by all HR managers and managers of the investigated organisations, that performance evaluation is planned and set by head offices. Due to access difficulty it was not possible to meet HR personnel in the headquarters. According to interviewees, discipline means to them attendance, showing up on time and absenteeism is one of the most important factors of the performance evaluation process. Other factors such as employee behaviour and cooperation with colleagues are subjective measures which depend on the perception of the evaluator and employee. Unlike in private sector organisations as stated by interviewee 1 and 4, where factors can be measured in numbers and figures, such in achieving targets and financial contributions to the organisation, in the public sector the measures are subjective and depend on the perception of what is good and poor performance. In public sector organisations, there are mainly five rating scales: Excellent, very good, good, acceptable and poor performance. However, it is not clearly identified to the employee what is meant by excellent and poor performance, therefore it is difficult to have a clear measure of performance; however, it depends on line manager perceptions. There is an understanding among employees and management of what is considered to be good performance and poor according to interviewee 4 as he stated that there is a common understanding among employees, for example, of what is accepted as good appearance and what is not. Findings from investigated

organisations suggest that performance factors are identified; however, it is not clearly identifying the measurement scale in terms of what is good and poor performance.

7.3 Culture impact on performance evaluation

Culture has its impact on human resource management, as discussed in chapter three. Aycan et al. (2001) suggests that managing HR in organisations requires understanding of the influence of both the internal and external environment; external culture refers to national culture. This research examines the UAE culture and its impact on human resource management, and in particular in performance evaluation. It is not possible to examine all culture variables and their implications on performance evaluation; therefore, the research examined and investigated different culture values which may affect the performance evaluation procedure. It examined the culture diversity and Emiratisation affects in the workplace, gender variables, wasta and religious variables. In addition it considered the Hofstede dimensions of national culture differences.

7.3.1 Culture diversity and Emiratisation:

The population according to the national bureau of statistics in 2005 is 4,106,240. 21.9% are UAE nationals and 78.8% are from other nationalities, they estimated the population for 2010 to be 8.2 Millions, of which the nationals represent 11%. Furthermore, all organisations investigated in the research whether through interviews or surveys have more than ten different nationalities. Therefore, it is important to examine how this cultural diversity affects performance evaluation, if it exists. The data collected revealed (Refer to table 5.31 in chapter 5) that there are no training programmes provided to employees recruited from different nationalities in all organisations investigated, except two which provide an orientation about the national culture. However, two interviewees agreed it would be a good idea to develop a special programme for easy adoption to the culture. However, the findings suggest that it is easy to adapt to the culture as most of the time employees would find colleagues from the same culture who would explain and provide informal orientation about the culture. Neither findings from surveys nor interviews suggests that there are any communication problems with different culture employees; language would be

the only barrier; however, most employees in UAE public sector speak Arabic and English, as suggested by interviewees. In terms of evaluation there is no different evaluation procedure, factor, or system for employees from different cultures. There is no consideration of culture difference in the evaluation as interviewee 4 suggested that, performance evaluation is concerned with the performance regardless of nationality. However, based on interview findings sometimes when the evaluator is from the same culture as the employee, courtesy may appear. People from the same groups tend to safeguard and secure each other; however, this type of bias may influence individual and organisational performance. Employees prefer to work and be evaluated with and from people of the same culture, as suggested by the survey findings, because they would be more permissive and easier to communicate with. Most participants believe that they have not been treated nor evaluated differently when evaluated by different culture evaluators; they believe they have been treated fairly. Furthermore 10% of non-UAE national participants disagree that they have been treated differently when evaluated by different culture evaluators. It is not easy to measure culture bias in terms of evaluation, as most of the managers interviewed and surveyed believe there is no bias, however they have not experienced evaluation by different culture evaluators, as 93% of UAE national participants in the survey are evaluated by the same nationality evaluator. Therefore it is not possible to consider their statement as fact. On the other hand the data suggests that 70% of non-UAE nationals who have been evaluated by different culture evaluators agree that they have been treated and evaluated fairly.

The diversity of UAE population society, as non-UAE nationals represent 80% of the population and this is estimated to increase in the future. Furthermore, 12% of employees in the UAE are Emirati nationals (Randeree, 2009). Therefore UAE authorities developed a new programme called “Emiratisation” in the 1990’s (Suliman, 2006). Emiratisation programme was developed to reduce the dependence on foreign workers and correct the population imbalance. The aim of Emiratisation is to encourage UAE national employment in public and private sectors and introduce labour naturalization policies, where possible, replace guest workers with national workers (Koji, 2011). UAE government strategy 2008 also included the importance of Emiratisation policies. Consequently, many private and public organisations were developed which are specialized in providing training to UAE nationals such as TANMIA. Legalization have been developed to encourage and enforce Emiratisation ,

for instance in 2004 the Ministry of Labour made it mandatory for companies in the private sector with an excess of 50 employees to achieve a target of 2% Emiratisation. However, UAE nationals predominantly prefer to seek employment in the public sector due to better conditions, better salaries, more comprehensive packages, shorter working hours and job security (Randeree, 2009). The scope of the research is not in Emiratisation, however it plays a role in human resource management in the UAE and ultimately in the performance.

According to interview and survey findings, UAE national employees would not be dismissed easily, it would be very difficult to dismiss even poor performing employees. Emiratisation could be one of the reasons, as there are less UAE nationals in the workforce and the government encourage and enforce organisations to employ UAE nationals. As cited by interview 12, even in the private sector it is very difficult to dismiss UAE national employees, most of the time a company would transfer him or her and give extra paper work, hoping that he or she would resign. Considering government efforts in Emiratisation through setting up several regulations and practices it could be argued that UAE nationals have priority in recruitment and sustainability in the workforce. As a result of sustaining national employees in the workforce regardless of their contributions and performance it could reflect in the individual performance and organisation performance. As the results of Forrest (2004) interviews indicate, HR managers in the UAE are challenged to bridge the gap between organisation's strategic objectives of hiring UAE nationals with line managers expectations to hire fully qualified workers, of which nationals are in short supply. On the other hand it could be challenging for non-UAE nationals to compete in recruiting and more specifically in keeping their jobs through high performance. The sense of job security UAE national employees have may influence the process of performance evaluation and its objectives. As long as the poor performance is not challenged, employees may not be forced to develop their performance. Emiratisation would affect the performance evaluation procedure by not considering the actual performance and contribution of UAE employee as a result of sustaining UAE national employees in the workforce. Moreover due to Emiratisation program, UAE national employees are hard to be dismissed from their job.

7.3.2 Hofstede Dimensions Gender Variable:

Hofstede scales UAE 52 in masculinity, which means that UAE is a highly masculine culture. Looking at the history, it reveals that before the discovery of oil, women played an active role in society. As cited by Krause (2008), when the raw material of the UAE economy were fish and pearls, both men and women struggled the heat, diseases, and a famine to make a living. As the sea was the main resource most men went for months diving for pearls, meanwhile women were in charge of maintaining the affairs of the entire household, including the care and or milking of the animals, maintenance of equipment for fishing. Despite the major role that women played at that time, according to Krause (2008) the eldest male was always seen as the highest authority in the household that followed a gender segregated order.

There is some sort of courtesy when male managers evaluate female employees, especially those who are married. For example, interviewee (1) stressed that when he is evaluating different genders it would be quicker and he would understand their challenges such as having children, family, and marriage; they have a lot of responsibility at home according to the interviewee. It is expected of a woman in UAE to look after the household responsibilities, so Arab societies seem to have maintained their traditional viewpoint of women primarily committed to the house and children (El-Jardawi, 1986; Abdalla, 1996; El-Rahmony, 2002; Orabi, 1999 as cited by Neal, Finlay and Tansey, 2005). Under most interpretations of Islam, women are permitted to work as long as it does not interfere with or compromise the fulfilment of their “primary role” in the family (Read, 2003; Darwiche, 1999, as cited by Neal, Finlay and Tansey, 2005). This cultural phenomenon could impact on a woman’s performance (in terms of sustaining work performance and family responsibilities) in the workforce which could be understood by a male manager.

Findings from interviews suggest that there is no different performance evaluation process in terms of different genders in UAE public sector; however cultural beliefs and dimensions shape different perceptions on the process. For instance, cultural beliefs about women’s role in the society affect managers as they have sympathy toward women in the workplace, in addition to interaction between both genders. Furthermore, clothing may also affect the process, when a woman wears veil so interaction and understanding facial expressions would make the process difficult for managers.

Due to school and university separations in terms of gender, there is less interaction between the genders. Arab societies sustain a strict code of gender segregation in public, at prayer and even in the home (Guthrie, 2001, as cited by Neal, Finlay and Tansey, 2005). Furthermore Neal, Finlay and Tansey (2005) suggest that there is a growing unease at the trend throughout the region of women working closely with men – a simple man-woman business handshake can be controversial in some circles, as it breaks through the historical/cultural norms of segregation, and the absolute proscription of being touched by a man other than one's husband. This segregation is inherited from the interpretation of the book of Islam and Arabic culture. Despite that, there are women in workplaces where there is a gender interaction, which means both genders work together. Survey findings suggest that only 7% of male participants do not prefer to work with different genders and only 11% of female participant do not prefer to work with different genders. It shows that in UAE public sector employees do not have any problem in working with different gender. There is a cultural change in UAE in terms of gender segregation in the work place. Education before the discovery of oil was extremely low, especially for women, for instance the first girl's school was opened in 1955 in the emirate of Sharjah. Furthermore, according to Karuse(2008) other emirates except Dubai did not start opening schools until a decade later. In 1970 women represented only 4% of the literate population. After the discovery of oil there has been a major transformation to the country to a prosperous and rich welfare state. For instance, the educational level of women has dramatically increased, as cited by Suliman (2006) more than 70% of the total number of registered students in all UAE universities are female students. Moreover, 40% of the UAE public workers are women. Furthermore, women become more active and involved in politics, in 2004 the first female minister was appointed, 2007 one women and one voted in the federal national counsel. However, a woman is diverted into jobs deemed suitable for females. For instance, 74% of school teachers are female. The woman's role in the workforce has been increased in the last few years in UAE. However, there is still a communication barrier with the opposite sex. Findings suggest that male employees have more preference to be evaluated by the same gender as only 5% do not prefer to be evaluated by a different gender. On the other hand 52% of females prefer to be evaluated by the same gender and 69% prefer to be evaluated by different cultures.

The main reason for preferring to be evaluated by the same gender as suggested by the survey findings is cultural barriers and communication barriers. One of the barriers is to be interacting with the opposite sex as suggested by interviewee 4, that evaluating the opposite sex would be quicker and tends to avoid long discussions. This cultural phenomenon has been discussed in chapter 2 earlier as part of Islamic inherited culture. Female participants in the survey significantly agree more than male participants that evaluators have complete authority to evaluate according to evaluator perceptions. Moreover, they disagree that they view the performance evaluation results. This could be explained by the lack of communication. In addition female participants significantly disagree that expected performance is clearly identified. Moreover, female participants do not think that performance evaluation helps them communicate their strengths and weaknesses.

The focus of the research is whether there is any discrimination in terms of gender in performance evaluation. Interviewee suggests that there are no considerations of gender in performance evaluation, however there are some cultural impacts on the procedure. Findings suggest that females wearing veils is also considered to be challenging in face to face evaluations as a result of the facial expressions being hidden; which means it could be challenging to understand their interaction. As described by Omair (2009) the women in the Arab Gulf region wears the black abaya, a full-length cloak with matching head cover. Some wear the niqab (veil), which covers most of the face, leaving only the eyes uncovered, some wear Hijab which covers the head only. Results of Omair interviews suggest that all female interviewees wearing Hijab because it is Islamic and religious commandment and expression of their religion. It is also linked with local traditions and customs of UAE; however wearing veil has brought controversial opinion to Omair's research. As some think it is not part of religion and it is only linked to tradition and male pressure, some believe it is part of religious beliefs. Women in the Arab Gulf region and UAE wears abaya and hijab which covers the full body and hair as part of social identity and religious belief, however some of them wears niqab which cover the face as well (Omair , 2009).

Women in UAE wear niqab to show their religious beliefs, as Artur (1999) argues that while a person's level of religiousness cannot be objectively perceived, symbols, such

as clothing, are used as evidence that s/he is on the “right and true path”. Interview findings (refer to table 5.44 in chapter 5) suggest that women wear niqab to represent themselves as more trustworthy, however it is deceiving in some cases. According to interviewee 8, wearing the niqab shows a lack of confidence and hides a person from the external world. In terms of evaluation it could affect the process by first representing religious appearance which is not relevant to work performance, which means that women with niqab believe that they have more work ethic. Therefore, they expect that appearance would influence their social interaction. Expectations of appearance can influence social interaction because they serve as standards to conform to, to rebel against, or by which to evaluate others (Workman and Johnson, 1994, as cited by Omair 2009). However, as mentioned earlier the niqab could hide the facial expression during evaluation.

It could be concluded that the main cultural factor that affects the process of evaluation is the communication barrier between genders. However, this barrier is fading because of the integration of women in the workplace, and mixed workplaces are becoming the norm in UAE. Thus, the interaction between men and women is becoming greater and both genders are becoming used to interacting with each other.

7.3.3 Power Distance and open door policy:

58% of public sector participants in the survey believe that managers always (26% most of the time) have the complete authority to rate and evaluate according to the manager’s interpretation. However, public participants are less likely than private sector participant to review, appeal and discuss their performance evaluation results. Therefore it could be argued that most managers in public organisations have the complete authority to evaluate according to their interpretation regardless of the employee’s opinion. According to managers in the interview from the new evaluation system, employees are always involved in terms of discussion and agreeing on their rating, they emphasize that the doors are always open for subordinates to discuss and appeal. However, the question is whether the employee’s point of view and discussing would change anything. It is difficult to answer this question as employees were not asked in the survey directly, however according to employee’s responses to the

question about their entitlement of appealing and discussing the evaluation results they responded that they are not always entitled.

This could lead us to a misunderstanding of employee's involvement in the evaluation, in the view of managers. Managers believe that by letting employees express their view on the evaluation itself is involvement in decision making, however how an employee's view would change the rating without any consequences is not clear. This full authority to managers could be explained by the culture. UAE is rated high in power distance (80), power distance in organisational levels refers to superiors being seen to be more powerful than subordinates. However subordinates do not expect to participate in the actual decision making as equal partners but managers view that there is no distance between them and employees as most of the time they follow the rules of open doors. However, there is a misunderstanding of the difference of power distance and open door policies. Open-door policy is typically where employees of any level of the organisation are able to access the top manager. An open-door policy does not only mean that any employee can talk to the senior management whenever they have ideas or problems. It also means that the senior management will provide them with information they need to accomplish their objectives (Roche & Shipper, 2011). On the other hand, according to Bjerke and Al-Meer (1993), the open-door policy among Arabs is very conditional, only a few selected people are generally consulted, and the managers experience little opposition from their subordinates. The misunderstanding between power distance and open door policies is that, in open door policy, it could be argued that managers keep access of subordinates to discuss, complain, and chat, however having the right to discussion does not ultimately mean that they are involved in the decision making. For instance, in low power distance cultures it is more democratic of management and flatter organisational structure, where employees are involved in the decision making. However, in high power distance cultures, subordinates are not expecting to be involved in the decision making. Therefore, the open door policy is adopted as part of employee's involvement in the decision making, however it could be argued that involvement is restricted and depends on the manager in the end. The manager may or may not consider employee's opinions and views. As most participants agree that managers have the full authority in their career.

Survey findings suggest that public employees are less likely to be involved in the evaluation process than private sector participants are and less likely to view their results.

Moreover, according to data collected, in organisations that conduct the old evaluation system the process is conducted without employee involvement. Manager's would fill the evaluation form in and send it to head office. Therefore the manager has full authority to evaluate according to their interpretation regardless of the employee's opinion in the old evaluation system.

On the other hand the high power distance culture could enforce the use of *wasta* as well. For instance, it could be argued that when managers have full authority, they may use their power in recruitment and evaluation. As mentioned earlier, when having a good relationship with a manager it would affect evaluation, employees with good and closer relationships with managers would be rated higher regardless of their performance and vice versa. This supports that the manager has the power to evaluate according to their will. Furthermore, interview findings suggest that *wasta* in recruitment is mostly used by higher authority managers. Further discussion on *wasta* is presented in the next section.

7.3.4 Wasta

According to Cunningham and Sarayrah (1994)

Wasta as mediation has a long and honourable history in a tribal setting, Wasta mediation binds families and communities for peace and well-being in a hostile environment. This face of Wasta benefits society as a whole, as well as the parties involved (p.29).

However Wasta, has gone far beyond solving conflicts between groups to employment and promotion (Mohamed & Hamdy, 2008). It is used to obtain benefits that would not be obtained in normal cases, through social networks and connections such as getting a job. In other words it is used to favour and benefit the *wasta* seeker regardless of their eligibility. The relationships and family connections are considered to be very important culture inherited in the UAE. Therefore relationships become more important than work. Individuals may break certain roles or make exceptions to maintain relationships and loyalty to the family. Wasta is widely spread and used in

Arabic culture and UAE. Tlaiss and Kauser's (2011b) findings suggest that on balance *wasta* remains traditional in its influence in the career advancement of individuals and is unlikely to diminish in the near future, despite the perception that it is an unfair practice. However, sometimes it comes at the cost of the organisation's interests. Scott-Jackson (2008) stated that in the Western model, directors and managers serve the financial interests of shareholders. Arab Managers and organisations have a duty to serve the interests of the collective society, tribe and family. Therefore, *wasta* could be linked with the collectivist culture (which is discussed in Chapter 3, section 4), as group and family is important, therefore using *wasta* could be justified by securing and helping a family member.

However, this bias could impact performance evaluation. As suggested by the findings (refer to table 5.35 & 5.36 in chapter 5 and table 6.30 in chapter 6), *wasta* has an impact on recruitment and performance evaluation as *wasta* interferes in recruiting unqualified candidates, who probably perform poorly, therefore he or she would be evaluated differently. Interviewee 1, 5, 6 and 7 stressed that *wasta* is probably used to recruit unqualified candidates which affects the organisation's performance. Interviewee 7 added that *wasta* in recruitment is causing over-staffing in her organisation as candidates are appointed without any vacancy.

Survey findings suggest that 52% of participants agree that there are employees in their organisations who are appointed by *wasta*.

Furthermore, findings suggest that *wasta* is used in recruitment by higher authority and managers in the organisation. This indicates that they consider relationships to be more important than the organisations interests. However, as described earlier it could be seen as social responsibility to help a family member. *Wasta* could extend to family members and be interconnected in social networks based on kinship to a larger group, such as tribe members, friend members and even a member from the same city and town. Which means that for example: if a manager is from a certain city and works in a public organisation in the capital or any other city, he would unconsciously have sympathy with applicants from his own city and have him or her over other applicants. However, sometimes it is not only sympathy toward people from the same tribe, city or group but it is conducted to build trust and favour to others hoping that one day it will pay off and the favour may benefit him or her as suggested by

interviewee 5. As cited by Cunningham and Sarayrah (1994) *wasta* is too often a middle-man seeking fame and fortune by doing favours.

According to Tlaiss and Kauser (2010b), the networking part of *wasta* can be explained as activities that people perform to obtain interpersonal connections with people in positions of power. The desire is to foster a *wasta* within a network in the event that their services may be required in the future. Therefore, individuals in the Arab world make connections with influential people.

Even though the survey findings suggest that employees appointed by *wasta* do not have the proper qualifications most of the time, in some cases applicants with the required and proper qualifications may use *wasta* as well. As interviewee 9, suggested that “it is not possible to be appointed without *wasta* even if qualified”. As mentioned in the second chapter, a study conducted by Whiteoak, Crawford and Mapstone (2006) showed the young UAE citizens believed that *wasta* is more useful than their older citizens do. This supports the idea that most job seekers and employees believe that *wasta* has a great impact on recruitment. Interview findings suggest that it has been reduced in the last few years, it is argued by interviewee 2 that due to new government strategies, which focus on enhancing public organisation performance, appointing unqualified candidates using *wasta* may lead to a reduction in organisation performance. Therefore, according to interviewees management avoid *wasta* in the new system of evaluation through adopting a new system of recruitment which makes the influence of *wasta* much less or impossible in the new practices of evaluation. However, the survey findings suggest it does exist and has a great impact on recruitment and evaluation, promotion and salary increment. In addition, survey findings suggest (refer to table 6.31 in chapter 6) that employees appointed by *wasta* most of the time do not have the required qualifications and skills; therefore, they are treated and evaluated differently. It is important to note that *wasta* investigation in the research did not investigate whether *wasta* applies to UAE nationals only or other nationality as well. According to Tlaiss and Kauser (2010b) research provides evidence for the fact that *wasta* is still very widespread in the Middle Eastern region. However, it is noticed that most managers who participate in the interviews believe that *wasta* affects have been reduced; however, employees believe it has a great impact. Furthermore most of the managers interviewed from old system of evaluation think *wasta* still has a great impact, which supports the idea that the new system adopted in some public organisations to recruit and evaluate performance may reduce

the interference of *wasta* as it becomes more complex. As suggested by interviewee 8, there are many examinations, interviews, and different personnel involved in the new system of recruitment, which according to her cannot be interfered in by *wasta* anyhow. However, when she was asked if somebody from higher authority ordered her to recruit someone will it happen, she answered “most probably, yes”. Therefore it is not possible to argue that in the new system of recruitment there is no *wasta* involved, because *wasta* is part of the Arabic and UAE culture of safeguarding and securing the social network, however, it could be argued that it has been reduced. Furthermore, managers try to appear more professional and avoid any sort of bias in recruitment and evaluation; therefore, they believe that *wasta* impact is reducing. In terms of performance evaluation process there is a contradiction between survey and interview findings. Most interviewees believe that *wasta* does not interfere in the evaluation, unlike the survey findings which suggest that 75% of public sector participants believe it does. This could be because of different understanding of *wasta* between employees and managers, as employees believe that having good relationship with the evaluator would ultimately lead to better results, where managers believe it is irrelevant. However, managers would not confront that they may tend to favour employees with closer relationship. El-Farra (2004) suggests that Arab managers view their organisations as family units and often assume a paternal role in them. They value loyalty over efficiency. Therefore, they would be loyal to their friends and employees with closer relationships and safeguard their interests by providing higher ratings. Interviewees 4 & 5 suggest that managers, most of the time, tend to rate friends and closer relation employees higher. As established earlier, in Arab culture people tend to make connections with influential people, in this case employees connect with direct managers or line managers in order to have better ratings and have some other privilege such as leaving early from work. Metcalfe (2006) for example reported that training and development opportunities end up being based on individual relations and family networks and not on individual abilities.

Furthermore it could also be argued that a manager would rate closer relationship employees to ensure their loyalty and may benefit from them in the future. This could be related to the collectivist culture in UAE, as UAE score high in collectivism culture. However, employees who do not have close relationships with evaluators see it as unfair to discriminate ratings in terms of relationships. Therefore employees try to build relationships with managers. As cited by Tlaiss and Kauser (2011b), Mitchell

(1969), noted that social networks represent specific linkages along a defined set of individuals, where the interaction of individuals within a particular relationship are more important than the information shared. It supports the point that relationships in the Arab world would seem more important than organisation interests.

7.3.5 National culture and corporate culture

Organisational culture in UAE has the weakest effect on individual behaviours; however, work values are mainly determined by regional and national culture (Suliman 2006). Islamic and Arabic culture has great impact on the UAE national culture which is reflected on corporate culture. Islamic principles regulate all aspect of human life including economic and social aspects. According to Suliman (2006) individuals in UAE according to Islamic principles are expected to do good deeds, such as working hard. Furthermore, individuals will be rewarded or punished for every good or bad thing they have done, and would be punished in the case of cheating. Considering this concept of Islamic principle and culture affect, managers try to be trustworthy and fair in treating and evaluating employees, as interviewee 8 stressed. On the other hand, based on Islamic principle, people believe that if they have been treated unfairly, they would get justice on judgement day. Considering that it could be felt by employees that they would get justice in the unfairness of evaluation on judgement day, or one day God would compensate them somehow. However, this research did not reveal whether this Islamic belief would affect individual's behaviour in the workplace.

This belief may affect the evaluation procedure by employees not appealing against managers in some cases.

Based on data collected and discussion in section 7.3.2 it could be concluded that, people tend to appear religiously (for men by growing long beard, and for women by wearing veil) to show their deep following of Islamic principles. It could be deceiving as the more religious the person is, it is expected that they be more hard working and trustworthy, this is not always the case, as suggested by the survey and interview findings. Unlike in the Western areas where religious appearance is irrelevant, in the Arab world it could unconsciously affect the evaluation procedure, as described by earlier Islamic principles enforcing hard work and trust. Another example of Islamic regulation that affects the corporation culture is praying. Prayer is one of the

foundation principles of Islam; it is conducted five times a day. According to Walsh (2008) praying occasions are difficult in UAE to be missed, as people wish to demonstrate their faith. However during working hours one or more prayer times are due, therefore most Muslim employees would leave their offices to pray. Survey findings suggest that most employees would leave the office for prayer. However, according to interview findings managers stressed that there are no rules and regulation set for employees to leave for prayer, it is done as part of cultural custom and no one minds it. Furthermore, Suliman (2006) suggest that prayer time could enhance the communication between employees and managers as they meet during prayer time and may discuss different issues. Furthermore, prayer is conducted in groups where men (Men and women have separate sections) line up together in the mosque equally, which may enhance equality between different hierarchies. Therefore it could be argued that prayer could enhance communications and friendship in the organisations. In Ramadan, which is the month of fasting for Muslims, official work hours are reduced by two hours. Therefore, it could be argued that Islamic culture has an impact on the corporate culture, unlike Western countries where religion does not have a great impact on organisational culture. As mentioned earlier, the inherited Arabic culture, tradition and customs and morals influence the daily life of UAE citizens (Suliman, 2006). For instance, hospitality is one of the Arabic inherited cultures. Wash (2008) suggests that its importance is not just as part of sense of decency, but from historical background of life in the desert, which is a harsh environment. It was vital when travelling in the desert that travellers could be sure they would receive safe welcome when away from home. However, this culture integrated to UAE society. Walsh (2008) stressed that occasionally it might be seen that people compete to demonstrate their virtue. Therefore, it could be argued that managers would be hospitable when subordinates will be in their office as part of cultural customs. It is important that performance evaluation is conducted based on its objectives and should be implemented fairly. Courtesy and generosity, especially when evaluation is conducted face to face, should not affect the fairness of the evaluation.

Relationships of employees to their notion of the organisation in UAE are dominated by the family culture. Considering the cultural components, power distance and low individualism, the relationship between employees and superiors would take the shape of father and son, where an employee expects the organisation to look after them like

family. It is widely expressed among UAE nationals, which was noticed in the interview, that UAE nationals cannot be dismissed as the organisations have a social responsibility to recruit and retain national employees. Furthermore, material status and number of children would determine the paid salary as part of organisation responsibilities to its employees.

7.4 Different perspectives of performance evaluation between managers and employees:

Managers and line managers play a major role in performance evaluation procedures. Managers monitor and observe employee performance, hold frequent feedback discussions, and suggest ways to improve performance (London, 2003). The line manager communicates and interprets the employee's performance and provides resources to employees for performance development. It is noticed from the investigations that there are differences of perceptions in performance evaluation between employees and managers. Interview findings suggest that managers believe that conducting performance evaluations by themselves enhances the employee's performance. Managers believe that when employee's performance is monitored they tend to perform better to show their competency and contributions to the organisations. On the other hand, employees think that performance evaluation is conducted as an investigation rather than performance evaluation as 82% of public participants agreed.

When performance evaluations do not lead to further development it would lead to employees losing interest in the evaluation procedure. According to the findings, managers believe that if performance evaluations are not linked to and with promotion, rewards and other means of development it is not used as a performance enhancer, in contrast it would lead to poor performance and discouragement.

Employees from the public sector would not always see their evaluation results; however, there are no proper justifications on why managers would not show the employees their results (mostly employees who work for organisations with old systems of evaluation). However, it could be argued that as long as employees do not view their results they tend to not trust their managers and their evaluation. Therefore they do not trust the system of evaluation as a motivational mechanism. The survey findings suggest that for employees it is extremely important to view and discuss their

rating; however, the feedback process is a communication between employees and managers about performance. Therefore employees could discuss and justify unachieved objectives, and encourage their strengths and skills. Furthermore, it is essential that an employee communicates and identifies the expected performance in order to achieve what is required of them. On the other hand, managers sometimes expect and assume that employees are aware of the expected performance from the daily work they perform. Employee's response to the survey suggests that public employees are less aware of the evaluation process and less involved in the process. The survey findings suggest that public employees are less likely to appeal, discuss and review their evaluation results. As mentioned in the literature review chapter, employees tend to hate to be evaluated due to lack of manager ability to provide constructive feedback and little coaching and support. The architects of strategic performance interventions are reliant on line management to transmit the desired corporate messages, but line managers have also been identified as the weak link in the application of performance management systems (Hendry *et al.*, 1997, as cited by Harris, 2001). However, in order to bridge the gap of prospective in performance evaluation, communication is essential in terms of identifying the objectives, tasks and expected performance, how performance will be evaluated, and frequent feedback.

7.5 The differences of performance evaluation procedure in public and private sectors

It is noticed through the interview and survey investigation as presented in the previous chapter, that there is an agreement that the private sector has better evaluation procedures.

Interview and survey findings suggest that most participants think that the private sector has better evaluation processes. 5 out of 8 interviewees agree that private organisations have better evaluations and 20% of public participants disagree. 15% from the private sector also disagree. The reasons were demonstrated as the private sector continues to improve the evaluation process over time. Moreover the profit making nature of private organisations means the evaluation is linked with the employee's contributions and productivity. However, interviewees who believe that the public sector has a better evaluation process stress that in the last few years, public

organisations have developed and improved the evaluation process, which now focuses on improving individual performance. It is essential to remember that the private sector here refers to the organisations which were investigated that are partially owned by the government (banks, telecommunication and Energy Company), therefore it does not necessarily apply to the entire private sector. As discussed in chapter 5, the private sector evaluation is characterized as follows:

1. Private organisations have adopted performance evaluations which were developed by specialized organisations in human resource management, mostly western organisations.
2. Performance evaluation in the private sector is constantly linked with job description, organisation mission, visions and objectives.
3. Expected performance and objectives are communicated with employees.
4. Employees are always aware of the evaluation procedures, and are able to view their results.
5. Evaluation is conducted twice a year; the midyear evaluation is to provide guidelines, if necessary.
6. Performance evaluation is used as a motivational mechanism.
7. Performance evaluation is linked with promotions, bonuses, salary increment, and rewards and dismissal.

The survey was analysed based on sectors in order to see the differences between both in the evaluation process. The responses reveal that there are significant differences in the process. In both sectors the evaluation is mainly conducted by the line manager. However, in the private sector it is conducted twice a year, unlike the public sector in which it is conducted only once a year. In the private sector employees are more likely to be aware and involved in the process of the evaluation. Moreover, communication between employees and managers is higher in the private sector, as employees tend to see their results more often than in public sector, and can appeal and discuss their results with their line manager. Performance evaluation in the private sector is significantly affected more than in the public sector for promotions, salary increments and training programmes. Therefore performance evaluation affects employee careers in the private sector. Unlike in the public sector, especially in old practices where performance evaluation is conducted as routine work and has no

consequences and effects to the employee. Moreover, survey findings revealed that promotion in the public sector is mainly based on year of service, whereas in the private sector promotion is mainly based on performance.

Private employee participants in the survey significantly agree more that performance evaluation considers their efforts and achievements and helps them develop their skills. Moreover, the expected performance is communicated with the employees in the private sector more often than in the public sector. Survey findings suggests that expected performance in the private sector is significantly more clearly identified, which is achievable and related to key results, practical and realistic.

There are differences in the responses to *wasta* questions from private and public participants. Private employees significantly agreed less that there are employees appointed by *wasta* in their organisations. Moreover, private participants agree less that *wasta* affects the recruitment process. In addition, interview findings suggest that senior managers may use their authority to recruit, but *wasta* impact on recruitment is very little in the private sector. In terms of evaluation interviewees, *wasta* is unlikely to influence the process. Survey findings suggest that in the private sector, employees agree less than public employees that employees appointed by *wasta* would be treated differently and their actual performance are considered regardless of the *wasta* influence. Therefore the *wasta* impact on the public sector is greater than on the private sector, in both recruitment and evaluation.

As mentioned earlier, UAE nationals prefer to seek employment in public sector rather than private because of higher salaries, lower working hours and security. Nevertheless Adam (2009) cited that the study which was conducted by Morada (2002) suggests that UAE nationals who are working in the public sector for over five years experience limited career prospects, low salary increments and benefits, and hence they would move to other careers when opportunity presents to them. However Adam (2009) study suggests that despite the career development in private being greater than in public, participants were reluctant to consider finding alternative employment. The private sector in UAE is characterized by higher career development as there is a promotion, salary increment, and rewards based on performance unlike in the public sector where promotion is mostly linked with year of service. As mentioned earlier, private organisations have systematic, linked to job

descriptions, targets and objective oriented performance evaluations, despite that, private organisations are profit oriented and therefore would link promotions and salary increment to quota and budget. As cited by interviewee 10, organisations have set quota systems, which mean that there are only a particular number of employees that could be promoted and see an increase in their salary. This indicates that promotion and salary increment is not solely linked with performance; it is affected by the organisations budget as well. However, this attitude and policy affects employee's performance negatively and builds an environment of conflicts according to interviewee 10. Managers and line managers were not certain in deciding and evaluating as they could not provide high rates for all the employees who deserve it due to quotas. However, according to interviewee 10, it established an environment of favouritism; therefore employees try to build relationships with evaluators to get a better rating, which is referred to as "seeking wasta". Therefore it could be argued that in some cases profit seeking through reducing bonuses in the private sector may result in unfair evaluation towards its employee.

Although in the private sector the performance evaluation would be seen as more systematic and objective oriented, there are national cultural impacts affecting the process. For instance, survey findings suggest that wasta and personal relationships still have an impact on the evaluation. Interview findings reveal that bonuses are distributed based on the performance evaluation. That being said, most managers would evaluate their friend's higher so they get more bonuses. In addition people from the same nationality would rate colleagues from the same nationality higher. Therefore it could be argued that relationships in the private sector play a role in evaluation.

Attitudes toward religious appearance also have an impact on evaluation in public organisations. Ramadan, and prayer time, is having a similar effect on the public sector, where working hours are reduced by two hours and employees leave their office for prayer. Therefore, it could be argued that national culture has an impact on the corporate culture in the private sector. However, there are private organisations where there are no UAE nationals and this could be different or the same. However, the scope of the research did not cover other private organisations where they were dominated by non-UAE national employees.

7.6 Conclusion

Performance evaluation is a measurement tool to evaluate individual's effectiveness and efficiency toward an organisation's objectives. The research investigated performance evaluation process as part of performance appraisal in UAE public sector, how it is planned, conducted and how it is perceived as a mechanism to evaluate actual performance to improve individual and organisation performance. Performance appraisal is a mechanism and operational part of performance management to practically apply the strategic concepts of performance management. However performance evaluation is a tool of performance appraisal to evaluate and appraise the jobholder.

UAE government is making a concerted effort to develop the HR practices and performance management in the public sector. There has been an increased interest in government sectors in enhancing individual and organisation performance. Therefore, performance evaluation systems have become interesting and some public organisations have developed and improved their performance evaluation practices. Performance evaluation programmes in UAE public sector do not ultimately lead to rewards, promotion, and salary increases or dismissal from the job; therefore interviewed managers are tempted not to be very confident of the impact of performance evaluation. Managers suggest that in order to have an effective performance evaluation system it should be linked with other factors such as rewards and promotion. Moreover, they suggest that performance evaluation has become a routine practice. There are some investigated public organisations where they still practice old types of evaluation which have not been improved or reviewed for a long time. In the old system managers believe they were filing evaluation reports as routine work and that they had no value whatsoever to anything apart from keeping things on file. Looking at both evaluation systems there have been good improvements, the most pertinent being employee's involvement in the new system. Unlike the old practice where evaluation was conducted secretly without the involvement of employees, neither sharing the results nor providing feedback. In both systems performance standards and measurement criteria is not clearly identified, so performance evaluations are subjective to the evaluators perception and interpretation.

The population imbalance in UAE has led to authorities developing Emiratisation programmes to reduce the dependency on foreign workers and encourage UAE national's employment, by enforcing and encouraging recruitment and sustaining UAE nationals. There is not enough evidence to prove that Emiratisation has a direct impact on performance evaluations, but findings suggest that it is very rare and unlikely that UAE nationals would be dismissed from work, even in poor performance cases. This indicates that performance evaluation has no effect on individual careers. Moreover, Emiratisation policies may not permit public sector organisations to enhance individual's performance and avoid poor performance. As suggested earlier, as long as performance evaluation leads to nothing, it will not play any role in improving individual and organisation performance.

UAE values and culture are highly influenced by Islamic principles and Arabic culture. These values and culture influence the organisational culture in UAE public sector. For instance, the traditional view of women's roles in society affects the performance evaluation process. The women's role is to traditionally look after the family and house, and this perception affects the evaluation as male evaluators consider that women should be at home, and so they have sympathy when undertaking the evaluations. In addition the segregation between gender, which is inherited from Islamic interpretation and Arabic culture, affects the interaction between genders in the evaluation process. In addition keeping the door open while evaluating the opposite sex is part of UAE culture inherited from Islamic interpretation and Arabic culture. However, there is no evidence of closing the door affecting the process of evaluation, thus it is a cultural practice. The main cultural factor that affects the process of evaluation in terms of gender is the communication barrier between genders. This barrier is fading because of the integration of women in the work place, and mixed workplaces are becoming usual in UAE. Thus, the interaction between men and women is becoming greater and both genders are becoming used to interacting with each other.

There are different perceptions between managers and employees toward power distance cultures in terms of performance evaluation. Managers believe that employees have the right to discuss and appeal against an evaluation. Managers in UAE public sector have full authority to evaluate and rate employees according to

their interpretation; however, there is a misunderstanding of what is meant by employee's involvement in decision making. Managers believe that by letting employees express their feelings and opinions that is involvement, however as long as it would not change anything it means no involvement. UAE is a high power distance culture which affects the distribution of power in the workforce. Managers tend to have full authority and expect subordinates to obey their command. On the other hand, subordinates do not expect to be involved in the decision making process.

The family is the cornerstone of social life in the UAE, loyalty to family takes precedence over personal preferences. Relatives are expected to help each other, individuals may break certain roles and make exceptions to maintain relationships and help family members. Wasta is one concept used to maintain the relationship and safeguard the family interest. Wasta is widely used in UAE public sector, specifically in recruitment, despite the government's effort to avoid it by implementing recruitment systems which consider only individual qualifications and skills. Managers in the public sector have authority, which may be used as wasta in recruitment; however, it would affect the performance evaluation. Most individual employed by wasta do not have the proper qualifications and skills to perform the job. Therefore, wasta employees may have privileged evaluations where the actual performance and contribution may not be considered. This cultural phenomenon plays a role in the effectiveness of performance evaluation processes.

In Islamic values, an individual is expected to work hard, be honest and trustworthy. Islamic religious appearance may affect the performance evaluation as it would perceive people to have more honour and be more trustworthy, which is not always the case. Therefore, religious appearance could be deceiving, as actual contribution is more important than personal beliefs in performance evaluation. Managers in UAE tend to change their prejudgment of individuals and consider their contribution rather than their religious beliefs.

Participants in the survey and interview believe that the private sector has better and more efficient performance evaluations than the public sector in UAE due to its nature of profit seeking and its focus on individual contributions. However, the research was restricted to large corporations which are partially owned by the government. The evaluation is conducted twice a year in the private sector, unlike in the public sector

where evaluations are conducted only once a year. The midyear review in the private sector is concerned with providing feedback and consultation and coaching to achieve tasks. The communication in the private sector between employees and management is significantly improved over the public sector. Employees in the private sector are more involved and aware of the evaluation process. Moreover, employees involved in setting up the objectives and agree on them. Furthermore, the expected performance is clearer and identified to private employees. Wasta influences the recruitment and evaluation process in both sectors; however, the impact of wasta is higher than in the private sector. Table (7.2) summarises the impact of each element on performance evaluation, furthermore diagram (7.1) shows the conceptual frame work of the cultural values impact performance evaluation process.

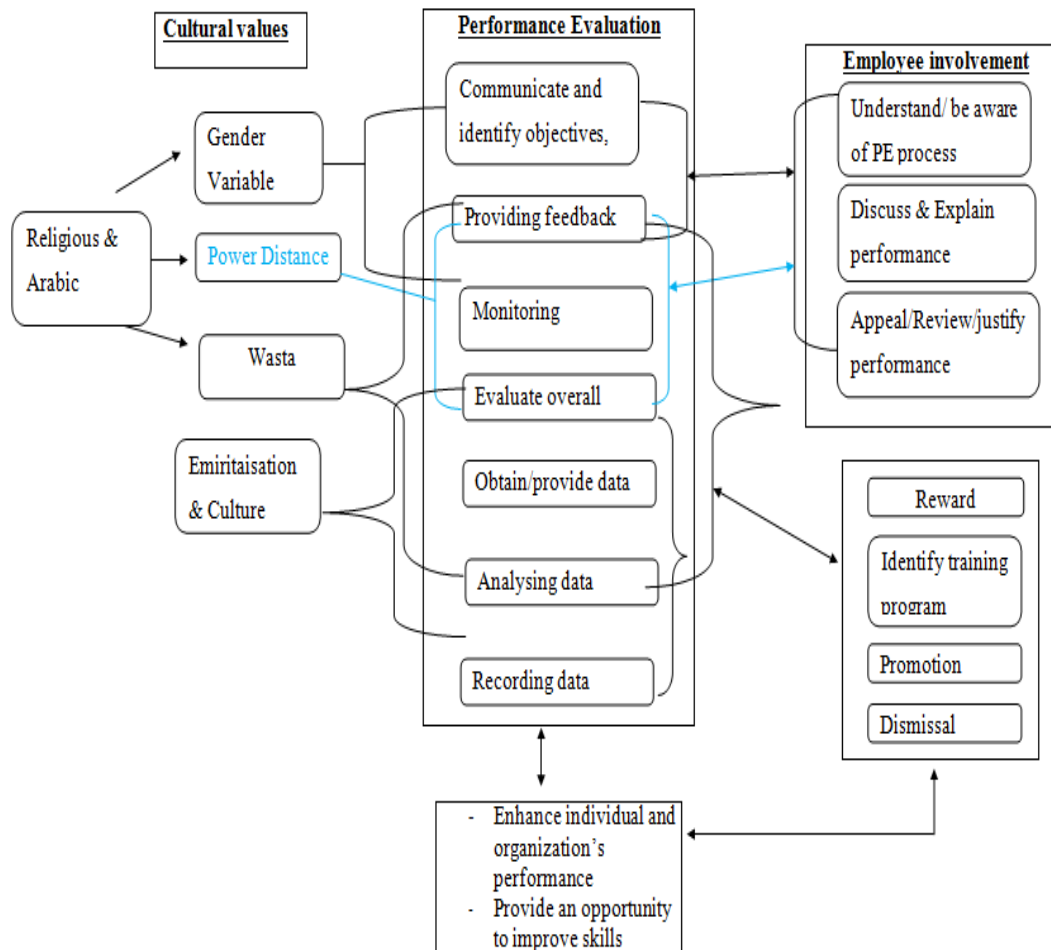
Table: 7.2 (Cultural values impact on performance evaluation)

Culture Value	Impact on performance evaluation
Gender	<p>Cultural beliefs about women’s role in the society affect managers as they have sympathy toward women in the workplace and evaluation, In addition interaction between both genders which creates gap and lack of communication between manager and opposite sex employee which affects the process of performance evaluation.</p> <p>Clothing may also affect the process, when a woman wears veil so interaction and understanding facial expressions would make the process difficult for managers.</p> <p>The main cultural factor that affects the process of evaluation is the communication barrier between genders</p>
Religion	<p>View of women roles in the society.</p> <p>Enforce gender segregation which affects the communication in performance evaluation.</p> <p>Religion appearance affect on the managers perception and prejudgment on individual behaviour which is irrelevant in performance evaluation.</p>
Power Distance	<p>Most managers in public organisations have the complete authority to evaluate according to their interpretation regardless of the employee’s opinion. Employee involvement in the performance</p>

	<p>evaluation is restricted and depends on the manager at the end.</p> <p>Managers keep access of subordinates to discuss, complain, and chat, however having the right to discussion does not ultimately mean that they are involved in the decision making.</p> <p>When managers have full authority, they may use their power in recruitment and evaluation. wasta in recruitment is mostly used by higher authority managers.</p>
Wasta	<p>Individuals may break certain roles or make exceptions to maintain relationships and loyalty to the family which leads to bias in evaluation.</p> <p>They value loyalty over efficiency. Therefore, they would be loyal to their friends and employees with closer relationships and safeguard their interests by providing higher ratings.</p> <p>The manager would rate closer relationship employees to ensure their loyalty and may benefit from them in the future</p> <p>Wasta has an impact on recruitment and performance evaluation as wasta interferes in recruiting unqualified candidates, who probably perform poorly, therefore he or she would be evaluated differently.</p>
Emiratisation	<p>UAE national employees would not be dismissed easily; it would be very difficult to dismiss even poor performing employees. As a result of sustaining national employees in the workforce regardless of their contributions and performance it could reflect in the individual performance and organisation performance.</p> <p>The sense of job security UAE national employees have may influence the process of performance evaluation and its objectives.</p> <p>As long as the poor performance is not challenged, employees may not be forced to develop their performance.</p>

The following conceptual framework provide a summary of the cultural values that discussed in section 7.3 such religious and Arabic culture, gender variable, power distance, wasta and Emiritisation and culture diversity. Theses cultural values affect performance evaluation process which affects the outcome of the evaluation process.

Diagram: 7.1 Conceptual framework of the cultural impact on performance evaluation process.



The next chapter presents research contributions to knowledge, limitations of the research and recommendations for further research.

Chapter Eight: Conclusion

8.1 Aim of the study

The aim of the research was to explore how performance evaluation procedures are conducted in UAE public sector and investigate the culture values and practices that might influence the process. In order to have a better understanding of the cultural impact on performance evaluation, the research used combined methods of collecting data, questionnaires and interviews. The interviews were conducted with HR managers and managers who conduct the performance evaluation, the aim was to understand how performance evaluation is planned and conducted, in addition to identify whether culture has an impact on the processes. The questionnaire was conducted with employees to understand their views and opinions about the process and also to collect a larger amount of data and combine this with the interviews to have reaching data and a better understanding of the process. In addition, it was to help understand the different perceptions of performance evaluation between managers and employees. The research also investigated performance evaluation practices in the private sector in order to compare it with the public sector to explore whether there are any differences in the two.

8.2 Contributions to Knowledge

There is little literature in performance evaluation in concern of cultural context in Arab countries, such as the UAE, the finding of this research have therefore, contribute to filling this gap. The original contribution has been to provide a deeper understanding of the cultural values impacts in implementing performance evaluation in UAE public sector. This study is one of few to be carried out in the UAE, so it provides new finding for performance evaluation research literature. More particularly, it has provided a clearer understanding of cultural values that affect the performance evaluation practices in UAE public sector.

Cultural values and practices have their impact on the performance evaluation procedure. In the case of UAE, gender factor, power distance, Emiratisation and wasta influence the performance evaluation, further discussion on each element is presented below of how each element affects and influence performance evaluation.

There is no consideration in performance evaluation in terms of gender in UAE public sector; however, in practice there is. For instance, segregation between gender in UAE based on Islamic and Arab values is inherited, which leads to less interaction between genders and influences the evaluation by difficulty of interaction. Female employees would get less communication from male line manager than male co-workers, which leads to receive less feedback and guidance to enhance their performance. However the interaction and communication between genders in UAE is improving since the amount of UAE women in the workforce is increasing in mixed work places in the public sector. Women wearing veils makes it more difficult in the evaluation process as the impressions are not seen which also influences the interaction between line manager and employee. This adds to the theory of the culture impact in performance evaluation in UAE public sector.

Power distance and distribution in UAE is considered high. Managers in UAE public sector have complete authority to rate and evaluate subordinates according to their interpretation, regardless of an employee's opinion. This limits the employee involvement in performance evaluation process, and makes the evaluation process highly dependent on the manager's view and interpretation. This adds to the theory of the UAE culture impacting on performance evaluation. Another cultural value is Wasta, which, despite the government's efforts to decrease the effect of Wasta, still plays a major role in recruitment and evaluation. Wasta interferes in recruiting based on relationship regardless of the applicant's qualifications, which affects the evaluation outcome by providing differentiation between employees. A Wasta recruited employee would get better ratings regardless their performance. In addition it leads employees to lose their trust in the performance evaluation. Therefore government organisations may develop recruiting policies and evaluation procedures to overcome and reduce the influence of watsa.

UAE government has set regulations to provide priority to UAE nationals and sustain in the workforce under the terms of Emiratisation. UAE nationals represent 20% of the UAE population, which is reflected in UAE government sector workforce, as non-UAE nationals are much more. It is very unlikely to dismiss UAE national workers in the public sector even in poor performance cases, which affects the performance evaluation process. Since UAE national employees are sustained in their job regardless of their performance, it does not enforce and encourage high performance.

However, implementing a performance evaluation programme would simultaneously improve UAE national employees' skills and their chances to be sustained in their work. Furthermore, performance evaluations do not ultimately lead to promotion; therefore performance evaluations in UAE public sector do not affect employee's careers.

Since the new UAE government strategy of 2008 which emphasizes individual and organisational performance, some government sectors have adopted and improved their performance evaluation practices by developing programmes through specialized corporations in performance evaluation. Despite that, performance evaluation in most public sectors in UAE is conducted as a routine job and does not evaluate actual employee's contribution to the organisation. Furthermore, it has no effect on rewards, promotions, dismissal or training and so performance evaluation has no real value to an employee's career. This indicates and adds to our understanding of performance management that if performance evaluation is not linked to other factors, such as rewards and promotion, it may not achieve its objectives of improving individual performance.

Developing performance evaluation criteria depends on organisation objectives and the need of evaluation. However, there are factors which should be considered. To have an effective performance evaluation, performance standards and objectives should be identified by the organisation. In UAE public sector in some investigated cases there is no job description and performance standard, but in others there is; however, in both cases performance standards are not set. Therefore evaluating employees is more subjective and depends on line manager perception as there is no clear identification of what is poor and good performance, in which the employee thinks they were not evaluated fairly and their actual contribution is not considered. Therefore, performance evaluation and management without clearly identified performance standards cause confusing evaluations. This supports that identifying performance standard is one of the main factors of adopting performance evaluation programmes. In addition, employees in most UAE public sectors are not always involved in the evaluation process. Moreover, expected performance is not always clear and the evaluation process is not always clear. Since employees are not involved and not aware of the evaluation process, they tend to be unaware of what is expected of them with regard to performance and accomplishments. Therefore employee

performance may not be focused on the required task and contributions, which affects the organisations performance as a whole.

Performance evaluation in the investigated private organisation is better implemented compared to the investigated public organisations as the finding in chapter 7 suggest. One of the main factors that the private sector is better at compared with the public sector is the communication between management and employees. Employees in the private sector are more involved in the evaluation process and aware of the evaluation process and factors. Moreover, employees in the private sector discuss and view their results more frequently than in the public sector. Continually improving the performance evaluation procedure increases the potential effectiveness of performance management.

There is a different perception of performance evaluation between employees and managers. However, in order to bridge the gap of prospective in performance evaluation, communication should be in terms of identifying the objectives, tasks and expected performance, how performance will be evaluated, and providing frequent feedback. This study contributes a UAE culturally focused conceptual framework for performance evaluation.

8.3 Limitations of the Study

There are certain limitations of the study. One of the biggest is the limited literature on performance management and evaluation in Arabic countries and UAE. Furthermore, there is very little literature in the Arabic language. Access to headquarters of the investigated public organisations was not obtained; therefore it was not possible to understand how performance evaluation is planned. The research has been limited to public organisations in Fujairah; however, justification in choosing UAE in terms of culture and accessibility is discussed in chapter four. The sample was drawn from private organisations which are partially owned by the government and this limits the generalizing of the findings to the larger number of private sector businesses. The questionnaires were majorly responded to by UAE national employees, which limits the findings to UAE national employees, therefore non-UAE national employee's opinions and beliefs have not been investigated.

8.4 Recommendation for Further Research

The research has highlighted some cultural values and practices that affect performance evaluation. The research was limited to UAE public sector and private organisations which are partially owned by the government, an expansion of the research to larger scale of private originations would provide a meaningful analysis and comparison between performance evaluation practices in both sectors. The study could be extended to other cultural values that have not been investigated, such as cultural diversity in the workplace, to contribute to performance evaluation in the context of multinational originations.

This study could also be replicated with similar organisations in different countries, in order to conduct a comparative analysis and so facilitate the development of greater understanding of the issues which have been investigated. The similarities and differences of cultural values and practices would permit further explanation of the effects of the characteristics of organisations across different countries. Such an investigation, in the context of similar organisations in different Arab countries, would test the validity of the findings and conclusions reached by the present study.

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Appendix 1: Interview Cover Letter

Dear Sir/Madam,

My name is Ali Almulla and I am a PhD student in Human Resource Department at University of Gloucestershire under the supervision of Dr. Tony Agathangelou, Dr. William Sue, Tico Romao. I am writing to invite you to participate in research in the form of in depth interview.

My PhD project is entitled "The Impact of Culture on Performance Evaluation Procedure in UAE public sector". Specifically it is focusing on the impact of the culture values and practices on the performance evaluation process in human resource development. Identify the performance evaluation procedures undertaken in the different sectors in the UAE. The aim is to make a contribution to performance evaluation theory by incorporating two main variables cultural practices and culture values.

Through the questionnaire I hope to compare the theory and on-ground reality and ultimately improve the functionality of existing performance evaluation procedures.

The questionnaire interview should take about 60 minutes to complete. The information supplied by participant will be treated confidential as well as the individual information. Completion of the interview is voluntary and any questions could be escaped. If you decide that no longer want to be involved in this study you are free to withdraw at any time without adverse consequences.

Yours sincerely

Ali Almulla

Appendix 2: Example of Notes during the Interview

Date 17/01/2010

Name: Nasir Abdul Kareem
Org: Municipality of Khouf Khan
Grade: 3
Position: Head of Admin
Experi: 3.5 years
Age: 1974

② We have formal evaluation which is conducted once a year
We receive the form from head office in Sharjah, then we fill the application according to my knowledge & observation

- There is no records (of daily or monthly performance)

- Then send it back to H.R.D

- They decide what to do with it

- promotion is in 4 years time

③ It's planned in Head office
④ line manager

⑤ It should be the skills, relationships with colleagues, according to the form there are certain things to be evaluated

(2)

- ٤) معرفة واجبات الموظفين، تقديره على أدائه.
- ٥) الصلة الجاهلية والتعاون مع الزملاء.
- ٥) الإيجابية وهدوء العمل.
- ٥) تحمل المسؤولية ومواجهة المشاكل.
- ٥) تنفيذ أوامر الأرباب واتباع التعليمات.

هذه العوامل مكتوبة فقط وليس تشمل كل الصفات المطلوبة
والترتيب كالتالي ١٨٠ بنف من الأرباب

All employees will get at least 80%, so there is no accurate rating, employees from other department get 80%, so and it's unfair, so I give my employees 80% as well regardless their contribution.

Only few employees deserve 80%.
But all will get it as standard

Appendix 3: First list of Interview questions before piloting

1. How long have you been working for this organisation?
2. What type of performance evaluation do you have in your organisation?
3. How is the performance evaluation planned?
4. Who does the evaluation?
5. What is evaluated? And why
6. How is the performance evaluation introduced?
7. What are the performance evaluation procedures?
8. Rank the following factor of performance evaluation as per their importance

Extremely important very important important not important

Time

Behavior

Personal Relationship

Discipline

Productivity

Teamwork

Courtesy

9. Are there any different evaluation criteria for different posts?
10. Is the employee involved in the performance evaluation process?
11. Is the employee aware of what is going to be evaluated and how?
12. Does the job description include the expected performance?
13. Are all employees aware of the org vision and objectives? And is it linked with the performance evaluation?

14. Each employee has different competence, are those differences considered in the evaluation process? And how?
15. What is done with the performance evaluation results?
16. Does the employee see the performance evaluation results?
17. How promotion and training programme are decided?
18. Do you face any communication problem with employees from different nationality?
19. Do they have different needs, Behavior or attitude?
20. Are they provided any kind of special programme to understand the culture differences?
21. What is the recruitment process?
22. What is the impact of WASTA on recruitment?
23. What is the impact of WASTA on performance evaluation?
24. How the poor performance is attended?
25. Is there any kind of barriers or consideration in term of evaluating different gender? Different culture
26. Does the culture values and attitude affect the performance evaluation? And how? And how it could be controlled?
27. Do you the performance evaluation implemented is fair and assess the actual performance and contribution?
28. Are you satisfy with the existing performance evaluation? Why? If not how it could be improved?
29. do you think the private sector have better evaluation methods? And why
30. How would you describe the performance evaluation criteria in your organisation?

Appendix 4: List of questions to be asked in interview after piloting

PART A: Research question is: How are performance evaluations undertaken in the UAE's federal government sector?

What are the p.e procedures and practices? And compare it with the theory of performance evaluation.

- Explore the performance evaluation procedure
- Explore the important factor of evaluation
- Explore whether the employee is involve and aware in the p.e procedures
- Explore whether the expected performance is clearly defined
- The outcome of the p.e

1. How long have you been working for this organisation?
2. Do you have formal or informal performance evaluation?
3. How is the performance evaluation planned?
4. Who does the evaluation?
5. What is evaluated? And why
6. What are the performance evaluation procedures?
7. Are there any different evaluation criteria for different posts?
9. Is the employee involved in the performance evaluation process?
10. The employees know their objectives and responsibilities?
11. The existing performance evaluation covers all the employee's tasks and responsibilities?
12. what is more important in evaluation, the effort the employee is putting or the achievement?
13. Is the employee aware of what is going to be evaluated and how?
14. Does the job description include and clearly define the expected performance?
15. To what extend the expected performance is?

Measurable

Achievable

Time based

Related to key results

16. Are all employees aware of the org vision and objectives? And is it linked with the performance evaluation?
17. Each employee has different competence, are those differences considered in the evaluation process? And how
18. What is done with the performance evaluation results?
19. Does the employee see the performance evaluation results?
20. How promotion and training programme are decided?
21. How the poor performance is attended?
22. Is the performance evaluation implemented is fair and assess the actual performance and contribution?
23. Are you satisfy with the existing performance evaluation? Why? If not how it could be improved?
24. How would you describe the performance evaluation criteria in your organisation?

PART B: How does performance evaluation theory consider the impact of culture when practically applied?

The impact of culture on performance evaluation considering the following cultural values:

- **Different nationality and culture employees**
- **Wasta**
- **Gender**
- **Courtesy**
- **Religious**

25. In what language do you communicate with employees from India, Pakistan while evaluating?
26. Do you face any communication problem with employees from different nationality?
27. Do they have different needs, Behavior or attitude?

28. Do you intend to provide a day off for employees from different religious background? Do they ask for it?
29. Are they free to practice or appear their religious during the working hours? Does it reflect their p.e?
30. Do you prefer to work with Muslim Indians? And why
31. Are they provided any kind of special programme to understand the culture differences?
32. What is the recruitment process?
33. What is the impact of WASTA on recruitment?
34. Have you ever appointed someone by influence of superiors or other?
35. If someone is recommended by superiors will he or she appointed regardless the qualifications?
36. What is the impact of WASTA on performance evaluation?
37. Is there any kind of barriers or consideration in term of evaluating different gender? Different culture
38. Do you intend to keep the door open while evaluating different gender? Why?
39. During the evaluation process do you intend to look at the employees eyes? What about if different gender? And why
40. Do you think female employees are weak to defend themselves while interview evaluating? And why
41. Do you prefer face to face evaluation? And why
42. Does the employee consider the p.e as an investigation? Why?
43. Does the p.e put any pressure on the evaluator while evaluating his colleagues? And why
44. Having good personal relationship with the evaluator (line manager) will affect and influence the evaluation?
45. During the prayer time, any employees could leave the office to pray? What about the non-Muslims? Does it reflect their performance?
46. what about if an employee uses the prayer time as an excuse? How it will be dealt with?
47. Does the personal appearance influence the evaluation? For example the traditional appearance is more respected? Religious appearance

48. An employee who practices the prayer is considered to have better moral values?

49. Does the culture values and attitude affect the performance evaluation? And how and how it could be controlled?

PART C: What are the differences of performance evaluation processes in the private and public sectors? However in order to answer this questions, interview conducted with managers in private sector to compare.

50. do you think the private sector have better evaluation methods? And why

Appendix 5: Survey Questions

Performance Evaluation Survey

1. Demographic

Name:

Company:

Grade:

Position:

Nationality:

Gender:

Religious:

2. What is your age?

- Under 20
- 20-29
- 30-39
- 40-50
- Above 50

3. How long have you been working for this organization?

- Less than one year
- 1-3
- 4-6
- 7-9
- 10 and more

4. Who does the performance evaluation?

- General Manager
- Line manager
- Supervisor
- Human resource manager
- Other

Other (please specify)

5. Direct supervisor or manager possess absolute authority and controls the results of the performance evaluation

- Always
- Often
- Sometimes
- Rarely
- Never

6. I am entitled to appeal, review and discuss my performance evaluation

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable

7. How frequently performance evaluation is implemented?

- Twice a year
- Once a year
- Once every 2 years
- Once every more than 2 years
- Never

8. You are aware of what is going to be evaluated and how

- Always
- Often
- Sometimes
- Rarely
- Never

9. Are you involved in the performance evaluation procedures?

Yes

No

If "yes" explain how?

10. Do you see the performance evaluation results?

Always

Often

Sometimes

Rarely

Never

11. To what extent it is important to see and discuss the performance evaluation results

Extremely important

Very important

Important

Not important

12. The existing performance evaluation affects the following

	Always	Often	Sometimes	Rarely	Never	Not applicable
Promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
raise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dismiss from work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
nothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

13. The job description identify the expected performance

- Not applicable
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

14. The expected performance is clearly identified

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree

15. The organization's mission and objectives is clearly identifies

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

16. the existing performance evaluation in your organization is linked with the organization's mission and objectives

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree

17. How would you describe the existing performance evaluation criteria in your organization?

18. could the performance evaluation criteria in your organization be improved?

- Yes
- No

If yes explain how, if no explain why?

19. what are the factor do you think should be added to be evaluated in your post

20. The existing performance evaluation considers your effort and achievement

- Strongly agree
- Agree
- Neigher agree nor disagree
- Disagree
- Strongly disagree

21. The expected performance evaluation in your organization is

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Measurable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achievable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Related to key result	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Realistic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clearly defined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. The performance evaluation is an investigation rather than evaluation

- Strongly agree
- Agree

- Neither agree nor disagree
- Disagree
- Strongly disagree

23. The existing performance evaluation helps me in

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Developing my skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
communicate the strength and weaknesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
appreciate your effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. how many nationalities are there in your organization (branch)?

- 1-3
- 4-6
- 7-9
- 10 & more
- No idea

25. working with employees from different nationality appear to be difficult

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree

26. you prefer to work with employees from, rank the preference

	Strongly prefer	prefer	Neither prefer nor not prefer	Not prefer	Strongly not prefer
Same culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Different culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mixed culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Same gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Same language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Communicating with employees from different nationalities appear to be difficult because the differences in

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

28. Are you evaluated by evaluator from

	Yes	No
Same nationality	<input type="radio"/>	<input type="radio"/>
Same culture	<input type="radio"/>	<input type="radio"/>
Same gender	<input type="radio"/>	<input type="radio"/>
Same language	<input type="radio"/>	<input type="radio"/>

29. In your organization employees from different culture are evaluated and treated differently

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree

30. There is a barrier when evaluated by different gender

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Communication barrier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culture barrier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy barrier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other barrier

31. Do you prefer face to face evaluation?

- Always
- Often
- Sometimes
- Rarely
- Never
- Not applicable

32. Do you intend to keep the door open when evaluated by different gender

- Always
- Often
- Sometimes
- Rarely
- Never
- Not applicable

33. There is a barrier when evaluated by different nationality

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree

34. You prefer to be evaluated by

	Strongly prefer	Prefer	Neither prefer nor not prefer	Not prefer	Strongly not prefer
Same gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Same nationality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different nationality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. I am treated fairly when evaluated by evaluator from different culture

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree

Explain

36. I feel threaten when evaluated by evaluator from different culture

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree
- Not applicable

Explain

37. There are discrepancies in evaluation in term of culture

- Strongly agree
- Agree
- Neither agree or disagree
-

Disagree

Strongly disagree

Explain

38. You are free to practice your religious during the working hours

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

39. You are free to appear the religious apperance or any symbol

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

40. Do you intend to leave the office in praying time to pray

Always

Often

Sometimes

Rarely

Never

Not applicable

41. How long do you leave the office for praying

15 Min

30 Min

45 Min

60 Min

Not applicable

42. Employees who practices pray have better moral values

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

43. Wasta affect and influence the following

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Recruiting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salary increase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dismiss from Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

44. Does Wasta affect performance evaluation?

Yes

No

There is No Wasta

If Yes, Explain

45. In you department are there any employees appointed by WASTA

Yes

No

46. Employees appointed by WASTA do not have the qualifications and skills to do the work

- Always
- Often
- Sometimes
- Rarely
- Never
- No idea

47. Employees appointed by WASTA are treated and evaluated differently

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- No Idea

48. The actual performance and contribution of the employees appointed by wasta is not considered while evaluating

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- No Idea

49. Having good relationship with the line manager (evaluator) will affect and influence the evaluation and its results

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

50. The courtesy affect the performance evaluation

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

51. Promotion in your organization is based on:

	Always	Often	Sometimes	rarely,	Never	Not applicable
Year of Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wasta	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

52. private organizations have better performance evaluation than public organization?

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree

Explain why

Appendix 6: survey questions before piloting

Default Section

1. Demographic

Name:

Company:

Grade:

Position:

Nationality:

Gender:

2. What is your age?

Under 20

20-29

30-39

40-50

Above 50

3. How long have you been working for this organization?

Less than one year

1-3

4-6

7-9

10 and more

4. What type of performance evaluation do you have in your organization?

Formal

Informal

None

Other

Other (please specify)

5. Who does the performance evaluation?

- General Manager
- Line manager
- Supervisor
- Human resource manager
- Other

Other (please specify)

6. How frequently performance evaluation is implemented?

- Twice a year
- Once a year
- Once every 2 years
- Once every more than 2 years
- Never

7. You are aware of what is going to be evaluated and how

- Always
- rarely
- Not always
- Never

8. Are you involved in the performance evaluation procedures?

- Yes
- No

If "yes" explain how?

9. Rank the following factor of performance evaluation as per their importance

	Extremely important	very important	important	not important
Time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal Relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
productivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
courtesy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Do you see the performance evaluation results?

- Yes
- No

11. To what extent it is important to see and discuss the performance evaluation results

- Extremely important
- Very important
- Important
- Not important

12. The performance evaluation affects the following

	Always	Rarely	Not always	Never	Not applicable
Promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
raise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
nothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>				

13. The job description identify the expected performance

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

14. The expected performance is clearly identified

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree

15. The organization's mission and objectives is clearly identifies

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

16. the performance evaluation is linked with the organization's mission and objectives

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree

17. How would you describe the existing performance evaluation criteria in your organization?

18. could the performance evaluation criteria in your organization be improved?

- Yes
- No

If yes expalin how, if no explain why?

19. how many nationalities are there in your organization?

- 1-3
- 4-6
- 7-9
- 10 & more
- No idea

20. How much the following nationality represent in your organization?

Asian	<input type="text"/>
European	<input type="text"/>
Arabs	<input type="text"/>
Nationals	<input type="text"/>
Other	<input type="text"/>
No idea	<input type="text"/>

21. working with employees from different nationality appear to be difficult

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree

22. you prefer to work with employees from, rank the preference

	Strongly prefer	prefer	Neither prefer nor not prefer	Not prefer	Strongly not prefer
Same culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mixed culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Same gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Same language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Communicating with employees from different nationalities appear to be difficult because the differences in

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>				

24. In your organization employees from different culture are evaluated and treated differently

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree

25. There is a barrier when evaluated by different gender

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Communication barrier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culture barrier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy barrier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other barrier	<input type="text"/>				

26. There is a barrier when evaluated by different nationality

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree

27. You prefer to be evaluated by

	Strongly prefer	Prefer	Neither prefer nor not prefer	Not prefer	Strongly not prefer
Same gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Same nationality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different nationality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. I am treated fairly when evaluated by evaluator from different culture

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree

Explain

29. I feel threaten when evaluated by evaluator from different culture

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree

Explain

30. There are discrepancies in evaluation in term of culture

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree

Explain

31. Wasta affect and influence the following

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Recruiting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appraisal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salary increase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. How wasta could affect the performance evaluation?

33. The courtesy affect the performance evaluation

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

34. private organizations have better performance evaluation than public organization?

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree

Explain why

Appendix 7: Survey Cover letter

Dear Sir/Madam,

Subject: Request to participate in academic research

I under signed / Ali Mohamed Almulla from Human Resource Management Department- Gloucestershire University- UK, PHD student under the supervision of Dr. Toney Agathangelou, Dr. William Sue, Tico Romao.

I would like to invite you to participate in my research in the form of survey questionnaire. My PhD project is entitled "The Impact of Culture on Performance Evaluation Procedure in UAE public sector ". Please note that all information, views, ideas, and whole participation are for study purpose, academics research and statistics. All data will be dealt with confidentiality and will not be shared or distributed, it will be presented as statistics and analysis without any of the participant information.

Yours sincerely

Ali Almulla

Appendix 8: Relationship between research questions and interview questions

The Research questions:

1. How does performance evaluation theory consider the impact of culture when practically applied?
2. Are there any discrepancies in evaluating in terms of culture?
3. How are performance evaluations undertaken in the UAE's federal government sector?
4. What are the differences of performance evaluation processes in the private and public sectors?

The relationship between each question in the interview to research questions:

1. **Research question 3:** How are performance evaluations undertaken in the UAE's federal government sector?

What are the p.e procedures and practices? And compare it with the theory of performance evaluation.

Objectives:

Explore the important factor of evaluation

Explore whether the employee is involve and aware in the p.e procedures

Explore whether the expected performance is clearly defined

The outcome of the performance evaluation practice

The questions asked in the interview:

1. How long have you been working for this organisation?
2. Do you have formal or informal performance evaluation?
3. How is the performance evaluation planned?
4. Who does the evaluation?
5. What is evaluated? And why
6. What are the performance evaluation procedures?
7. Are there any different evaluation criteria for different posts?

8. Is the employee involved in the performance evaluation process?
9. The employees know their objectives and responsibilities?
10. The existing performance evaluation covers all the employee's tasks and responsibilities?
11. what is more important in evaluation, the effort the employee is putting or the achievement?
12. Is the employee aware of what is going to be evaluated and how?
13. Does the job description include and clearly define the expected performance?
14. Are all employees aware of the org vision and objectives? And is it linked with the performance evaluation?
15. Each employee has different competence, are those differences considered in the evaluation process? And how
16. What is done with the performance evaluation results?
17. Does the employee see the performance evaluation results?
18. How promotion and training programme are decided?
19. How the poor performance is attended?
20. Is the performance evaluation implemented is fair and assess the actual performance and contribution?
21. Are you satisfy with the existing performance evaluation? Why? If not how it could be improved?
22. How would you describe the performance evaluation criteria in your organisation?

2. Research question 1: How does performance evaluation theory consider the impact of culture when practically applied?

3. Research question 2: Are there any discrepancies in evaluating in terms of culture?

The questions asked:

25. In what language do you communicate with employees from India, Pakistan while evaluating?

26. Do you face any communication problem with employees from different nationality?
27. Do they have different needs, Behaviour or attitude?
28. Do you intend to provide a day off for employees from different religious background? Do they ask for it?
29. Are they free to practice or appear their religious during the working hours? Does it reflect their p.e?
30. Do you prefer to work with Muslim Indians? And why
31. Are they provided any kind of special programme to understand the culture differences?
32. What is the recruitment process?
33. Is there any impact of WASTA on recruitment?
34. Have you ever appointed someone by influence of superiors or other?
35. If someone is recommended by superiors will he or she appointed regardless the qualifications?
36. Is there any impact of WASTA on performance evaluation?
37. Is there any kind of barriers or consideration in term of evaluating different gender? Different culture
38. Do you intend to keep the door open while evaluating different gender? Why?
39. During the evaluation process do you intend to look at the employees eyes? What about if different gender? And why
40. Do you think female employees are weak to defend themselves while interview evaluating? And why
41. Do you prefer face to face evaluation? And why
42. Does the employee consider the p.e as an investigation? Why?
43. Does the p.e put any pressure on the evaluator while evaluating his colleagues? And why
44. Having good personal relationship with the evaluator (line manager) will affect and influence the evaluation?
45. During the prayer time, any employees could leave the office to pray? What about the non-Muslims? Does it reflect their performance?

46. what about if an employee uses the prayer time as an excuse? How it will be dealt with?

47. Does the personal appearance influence the evaluation? For example the traditional appearance is more respected? Religious appearance

48. An employee who practices the prayer is considered to have better moral values?

49. Does the culture values and attitude affect the performance evaluation? And how? And how it could be controlled?

4. Research question 4: What are the differences of performance evaluation processes in the private and public sectors?

The question asked:

50. do you think the private sector have better evaluation methods? And why?

Appendix 9: Tests of Normality (Retrieved from SPSS)

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Evaluator has complete authority	.428	37	.000	.577	37	.000
Review	.475	37	.000	.540	37	.000
Awarnees view.results	.475	37	.000	.545	37	.000
importance.to.view	.471	37	.000	.491	37	.000
PE.affet.promotion	.518	37	.000	.367	37	.000
PE.affect.trainig	.484	37	.000	.500	37	.000
PE.affect.increase	.496	37	.000	.454	37	.000
PE.affect.dismiss	.474	37	.000	.514	37	.000
PE.affect.nothing	.466	37	.000	.503	37	.000
PE.affect.other	.494	37	.000	.454	37	.000
JD.ident.exp.pe	.460	37	.000	.505	37	.000
Exp.Per.clear	.478	37	.000	.532	37	.000
org.mission.clear	.469	37	.000	.538	37	.000
PE.link.mission	.483	37	.000	.381	37	.000
existingPE.consider.effort.achv	.483	37	.000	.504	37	.000
Espected.PE.measurable	.483	37	.000	.504	37	.000
Espected.PE.achivable	.481	37	.000	.499	37	.000
Espected.PE.related.2.result	.492	37	.000	.443	37	.000
Espected.PE.practical	.481	37	.000	.499	37	.000
Espected.PE.realistic	.485	37	.000	.505	37	.000
Espected.PE.clear	.497	37	.000	.463	37	.000
PE.investigation	.469	37	.000	.538	37	.000
PE.help.devop.skills	.473	37	.000	.302	37	.000
PE.help.improve.per	.469	37	.000	.538	37	.000
PE.help.comuni.strenth.weak	.471	37	.000	.540	37	.000
PE.help.appreciate.effort	.471	37	.000	.540	37	.000
working.with.dif.nation.diffecult	.475	37	.000	.493	37	.000
prefer.2.work.same.cul	.465	37	.000	.573	37	.000
prefer.2.work.dif.cul	.465	37	.000	.470	37	.000
prefer.2.work.multi.cul	.519	37	.000	.363	37	.000
prefer.2.work.same.gender	.493	37	.000	.426	37	.000
prefer.2.work.dif.gender	.485	37	.000	.483	37	.000
prefer.2.work.same.lang	.534	37	.000	.307	37	.000
prefer.2.work.dif.lang	.480	37	.000	.518	37	.000
comu.with.dif.natio.coz.cul	.508	37	.000	.418	37	.000
	.522	37	.000	.361	37	.000

The Impact of Culture in Performance Evaluation Procedure in UAE Public Sector

comu.with.dif.natio.coz.lang	.502	37	.000	.411	37	.000
comu.with.dif.natio.coz.behavior	.507	37	.000	.414	37	.000
emplye.dif.culture.trated.evaluated.dif	.508	37	.000	.418	37	.000
barrier.when.eval.by.diff.genderr.coz.communi	.507	37	.000	.414	37	.000
barrier.when.eval.by.diff.genderr.coz.cult	.483	37	.000	.496	37	.000
barrier.when.eval.by.diff.genderr.coz.curtusy	.468	37	.000	.523	37	.000
prefer.face2face.evaluation	.452	37	.000	.494	37	.000
keep.door.open.when.diff.genderr.evaluated	.455	37	.000	.512	37	.000
barrier.when.eval.by.diff.nationality	.518	37	.000	.367	37	.000
prefer2be.eval.by.same.gender	.470	37	.000	.434	37	.000
prefer2be.eval.by.diff.gender	.464	37	.000	.534	37	.000
prefer2be.eval.by.same.natio	.484	37	.000	.440	37	.000
prefer2be.eval.by.diff.natio	.486	37	.000	.443	37	.000
traeted.fairly.when.eval.diff.culture	.406	37	.000	.607	37	.000
felt.threaten.when.eval.by.diff.culture	.468	37	.000	.534	37	.000
there.r.discrib.interm.culture.in .pe	.487	37	.000	.488	37	.000
free2.practice.riligion.during.working	.534	37	.000	.307	37	.000
free2.appear.riligion.sym	.484	37	.000	.440	37	.000
leave.pray.time	.475	37	.000	.407	37	.000
emplye.practice.better.moral	.496	37	.000	.392	37	.000
wasta.affect.recrtmnt	.517	37	.000	.406	37	.000
wasta.affect.pe	.465	37	.000	.499	37	.000
wasta.affect.training	.448	37	.000	.512	37	.000
wasta.affect.appraisal	.465	37	.000	.499	37	.000
wasta.affect.salary.inc	.508	37	.000	.414	37	.000
wasta.affect.dismiss	.512	37	.000	.353	37	.000
wasta.affect.nothing	.492	37	.000	.462	37	.000
emplye.by.wasta.not.qualified	.480	37	.000	.518	37	.000
emplyes.by.wasta.trated.diff	.494	37	.000	.462	37	.000
actual.per.by.wata.empl.not.consi	.492	37	.000	.468	37	.000

The Impact of Culture in Performance Evaluation Procedure in UAE Public Sector

having.relationship.with.manager.affect.eva	.499	37	.000	.400	37	.000
curtesy.affect.pe	.486	37	.000	.443	37	.000
promotion.based.yr.service	.489	37	.000	.354	37	.000
promotion.based.per	.475	37	.000	.495	37	.000
promotion.based.discipline	.462	37	.000	.493	37	.000
promotion.baed.wasta	.454	37	.000	.509	37	.000
promotion.based.relation	.482	37	.000	.513	37	.000
private.better	.463	37	.000	.536	37	.000

Appendix 10: Example of key points of interview (Interview 1)

The interviewee is the head of administration who conduct yearly performance evaluation for 30 employees for almost 4 years on the time of interview. The organisation has more than 680 employees. The interview was conducted in his office. And took almost one hour and half

The performance evaluation is planned from the head office, which sends it to HRD then sent to line manager to evaluate the employees once a year. However there are no records of employee performance during the year, it is filled by line manager or supervisor according to their interpretation. Employee is not involved in the process and there is no introduction. Furthermore there is no face to face evaluation. However the performance evaluation application was developed in the 80's and never been reviewed or improved according to the interviewee. The main aim of performance evaluation is to evaluate employee's skills and relationship with others. There are certain factors are evaluated which are:

1. Knowledge of duties and ability to perform them
2. Teamwork and corporation with colleagues
3. Productivity and quality of performance
4. Take responsibilities and resolve problems
5. Following superiors order and instruction

Even there are certain skills and objective to be achieved. The interviewee claims that all employees will get 80% as a standard, even though few employees deserve it. Performance evaluation does not represent actual performance. Interviewee claims that performance is based on courtesy. Furthermore evaluation has no use as it does not affect anything. It's done as a bureaucracy procedure. Promotions is based on year of service regardless of performance, however employees get the yearly bonus if they exceed 70% which all employee do any way, no dismiss from work due to low rate in performance evaluation. In addition evaluation does not motivate staff and develop performance. The response to the question regarding the link between job description and performance evaluation, that there is not accurate and proper job description.

In regard of training programmes, nominating employees to training programmes is not linked with performance evaluation neither performance. The procedure is that employees themselves apply and chose between different training programmes then decide and chose any of them which manager approval is required. The main factor according to interviewee is courtesy and Wasta. An example was provided that an employee was send to same training programme twice as they get benefits and bonus on them.

In the discussion of cultural factors, the organisation has more than 10 different nationalities. The interviewee considers communicating with employees from different culture is difficult due to language barrier. It's difficult some time to share or provide information due to language. Furthermore in some cases evaluating employees from different nationality is based on other factor rather than performance. He gave an example of religion, some employees get higher rate because they share same believes as evaluator. Furthermore appearance is considered for example female with religion appearance would be rated better than female with regular appearance.

Interviewee believes that in order to improve performance evaluation procedure, human resource department need to be improved at first to develop new procedures. Develop new laws and regulation to implement and develop performance evaluation procedure. Interviewee argue that private organisation have better performance evaluation procedure because performance is linked with the productivity and actual performance not courtesy and Wasta.

Appendix 11: Transcription of interview 1

1. How long have you been working for this organisation?

Almost 3 and half years

2. What type of performance evaluation do you have in your organisation?

We have formal evaluation which is conducted once a year, we receive the form of evaluation from head office in Sharjah, and then we fill the application according to our knowledge and observation. There is no record of daily or monthly performance. Then we send it back to HRD in head office, and they decide what to do with it.

However promotion is based on 4 years time.

3. How is the performance evaluation planned?

It is planned in head office

4. Who does the evaluation?

Line manager

5. What is evaluated? Why?

It should be the skills, relationships with colleagues, according to the form there are certain things to be evaluated such as:

- a. knowledge of job duties and ability to perform them
- b. team work and corporation with colleagues
- c. productivity and quality of work
- d. take responsibilities and problem solving
- e. execute orders and obey rules.

These factors are written only and it is applied for all jobs and duties, and most employees would get 80% rate regardless their contribution.

All employees will get at least 80%, so there is no accurate rating. Employees from other department get 80%, and it is unfair, so I give my employees 80% as well

regardless their performance. Only few employees deserve 80% but all will get it as standard rating.

6. How do you measure these factors?

It is very subjective, however as I said we just put 80%, however time factor is the only measurable, we can measure the employee attendance and absence other than that it is about what line manager think.

7. How is the performance evaluation introduced?

The evaluation is secrete, employee is not involved at all, there is no introduction of how, when and what.

8. Are there any different evaluation criteria for different posts?

No, all are evaluated same for example, Municipality manager is evaluated by same criteria and form as other subordinates employee, even though he is supposed to set up strategic plans for the whole organisation.

9. Is the employee involved in the performance evaluation process?

No

10. Is the employee aware of what is going to be evaluated and how?

No

11. Does the job description include the expected performance?

There is no accurate and proper job description; I do not know my own job description

12. So does that mean the objectives and goals are not clearly identified?

Not really, I have general task and responsibilities but not clear goals in term of what is expected from me and how these task should be met and measured.

13. Are all employees aware of the org vision and objectives? And is it linked with the performance evaluation?

No, there is no proper vision and objectives

14. Each employee has different competence, are those differences considered in the evaluation process? And how

No

15. What is done with the performance evaluation results?

Keep it in the file, since evaluation leads to nothing as there is neither reward nor punishment it has no value, not even providing feedback to employee's performance. however yearly bonus (employee eligible if got 70%), however all gets 80%, so all will get the yearly bonus.

Every 4 years there is a promotion; employee is eligible if gets 80% last 2 years before the promotion, then he will be promoted, If below that no promotion neither bonus. But as I said everybody gets 80% regardless their performance, the whole process is based on courtesy, poor performance is rated 80% it is unjustified but it become like a cultural and normal practice.

All employees gets 80%, the evaluation is just part of routine job, it is not made to really evaluate and develop performance, and it is made to complete the paper work.

The existing evaluation do not motivate the employees and never develop their performance neither their skills. And even after the evaluation there is no proper use of the results.

Employee never see their results, so they do not know what they have done right and what wrong, even training programmes is not based on the evaluation.

16. Does the employee see the performance evaluation results?

No, never

17. How promotion and training programme are decided?

Not related to performance evaluation

Nominate employee to training programmes, normally done by the employee himself, and then approve it from line manager. For example training programme for (report making) same employee was send twice a year to attend the training. Courtesy involve in sending training programme requests and approve them, because employee

would financially benefit from the training, so employee with closer relationship would be nominated and sent.

18. How many nationalities are there in your organisations?

More than 10, total employees are 680, out of that 140 UAE nationals, 21 from GCC, Arabs 37 and 518 other nationalities such as Indians, Pakistan, Philippine

There are 30 employees in my departments

19. Do you face any communication problem with employees from different nationality?

Yes, delivering information is difficult because of the language.

20. Do they have different needs, Behavior or attitude

Should be but I am not sure of the details

21. Are they provided any kind of special programme to understand the culture differences?

No they are not eligible for any training programmes by law.

22. What is the recruitment process?

Wasta is the only way. Every end of the year each department would identify their requirement and vacancies, however there is no proper planning for recruitment, it is done based on wasta, if I want to appoint someone I would simply create a vacancy then appoint who ever I want, it happen in all departments. And there are a lot of cases.

23. What is the impact of WASTA on recruitment?

It is everything, unqualified people would be appointed

24. What is the impact of WASTA on performance evaluation?

100% impact, evaluation is done based on wasta and courtesy, there is no proper records for employees performance, so manager would just simply give 80% to everybody and the closer friends 90 or 95%.

25. How the poor performance is attended? Do you provide frequent feedback?

Nothing just keeps it in the file, even employee would never know. Employee who gets below 70% there is no training programmes for them. There is no monitoring and frequent feedback.

26. Is there any kind of barriers or consideration in term of evaluating different gender? Different culture

I would have more sympathy toward evaluating a female especially married one because I know their social responsibilities and the pressure they get. So I would be easy going when evaluating a female employee. And I think lots of manager does.

However, there is no face to face evaluation and communication in term of evaluation, so we do not experience and feel that

27. Does the culture values and attitude affect the performance evaluation?

Yes, Evaluator evaluates according and based on some considerations such as religious (example: prayer) employee who practice prayer regularly would be seem and assumed to have better moral values than others. Personal consideration (opinion) is also interfering. Female employees who wear Nigab (veil) considered to be better and vice versa. However they try to show their sincere faith

28. Do the employees have the freedom to appear and practice their religious belief?

Yes they do, especially Muslim employees, male can have long birds. Every employee is free to go and pray during working hours. It is a well understood among all employees that they can go and pray at any time they wish, no one can say no to them when it comes to pray.

29. So does the appearance affect PE especially religious appearance?

As I said earlier in our culture, individual who practice prayer would be seen as better person, a person who does not lie, cheat and very honest. However there a lot of people who used the religious appearance to have advantages so people would respect them more. Employees appear their religious to present themselves as more

trustworthy. So evaluator may get influenced by appearance and put in mind that this person is trustworthy.

30. Do you think the existing performance evaluation is fair and assess the actual performance and contribution?

Unfair and does not represents the actual performance and contributions, high performed employees and low performed would probably get same ratings.

31. Are you satisfy with the existing performance evaluation? Why? If not how it could be improved?

Not at all, the whole HRD needs to be developed and improved; there should be a new laws and regulations to make the performance evaluation procedure more effective. Courtesy and bureaucracy is the main reasons that HRD and management is not improving. PE should be about employee's efforts, achievements, their contributions to the organisations.I mean accurate and actual contributions, the weakness and strength should be identified in order to improve overall performance.

32. do you think the private sector have better evaluation methods? And why

For sure, they impalement accurate PE, they improve their process of evaluation. The evaluation is linked with employee's productivity, contribution, and performance, not based on wasta and courtesy.

Also it is profit seeking, so performance is very important, unlike in public sectors organisations, performance is not important.

33. How would you describe the performance evaluation criteria in your organisation?

Old, needs a lot of changes, development and accuracy, It was made in the 80's and never been reviewed, we need better system made by specialized personal in PE.

Appendix 12: Transcription of interview 2

1. How performance evaluation is planned in your organisation?

Performance evaluation is planned and designed by head office, we are as branch not involved in the planning or designing. All the factor of evaluation is already set; all the factor of evaluation and measurement scale is also set. We execute and implement the performance evaluation. the existing performance evaluation was developed and designed recently maybe less than two years by specialized personal in performance evaluation, the programmeme was tested and used in the headquarter first then implemented in all branches.

2. What is evaluated?

Overall performance, working hours which means discipline, achievement of tasks, employees behavior and attitude, corporation with colleagues, participation in the organisation events, creativities.

3. How do you measure these factors?

It depends on line manager perceptions of what he or she thinks is for example in employee behaviour and attitude, manager decide what is acceptable attitude. However there are factor that measurable such as achievement of task based on figures, for example number of applications that employee completed is measurable, attendance as well. Over all it is very subjective and line manager perception as well employee perceptions plays a role to decide.

4. How is the p.e introduced and communicated?

All employees are aware of performance evaluation factors, normally line manager would discuss with the employees about their objectives and how performance is going to be evaluated at the end of the year.

So employees are involved in the performance evaluation process?

Yes, also they know how performance is going to be evaluated. My door is always open and i will be happy to discuss with the employees.

5. What are the p.e procedures?

It is through the system, the form and factors of evaluation is set on the system, so according to line manager's observation during the year he or she evaluates the employee also through face to face evaluation; however there is a task which is distributed among the employees, so it is considered in the process as major factor of evaluation. However there is a midyear evaluation, in which line manager would see the performance, and provide guideline or encouragement or any type of support to ensure that employee would achieve his or her tasks and objectives. Monitoring is very important to records the employees achievement and monitoring by itself encourage employee to perform better because they realise that they are watched. There is also self assessment in which employee would evaluate their performance and discuss with line manager to approve it or change it.

6. What is done with the results of evaluation?

There are four rating scales, (Exceed target, Achieved target, partial achieve target, Not achieved). In case of exceed target set and achieve target employee would get promotion, however if partially achieved target most probably employee would be sent to training programmes, however it depends on the arrangement between line manager and employee, they should agree on which programme to be attend. In case of not achieved the target employee file will be transferred to the manager to look at it and decide, however it is possible but very hard and difficult to dismiss UAE national employee, therefore employee would be sent to training programmes and would receive notes to enhance their performance. It is not possible to demotion any employee.

It is important to notice that salary increment is not related to PE, it is linked with time so every year there is a yearly salary increase.

7. Are there any different evaluation criteria for different posts?

Yes, every department has different objectives and evaluation is based on objectives and tasks.

8. Does the job description include the expected performance?

Job description identify the duties, responsibilities and task to be conducted.

So goal and objective is clearly identified in term of identifying the expected performance.

Yes, each employee has a target and goal to meet, also these goal have rating in term of what is expected in each goal.

9. Are all employees aware of the org vision, mission and objectives, and is it linked with the p.e?

Yes, also they know how performance is going to be evaluated

10. Each employee has different competence, are those differences considered in the evaluation process? And how

Can't say yes or no, it depends on the line manager.

10. Do you face any communication problem with employees from different nationality?

No, they all communicate in Arabic and English.

11. Do they have different needs? Behavior or attitude

No

12. Are they provided any kind of special programme to understand the culture differences?

No

12. What is the recruitment process?

It is systemized through online recruitment, candidates would apply online, then if there is any vacancies, the management would retrieve resumes from online, then interviews and some exams then chose the appropriate candidate for the job.

13. What is the impact of WASTA on recruitment?

It is not like before, Wasta has little impact now on recruitment especially in last two years, qualifications and experiences are what matter and count now.

Now managers are followed and watched from head offices, and accounted, so poor performed employee would cause big problems for the manager, in evaluation and achievement, it would spoil the whole branch and organisations, also due to the new government strategy which focuses on performance it have put more pressure on the quality of work and high performance therefore organisations have put new system of evaluation which is designed by specialized company in the field, so wasta impact have been reduced.

14. What is the impact of WASTA on p.e?

There is no impact, maybe there is some sort of sympathy from line manager, but in general as explained in recruitment process wasta is demolishing over time.

What do you mean by sympathy?

I mean maybe line manager would be in employee's side, because they work together and interact all most of the time.

So do you suggest that relationship between line manager and employee would affect and influence the evaluation process?

I think it is natural that the relationship between employee and line manager would affect the evaluation to some extent. At the end evaluation is conducted by the line manager.

So do you suggest that line managers have full authority to evaluate according to their interpretation?

Evaluation is subjective and rating depends on the line manager view of the employees accomplishment of objectives.

15. How do you monitor employee's performance? Do you provide frequent feedback?

Yes, normally line manager provides frequent feedback and consultation to employee to enhance their performance.

16. Is there any kind of barriers or consideration in term of evaluating different gender? Different culture

In term of gender sure there is, both gender have same objectives, however male employees would have a lot of excuses not to achieve their objectives, also discipline wise, male are less discipline than female. In term of culture there are no barriers as objective and tasks are common, and not related to nationality or specific culture.

17. Does the culture values and attitude affect the p.e? And how? And how it could be controlled?

Depends on the evaluator; however in evaluation there is nothing to do with culture.

18. Do the employees have the freedom to appear and practice their religious belief?

Yes they are free. But they cannot leave when there are client to serve.

19. Does the appearance affect PE especially religious appearance?

Maybe but I try to be objective when I evaluate. My main concern in the evaluation is on the objectives and achievements of the employees.

20. Do you think the existing performance evaluation is fair and assess the actual performance and contribution?

Yes it is, we have face to face evaluation so if employee or line manager have any doubts they could discuss it immediately. Also it is based on targets and objectives which employee is aware in advance.

21. Are you satisfy with the existing p.e? Why? If not how it could be improved?

Yes

22. do you think the private sector have better evaluation methods? And why

No, in last two years performance evaluation procedure have been improved and helped in increasing overall performance. I am aware of the government performance evaluation; there have been a huge investment to develop effective and objective performance evaluation.

Appendix 13: Transcription of interview 3

1. How Performance evaluation is planned in your organisation

All the planning and designing is done by the Ministry headquarter

2. What are the performance evaluation procedures?

There are three application forms. The first is about the task and duties which should be performed. This application is set by line manager who set the task that should be achieved during the year, this form is set and agreed with the employee at the beginning of the year and both sign it. The second application is about monitoring the performance. Line manager would observe employee's performance during the year and record it in the application, positive and negative points would be recorded. The third application is the evaluation application. At the end of each year this application is filled by line manager based on the agreed task and objectives at the first application. However based on the position and ranking factors may vary.

3. How is performance evaluation introduced and communicated?

There are objectives and priority that employee should accomplish and achieve which is set to them and discussed at the beginning of each year with the line manager. At the end of the year these objectives are evaluated.

4. Is the employee involved in the performance evaluation process?

Line manager discuss the results and evaluation with the employee

5. Are there any different evaluation criteria for different posts?

In general there are eleven factors of evaluation, however it vary from five to eleven factors depending on employee's position and ranking.

6. Does the job description include the expected performance?

The job description identifies the expected performance.

7. What is done with the performance evaluation results?

Performance evaluation results affect the yearly bonus and salary increment, but it has little affected on promotion and dismissal from work. The system allows dismissal based on the results and in is not practically applied.

8. Does the employee see the performance evaluation results?

Yes they do

9. Do you think the existing performance evaluation is fair and assess the actual performance and contribution? Describe performance evaluation process in your organisation.

The new system is focusing on motivating and encouraging employee to achieve their personal objectives and organisational objectives. I can say the new system focus on improving employee's performance rather than just monitoring.

10. How do you monitor employee's performance?

Line manager would observe employee's performance during the year and record it. Frequent feedback and continues monitoring makes the employee perform better.

11. Do you provide frequent feedback?

Yes, line manager would observe employee's performance and provide frequent feedback and guidance to ensure achievement of objectives and tasks

12. Do you face any communication problem with employees from different nationality?

No

13. Are they (employees from different nationalities) provided any kind of special programme (cross-cultural training) to understand the culture differences?

No not required

14. Is there any kind of barriers or consideration in term of evaluating different culture?

No, the evaluation is based on objectives and task

15. Does the culture values and attitude affect the performance evaluation?

Performance evaluation is not affected by culture values and background

16. Is there any impact of Wasta on recruitment?

impact of wasta in recruitment is reducing

17. What is the impact of Wasta on performance evaluation?

There is no impact

18. Employees having good personal relationships with the evaluator (line manager), will it affect and influence the evaluation?

Relationship could affect the process, however we try to be objective and focus on employees' performance and accomplishment

19. Is there any kind of barriers or consideration in term of evaluating different gender?

No there is no special consideration for different gender, evaluation is conducted based on objectives and achievement regardless gender. Maybe there would be

some communication barrier as both gender are not used to interact with each other, however after a while they get use to it.

20. Do the employees have the freedom to appear and practice their religious belief?

Off course they are free to practice and appear but appearance should be proper and tide.

21. Do you think that employees who practice prayer are considered to have better moral values?

They should have better moral values because prayer affect positively in individual personality.

22. Does the appearance affect the performance evaluation, especially religious appearance?

Maybe, people tend to respect religious people so it could affect the evaluation in some terms where the rating is on behaviour. It could be difficult for manager in evaluating women with veil because manager cannot see the face impression.

23. Do you think the private sector have better evaluation methods? And why

I think the evaluation system in our organisation is better than lots of private sector evaluation, moreover the existing evaluation in our organisation is considered to be one of the best among other public sector.

Appendix 14: Transcription of interview 4

1. How long have you been working for this organisation?

11 years and 4.5 in the field of HRM

2. How is the performance evaluation planned?

We planned the evaluation according to the objectives, tasks, responsibilities and duties assigned to the employee and posts. In term of training programmes we organize, the educational level and professional is important and the evaluation is mostly set upon those two factors. The participants on these programmes have two factors of evaluation. First is the technical evaluation from the lecturer, who evaluates employees understanding of the subjects, employee's participation on the lecture. Second managerial evaluation which mean employees discipline during and after the lecture.

In term of other departments we introduced performance evaluation with different factors such as: general appearance, discipline, corporation with superior and colleagues.

3. How do you measure these factors?

Discipline is measured through employee attendance, and appearance is in accordance to general acceptable appearance for example for UAE national to wear national dress and for non UAE national to wear suits. It is true there is no a proper guide line but there is a common sense and general agreement on what is expected and accepted.

4. Who does the evaluation?

Line manager

5. What are the performance evaluation procedures?

There is a form that is sent to all departments to conduct the evaluation every four months. Which line managers should fill and sent back to us. There is no performance without evaluation, evaluation leads to better productivities, and However overall performance has been increased by 40% since adopting performance evaluation in the

organisation. We are very proud of the procedure which we have adopted and developed; when I joined I have introduced the programme three years ago, and we can see the results now we are improving performance evaluation become a part of the working environment.

6. Do the employees know their objectives and responsibilities?

Yes during the evaluation, however it depends on the objectives and responsibilities.

7. The existing performance evaluation covers all the employee's tasks and responsibilities?

No, we are still in the development and improvement process, every three year we evaluate our programmes.

8. what is more important in evaluation, the effort the employee is putting or the achievement?

Every employee can achieve but not all but efforts, achievement is blocked with authorities, and permissions, if employee has enough authorities and permissions they would perform better.

9. Is the employee aware of what is going to be evaluated and how?

Yes, line manager has a great impact on the evaluation procedure, personal inclinations toward the employees when it is linked with the evaluation it would spoil and affect negatively on the process, and therefore we always encourage the subjectivities on the evaluation and segregates personal relationship in term of evaluation.

10. Does the job description include and clearly define the expected performance?

The job description identify duties and responsibilities to the jobholder, however until now expected performance is not identified maybe we will consider adding it to the job description.

11. Are all employees aware of the org vision and objectives? And is it linked with the performance evaluation?

Vision and objectives are clear. There is a communications between different departments to ensure clarity and continues communications between employees and line manager. However in some departments there is a lack of communications between manager and their subordinates.

12. Each employee has different competence, are those differences considered in the evaluation process? And how

Vision is clear, so employees should do their best to achieve and exceed the objectives.

13. What is done with the performance evaluation results?

There are five rating scales (Excellent, very good, good, acceptable, and weak)

Excellent: if employee gets excellent in a raw of three year, he or she will be promoted, salary increase, and get bonus.

Very good: Same

Good: Nothing

Acceptable: will be treated as weak

Weak: discussion on the strength and weakness, provide the required training programmes to improve their skills, however in case of getting weak for three years there will be a report and might dismiss from work.

14. Does the employee see the performance evaluation results?

Yes, employee can discuss their results and incase he or she is not happy they can appeal within 15 days. Doors are always open for the employees.

15. How do you monitor employee's performance?

There are no records of employee's performance during the year; it depends on line manager observation at the end of the year.

16. Do you provide frequent feedback?

Line manager would provide frequent feedback.

17. in what language do you communicate with employees from India, Pakistan while evaluating?

English as we have more than 10 nationalities.

18. Do you face any communication problem with employees from different nationality?

Not really, they all speaks English or Arabic

19. Do you intend to provide a day off for employees from different religious background? Do they ask for it?

Yes but not officially.

20. Are they provided any kind of special programme to understand the culture differences?

No, but they get integrated to UAE culture very quickly, however it is a good idea we might consider providing such programme.

21. What is the recruitment process?

Each department would send a report of their requirement of employees at the end of each year, and according to the budget we announce the vacancies and then start the process by interviews.

22. What is the impact of WASTA on recruitment?

There is no impact, but there is a social responsibility which means in some cases in order to help some families we appoint their sons or daughters. It is part of our responsibilities to provide jobs to the needy persons and families. Otherwise there are no other considerations rather than qualifications and experiences.

23. What is the impact of WASTA on performance evaluation?

There could be an impact by line manager who may uses his or her authority in evaluation, otherwise from top management there is no influence to line manager to provide any extra rating or treat someone differently.

24. Is there any kind of barriers or consideration in term of evaluating different gender? Different culture

Some line managers they are not subjective in term of evaluations, they use sympathy in evaluation. When evaluating opposite gender line manager tends to avoid long discussion and conflict, it is cultural thing.

25. Does the employee consider the p.e as an investigation? Why?

In time of any changes, employees do not accept it and try to fight against it. However concepts have been changed as PE become real and employees adapted to the new system and now they are happy after seeing its consequences and advantages. However our doors are always open to discuss with each employee about the programmes. However it is important to notify that resignation rates have been significantly reduced since the development of PE programmes.

26. Does the p.e put any pressure on the evaluator while evaluating his colleagues? And why

Yes, sympathy always puts pressure and it is spoiling the programme.

27. Having good personal relationship with the evaluator (line manager) will affect and influence the evaluation?

Yes, especially when evaluating colleague it may put pressure on the evaluator and make the evaluation not accurate. Friendship sometimes is more important than accuracy in term of evaluation.

28. during the prayer time, any employees could leave the office to pray? What about the non-Muslims? Does it reflect their performance?

Sure, empty offices during pray, it is part of ideological custom, there is no law or rules provided to leave the office, on other hand there is no law to punish who leaves for prayer, however as I said earlier it is part of the culture and acceptable and it has no effect on their performance neither evaluation.

29. what about if an employee uses the prayer time as an excuse? How it will be dealt with?

Nothing actually, it cannot be proved.

30. An employee who practices the prayer is considered to have better moral values?

No, not related

31. do you think the private sector have better evaluation methods? And why

Yes, private sector depends and seeks profits, so the measurement of employee's performance depends on employee's efforts, achievements, time so employee's contribution is very important. In public organisation employees are more secure, as it is difficult to dismiss them and it could be one of the main reasons UAE national prefer to work for public organisations.

Appendix 15: Transcription of interview 5

1. What is the performance evaluation procedure in your organisation?

In the college teacher has a form which they should fill with all objectives they should achieve, they identify objectives and my part is to evaluate whether they met or not these objectives. This is part of evaluation; second part there is a form which comes from HR in which I have to attend a field visit in the classroom. I will have a list of factors to evaluate teacher's performance accordingly such as teaching skills, class management, and interaction with students, overall performance, and some other factors.

2. How is the performance evaluation planned?

Is planned a year ahead by head of HR, it is getting developed and improved every year

3. Who does the evaluation?

Supervisors, there is another evaluation for teachers which is considered, this evaluation is in every semester means twice a year conducted by students who evaluates the teacher performance. Normally this evaluation has more affects than other evaluation.

4. Are there any different evaluation criteria for different posts?

Off course, because teacher evaluation is different than other employees, Evaluation is based in different objectives. For example: technicians have different objectives such as equipment improvement.

5. The employees know their objectives and responsibilities?

Employees know their duties, responsibilities and tasks and he or she set up the objectives.

6. Does the job description include and clearly define the expected performance?

Yes it does, it identify duties and responsibilities and task. Each task is identified with expected outcome of each task.

7. Are all employees aware of the org vision and objectives? And is it linked with the performance evaluation?

Yes there are aware, it is communicated and linked with the job objectives.

8. What is done with the performance evaluation results?

Before, evaluation results have impact, because there was a yearly salary increment by 5% which is linked with the evaluation results. So if employee gets good results they will get salary increment. But due to budget cut, this increment has been cancelled, so evaluation have become not related and linked with salary increment. However in case of bad results on evaluation in more than one time it could affect the employees career, especially if bad evaluation from students. However supervisor has full authority to dismiss employees.

9. Does the employee see the performance evaluation results?

Yes

10. How the poor performance is attended?

If the poor performance is consistent then a termination is possible.

Even UAE national

Possible but difficult

11. Do you provide frequent feedback?

No frequent feedback is provided, only once a year after the evaluation.

12. How do you monitor employee's performance?

By attending their classes and observing, and taking feedback from students.

13. In what language do you communicate with employees from India, Pakistan while evaluating?

Strictly English, I do not think there is any problem in term of communications.

14. How many nationalities do you have?

More than 15

15. Do you face any cultural problem with employees from different culture in term of evaluation?

Yes, for example: Arabic teachers there are a problem in evaluation, courtesy involved. But non Arabic it is rare that they would complain about the evaluation but Arabic teachers always do. They automatically expect from me as from same culture, that I should evaluate and treat them differently especially we have very few Arabic teachers, so they expect me to be in their side.

16. Are they free to practice or appear their religious during the working hours? Does it reflect their p.e?

Not in the classroom, even they should not discuss their personal religious believers and thoughts; we faced some problems in these practices. However a part from classroom it is possible.

17. Do you prefer to work with Muslim Indians?.

I do not mind

18. Are they provided any kind of special programme to understand the culture differences?

Yes, first thing they do after they get appointed, they would have an orientation session mostly prepared by Emirate employee explaining the UAE culture, what they should do and do not, what to expect. However it is conducted one time when they are appointed.

19. Is there any impact of WASTA on recruitment?

Yes, the existing recruitment system supposes not to let any role of wasta in recruitment, because the only way of recruitment is through the web site. It is well organized and monitored by different department and personal. The process is: candidates apply on line, vacancies are established, then candidates may apply to existing open vacancies, and if any departments require new employees would chose from the system which is already screened by the system, then four different personal should approve that the candidate have the required qualifications, skills and

experience for the job. Then interview will be prepared. This is the only way to recruit, however sometimes supervisors or administrative would chose to appoint somebody from similar culture and nationality, and when screening by others they may reject it because lack of qualifications; however they would influence other personal to accept the candidate as a favor. Even though there is a system, still people try to use Wasta and influence in recruitment. Sometimes orders comes from Head office to appoint someone and it happened so many times, however it should go to the same process but with pass regardless the qualifications.

20. Is there any impact of WASTA on performance evaluation?

Off course it has impact, when someone is appointed by Wasta, everybody look at him or her as untouchable, so evaluation is not taken seriously as it has no real value, because such employee is there because of other reasons.

21. Is there any kind of barriers or consideration in term of evaluating different gender? Different culture

I think there is, there is a courtesy. I do not think male evaluator would be tough with female employee, maybe there would be sympathy, and maybe sees her as weaker.

22. Do you prefer face to face evaluation? And why.

We do not have

23. Does the employee consider the p.e as an investigation?

I do not know

24. Does the p.e put any pressure on the evaluator while evaluating his colleagues? And why

Sure, because there is friendship, however evaluator should segregate between them (Professional and personal relationship) but unconsciously evaluator may use sympathy and bias toward their friends, because he or she might feel that they may cause them harm so their evaluation may not be accurate. I think it is difficult sometimes to evaluate colleagues and friends, it is challenging.

25. during the prayer time, any employees could leave the office to pray?

During break time only

26. Does the personal appearance influence the evaluation? For example the traditional appearance is more respected? Religious appearance

It depends on the evaluator, I think when they share same religious believes evaluator may put in his mind that employee with religious appearance is more honest and trustworthy, which may impact the accuracy of the evaluation.

27. An employee who practices the prayer is considered to have better moral values?

No

28. do you think the private sector have better evaluation methods? And why?

Yes better, because productivity is more important than employees. Unlike government sector, performance is linked with productivity. Private organisations do not have the feeling of responsible toward it employees like in government sector, private organisations main objectives is to make profit, if they do not then employees are responsible and accounted.

Appendix 16: Transcription of interview 6

1. What is PE procedure?

There is a form which we receive from head office, factors of evaluation is set by them, they send to us we fill it according to our views and interpretation and observation, as there is no records, then we send it back. However the same form is set for all the jobs, even that we have different specialty, we have technicians and admin, and all are evaluated by the same form.

Normally we simply fill the form without the involvement of the employees or discussion with them and even employee do not see the form or the results.

The existing evaluation systems do not add any value to the organisation and to the employees, as it should if applied correctly.

I think the evaluation should:

1. Each job and specialty should have different type of evaluation
2. The evaluation is very old, I have been working here for more than ten year and we still have the same form. Evaluation does not consider the development and improvement we had in our organisation in term of process, equipment and even number of staff and population we serve.
3. Evaluation is not involving the employee in the procedure; employee should negotiate and discuss their performance in order to improve their skills.

2. What are evaluated and what are the measures? What is the scale of evaluation?

The main factor of evaluation is discipline, in term of coming and leaving office, this factor considered to be the most important than others, the most important thing is that employee shows up on time and leave on time, however there are some other factor such as teamwork and corporation with colleagues, execute orders and obey orders from superiors. However these are difficult to measure but general perception of line manager and employee could decide what is acceptable. The scales are five (excellent, very good, good, acceptable and poor) however most employees would get very good and good, some will get excellent if they added new things.

New things like what?

If they brought new ideas.

3. Does the job description identify the expected performance?

Not really, we have job description which identifies duties and responsibilities but just in the paper, but in actual it has no values and effect in term of performance. However Expected performance is not identified

4. What is done with the evaluation results?

Evaluation is conducted as part of routine job and for filling papers and files purpose, it is not linked with anything, however if poor performance, UAE national employee there is a slight possibilities that employee would be sent to training programmes, and for Non UAE national employee would probably dismissed from work. On other hand promotion, salary increment is not linked at all with performance evaluation results; it is based on the year of services only.

5. Is the employee aware of what, and how performance will be evaluated?

No, not really, there is no proper communications; However PE has no actual effects on the employee's career, therefore neither I nor employee cares a lot about it. And the evaluation is conducted secretly; employee would never see their results.

6. How many nationalities do you have in your organisations/

More than 5

7. Do the cultural differences affect the working environment and PE procedure?

No, cultural background is segregated in work, each have duties and responsibilities regardless their nationality or culture.

8. Do you provide them any training programmes to adapt to UAE culture?

No, but I think we should.

9. Do you face any communication problem with employees from different nationality?

No, I do not think so. No, I do not think so. Guest worker gets adapted to UAE culture quickly because we have employees from different nationality for long time and they understand the UAE national culture because of interaction with each other.

10. Is there any impact of Wasta on the recruitment and evaluation?

When employee is appointed by Wasta, he or she will be evaluated based on Wasta. And most probably would not have the proper qualifications and skills to perform the duties, therefore it would affect the overall performance of the organisations. I think I know some people who have appointed by wasta and they do not have the proper qualification and their contribution is very poor, off course not always but in most of the time. Also wasta affect on salary increment, employee with good relationship with the higher management would be promoted, get salary increment regularly and regardless their performance.

11. So do you think having relationship between managers and employees would affect the rating and the results of the evaluation?

Maybe to some extent.

12. Is there any kind of barriers or consideration in term of evaluating different gender?

Employees are not involved in the process, whether male or female, so there is no consideration or communication barrier when it comes to evaluating different gender as there is no communication.

13. How would you describe PE in your organisation?

Very old and require a lot of improvement, I have been working here for more than ten years and since then we have the same form. Also some factors in the existing forms cannot be measured. Evaluation should be linked with promotion, salary increment and other incentive to have a real value. In addition employees should be involved in the process.

The culture of productivity is not there among the management, and employees in the whole ministry, productivity is not very important so evaluation is not important, what is important is time, means attendance is very important but what you do is not. Even if we adopt the best performance evaluation practices from western companies it may not succeed, it is very important to establish a productivity culture in order to establish affected PE and use it as motivational mechanism.

14. Does the employee allowed to leave their office during prayer time?

Yes, but it is organized, we allow anyone who wants to pray 15 minutes, however there is no law to organize it.

Employees are free to appear their religious believes?

Yes as long as they are tidy and consider the general appearance to be smart.

15. Do you think employees who practice prayer have better moral values?

They suppose but not always they do.

16. Do you think the private sector have better evaluation methods? And why

Yes I think they have better evaluation system than public sector because they are more objectives and based on tasks, also they are profit seeking so performance and individual contribution is very important.

17. You were appointed as head of outstanding performance selection committee, tell me about it?

The procedure was as follows: employee should nominate themselves for the award, however we did not have the proper time to implement the plan as the pressure came from the ministry to provide the names within 30 days only, we told them it is not possible, however the director did not really care, his main aim was to show that we award employees with high performance therefore we faced a lot of challenges such as : we made form to be filled by employees and approved by line manger, however a lot of employees did not know so did not fill the form and nominate themselves, so we dealt at the end with very few forms.

Second: there was no proper communication from line manager with employees about the proper way to fill the form, so lots of forms were not complete. It was a big mess and I felt really bad, I wanted to resign but I had pressure to continue by the management. After the results were announced a lot of employees complained in the head office.

18. How the poor performance is attended?

Nothing really, unofficially I would provide some comments and guideline to the employee to enhance their performance. Maybe I would suggest a training course for the employee.

19. Do you provide frequent feedback?

There is no feedback, we just simply the evaluation application which comes for the ministry. Nobody cares and ask if someone gets 100 or zero.

18. How do you monitor employee's performance?

There is no proper or systematic monitoring guideline from the ministry of how to record employee's performance during the year, however I personally try to observe the employees performance to provide some guideline and consultation for daily routine work. In term of evaluation and factor of evaluation it is irrelevant, as I said observation is just based on daily routine work.

Appendix 17: Transcription of interview 7

1. How long have you been working for this organisation?

13 years, and 2 years in HR department

2. What type of performance evaluation do you have in your organisation?

Formal

3. How is the performance evaluation planned?

It is planned from head office in Fujairah government HR, they send us the form which we fill and send it back to them

4. Who does the evaluation?

Line manager

5. What is evaluated? And why

Discipline is the most important factor, if an employee is not discipline in term of time then it would affect his or her evaluation, however other factors are written which we complete but are more subjective and cannot be measured such as employees Corporation with colleagues and superiors, Behavior and attitudes, overall performance, relationship with publics, speed in completion of transaction, creativities, skills and general knowledge are the factors of evaluation.

6. How is the performance evaluation introduced?

By line manager

7. What are the performance evaluation procedures?

Line manager would receive a form which includes different factors of evaluation, and he or she should fill the form and send it back to us with the rating. However normally there is no face to face evaluation, line manager simply fill the form and send it back.

8. Are there any different evaluation criteria for different posts?

No, there is only one evaluation for everybody.

9. Is the employee involved in the performance evaluation process?

No, not really

10. Is the employee aware of what is going to be evaluated and how?

Not really

11. Does the job description include the expected performance?

There is no job description but now we are in developing stage to have new one, and expected performance is there, which we are planning to implement next year.

12. Are all employees aware of the org vision and objectives? And is it linked with the performance evaluation?

No, but we are planning to link it, there is a plan for next year.

13. Each employee has different competence, are those differences considered in the evaluation process? And how

Not at all in the old system, will be in the new system which is under development consider employees competencies.

14. What is done with the performance evaluation results?

Suppose to be linked with Promotion, training programmes, bonuses but in reality it is not.

15. Does the employee see the performance evaluation results?

Depends on line manger, it is not mandatory to show the results to employees; however it is very rare to show them or let them know about the evaluation results.

16. How promotion and training programme are decided?

Promotion is based on the year of services. Training is depends on each department

17. Do you face any communication problem with employees from different nationality?

No

18. How many nationalities are there?

More than 10

19. Do they have different needs, Behavior or attitude

They have same needs as every body

20. Are they provided any kind of special programme to understand the culture differences?

UAE culture is open with other cultures, and employees get adopted quickly, and employees from same culture would provide some sort of orientation to new employees (unofficially)

21. What is the recruitment process?

When there is any vacancy we announce and start receiving resumes, then interviews, exams then appoint.

22. What is the impact of WASTA on recruitment?

Pressure, because of lack of awareness, wasta has a great impact, we are overcrowding, over staffing and a lot of them who is appointed by wasta even without any vacancies are not qualified and their productivity is very weak.

23. What is the impact of WASTA on performance evaluation?

No wasta in evaluation

24. How the poor performance is attended?

Send to training programmes, or transferred to other departments, however UAE national employee is rarely would be dismissed.

25. Is there any kind of barriers or consideration in term of evaluating different gender? Different culture

Gender: maybe not sure

Culture: no, not at all, evaluation is based on performance not personality

27. Do the employees have the freedom to appear and practice their religious belief?

Yes they are.

28. Does the appearance affect PE especially religious appearance?

We are Muslims and we believe that the more religious the person is the more honest they are. However some uses the appearance as a cover to show that they are trustworthy but in reality they are not.

29. Do you the performance evaluation implemented is fair and assess the actual performance and contribution?

No, but maybe the new one will be

30. Are you satisfy with the existing performance evaluation? Why? If not how it could be improved?

Not at all, it is very old and focuses on general things and not specific to objectives and tasks. And become as part of bureaucratic job, it is not developing and improving employee's performance.

31. do you think the private sector have better evaluation methods? And why

No idea, but I think private organisations count and consider everything in term of contribution

Appendix 18: Transcription of interview 8

1. What is the performance evaluation procedure?

There is a file for each teacher it has seven major factors and standard, each factor has six sub factors. It includes the **knowledge factor and personality factors**.

Employees are evaluated through three field visits during the year.

The first is considered to be a discovery visit, employees' personality and performance will be evaluated, however the focus is on finding weaknesses. If there are any, then discuss with the employee to improve their performance and then there will be a second visit to examine these weaknesses, so the second visit is considered to be with purpose to investigate the weaknesses which have been discussed on the first visit. After the second visit determine whether employees need a training programme to overcome any weaknesses, however the department of vocational guidance would arrange the required training.

There are two types of evaluation, yearly evaluation which is conducted in mid-year; it evaluates discipline, cooperation with colleagues, general behavior and participation in group activities and events. Then there is end-of-the-year evaluation which includes the first evaluation and the educational outcome, which means students' educational outcome.

2. How PE is planned?

The existing PE programmes were set by the ministry; they cannot be changed or modified by us, **however it has not been improved for more than 15 years according to my knowledge.**

3. Does the employee involve in the evaluation procedure?

Yes, through **discussion of the first field visit, and in the evaluation form there is a designated page where the employee should sign and provide any notes about the manager evaluation**; however their opinion would never change the manager evaluation. If the employee has any objection on the evaluation they could appeal in the department of vocational guidance.

4. Is the employee aware of the factors of evaluation?

Yes, all factors are written and mentioned in the teacher records.

5. Is the employee aware of the objectives and responsibilities?

Yes.

6. Does the job description clearly define the expected performance?

We do not have job description.

7. How do you monitor employee's performance?

Through the field visit, we observe and record employee's performance and provide feedback and guidance of how to improve performance.

8. Do the employees see their results of the PE?

Yes, every employee should see their results, and they have the right to appeal against it and discuss it.

9. Are all employees aware of the org vision and objectives? And is it linked with the performance evaluation?

Yes, it is distributed everywhere, classes, management office, web site and it is linked with PE

10. What is done with PE results?

The results do not affect anything, no promotion, bonuses or salary increment based on PE, the diligent employee and neglected employee are same.

However in term of promotion if the employee gets excellent three times in a row (means three years) would get promoted, so it is considering year of services first. Also it is linked with training programmes, but it is very rare to be dismissed from work due to PE results.

11. How promotion and salary increment is planned?

Promotion is based on year of service, every three years employee is eligible for promotion.

12. How many nationalities there are in your organisations?

There two nationalities apart from UAE nationals, Americans and Egyptians.

13. Is there any special programme for other cultural employee to understand the culture differences?

Yes there are for Non Arab employees, because Arab employees share almost same culture as UAE.

14. Do you face any communication problem with employees from different nationality?

No, not at all

15. Is there any kind of barriers or consideration in term of evaluating different culture?

No.

16. Is there any kind of barriers or consideration in term of evaluating different gender?

Not applicable.

17. Is there any impact of Wasta on recruitment?

No, Maybe 1% only, because the existing recruitment process includes exams which measures employees' knowledge, after passing the exams there is an interview to evaluate personality, so it is difficult to overcome and pass through Wasta, because the exams are conducted electronically. So wasta impact has been reduced in last few years because it is difficult to overcome the new system of recruitment.

18. Is there any impact of wasta on PE?

Wasta have been avoided through the new recruitment process, Wasta employee would not have the proper qualifications and would not meet the organisations standards. In term of evaluation there is no Wasta, because evaluation is based on factors and standard and there is no place of courtesy because credibility, subjectivity is required and it is the evaluator responsibilities. Truthful and conscious should be there.

19. Do the employees have the freedom to appear and practice their religious belief?

Yes they do.

20. Does the appearance affect PE especially religious appearance?

I consider the appearance at the beginning, however after interaction I make my final judgment. There are some employees having religious appearance but they have bad personalities such as they lie. My personal opinion sometimes female uses Negab as cover, it shows a lack of self-confidence.

21. Do you think private sector have better PE methods than public sector?

I think public sector has better evaluation procedure because there is job stability, salary is higher in public organisation so employees are more comfortable, stabilize and perform better. And in public organisation there are different departments who follow employee's performance unlike in private.

Appendix 19: Transcription of interview 9

1. How Performance evaluation is planned in your organisation?

It is planned and designed by head office; we implement and execute the evaluation. The system we have is very advanced and every now and then the company edit and modify the system

2. What are the performance evaluation procedures?

Evaluation is set by HRM in head office, but objectives are set by line manager, which he or she discusses with the employee to have an agreement on over all objectives and task. So at the end of the year employee would fill the evaluation application then discuss it with line manager for approval

3. How is performance evaluation introduced and communicated?

There are objectives and priority that employee should accomplish and achieve which is set to them and discussed at the beginning of each year with the line manager. At the end of the year these objectives are evaluated.

4. Is the employee involved in the performance evaluation process?

Yes they are involved in setting the objectives

5. Are there any different evaluation criteria for different posts?

there are different evaluation criteria for different posts based on objectives

6. Does the job description include the expected performance?

Yes, the objectives are clearly identified with what should be achieved and how it will be measured. The job description identifies all the duties and responsibilities of each jobholder with expected output.

7. What is done with the performance evaluation results?

In case of high rating which means rate 4 or 5 out of five rating scale, employee would get bonus and salary increment. In case of getting 3 out of 5, employee would get just bonus. In case of getting 2/5 employee would be re evaluated every three months and would be sent for training. In case of 1/5 employee would be dismissed.

8. Question Eight: Does the employee see the performance evaluation results?

Sure, they do and they even have to sign to agree on the evaluation rating.

9. Do you think the existing performance evaluation is fair and assess the actual performance and contribution? Describe performance evaluation process in your organisation.

I think the system is fair.

10. How do you monitor employee's performance

Line manager would observe and record employee's performance; he would track the performance according to targets and objectives. There will be informal guidance to consult the employee.

11. Do you provide frequent feedback?

There will be informal guidance to consult the employee.

12. Do you face any communication problem with employees from different nationality?

No, not required

13. Is there any impact of Wasta on recruitment?

Yes, especially from senior manager who has the power to select and appoint, sometimes they would use their power to appoint relatives or anybody they want regardless their qualifications. In public sector it is not possible to be appointed without Wasta even if qualified

14. Is there any impact of Wasta on performance evaluation?

wasta affect everything, but in evaluation it is very rare in our organisation to use wasta because rating is based on tasks and objectives, however some managers may rate higher their friends in the factors which are not measured financially, for example they in team work, obey orders, follow policies.

15. Is there any kind of barriers or consideration in term of evaluating different gender?

Not in the system, but in practice there could be some consideration of female role in the family, so I would have some sympathy toward a married woman with children and consider her status in evaluation. Otherwise the system is set based on objectives and numbers.

16. Do you think the private sector have better evaluation methods? And why

Sure it is better, in public sector it is enough to show up to get paid, and unlike in private sector you have to contribute to the organisations performance and should work hard to get bonus and reward.

Appendix 20: Transcription of interview 10

1. How long have you been working for this organisation?

More than 8 years

2. Do you have formal or informal performance evaluation?

Formal evaluation which is developed by Canadian organisation who are specialized in developing of performance evaluation programmes, they are rated to be one of top ten in the world.

3. How is the performance evaluation planned?

Starting from January, each department have different evaluation methods, however there are certain steps applied:

1. Define objective for employees, smart objectives which has weight and target, in mid year there is a review of those objectives and end of the year.

In June, remind all the head of departments to evaluate and provide comments to employees and console employees if required, however if poor in knowledge send them to training programmes.

In December each line manager has to evaluate his or her subordinates, which is done through computer system.

There are five rating scales

Far exceed : get 7% salary increment

Exceed : get 5%

Meet objective: get 3% salary increment

Partial meet : Consoling, course and training

Unacceptable: Same as partial

If accumulated poor performance employee may dismissed from work, even if UAE national, it is true it is difficult and rare but it could happen.

4. Who does the evaluation?

Line manager

5. What is evaluated? And why?

Default objectives are set by performance management team in head office, each department select, change and modify according to their objectives, however objectives are reviewed and modified every year based on the organisations overall objectives and targets which keeps changing over time. All the evaluation procedure is done automatically.

6. What are the performance evaluation procedures?

The new system is adopted 2 years ago, it have been changed because it is considered to be one of top ten system in the world, also other competitors have the same system and it help in developing employees performance. Also costeffective utilization of man power, as it links performance with bonuses, so employee's performance have been changed and improved. However in order to reduce the cost, the company who organized the software have put a quota for rating, each rates have a specific number of employees which each department cannot exceed even if employees deserve higher rating they could not have it, line manager should stick to the quota, therefore there are many employees who feel injustice due to quota system even line managers are not happy with it and made the evaluation controversial And employee tend to seek Wasta and build strong relationship with evaluator to have higher rates. Therefore it could be argued that system provider concerned more in cost saving than improving employee's performance.

7. Are there any different evaluation criteria for different posts?

Yes

8. Is the employee involved in the performance evaluation process?

Each employee receive the objectives that he or she should meet, which he or she should agree on it, however they can add and discuss with line manager. Also each employee would review and interviewed during the evaluation.

9. The existing performance evaluation covers all the employee's tasks and responsibilities?

Yes

10. what is more important in evaluation, the effort the employee is putting or the achievement?

Achievement is more important

11. Is the employee aware of what is going to be evaluated and how?

Yes

12. Does the job description include and clearly define the expected performance?

Link to each other

13. Are all employees aware of the org vision and objectives? And is it linked with the performance evaluation?

Yes, it is available in all the organisation building

14. In what language do you communicate with employees from India, Pakistan while evaluating?

It is always English as we have more than 10 nationalities

15. Do you face any communication problem with employees from different nationality?

Minor problem, some nationalities do not speak English very well so sometimes it is difficult to communicate with them.

16. Do they have different needs, Behaviour or attitude?

Sure, however each nationality support each other

17. Are they free to practice or appear their religious during the working hours? Does it reflect their p.e?

Strictly uniform to all employees

18. Do you prefer to work with Muslim Indians? And why

I do not mind, the system have no preference

19. Are they provided any kind of special programme to understand the culture differences?

Each employee would have 2 weeks orientation about the organisation's culture.

19. What is the recruitment process?

Recruitment is through online, people would apply and whenever there is a vacancy the system would chose the best candidate for interview and examination, then the best applicant would get the job.

20. Is there any impact of WASTA on recruitment?

Yes, sometimes senior managers would appoint employees without going through the normal procedure, and most of the time theses candidates are not qualified.

21. Have anybody ever appointed someone by influence of superiors or other?

No idea

22. If someone is recommended by superiors will he or she appointed regardless the qualifications?

Sure

23. What is the impact of WASTA on performance evaluation?

No wasta in evaluation due to the use of the system

24. Is there any kind of barriers or consideration in term of evaluating different gender? Different culture

Not really

25. Do you intend to keep the door open while evaluating different gender?

Why?

No

**26. During the evaluation process do you intend to look at the employees eyes?
What about if different gender? And why**

Yes, no differences

**27. Do you think female employees are weak to defend themselves while
interview evaluating? And why**

No

28. Do you prefer face to face evaluation? And why

Yes

29. Does the employee consider the p.e as an investigation? Why?

No

**30. Does the p.e put any pressure on the evaluator while evaluating his
colleagues? And why**

Yes

**31. Having good personal relationship with the evaluator (line manager) will
affect and influence the evaluation?**

Not in the new system, however line manager may influence in term of rating, and
sometimes employees from same nationalities may provide better rating.

**32. During the prayer time, any employees could leave the office to pray? What
about the non-Muslims? Does it reflect their performance?**

Yes, I do not think so

**33. what about if an employee uses the prayer time as an excuse? How it will be
dealt with?**

They will be waned

34. Does the personal appearance influence the evaluation? For example the traditional appearance is more respected? Religious appearance

Not really

35. An employee who practices the prayer is considered to have better moral values?

Not related

36. Does the culture values and attitude affect the performance evaluation? And how? And how it could be controlled?

No, organisations culture what is matter.

50. do you think the private sector have better evaluation methods? And why

Yes, public sector organisations do not have proper system for evaluation, in private it is systematize, always improvement on the system, and since it is profit seeking employee's outcome is important.

Appendix 21: transcription on interview 11

1. How is the performance evaluation planned?

It is designed by specialized organisations in the field of performance evaluation and appraisal. Objectives are set by the management which is communicated with the employees; employee should agree on those objectives and target to be achieved. **Then there will be a review in mid year,** to have a discussion about employee's overall performance, **there are also informal review of performance during the year.** However it produces rating. In the end of the year is the overall evaluation which reflects and adjust the salary of the employees. There are five rating scales, bonuses, promotions, training and dismiss is based on the evaluation outcome.

2. Who does the evaluation?

Line manager

3. What are the performance evaluation procedures?

Each year we set up the objectives, targets and tasks to each employee, in which employee should agree on and sign accepting performing these tasks with the expected outcome. Then performance will be reviewed and evaluated based on these targets.

4. Are there any different evaluation criteria for different posts?

Yes, it all depends on the objectives

5. Is the employee involved in the performance evaluation process?

Yes, through setting up the agreement on objectives

6. The employees know their objectives and responsibilities?

Yes through their job description which identify their objectives, responsibilities and expected performance, also through the yearly review of objectives.

7. what is more important in evaluation, the effort the employee is putting or the achievement?

Achievement is more important

8. Does the job description include and clearly define the expected performance?

Yes, the required competences also, over all expectation are also there.

9. Are all employees aware of the org vision and objectives? And is it linked with the performance evaluation?

Yes, it is communicated always with the employees.

10. Each employee has different competence, are those differences considered in the evaluation process? And how

Yes, each department has different objectives therefore different evaluation criteria.

11. Does the employee see the performance evaluation results?

Yes

12. Is the performance evaluation implemented is fair and assess the actual performance and contribution?

Yes

13. In what language do you communicate with employees from India, Pakistan while evaluating?

English

14. How many nationalities are there?

More than thirteen nationalities

15. Do you face any communication problem with employees from different nationality?

Not really, all employees should know how to speak English otherwise they would not be appointed at the first place.

16. Do you intend to provide a day off for employees from different religious background? Do they ask for it?

We follow labor Law

17. Do you prefer to work with Muslim Indians? And why

No difference

18. Are they provided any kind of special programme to understand the culture differences?

There are group activities and gathering to communicate organisational culture, and every nationality normally participate to show their own cultural customs

19. Is there any impact of Wasta on recruitment?

Not really, we have an organized and complicated system to recruit therefore wasta cannot interfere and break the system.

20. Have you ever appointed someone by influence of superiors or other? No

21. If someone is recommended by superiors will he or she appointed regardless the qualifications? No

22. Is there any impact of WASTA on performance evaluation?

No impact at all. Evaluation and rating is given based on measurable and clear objectives, tasks and target. The system is designed and developed to track and evaluate actual performance, where productivity is the main concern, because even higher management is accountable in front of stakeholders so even having good relationship with evaluator would not mean having better evaluation, it is very rare.

23. Is there any kind of barriers or consideration in term of evaluating different gender? Different culture

No

24. Do you intend to keep the door open while evaluating different gender? Why?

No

25. Do you think female employees are weak to defend themselves while interview evaluating? And why?

Depend on personality

26. Do you prefer face to face evaluation? And why?

Yes, it is clearer to communicate

27. Does the p.e put any pressure on the evaluator while evaluating his colleagues? And why

Not really

28. Having good personal relationship with the evaluator (line manager) will affect and influence the evaluation?

I do not think so

29. During the prayer time, any employees could leave the office to pray? What about the non-Muslims? Does it reflect their performance?

It is flexible

30. Does the personal appearance influence the evaluation? For example the traditional appearance is more respected? Religious appearance

No

31. An employee who practices the prayer is considered to have better moral values?

Not really

32. do you think the private sector have better evaluation methods? And why

Off course, I worked for public organisations before, and I know what it is like in public organisation in term of evaluation. Productivity is not important in public where in private it is important, vision is clear, so it is easy to set up objectives and plan your career. Wasta has a great impact in public organisation as recruitment and evaluation is based on relationship, as evaluation is conducted as part of routine work not to enhance performance and motivate employees like in private sector. I have never been involved neither knows what is going to be evaluated and how results will be dealt with in public organisation unlike in private I am aware and always involved and it is not linked with any other factors such as promotion. However I think there are some public organisations who are trying to adopt new system of evaluation to increase their productivities and performance.

Appendix 22: Transcription of interview 12

1. What type of performance evaluation do you have in your organisation?

Formal evaluation which is conducted twice a year

2. How is the performance evaluation planned?

From Head Office

3. Who does the evaluation?

Line manager

4. What is evaluated? And why?

Achievement, target is provided to each employee and every 6 months the achievement of these targets is evaluated. Normally quality of service, attendance, attitude and skills, and other factors are evaluated. There are five rating scales for each factor.

5. What are the performance evaluation procedures?

HR provides PE form to be completed. Each department select the points to be evaluated based on their objectives and targets. Then HR designs the PE accordingly to the requirement of each department. Then send the PE form to the branches, managers then send it to line manager, and line managers give the form to employees who evaluate themselves then send it back to line manager. However line manager would discuss the evaluation with each employee which means discuss each point. After the discussion and agree on the evaluation they sign it and send it back to branch manager for approval (in case of disagreement branch manager would involve in the process.) then send it to zone manager who would send it to head of branches

6. Are there any different evaluation criteria for different posts?

Yes, each post has different task and objectives and evaluation is based on task and objectives, so for each post there is different evaluation.

7. Does the job description include the expected performance?

Yes, furthermore every month we have a meeting with all employees to discuss the weakness and strength for all staff in the branch to develop and improve employee's

performance. Each department, have different duties so they have different evaluation criteria.

8. Are all employees aware of the org vision and objectives? And is it linked with the performance evaluation

Yes, performance is evaluated based on targets sets which are a reflection of the organisation's vision and objective.

9. What is done with the performance evaluation results?

There are five rating scales if employee get top two, they would be promoted, get bonus, and salary increment. If mid rating there will be a bonus which is not very high. However a discussion with line manager would be conducted to verify the reasons and provide planning to enhance performance such as providing training programmes if necessary. we always avoid dismissing employees, however if continues bad results it would certainly lead to dismiss, however in case of UAE national it is very hard, management would practice some pressure on him or her to resign such as moving to very far branch, or reduce their grade and position. But in general the system provides good opportunity to employees to perform well and to be motivated through the rewards they get based on their performance.

10. What is the recruitment process?

Recruitment process is first, each department and branch would request for more people or staff. Then organisation would announce the vacancies and all applications will be received online which screen them, then interview to select best candidate.

11. Is there any impact of WASTA on recruitment?

Yes to some extent, 5% of recruitment is done by Wasta. A lot of resumes are received; however they are selected by recommendation, who would take place of more qualified candidate who does not have Wasta. Most of the time wasta is used by higher authority that uses their power to influence the recruitment process. Wasta destroys organisations, as appointing people regardless their skills, and qualifications would ultimately affect the organisation's performance, and organisation would lose the qualified persons, However I could say that Wasta in general have been reduced due to competition and accountability. In government sector it is worse. If you have Wasta you will be definitely appointed regardless your qualifications, it is the only

way. It is linked with social responsibilities from higher authority to their relatives and friends and also relationship with other authority to get other benefits in the future.

12. What is the impact of WASTA on performance evaluation?

In private organisations wasta is very different in term of evaluation because evaluation is based on figures which should be achieved. There could be some personal relationship with evaluator which may affect the results but at the end, figures matters most. In government sector there are no proper figures to be achieved, so personal opinion and believe could interfere in the evaluation.

13. How the poor performance is attended?

Meet with the employee, maybe training programme would be provided if necessary, give them plan to improve their skills and guidance to improve performance.

14. How many nationalities there are in your organisation? And do you face any communication problem with employees from different nationality?

We have more than 5 nationalities in the branch. We all communicate in English and Arabic. All employees know English language very well, so there is no problem in communication.

15. Are they provided any kind of special programme to understand the culture differences?

No

16. Is there any kind of barriers or consideration in term of evaluating different gender? Different culture

No barriers, no considerations only figures which matters.

17. Does the culture values and attitude affect the performance evaluation? And how? And how it could be controlled?

Not considered

18. Do the employees have the freedom to appear and practice their religious belief?

Yes they can go to pray in prayer time when there are no customers, otherwise wait until customer leaves then pray. In term of appearance everybody should wear formal clothes, other religious appearance such long bird and nigab everybody is free.

19. Does the appearance affect PE especially religious appearance?

No it will not

20. Employee who practices the prayer is considered to have better moral values?

It should be the religious should affect on the individual personality in positive way. They should be more honest and hard working.

21. Do you the performance evaluation implemented is fair and assess the actual performance and contribution?

Yes

22. do you think the private sector have better evaluation methods? And why?

Yes, it is profit organisation and actual performance is evaluated and it is very realistic, it depends on achievement, and there is no other consideration. In government sector there are no tangible figures, it is routine works and lead to nothing.

23. How would you describe the performance evaluation criteria in your organisation?

The latest PE is satisfactory

24. How the poor performance is attended?

It depends on the reasons, however employee would be sent for training if required or transfer to other department.

25. Do you provide frequent feedback?

Yes the performance is monitored by the system, which indicates and identifies the achievement of each employee. If target is not achieved then I would meet the employee to understand the reason behind not achieving the tasks, and I will try to provide consultation of how to achieve the target for the following month. The following month I would again look at the employee's performance if again not achieved, I would meet him again and identify if require training or any other assistant.