

**EXPLORATION OF THE CHALLENGES OF  
EMIRATISATION IN UAE IN THE 21<sup>ST</sup> CENTURY**

**ISMAIL ABDALLA ALBLOUSHI**

Salford Business School, University of Salford, Salford, UK

Submitted in Partial fulfilment of the Requirements of the Degree of Doctor of  
Philosophy, March 2015

## **TABLE OF CONTENTS**

Table of Contents	I
Chapter Index	II
List of Tables	X
List of Figures	XIII
List of Acronyms and Abbreviations	XV
Acknowledgments	XVII
Declaration	XIX
Abstract	XX

## CHAPTER INDEX

CHAPTER INDEX .....	II
CHAPTER ONE: INTRODUCTION .....	1
1.1 Chapter Introduction .....	1
1.2. Study Context.....	1
<i>1.2.1 Brief Background</i> .....	4
1.2.1.1 The United Arab Emirates (UAE).....	4
1.2.1.2 Economic Diversification.....	5
1.2.1.3 Emiratisation as a Government Policy .....	5
1.3 Rationale of the Study .....	6
1.4 Research Problem.....	7
<i>1.4.1 Existing Conditions</i> .....	8
<i>1.4.2 Statement of the Research Problem</i> .....	9
1.5 Participants Overview .....	11
1.6 Conceptual Framework “First view researcher conceptual framework”: .....	11
1.7 Research Outline .....	14
1.7.1 Aim.....	14
<i>1.7.2 Objectives</i> .....	14
<i>1.7.3 Research Questions</i> .....	15
<i>1.7.4 Scope of the Study</i> .....	15
1.8 Major Theoretical Framework .....	16
1.9 Potential Contribution to Knowledge .....	18
1.10 Structure of the Chapters.....	19
CHAPTER TWO: LITERATURE REVIEW .....	20
2.1 Chapter Introduction .....	20
2.2 Basic Motivational Theories .....	21
<i>2.2.1 Motivation and Work: An Overview</i> .....	23
2.2.1.1 Work Motivation.....	24
2.2.1.2 Organisational Climate.....	25
2.2.1.3 Role of HRM in Motivational Development.....	25

2.2.1.4 Training and Learning.....	26
2.2.1.5 Career motivation .....	27
2.2.1.6 Vocational motivation.....	27
2.2.1.7 Job search motivation.....	28
2.2.2 <i>Types of Motivation</i> .....	29
2.2.2.1 Intrinsic motivation.....	29
2.2.2.2 Extrinsic motivation .....	29
2.2.2.3 Amotivation .....	31
2.2.2.4 Dichotomy of extrinsic/intrinsic motivators .....	32
2.2.3 <i>Theories of Work-Related Motivation</i> .....	34
2.2.3.1 <b><i>Content Theories/Need-based Theories:</i></b> .....	35
2.2.3.2 <b><i>Process Theories/Cognitive Process Theories</i></b> .....	41
2.2.3.3 <b><i>Job Characteristics Model (JCM):</i></b> .....	46
2.2.3.4 Some Motivational Theories in Unemployment Research .....	48
2.3 Emiratisation .....	53
2.3.1 <i>Workforce Nationalisation</i> .....	53
2.3.2 <i>The Concept of Emiratisation</i> .....	55
2.3.3 <i>Imbalance in Labour Demographics</i> .....	55
2.3.4 <i>Emiratisation as a Government Policy</i> .....	56
2.3.5 <i>Emiratisation in the Public Sector</i> .....	57
2.3.6 <i>Emiratisation in the Private Sector</i> .....	58
2.3.7 <i>Governmental Agencies</i> .....	60
2.3.7.1 The Role of the National Human Resource Development and Employment Authority (TANMIA).....	60
2.3.7.2 <b><i>The Role of the Abu Dhabi Tawteen Council (ADTC):</i></b> .....	61
2.3.8 <i>Current Emiratisation Intervention Measures: An Overview</i> .....	61
2.3.8.1 The Quota System .....	61
2.3.8.2 Emiratisation of Professions .....	63
2.3.8.3 Migration Control.....	64
2.3.9 <i>Other Contextual Interpretations</i> .....	65
2.3.10 <i>Some Critical Observations</i> .....	66
2.3.11 <i>Emiratisation as a Human Resource Strategy</i> .....	69

2.4 Human Resource Development (HRD) Issues in the UAE .....	71
2.4.1 <i>Contemporary Human Resource Development (HRD) Trends</i> .....	73
2.4.1.1 Assimilative Work Environment.....	73
2.4.1.2 Values Incompatibility.....	74
2.4.1.3 Stereotyping of UAE Nationals.....	74
2.4.1.4 HRM Alignment.....	74
2.4.1.5 Educational System Alignment .....	75
2.4.1.6 Social Status Repercussions of Private Sector Employment Stigma .....	76
2.4.1.7 Other constraints .....	76
2.4.2 <i>Finding the Right Balance</i> .....	77
2.4.2.1 Labour segmentation, or a dual labour market structure .....	78
2.4.2.2 Counterbalance.....	79
2.5 <i>Emirati Unemployment</i> .....	80
2.5.1 <i>Common Themes on Emirati Unemployment</i> .....	82
2.5.1.1 Social Contract .....	82
2.5.1.2 Structural Barriers.....	83
2.5.1.3 Lack of Business Incentives .....	83
2.5.1.4 Gaps in the Educational System.....	84
2.5.1.5 Vocational Education and Training .....	85
2.5.2 <i>Implications of Unemployment</i> .....	87
2.5.2.1 Transitional Challenges .....	88
2.5.3 <i>Gender Roles</i> .....	93
2.5.3.1 Occupational Orientation .....	93
2.5.3.2 The influence of ‘Wasta’ .....	95
2.5.4 <i>Perceptions of Jobless Emiratis</i> .....	96
2.5.5 <i>Employers’ Role in the Hiring of Technical and Vocational Education (TVE) Graduates</i> .....	98
2.6 Chapter Summary.....	99
CHAPTER THREE: .....	101
THEORETICAL FRAMEWORK FOR SELF DETERMINATION THEORY .....	101
3.1 Chapter Introduction .....	101
3.2 Main Theoretical Assumptions .....	103
3.3 Sub-Theories within Self -Determination Theory (SDT) .....	104

3.4 Self Determination Theory (SDT) and Work Motivation.....	109
3.5 Self Determination Theory (SDT) in Human Resources Management (HRM) .....	111
3.6 Issues Related to Unemployment.....	113
3.6.1 Self Determination Theory (SDT) and Expectancy Value Theory (EVT) in the Context of Unemployment .....	114
3.6.2 Flexibility of Unemployed Individuals.....	115
3.6.3 Job Search Behaviour and the EVT/SDT Models .....	116
3.6.4 Self-Determination Theory (SDT) in Reemployment and Training Effectiveness.....	117
3.6.5 Schooling, Social Competence and Vocational Identity .....	118
3.7 Developed conceptual framework.....	120
3.8 Chapter Summary.....	124
CHAPTER FOUR: RESEARCH METHODOLOGY .....	127
4.1 Chapter Introduction .....	127
4.2 Research Philosophy .....	127
4.2.1 Positivist–Interpretivist Paradigms .....	128
4.2.1.1 Choice of research philosophy.....	129
4.3 Research Stance .....	130
4.3.1 Choice of Research Stance.....	133
4.4 Research Approach .....	133
4.4.1 Choice of Approach .....	134
4.5 Research Design.....	135
4.5.1 Research Method .....	136
4.5.1.1 The survey method .....	136
4.5.1.2 The use of purposive sampling: .....	149
4.5.2 Research Instruments.....	150
4.5.2.1 Primary data:.....	150
4.5.2.2 Secondary data: .....	152
4.5.2.3 Questionnaire design:.....	152
4.5: Validity .....	155
4.6 Ethical Measures .....	157
4.7 Chapter Summary.....	158
CHAPTER FIVE: DATA COLLECTION .....	161

5.1 Chapter Introduction .....	161
5.2 <i>Pilot Study</i> .....	161
5.2.1 Pre-testing the forms: .....	162
5.3 <i>Sampling Procedures</i> .....	163
5.3.1 Survey site .....	163
5.3.2 <i>Sampling</i> : .....	164
5.3.2.2 Confirmed appointments:.....	165
5.4 Pilot Results .....	166
5.4.1 <i>Written Questionnaires</i> .....	166
5.4.2 Interviews.....	167
5.4.2.1 Impact of Pilot Study on Main Study .....	168
5.5 Main Study .....	168
5.5.1 <i>Representative Sample</i> .....	169
5.5.3 Qualitative Data Collection .....	170
5.6 Data Analysis .....	171
5.6.1 <i>Validity and Reliability</i> .....	174
5.7 Chapter Summary.....	179
CHAPTER SIX: FINDINGS .....	181
6.1 The Unemployed Group.....	182
6.1.1 <i>Main Study Sample (Emirati jobseekers)</i> .....	182
6.1.2 <i>Main Study Questionnaire (Unemployed)</i> .....	183
6.1.3 <i>Demographic Information– Unemployed Sample</i> .....	183
6.1.3.1 Age Group Characteristics.....	183
6.1.3.3 Unemployment Circumstances.....	184
6.1.4 <i>Job Search and Educational Attainment</i> .....	185
6.1.4.1 Source of Social Support .....	186
6.1.4.2 Forced Choice.....	187
6.2.1 <i>Main Study Sample (Employed Participants)</i> .....	190
6.2.2 <i>Questionnaire (Employed)</i> .....	190
6.2.3 <i>Demographic Information– Employed Sample</i> .....	191
6.2.3.1 Age Group Characteristics.....	191
6.2.3.2 Educational Attainment, Age and Marital Background .....	191

6.2.3.3 Consequences of Unemployment versus Employment.....	193
6.3 Main Themes.....	196
6.3.1 <i>Self-determination Themes</i> .....	196
6.3.1.1 Autonomy Support Factors.....	197
6.3.1.2 Belongingness/Relatedness Factors .....	198
6.3.1.3 Competence Factors .....	200
6.3.2 <i>Desired Profession in Relation to Education/Training</i> .....	201
6.3.2.1 Unemployed.....	201
6.3.2.2 Unemployed.....	201
6.3.2.3 Employed .....	203
6.3.3 <i>Social influence</i> .....	204
6.3.3.1 Unemployed group .....	204
6.3.3.2 Employed group.....	206
6.4 Interview Results and Open Comments Obtained from Written Questionnaires .....	207
.....	208
6.4.1 <i>Employers' Professional Backgrounds</i> .....	208
6.4.1 <i>Emiratisation in relation to job search and the attitudes of Emirati jobseekers towards jobs</i> .....	208
6.4.2 <i>Concepts of Emiratisation</i> .....	210
6.4.3 <i>The Emirati Technical Worker</i> .....	212
6.4.4 <i>Adaptive Human Resource Development (HRD) Mechanisms</i> .....	213
6.4.5 <i>Perceptions of Emiratis' Best-fitting Skills and Talents</i> .....	218
6.4.6 <i>Enhancing Institutional Grounds for Better Emiratisation</i> .....	220
6.4.7 <i>Critical Observations on Emiratisation by Non-Emirati Employers</i> .....	223
6.4.8 <i>Open Comments Hinting at Self-determination from the Unemployed Sample</i> .....	225
6.4.9 <i>Open Comments Hinting at Self-determination from the Employed Sample</i> .....	228
6.4.10 <i>Short Critical Comments from the Unemployed Sample</i> .....	230
6.4.11 <i>Short Critical Comments from the Employed Sample</i> .....	232
6.5 Chapter Summary.....	237
CHAPTER SEVEN: DISCUSSION AND IMPLICATIONS .....	238
7.1 Chapter Introduction .....	238
7.2 Analytical Layout.....	241



7.3 Analysis of Demographic Influences .....	244
7.3.1 <i>Setting a Distinguishing Marker: Unemployed Group</i> .....	244
7.3.2 <i>Education: A Strong Demographic Differential</i> .....	246
7.3.3 <i>Commonalities: Job Search Variables</i> .....	248
7.3.4 <i>Variables Related to Unemployment</i> .....	250
7.3.5 <i>Validations from the Employed Group</i> .....	251
7.3.5.1 <i>State Welfare and Support from Family Members</i> .....	251
7.3.5.2 <i>Personal Assessments and Counselling</i> .....	253
7.3.5.3 <i>Perceptions of Private-Sector Jobs</i> .....	254
7.4 The Main Theme: Self Determination .....	257
7.4.1 <i>Autonomy</i> .....	257
7.4.2 <i>Belongingness/Relatedness</i> .....	262
7.4.3 <i>Competitiveness/Competence</i> .....	268
7.5 Employers' Responsiveness to Emiratisation .....	270
7.5.1 <i>Straightforward HRD and Negative Stereotyping</i> .....	271
7.5.2 <i>Adaptive HRD</i> .....	272
Table 7.18: <i>Practical Methods for Retaining Emiratis</i> .....	274
7.5.3 <i>Recognising the Best Fit for the Skills and Talents of Emirati workers</i> .....	274
7.5.4 <i>Concepts of Emiratisation: Non-Emirati Employers</i> .....	277
7.5.4.1 <i>Contributing Role of Emiratisation</i> .....	278
7.5.4.2 <i>Internalising Emiratisation: An Employer's Dilemma?</i> .....	281
7.5.4.3 <i>Strengthening Institutional Grounds for Better Emiratisation</i> .....	283
7.6 Additional Perspectives from the Workforce .....	284
7.6.1 <i>The Unemployed Group's Comments on Private-Sector Jobs</i> .....	284
7.6.2 <i>The Employed and Their Jobs</i> .....	287
7.6.3 <i>Indicators of Self Determination in the Workforce (UG and EG)</i> .....	293
7.7 Overarching Themes .....	298
7.8 Summary of Analyses .....	301
7.9 Discussion .....	302
7.9.1 <i>Addressing the Research Questions</i> .....	304
7.9.2 <i>Employers' Dilemma with Emiratisation</i> .....	324
7.9.3 <i>Overarching Themes and Implications</i> .....	326

7.9.3.1 Technical/Vocational Education .....	326
7.9.3.2 Concerns that, if unaddressed, might result in dissatisfaction.....	327
7.9.3.3 Knowledge makes a difference .....	329
7.9.3.4 Responding to signals/communicated ideas .....	330
7.9.3.5 Genuine intrinsic pursuits .....	331
7.10 Chapter Summary.....	333
CHAPTER EIGHT: CONCLUSIONS AND RECOMMENDATIONS .....	335
8.1 Chapter Introduction .....	335
8.2 Summary of Main Points .....	335
8.2.1 Achieving the Aim and Objectives of the study.....	336
8.2.2 Addressing the Research Questions.....	338
8.2.3 Emergent Themes.....	339
8.3 Finding-based Recommendation: .....	340
8.4 Final conceptual frame work (Figure 8.1).....	342
1-Technical/Vocational Education.....	342
2- Knowledge makes a difference.....	343
8.5 Contributions to Knowledge .....	344
8.6 Action plan report for policy makers and leading agencies .....	346
8.7 Limitations of the Study.....	347
8.8 Recommendations for Practice and Further Research .....	348
8.8.1 Additional Research Recommendations.....	351
8.9 Concluding Overview .....	351
REFERENCES.....	352
APPENDICES .....	379
Appendix 1: Interview and Questionnaire consent Forms.....	379
Appendix 2: Interview Schedule for Non-Emirati CEO's .....	380
Appendix 3: Questionnaire for Unemployed Emirati Nationals.....	381
Appendix 4: Questionnaire for Employed Emirati Nationals.....	385

## LIST OF TABLES

Table 2.1: Schematic Representation of the Six Types of Motivation According to SDT	29
Table 2.2: Approaches to Explaining Motivation	33
Table 2.3: Median salaries by nationality	95
Table 4.1: Basic differences between positivism and interpretivism	124
Table 4.2: Emphases of Quantitative, Mixed and Qualitative Research	127
Table 4.3: Instruments used for the study	139
Table 5.1: Sample distribution for the pilot and main studies	150
Table 5.2: Analytical Procedure Adopted	171
Table 5.3: Interview Tactics for Validating Testing	174
Table 6.1: Willingness to Remain Unemployed in Relation to Marital Circumstances	167
Table 6.2: Willingness to Re-apply for Technical Jobs	180
Table 6.3: Findings pertaining to Emiratisation in relation to job search and attitudes towards jobs	186
Table 6.4: Findings/comments on corporate and/or individual concepts of Emiratisation	188
Table 6.5: Findings on non-Emirati employers' perceptions of Emirati technical workers' skills and abilities	190
Table 6.6: Findings on Adaptive HR Mechanisms	191
Table 6.7: Findings in relation to employers' perception of Emiratis best-fitting skills and talents (core competence)	196
Table 6.8: Findings in relation to employers' recommendations for strengthening institutional grounds for better Emiratisation	198
Table 6.9: Critical Observations on Emiratisation (Employers)	201
Table 6.10: Comments made by Unemployed Emiratis Hinting at Self-determination	203
Table 6.11: Comments made by Employed Emiratis Hinting at Self-determination	205
Table 6.12: Critical Comments of Private Firms on Emiratisation made by	207

Unemployed Participants	
Table 6.13: Critical Comments of Private Firms or Emiratisation made by	210
Employed Participants	
Table 7.1: Vocational/Technical Education – A Pre-condition	225
Table 7.2: Comparison of Job Search Variables between Participants with Past Job	226
Application Experience(SG-A)and Participants without such Experience (SG-B)	
Table 7.3: Comparison of Job Search Variables (SG-A vs. SG-B)	228
Table 7.4: Cross-tabulation of Social Support Variables (SG-A and SG-B)	229
Table 7.5: Comparison of Job Search Variables (SG-A vs. SG-B)	230
Table 7.6: Impact of Security (UG vs. EG)	232
Table 7.7: Feedback Mechanism	233
Table 7.8: Criticisms of Private-Sector Jobs	235
Table 7.9: Autonomy-related Goals	237
Table 7.10: Influence of Individual Awareness	239
Table 7.11: Softer HR Mechanisms as Proactive Measures	241
Table 7.12: Belongingness/Relatedness Goals	242
Table 7.13: The Absence of Certain Demands of the UG	243
Table 7.14: Measures to Facilitate Motivation	247
Table 7.15: Competitiveness Goals	248
Table 7.16: Importance of Experiencing and Receiving Feedback	249
Table 7.17: Stereotyping Emiratis	252
Table 7.18: Practical Methods for Retaining Emiratis	254
Table 7.19: Implications of Knowing or Not Knowing How to Deal with Emirati	257
Workers	
Table 7.20: Mixed Conceptions Result in Mixed Outcomes	258
Table 7.21: Mixed Conceptions Result in Mixed Processes	262
Table 7.22: Mixed Interpretations Result in Mixed Processes	263
Table 7.23: Difficulties in Internalising Emiratisation	264
Table 7.24: Institutional Weaknesses Contribute to Emiratisation Problems	266
Table 7.25: Negative Perceptions Boost Psychological Barriers	269
Table 7.26: Insensitivity to Emirati-related Needs	271

Table 7.27: Emiratisation Promotions and Organisational Readiness	272
Table 7.28: Employers' Readiness to Embrace Emiratisation	275
Table 7.29: Speculative Ideas and Scapegoating	267
Table 7.30: Philosophies, Attitudes and Self Determination	278
Table 7.31: Common Ground and Dispersion of Barriers	279
Table 7.32: Fulfilling Intrinsic Needs at Work	281
Table 7.33: Overarching Themes	283
Table 7.34: Motivational Goals	290
Table 7.35: Level of Agreement on Basic Intrinsic Needs	293
Table 7.36 : Religious and cultural autonomy	300
Table 7.37: For skills development and retention	305

## LIST OF FIGURES

Figure 1.1: The Researcher Conceptual Framework Illustration	12
Figure 1.2: The Intrinsic Needs Satisfaction Model of Work Performance and Adjustment	15
Figure 2.1: A motivation framework based on the related concepts of need deficiencies and goal-directed behaviours	24
Figure 2.2: Maslow's Hierarchy of Needs	34
Figure 2.3: Herzberg's Two-Factor Theory	36
Figure 2.4: The Goal-Setting Theory of Motivation (with permission from Elsevier)	41
Figure 2.5 Hackman and Oldham's Job Characteristics Model	46
Figure 2.6: Illustration of the typical labour challenges faced by Emiratis in the private sector	74
Figure 2.7: This graph compares adult (over 25 years old) versus youth (15 to 24 years old) rates of unemployment.	78
Figure 2.8: MOL data	79
Figure 2.9: A bar graph representing the people who have the strongest influence on second-semester students' choice of major.	87
Figure 3.1: Summary of model and propositions that need to be examined in work organisations	107
Figure 3.2: Developed conceptual framework	123
Figure 6.1: Unemployed Invitation Acceptance	161
Figure 6.2: Unemployed Age Group and Educational Distribution	162
Figure 6.3: Time Period Spent Unemployed According to Marital Status	163
Figure 6.4: Attempts Made to Get a Technical Job by Educational Attainment and Age Group	164
Figure 6.5: Source of Social Support in Relation to Age Group and Marital Status	165
Figure 6.6: Willingness to Remain Unemployed in Relation to Source of Social Support and Marital Status	166
Figure 6.7: Employed Invitation Acceptance	168

Figure 6.8: Employed Age Group and Educational Split	170
Figure 6.9: Employed Marital Status by Age Group	171
Figure 6.10: Employed Length of Last Period of Unemployment by Age Group	172
Figure 6.11: Employed Source of Social Support in Relation to Age Group and Marital Status	173
Figure 6.12: Employed Previous Private Sector Work Experience	174
Figure 6.13: Autonomy Support Factors: Unemployed	175
Figure 6.14: Autonomy Support Factors: Employed	176
Figure 6.15: Belongingness/Relatedness Factors: Unemployed	177
Figure 6.16: Belongingness/Relatedness Factors: Employed	177
Figure 6.17: Competence/Competitiveness Factors: Unemployed	178
Figure 6.18: Competence Factors: Employed	179
Figure 6.19: Ideal Profession by Educational Attainment	179
Figure 6.20: Ideal Job by Educational Attainment	181
Figure 6.21: Ideal Job by Age Group	182
Figure 6.22: Family and Friends in the Private Sector by Educational Attainment and Age Group	182
Figure 6.23: Respondents' Perceptions of the Wellness of Family and Friends Employed in the Private Sector	183
Figure 6.24: Reasons given for and against recommending technical jobs to family and friends, by educational attainment	185
Figure 6.25: Invitation Acceptance : Employers'	186
Figure 7.1: Analysis of Research Framework: Data Triangulation Layout	222
Figure 7.2: Comparison of Mean Age and Marital Status between SG-A and SG-B	224
Figure 7.3: Reiteration of Analytical Structure	251
Figure 8.1: Final conceptual frame work	344

## **LIST OF ACRONYMS AND ABBREVIATIONS**

<b>ADTC</b>	Abu Dhabi Tawteen Council
<b>AED</b>	United Arab Emirates Dirham
<b>BPNT</b>	Basic Psychological Needs Theory
<b>CET</b>	Cognitive Evaluation Theory
<b>CIPD</b>	Chartered Institute of Personnel Development
<b>COT</b>	Causality Orientations Theory
<b>EM</b>	Extrinsic Motivation
<b>ENDP</b>	Emirates National Development Programme
<b>EVT</b>	Expectancy Value Theory
<b>GCC</b>	Gulf Cooperation Council
<b>GCT</b>	Goal Content Theory
<b>HR</b>	Human Resource
<b>HRD</b>	Human Resource Development
<b>HRM</b>	Human Resource Management
<b>ICOS</b>	International Council on Security and Development
<b>IM</b>	Intrinsic Motivation
<b>IMF</b>	International Monetary Fund
<b>JCM</b>	Job Characteristics Model
<b>MEYI</b>	Middle East Youth Initiative
<b>MM</b>	Mixed Method
<b>MNEs</b>	Multinational Enterprises
<b>MOL</b>	Ministry of Labour
<b>MOLSA</b>	Ministry of Labour and Social Affairs
<b>MW</b>	Manpower Waiting



<b>OIT</b>	Organismic Integration Theory
<b>PRO</b>	Public Relation Officers
<b>QUAL</b>	Qualitative
<b>QUAN</b>	Quantitative
<b>SDT</b>	Self Determination Theory
<b>TANMIA</b>	National Human Resource Development and Employment Authority
<b>TVE</b>	Technical and Vocational Education
<b>UAE</b>	United Arab Emirates
<b>VET</b>	Vocational Education and Training

## **ACKNOWLEDGMENTS**

Praise be to Allah for all the great things he has granted me. To Allah belong all bounties, all Grace, and all praise for His reconciliation, generosity and facilitation in all my steps. I offer all praise and thanks to Allah the Almighty.

I am grateful to my dear mother, who has always remembered me in her prayers and supported me all the way through. She has always been the one to motivate me, encourage me and support me, of course along with my beautiful wife and beloved daughters who have always been great companions and a great blessing in my arduous PhD journey.

I am thankful to Dr. Maria Burke, who has always been there for me whenever I needed her help and especially through difficult times. She has been an inspirational teacher guiding me with all her high values, principles, presence, advice and correcting my path up till I reached a safe harbour. There are not enough words to thank her for all she has done for me.

I would also like to praise all the authorities that supported my endeavour, especially the Abu Dhabi Tawteen Council (ADTC) and their teams for their unwavering support with collecting data, communication and continuous follow-up. I would like to expressly thank everyone who puts Emiratisation as their main concern and priority.

Lastly, I would like to extend my warmest thanks to all the wise leaders and those who have always influenced me and inspired me either by their words or actions. To me, they are the real soldiers of this nation, building up its future. Some of them are in high positions, others are writers and thinkers, while some are inspiring leaders who have

never held any high positions, seeking nothing but to offer pure support, encouragement and care.

## **DECLARATION**

This is to certify that this thesis is the result of my own work, and that no portion of it contained herein has been submitted for another degree or qualification in this or any other university, to the best of my knowledge, and that the original work is my own except where due references are made.

## **ABSTRACT**

In keeping with the government aim of institutionalizing the process of labour nationalisation in the United Arab Emirates (UAE), otherwise known as Emiratisation, more efforts are being made to place Emiratis in the private sector in view of the declining number of jobs available in the public sector. Guided by the theory of self-determination (SDT), in the context of Emiratisation, this study explores both social and work environments with the purpose of determining whether the existing conditions – in the context of Emiratisation – tend to encourage or discourage Emiratis when it comes to seeking or staying in jobs in technical firms.

Self-determination Theory (SDT) is a theory of motivation that focuses on the intrinsic attributes of individuals. It has been used to obtain an understanding of the effects of self-regulated behaviour on one's work motivation, pursuit of goals and job search behaviour. Under Self-determination Theory (SDT), interventions can be made that offer opportunities to satisfy jobseekers' Basic Psychological Needs Theory (BPNT) for autonomy, belongingness and competence, whether in the workplace or in the family environment. Thus, this study explores the potential of SDT for alleviating problems related to the lower status associated with private-sector jobs.

To enhance knowledge and obtain theoretical guidance, the literature on classic motivational theories, Emiratisation and SDT was reviewed. The examination was carried out by following the main tenets of the basic Psychological Needs Theory (BPNT) within the Self-determination Theory (SDT) framework. The literature indicated the usefulness of SDT in HR research, due to its consideration of the mediating role "psychological needs satisfaction" plays in work outcomes.

This study presents an examination of the intrinsic motivation (IM) of Emirati jobseekers to participate in the technical/vocational-oriented workforce in the private sector. It aims to develop certain measures that will enhance the drive to seek a job. The workforce development perspective was mostly derived from the context of Emiratisation – the labour nationalisation programme of the UAE. Other complementary determinants – consisting mainly of demographic and socioeconomic variables – were gathered in order to establish whether they had an influence on an applicant’s drive to become employed.

As a research stance, the qualitative method was chosen due to the in-depth, rich data the researcher aimed to acquire and analyse. In administering the main study, two types of research instrument were employed – written questionnaires for the employed and unemployed Emiratis, and survey questions (structured, semi-structured and unstructured) administered in face-to-face interviews with non-Emirati employers.

The major contribution is the application of Self-determination Theory (SDT) to Emiratisation policy. Also, the research provides original findings that include contributions to the body of knowledge that may be useful for academic, practical and career management applications. For the UAE government and its population, the information offered may be repurposed to stimulate awareness among the public concerning how the current imbalance between extrinsic and intrinsic motivation, in the context of finding work, could impact on the UAE economy over the long term. For the lead agencies promoting Emiratisation, this study propounds that foreign companies with enhanced levels of labour force nationalization / internalisation are better able to deliver superior working conditions and more flexible HR policies that are favourable to Emirati workers.

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Chapter Introduction**

This chapter sets the study in context, explores its rationale, states the aim, objectives and the research questions, outlines the methodology in addition to the research scope, and explains the potential contribution to knowledge. It also provides an overview of the conceptual and theoretical frameworks that form the foundation of this thesis. In developing the study context, important current publications were cited in order to illustrate the efforts made by the UAE government in preparing the Emirati workforce for private-sector jobs.

### **1.2. Study Context**

Since the initial efforts were made to nationalise the labour market in the Gulf Cooperation Council (GCC – based in the Arabian Gulf – member nations), progress has opened many areas for research in human resource development (HRD), more particularly in the context of workforce indigenisation. However, many of these studies have received little attention, as recent literature purports (Albawardy, 2010; Alnaqbi, 2011; Randeree, 2012). The different modalities by which GCC states implement labour policies have raised enquiries as the effectiveness of their respective efforts. However, the generally available body of knowledge may still be inadequate to generate immediate answers to certain specific enquiries.

A growing body of literature (Al-Ali, 2008; Al Hassan, 2011; Augsburg, Clauss, & Randeree, 2009; ICOS, 2010; Randeree, 2009) on Emiratisation – the labour nationalisation policy of the UAE – denotes that this process has been quite successful in the government

sector as the scheme and work environment are favoured by many Emirati nationals. Contrastingly, the outcome of this nationalisation process in the private sector is less successful due to weak enthusiasm by Emiratis to work in private firms.

Thus far, the lack of employment opportunities in the private sector for Emiratis is high. Considering the volume of direct foreign investment in the UAE, the manner by which manpower requirements are managed by many non-Emirati enterprises also seems ‘non-Emirati-oriented’ in nature. This means that the jobs these businesses create favour non-Emirati labour. And, contrary to the desired outcome of attracting overseas investments, the apparent consequence of high international business involvement in the UAE is low Emirati employment in the private sector. Thus, the predominance of non-Emiratis in the labour market raises concerns.

Nevertheless, the UAE government is taking genuine strides to confront the challenges positively. President Sheikh Kalifa bin Zayed Al Nahyan recognises that, before and after oil, the real wealth of the nation is anchored on human capital, and stresses the urgency of the need to improve Emirati participation in the labour market (Sinclair, 2013). The Crown Prince of Abu Dhabi, Sheikh Mohammed bin Zayed Al Nahyan, strongly concurs and has asserted that, *“Emiratis, not oil, are the foundations and the pillars and the real wealth of the nation and we are investing in them”* (Bell, 2013). Recent developments aimed at bolstering Emirati participation in the labour force include: (1) the introduction of a (truly) national political model for preserving the national identity and protecting established principles (Duncan, 2012), (2) regular training programmes for Emirati employees and trainees (Sinclair, 2013; Zaman, 2012), and (3) a housing programme whose goal is to build



10,000 homes. The philosophy encompassing this program is to satisfy basic psychological, social and economic needs as well as providing a suitable lifestyle for Emirati families (Duncan, 2012).

With regard to professional development, the Chartered Institute of Personnel Development (CIPD) believes that the issue can be addressed by ensuring that Emiratis are skilled and encouraged to fill such jobs, although many of the jobs filled by non-Emirati workers are not always viewed as attractive to Emiratis (Getex, 2009). There is also a strong indication that local jobseekers are not responding too well to some of the government-led initiatives, such as the job-placement assistance offered by the Ministry of Labour (MOL) through its database. Recently, Gulfnews.com reported that more than 800 unemployed Emiratis were placed on the database blacklist for ignoring multiple job-opening invitations in the private sector sent to them (Moussly, 2012).

As this phenomenon likely intersects with decision making and subsequent action taking as an outcome of mental processes that determine one's behaviour, the researcher seeks to understand the reasons why Emiratis are reluctant to respond to private sector job offers. They also appear to be lacking the same amount of drive to seek jobs in the private sector as they would exert when seeking jobs in the public sector. Just as the distinctions that draw the line between the desirable and undesirable goals would seem to relate to work motivational elements such as job expectations, rewards, biological needs and determination, this study will seek to explore the challenges confronting Emiratisation, guided by the theoretical framework of self-determination theory (SDT) in the context of Human Resource Development (HRD).

## **1.2.1 Brief Background**

### ***1.2.1.1 The United Arab Emirates (UAE)***

The UAE is one of six founder member states of the Gulf Cooperation Council (GCC). The UAE was established on December 2, 1971, the nation is governed by a federal system composed of seven emirates: Abu Dhabi (the capital city), Dubai, Sharjah, Ajman, Umm al Quwain, Ras al Khaimah and Fujairah (Randeree, 2009). Abu Dhabi is the capital and the largest of the seven emirates. Each of these emirates has a local government and retains a considerable degree of financial autonomy (Abubakr, 2006).

The UAE has an estimated population of 5,314,317 (CIA Factbook, 2012). Of that number, only 19 % are Emiratis, while 81 % are non-Emiratis of various ethnic groups: other Arab and Iranian – 23 %, South Asian – 50 %, other non-Emiratis nationals (including Westerners and East Asians) 8 %. The majority of the population (78.7%) belongs to the 15-64 age group, while 73.9 % of which is non-Emirati. 20.4 % are children (0-14 years) and 0.9 % represents the ageing population of age 65 years and above (CIA Factbook, 2012). Noticeably, non-Emiratis outnumber Emiratis in terms of population and occupation.

Since the discovery of oil in 1966 and the realisation of oil wealth that followed, the UAE has spent four decades of state building under an environment characterised by rapid economic growth. To sustain the pace and meet labour demands – given a small UAE national population and the lack of interest by Emiratis to develop their own skills or prepare themselves for private-sector jobs (Albayrakoglu, 2010) – the hiring of non-Emirati workers has become fundamental and a prevailing human resource (HR) practice to fill

immediate skills shortages in the oil and non-oil sectors. To narrow the gap, the government recognizes the importance of educational and occupational training for UAE nationals.

#### ***1.2.1.2 Economic Diversification***

The UAE government has adopted economic diversification strategies that aim to reduce over-reliance on the oil and gas economies. By investing the proceeds of high oil prices and international investments into a huge array of public and public-private ventures (World Economic Forum, 2007), the economic activity in general and private investment in particular have enabled the country to move from a subsistence state to a modern high-income country (Elhiraika and Hamed, 2001).

High infusion of foreigner investments created the 'rush' to develop infrastructure (Khondker, 2008). Together with the widespread provisions of public goods and investments in non-traditional sectors (i.e. healthcare, tourism and education), the general prosperity has led to a further influx of expatriate workers in the construction and service industries (Randeree, 2012). Today, expatriates have occupied positions through the employment spectrum, from domestic helpers to CEOs (Koji, 2011).

#### ***1.2.1.3 Emiratisation as a Government Policy***

Federal policymakers acknowledge the need to indigenise the labour force as such an imbalance in workforce demographics can have long-term negative impacts. Pursuant to the efforts of reducing the percentage of non-Emirati population and workers, a federal initiative called Emiratisation has brought proactive policies that enable citizens to become competitively integrated into the labour market (Al-Waqfi and Forstenlechner, 2010). This

initiative was aimed at reducing the country's dependence on expatriate labour by the increasing the participation of Emiratis in the labour market (Wilkins, 2001 a) through federal policies and intervention systems divided into three general schemes: the quota system, the Emiratisation of professions, and the 'part-time' work permits (Al Hassan, 2011). On the national scale, Emiratisation is a shared responsibility between the Ministry of Labour and Social Affairs (MOLSA) that oversees policy matters and the National Human Resource Development and Employment Authority (TANMIA), the lead implementing federal agency (Al-Ali, 2008). Agencies such as the Abu Dhabi Tawteen Council (ADTC) and the Emirates National Development Program (ENDP) were also formed to strengthen Emiratisation initiatives at local levels.

### **1.3 Rationale of the Study**

Research literature (Forstenlechner, Madi, Selim, & Rutledge, 2012; Getex, 2009; TANMIA, 2004) suggests that one major factor why Emiratis avoid getting employed in private firms is because they lack technical skills. Additionally, due to disinterest in taking up technical courses, there is insufficient Emirati motivation to substantially improve the disproportions. Moreover, private firms (mostly managed by non-Emiratis) have shown little appreciation for Emirati's technical skills (TANMIA, 2004) and would instead prefer to hire expatriate workers since they are perceived to perform alot better than Emiratis (i.e. in jobs related to finance, petrochemicals, science/engineering sectors and others that require level of technical skills (Getex, 2009).

There appears to be a two-way avoidance process occurring between Emirati job aspirants and non-Emirati employers. For example, Emiratis tend to avoid technical jobs applications

in non-UAE national firms as they consider themselves unfit or lacking skills (Al-Waqfi & Forstenlechner, 2010). On the other hand, non-Emirati employers avoid hiring Emiratis based on the perception that expatriate workers could perform job better than Emiratis (Forstenlechner et al., 2012). These probabilities bring to mind questions such as what might stimulate employers' trust and boost Emiratis confidence to apply for jobs in the technical sector.

As the above connotes variable encompassing studies on motivation, exploring motivational theories and examining how these might apply to Emiratisation provides a strong rationale to pursue this study. The researcher anticipates that research outcomes would contribute to the process of identifying potential motivational components. If carefully analysed and incorporated into motivational programs, these components might effectively move Emiratis to rethink and reshape their attitudes towards a more aggressive behaviour pattern to embark on careers in the private-sector. Results may become useful, not only in augmenting Emiratisation targets, but in engaging Emiratis toward work productivity in the private sector. Both outcomes, if realised, are deemed favourable to the Emirati government and civil society.

#### **1.4 Research Problem**

In response to existing concerns, to intellectual curiosity (Rubin & Babbie, 2011) or to some personal experience, research topics are often selected due to a researcher's interest in some aspect of human behaviour (Monette, Sullivan, & Dejong, 2011). In all likelihood, the topic selected addresses the need for information to guide policy, planning or practical decisions (Rubin & Babbie, 2010), while some researchers select problems on the basis of

testing and verifying a particular theory (Monette et al., 2011). According to Paler-Calmorin and Calmorin (2008), typical examples of a suitable research problem would be one that responds to the needs and problems of the people and is relevant to government's policy direction. Consequently, the enabling initiatives (based on the existing conditions), the problems identified and the questions that have formed this study hold similar characteristics to those mentioned, particularly with aspects relating to improving policy guidelines and practical decisions.

#### **1.4.1 Existing Conditions**

The researcher is aware of the following verified local conditions:

- a) Government efforts through Emiratisation are being made, to boost Emirati employment in the private sector, but UAE national job aspirants are perceived as being “too fussy” when it comes to deciding which job to accept (Moussly, 2012);
- b) Emiratis either continue to work in private firms but still hope for better-paying government jobs at some stage. Others had quit their jobs, not only because of low wages, but also because of difficulty fitting in with their co-workers who are mostly expatriates (arabianbusiness.com, 2011);
- c) Emiratis are generally disinclined to take-up technical/vocational education since both learning foundations are associated with manual jobs / 'blue collar' jobs – viewed as more appropriate to people at the lower end of the class spectrum than traditional academic education (Harnish, 2004). It is common for family elders to discourage the young from pursuing careers or taking specific jobs associated with low status, including manual,

technical and vocational jobs. The UAE follows a conformist culture and prescribes putting family obligations before individual aspirations (Samulewicz, Vidican, & Aswad, 2010).

#### **1.4.2 Statement of the Research Problem**

Granted that the wages and benefits structure the discriminating attitudes of Emirati jobseekers tend to defeat Emiratisation efforts on generating more jobs for UAE locals in the private sector for the public sector heavily outweigh those offered in the private sector, such a mandate for Emiratisation by the highest ruling authorities in the UAE should not be discounted. Emiratis tend to show negative attitudes towards the private sector, which creates a problem of ‘unpredictable economic and social consequences’ (Al-Waqfi and Forstenlechner, 2013). To reach equilibrium, the private sector should try to make government pay scales more appealing for UAE nationals to consider.

However, private enterprises compete not just in term of profitability. And, with the use of modern HR metrics, results will likely indicate that hiring Emirati nationals would be a loss-making proposition. In view of liberal options for hiring non-Emirati talent – contracted at lower costs with higher expectancies of productivity and manageability compared to otherwise steeper Emirati job demands (Shaheen, 2010) coupled with lower expected yields, the existing labour dynamic appear very disadvantageous to UAE national jobseekers. Furthermore, there are other problem multipliers, such as their difficulties in fitting with non-Emirati co-workers, their refusal to work longer hours, and the reluctance of Emiratis to work in private technical industries (arabianbusiness.com, 2011).

As the above conditions present real problems that need intervention at institutional levels, no implication was found to suggest that Emiratis were ever restrained by any institutional

measure to join the private sector. In fact, a number of programmes have been carried out to encourage them to apply for private sector employment. Consequently, the trajectories of earlier Emiratisation research were more focused on policy issues, while a number of others have already investigated the compatibility of the nationalisation programme to the cultural bias embedded in the Emirati society. These studies do provide a robust sum of empirical bases for this research to build upon, insofar as the initial perspectives are concerned. However, the amount of research that tackles the individual perceptions of both employed and unemployed Emiratis is very limited. The International Council on Security and Development (ICOS) has underscored the need for studies encompassing psychological and sociological needs of unemployed Emiratis (ICOS, 2010).

As evidenced in the research literature, Emiratis are not motivated to work for private enterprises due to extrinsic deficiencies. Conversely however, it appears that the intrinsic goals of Emirati jobseekers have not yet been elaborated nor given serious assessment in the literature. Given this gap, existing knowledge might still be insufficient currently to address certain questions linking intrinsic motivation as possible key drivers for Emiratis to pursue technical education, obtain technical careers and employment in private technical firms. Still, it may not be suggested yet, if an Emirati with sufficient, drive and motivation, will stay determined to succeed. Private employers, on the other hand, are mandated by law to absorb UAE national employees, but are the Emiratis themselves determined enough to build careers in the private sector? And, how much more difficult would it be for them to consider or secure technical jobs?



## **1.5 Participants Overview**

Employers in the technical / technological sector were asked about their own initiatives to promote Emiratisation and their willingness to recruit more Emiratis in their organisations. A different set of structured, semi-structured and non-structured questions was drafted to elicit the views of non-Emirati employers through scheduled interviews.

Also employed and unemployed Emirati nationals, who were identified, in conformance with the research questions, with a view to: (1) obtaining jobseekers' perspectives about job opportunities they tended to ignore and assessing their intrinsic motivational levels and (2) acquiring knowledge from those currently employed in technical jobs regarding their personal motivations (perhaps self-determination) that had brought them to their present jobs, hence utilising the Self-determination Theory (SDT) perspective (to be determined).

## **1.6 Conceptual Framework “First view researcher conceptual framework”:**

The conceptual framework presents the researcher's views of the issues, settings and the subjects of the study, including theories, beliefs and prior research findings provided in the literature (J.A. Maxwell, 2008). An illustration below shows a box represents Emiratisation impacting on both halves – the public and private sector jobs. Jobseekers, represented by the symbol “MW” (manpower waiting), are depicted (right section) as ‘queuing’ for available jobs in a shrinking public labour sector which offer high extrinsic work values but low intrinsic orientations. The approximate reverse holds true for jobs in the private sector as noticed from their respective vertical orientations.

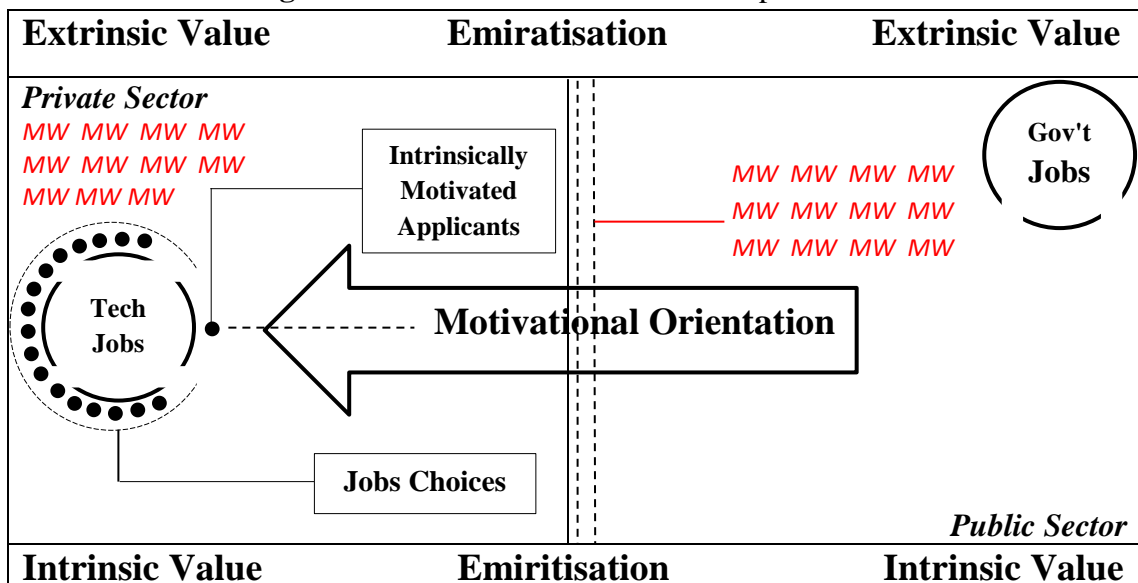
Although employment opportunities in government are shrinking, unemployed Emiratis still look for matching extrinsic rewards in the private sector. Yet, apparently, their expectations are off tangent because the opening to private sector engagement (right section) is at a clockwise bend or the opposite way down towards intrinsic orientation. This

means that, there is less to expect in the private sector satisfying when it comes to satisfying their extrinsic needs (i.e. higher wages, fringes). Instead, job applicants queuing for government positions should individually reassess their own motivational orientations (Forstenlechner et al., 2012) and seek to improve their employability in the private sector instead.

Emiratis have a problem with working in the private sector in the UAE. This problem springs from the observation that even when they are employed in a private sector position they still aspire to find a job in the public sector due to the advantages offered by the latter. Moreover, Emiratis find it difficult to deal with their private sector co-workers who are mostly expatriates. Vocational and technical education is not seen as desirable because it is associated with manual jobs which are viewed as more appropriate to people at the lower end of the class spectrum than white collar jobs that require a more traditional academic education. Jobs that are associated with low status are generally avoided. Through Emiratisation, the government aims to find ways to encourage Emiratis to work in the private sector. There are also other obstacles that discourage Emiratis from working in the private sector such as long working hours, and the reluctance of Emiratis to work in private technical industries. For all the reasons mentioned above, the government has to start implementing programmes which encourage Emiratis to work in the private sector. The government has made plans to motivate Emiratis to work in the private sector. The main thrust of the programmes is to attract the Emirati jobseekers and unemployed to start considering jobs in the private sector. What is required is a plan that motivates Emiratis to integrate into the work environment in the private sector. Figure (1.1) represents the current situation of the Emiratis who aspire to find jobs in the public sector and still consider jobs

in the private sector to be unattractive. In figure (1.1) the two circles show that the trajectory of the respective Government jobs and the Technical jobs of the private sector are not similar. The former is clear and direct which reflects that Emiratis are keen to take up Government positions which also meet the Emirati jobseekers' needs and aspirations. The second circle is neither clear nor direct and it also has relatively narrower job openings. This indicates that the challenges for Emiratis working in the private sector are not solely related to their motivation to work, but rather there are other factors that play a similarly crucial role in determining the Emirati jobseekers' readiness to work in the private sector. For example, it is not clear whether the non-Emirati employers who own the majority of private sector companies are willing to employ Emirati jobseekers. It is not apparent whether the technical jobs in the private sector satisfy the Emirati jobseekers' needs. The problem is, therefore, not only in intrinsically motivating the Emiratis to cope with working in the private sector, but also whether the private sector employers have positive attitudes towards employing Emiratis.

**Figure 1.1:** First view researcher conceptual framework



Granted that a choice has been made by a relative few or many 'intrinsically motivated ones' to venture into the private sector, it is assumed that these jobseekers hold basic intrinsic needs (autonomy, competence and relatedness) which they seek to satisfy. Although their decisions may have been influenced by 'resolved' motivational conflicts at a more personal level, there is yet an inner circle with fewer and narrower openings. It is represented in the illustration (Figure 1.1) as the technical jobs circle. Within that circle, uncertainty still abounds because (1) it is unknown whether the existing technical/technological work environments provide opportunities for such intrinsic needs to be inculcated or fulfilled and, (2) it is unknown whether non-Emirati firms will decide to hire them.

## **1.7 Research Outline**

### **1.7.1 Aim**

The aim of the study is to explore the challenges of Emiratisation by examination of motivation theories in the context of Human Resources Development (HRD).

### **1.7.2 Objectives**

The main objectives which must be met in order to achieve the above aim are:

- To identify the legal/government framework concerned with Emiratisation.
- To identify the motivation of Emiratis concerning their career directions in the private sector.
- To identify the levels of interest among Emiratis in developing their technical skills/abilities.
- To generate data that will contribute to the design and implementation of Emiratisation policies at individual and organisational level.

- To develop a conceptual framework and make recommendations based on the findings.

### **1.7.3 Research Questions**

In order to achieve the aim and objectives of this study, the following questions have been formulated:

- How would technical job applicants evaluate the three basic intrinsic needs of autonomy, competence and relatedness according to their degree of importance?
- Are these intrinsic needs realisable in real-life work contexts in private technical/technological firms?
- What motivational strategies can be employed to modify job applicants attitudes and perceptions in regard to technical jobs?
- What motivational factors affect mid-size and smaller firms to succeed in their Emiratisation campaigns?

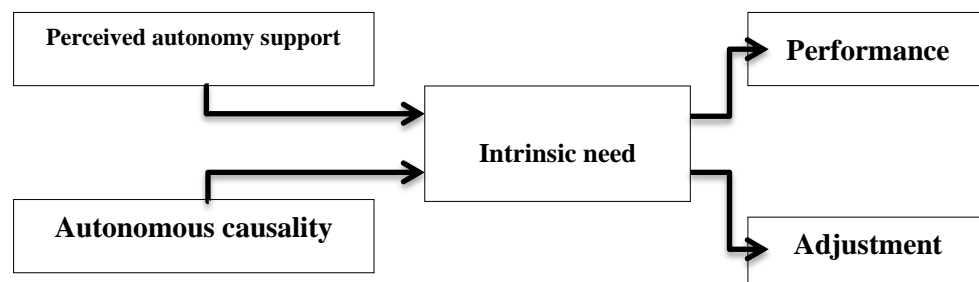
### **1.7.4 Scope of the Study**

This study focuses on the motivational constructs of Emiratis – employed and unemployed, and of non-Emirati firms with 50 or more employees. The primary source of data is responses elicited from a sample consisting of Emirati workers and non-Emirati private employers in the technological sector. All respondents are based only in Abu Dhabi. Secondary sources are obtained from literature reviews on subjects related to HRD, motivational theories and Emiratisation. This study focuses on self-determined behaviour in relation to the satisfaction of basic psychological needs for autonomy, competence and relatedness/belongingness. Thus, the Basic Psychological Needs Theory (BPNT) – a sub-theory of the Self-Determination Theory (SDT) – was used to address the research questions.

## 1.8 Major Theoretical Framework

The comprehensive review of literature found in Chapters Two and Three not only clarified the principal characteristics of major theories of motivation but has essentially identified which among the candidate theories has the larger potential to resolve the research questions. Through the highlights rendered over some important motivational components derived from each of respective theories discussed, it is argued that the Self-Determination Theory (SDT) possesses the versatility and applicability in addressing intrinsic motivational processes helpful in predicting self-determined work motivation as well as positive attitudes linked to successful job outcomes.

In the field of employment, Baard, Deci, and Ryan (2004) contend that the concept of intrinsic needs satisfaction can provide useful ways of organising and interpreting a variety of studies that relate contextual supports to performance and adjustment at work. Thus, Baard et al. (2004) further posit that the self-determination theory (SDT) is a useful tool that can help managers in the understanding of subordinates' perspectives towards self-regulation, and in understanding what specific elements are needed to facilitate desirable work outcomes based on effective performance and well-being of employees, associated with the basic need satisfaction.



**Figure 1.2:** The Intrinsic Needs Satisfaction Model of Work Performance and Adjustment  
(Source: Baard et al., 2004)

In the field of unemployment, the Self-Determination theory (SDT) was found useful in understanding determined behaviour of unemployed individuals. As the term self-determination has connotations with activities that people do freely and not by coercion (Wehmeyer, 2005), SDT becomes a valuable theory regarding the societal and cultural norms that are suggested to put relative pressure on Emirati youths when it comes to educational and career decisions. Under the contention of distinctions between autonomous and controlled behaviours, SDT suggests that unemployed people might display a very strong job search motivation (Vansteenkiste, Lens, De Witte, & Feather, 2005). Findings by Luyckx, Vansteenkiste, Goossens, and Duriez (2009) also reveal the agreement between SDT and the postulation that the experience of total needs satisfaction supplies the energy for individuals to invest in identity-related efforts, in the sense that satisfaction of these needs goes hand in hand with a proactive exploration of different identity issues and certain identity options. More importantly, SDT proposes the interplay between the environment and the individual which gives rise to different types of motivation (Hagger & Chatzisarantis, 2005).

Whereas the SDT considers the role of environmental cues in fostering interest and free choice towards stronger autonomy orientation in individuals (Latham, 2007), a good understanding of the theory will allow human resources managers (HRM) managers to enact environmental modifications or implement proactive measures that promote the satisfaction of basic intrinsic needs or of the three inherent psychological needs (autonomy, competence and relatedness) (Deci & Ryan, 1985, 2002). Therefore, SDT is an ideal theory to study because it permits environmental interventions to satisfy those basic needs, i.e. regular

consultations, coaching, developmental appraisals and training/mentoring opportunities, by taking into account individual talents, interests and expectations (Marescaux, De Winne, & Sels, 2010). In effect, the human resource development (HRD) may introduce SDT-based interventions designed to attract job applicants and retain employees.

### **1.9 Potential Contribution to Knowledge**

This study intends an original contribution to the body of knowledge in the field of human resource development (HRD). This work provides inductive queries focused largely on determining the origin as well as the quality of intrinsic motivation held by Emirati seekers of technical jobs in the private sector. This research is also aimed at filling the gap in the literature through exploring why Emiratis behave as they do in the UAE job market.

Also there are two proposed contributions to knowledge, the first being the identification of motivational constructs that have not been fully covered in the HRD/Emiratisation literature. Previous studies have focused heavily on Emiratisation policies and the Emirati culture (Abdulla, 2005; Al-Ali, 2008; Al Hassan, 2011; Randeree, 2009) and Emirati unemployment (Albuainain, 2004; Alnaqbi, 2011; Cameron, 2002), while much of the HRD literature on motivation has covered subjects pertaining to non-Emirati nationals rather than Emiratis. This research makes an attempt to fill important gaps in the research field within the scope of this study.

The second contribution is the provision of a basis for future research on work motivation pertaining to Emiratis nationals. This study will render the validation of motivational theories, constructed in their western contexts, which are subsequently applied in the UAE setting. Corroborative underpinnings will provide a good understanding of the kinds of



motivating factors (extrinsic and/or intrinsic) relevant to the notion of stimulating Emiratis to seek private-sector employment. These can be utilised to design media campaign programmes or draw up policy recommendations aligned with the espoused mission of the TANMIA and the ADTC. Some of the knowledge may also supply valuable inputs that HR managers could use for the creation of recruitment, developmental and retention programmes, or for establishing a stimulating organisational climate made more conducive for UAE nationals to excel in their jobs.

### **1.10 Structure of the Chapters**

Including this initial chapter, this thesis consists of eight chapters organised in the following order: Chapter Two presents the research literature that forms the theoretical bases for this study. Chapter Three is an extension of the literature review that focuses on discussing the theory of self-determination (SDT) in one whole chapter. Chapter Four details the research procedures observed as well as the methodological traditions, controversies and justifications leading to the choice of design, approaches and strategies. Chapter Five presents how the outlined methods in the methodology chapter were applied. It contains the procedures and eventual outcome of the total effort to acquire data. Chapter Six contains the main survey results, presented in the form of group data obtained from three sampled populations comprising: non-Emirati employers, and employed and unemployed Emirati individuals. Chapter Seven contains the discussion of the findings in relation to Self-Determination Theory (SDT) and Chapter Eight draws the study to a conclusion in addition to final recommendations.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Chapter Introduction**

The review of the literature is presented in four large sections, namely basic motivational theories, Emiratisation, human resource and development (HRD) issues in the UAE context and Emirati unemployment.

The first section (Section 2.2) is a rigorous review of the motivational literature aimed at managing the limitations of the lack of contextual resources and applying mainstream work motivation theories to the job search/work engagement behaviours of Emiratis. Understanding the basic work motivation theories was a necessary prologue to understanding the SDT, encompassing issues of unemployment, job search behaviours and work motivations within the context of HRM practices.

The Emiratisation section (Section 2.3) carries three general objectives: (1) to generate sufficient information and establish the historical/situational background for the study; (2) to obtain an understanding of the gaps between educational preparation and employment demands; (3) to introduce some of the governmental agencies involved and the efforts/measures being made/taken to achieve labour nationalisation through Emiratisation.

The third major section (Section 2.4) aims to obtain a good understanding of the contemporary HRD issues and to find significant assessments in the literature of the impacts of Emiratisation on the private sector. The purpose of this section is to develop the empirical framework for research based on UAE needs and the incumbent dynamics between HRD approaches and socio-cultural influences.

The fourth major section (Section 2.5) highlights some of the important issues regarding Emirati unemployment. The common themes discussed include the impacts of the unique social context in the UAE and the structural barriers found in educational, cultural, industrial, political and governmental affairs in the country. The most common transitional challenges affecting fresh jobseekers of both genders are also set out.

## **2.2 Basic Motivational Theories**

This study will try to delve into classical motivational theories, guided by the SDT as the major theoretical framework, applying them to the context of Emiratisation, in order to find out how Emiratis can be motivated to compete for jobs, even if they are low paid, that are essential in building their skill set. First-hand experience is necessary for any technical job and everyone has to start somewhere. The study will also provide a roadmap for building self esteem amongst candidates so that they are more confident in presenting themselves to prospective employers.

The purpose of this section is to explore and obtain a robust understanding of some of the basic motivational theories before proceeding to discuss the SDT – the chosen motivational framework for exploring Emirati jobseekers’ motivations for seeking employment in private technical firms. Subsequent sections will demonstrate that Emiratis want good pay, recognition and promotion, and challenging work, and they have a desire to make things happen and expect to be given great responsibility, but often the reality of what they can realistically contribute is not aligned with these expectations (Figliolini, Hofmann, & Kanjirath, 2008). While many Emirati jobseekers are held back by their beliefs that their lack of technical skills and high wage expectations diminish their employability, for private

employers on the other hand, it is the lack of vocationally oriented motivation that most influences their recruitment decisions (Forstenlechner et al., 2012). Therefore, deficiencies in educational qualifications and high wage demands are not, as previously believed, the whole reason why private employers are disinclined to hire Emiratis.

Moreover, having found that Emiratis are willing to commit and motivate themselves, the ICOS (2010) sees the need to inculcate more self-motivation and calls for greater government involvement to create conditions that will motivate younger Emiratis and enhance work engagement. While for many years governments in the Gulf have developed strategies aimed at motivating their nationals to seek private-sector positions, most have been counterproductive (e.g. obliging employers to pay nationals more and offer them better benefits comparable to the public sector) and have effectively priced indigenous job applicants out of the market (Davidson, 2011). There is also a mismatch in the pre-hiring conditions of private employers and Emirati jobseekers, both in terms of what the employer can offer and what the Emirati employees can generally give and expect in return.

In spite of the growing interest in work motivation studies, only a few pertain to Emirati motivation, and most concern the public sector (Suliman & Al-Sabri, 2009). Even fewer focus exclusively on UAE nationals working in the private sector. Job motivation studies looking at Emiratis hired in technological firms are hardly to be found, making data and study sources difficult to find. Since the exact mechanisms through which motivational constructs affect the behaviour of unemployed UAE nationals are underexplored, this section is organised in such a way as to overcome the limitations of the lack of contextual

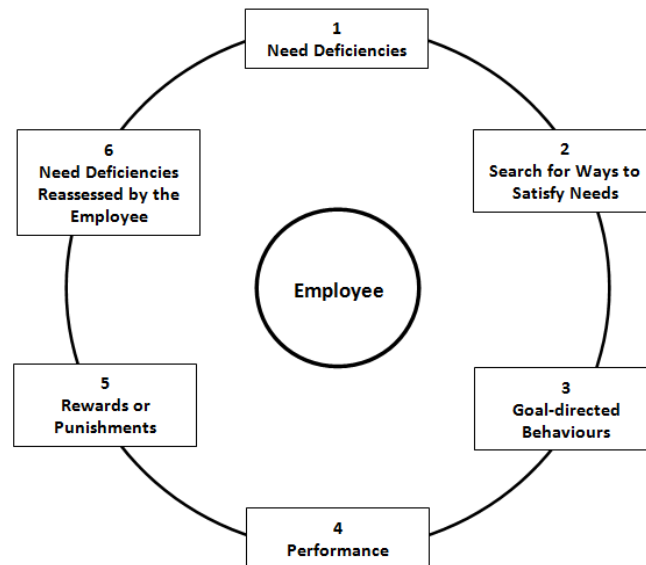
resources and to augment our understanding by exploring work motivation theories in a rigorous manner.

### **2.2.1 Motivation and Work: An Overview**

Early definitions describe *motivation* as the immediate influence on direction, vigour and persistence of action (Atkinson, 1964). It is a process governing the choices people make (Vroom, 1964). More recent descriptions of motivation include the following: the process through which a goal-directed activity is instigated and sustained (Pintrich & Schunk, 2002); the forces within the individual that account for the direction, level and persistence of their work effort (Schermerhorn, Hunt, & Osborn, 2011); and the internal and external processes involved in developing an appropriate course/s of action directed towards achieving a specific outcome (Rollinson, 2005). Motivation requires a goal and applies to the entire class of drives, desires, needs, wishes and similar forces (Wellington, 2011). It involves psychological processes such as perception and expectation in stimulating the arousal, direction and persistence of voluntary actions that are goal directed (Nicholas, 2008).

Theories of motivation help to explain motivational constructs associated with behaviours and attitudes that individuals demonstrate when pursuing goals and satisfaction (Jones & George, 2003). The study of motivation is important for human resource management (HRM) in that motivation can be reinforced by the use of rewards and punishments, and can aid in the development of intervention programmes aimed at organisational efficiency (Basu, 2004).

**2.2.1.1 Work Motivation:** In relation to the varied interpersonal elements of work, *work motivation* is defined as the willingness of the individual to exert high levels of effort towards organisational goals as conditioned by the person's ability to satisfy some individual need (Robbins, 2005). It is a set of dynamic forces that originate within and beyond the individual and initiate work-related behaviours (Pinder, 1998) and determine their form, direction, intensity and duration (Latham & Pinder, 2005). Since motivational processes influence the behaviours and choices that individuals make about which tasks and activities to engage in (Mount, Barrick, Scullen, & Rounds, 2005), identifying employee motivation is considered essential to understanding why an individual chooses one job over another and why some employees work hard and some do not (Suliman & Al-Sabri, 2009). Therefore, reinforcement factors can be introduced if performance shortcomings are noticed. If the employee lacks ability, the management can provide training or replace the worker; if there is a resource problem, the manager can fix it (Griffin, 2011). If there is a minor lack of motivation, performance changes can be influenced by withholding rewards. However, if the problem is a non-correctable lack of ability or motivation, performance changes can be achieved by transferring or dismissing the employee in question (Lindell, Prater, & Perry, 2007).



**Figure 2.1:** A motivation framework based on the related concepts of need deficiencies and goal-directed behaviours (Thakur, Burton, & Srivastava, 2007).

**2.2.1.2 Organisational Climate** can be enhanced to produce conditions that may reinforce motivation (Battu, 2008). Thus, organisations can stimulate high performance attitudes through specific psychological states and predispose employees to act in certain ways; in other words, the climate creates expectations, and expectations stimulate and reinforce certain types of motivation while inhibiting others (Holbeche, 2006). Hence, a healthy organisational climate is required for utilising and enhancing employee competences and fostering job satisfaction in the workplace, all of which are HRM goals (Battu, 2008).

**2.2.1.3 Role of HRM in Motivational Development:** The role of HRM has considerably grown for the past seven years in dealing with the challenging issues that face both employees and organizations in the region and in finding methods for development in both theory and practice (Afiouni, Rue, & Schule, 2014). The success of many HR-related processes depends on whether the individual is motivated to participate, learn and use what is learned to improve performance (Werner & DeSimone, 2012). Although it can be argued

that motivation is very much the responsibility of the individual rather than the manager, the management of a company is equally responsible for enabling people and discovering what motivates them, while eliminating sources of demotivation (Holbeche, 1998). Berman, Bowman, West & Van Wart (2010) provide two reasons for HRM's concern with motivation: (1) HRM cannot ignore the impact that classification, compensation, promotion, training and other policies have on employee motivation; (2) HRM involves policies that direct how people interact in organisations. In addition, motivators cannot just be introduced haphazardly (Berman et al., 2010). Managers should carefully assess individuals' values and needs to ensure that employees will respond to and value motivators (Marquis & Huston, 2009) because providing the right motivation will result in high performance, while inappropriate motivation could harm performance (Holbeche, 2006).

**2.2.1.4 Training and Learning** – Along with providing training and learning opportunities, needs assessments are fundamental in determining whether learners have the basic skills necessary for learning (*possessing basic skills*), the motivation to learn (*desire to learn*) and self-efficacy (*person's beliefs and contentions*) (Sims, 2006). In skills acquisition through training, motivation and volition are crucial (Rosenstiel, Kehr, & Maier, 2000) to the respective appreciation and finding of 'meaning' in one's work or vocation. It is the role of the HR department to help new employees and *in situ* employees to understand why learning and training are necessary, in order to increase participation and involvement (Barrett, 2003).



**2.2.1.5 Career motivation** is described as the desire to exert effort to meet career goals (Sessa & London, 2006). It relates to the level of one's determination to pursue a career, depending on the manner one links oneself to one of the following three elements (London & Mone, 1987): (1) *Career resilience*: the extent to which people resist career barriers affecting their work. Such behaviour patterns are often characterised by a strong willingness to take risks and the ability to act independently and boldly pursue one's career goals. (2) *Career insight*: the degree to which people are realistic about themselves and how they relate their perceptions to their career goals. This requires the development of goals and the obtaining of self-knowledge of and the work environment. (3) *Career identity*: the amount to which people associate with or identify themselves by their work, which includes involvement in the job, in the organisation and in the direction of their career goals.

**2.2.1.6 Vocational motivation** refers to motivational factors operating in vocational choice and to the appreciation of the nature of different occupations and types of work (Ahmad, 2008). Vocational motivation is found in the spheres of vocational choice that reflect one's interests and one's motivational orientation. According to Ausubel (2002), an individual's changing patterns of vocational choices and interests may be considered as rough indexes of their developmental maturity. For example, a child may not be so concerned about the status attached to a vocation, but as s/he grows older, the source of imaginative creation expressed through an earlier vocational choice is likely to change as the child may be influenced by the perceived glamour and excitement of a given occupation rather than by the realistic occupational challenges in the adult world. A study by Krapp and Lewalter

(2001) indicates that institutional context plays an important role in vocational education and in fostering the conditions responsible for the development of content-specific motivational dispositions and enduring vocation-related interests.

**2.2.1.7 Job search motivation:** job search intention is central to the prediction of job search behaviour because it comprises the motivation necessary to engage in job-seeking activities (Van Hooft, Born, Taris, Van Der Flier, & Blonk, 2004). The job search process is self-regulatory in nature, in that the search effort is salient to the employment or reemployment process (Wanberg et al., 2010). It is highly likely that those who strongly value being employed will be more motivated to engage in job-search activities than those who do not (Woods & West, 2010). On the other hand, lack of motivation is a major cause of failure, which could result in repeated unsuccessful job applications, leading to stress, uncertainty

The sub-section presented above is essential to the current study in a variety of aspects. Firstly, it introduces motivation and its description in general, which is paramount for understanding motivation in general. Secondly, work motivation has been introduced and the extent to which a workplace can play a role in motivating employees and jobseekers by meeting their own essential psychological needs. This is a good introductory section to that of Emiratisation which is based on motivating jobseekers and employees to direct their attention to technical jobs in the private sector. In the light of the theoretical information discussed above, Emiratisation can potentially achieve its basic goals of motivating Emirati job seekers and employees.

### **2.2.2 Types of Motivation**

The literature identifies two commonly described sources of motivation – intrinsic motivation (IM) and extrinsic motivation (EM). In principle, a work environment can be made to be either more conducive or less suitable to providing IM or EM (Thierry, 1990). A third motivational construct called *amotivation* – proposed by Deci and Ryan (1985) – is less common in the motivational literature but is held to be important when trying to understand human behaviour (Vallerand & Ratelle, 2002), especially self-determination.

**2.2.2.1 Intrinsic motivation:** the concept of IM refers to behaviours performed out of interest and enjoyment (Vallerand & Ratelle, 2002). IM occurs when people perform without consideration of external rewards, other than the satisfaction they derive as a result of that activity (internal rewards) (Minbaeva, 2008). Amabile, Hill, Hennessey & Tighe (1995) posit that IM is conducive to creativity. High levels of IM are assumed to result in high levels of spontaneous and innovative behaviours (Herzog, 2011). Technically speaking, IM is assumed to be the inner cause of an individual's interest in an activity (Cameron & Pierce, 2002). Driven by self-initiated activities, the intrinsic rewards are administered by the individual themselves (self-regulated), rather than being mediated by the company or business unit (Herzog, 2011). Intrinsically motivated individuals are associated with more positive effects (i.e. satisfaction, enjoyment) and adaptive behaviours (persistence, creativity, engagement) (Dunn, 2003).

**2.2.2.2 Extrinsic motivation:** EM pertains to behaviours carried out to attain contingent outcomes (Vallerand & Ratelle, 2002). It relates to the motivation to work primarily in response to something apart from the work itself (Herzog, 2011). EM exists when

employees are able to satisfy their needs indirectly. Thus, extrinsically motivated coordination in organisations is achieved by linking the monetary motives of the employees to the goals of the organisation (Osterloh & Frey, 2007). When people are driven to perform for money, rewards (mediated/external) and incentives that satisfy their needs, the source of their motivation is classifiable as extrinsic (Minbaeva, 2008). Extrinsically motivated behaviours are performed for the purpose of attaining externally regulated outcomes – i.e. money, recognition, trophies, awards (Dunn, 2003). Vallerand and Ratelle (2002) have identified four types of EM in relation to self-determination:

(1) *External regulation*: refers to acts performed to attain a positive end state (i.e. money) or to avoid a negative end state (i.e. avoiding reprimands), which are separate from the work context itself.

(2) *Introjected regulation*: denotes the first stage of the internalisation process, in which individuals react to prompts supplied by the work situation and internalise these feelings, often demonstrated through acting out of a sense of obligation, to avoid feeling shame and internal pressure.

(3) *Identified regulation*: indicates when a person acts out of identified reasons. The will to engage in an activity is internalised so that the activity is judged valuable by the person and he/she will perform the activity with a sense of choice, regulated through identification with the activity. For example, a student may choose to get up an hour earlier to review his/her chemistry notes because he/she feels it is personally important.

(4) *Integrated regulation*: represents actions that are not necessarily coherent with the activity performed but where the choice underlying the behaviour is in harmony with other structures within the self (Vallerand & Ratelle, 2002). For example, a student might choose

not to attend an extracurricular activity with his/her classmates in order to stay home and

**Table 1.** Schematic Relation of the Six Types of Motivation According to SDT.

Type of Regulation	Amotivation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation
Motivational intensity	Low	High	High	High	High	High
Motivational force	Discouragement and helplessness	Expectations, rewards, and punishment	Guilt, shame, and self-worth contingencies	Personal valuation and relevance	Harmonious and coherent commitment	Enjoyment, pleasure, and interest
Internalization	No	No	Partial	Almost full	Full	Not required
Underlying feelings	Futility and apathy	Stress and pressure	Stress and pressure	Volition and freedom	Volition and freedom	Volition and freedom
Locus of causality	Impersonal	External	External	Internal	Internal	Internal
Type of motivation	Amotivation	Extrinsic	Extrinsic	Extrinsic	Extrinsic	Intrinsic

```

graph TD
    CM([Controlled Motivation]) --> ER[External Regulation]
    CM --> IR[Introjected Regulation]
    CM --> ID[Identified Regulation]
    AM([Autonomous Motivation]) --> ID
    AM --> IReg[Integrated Regulation]
    AM --> InReg[Intrinsic Regulation]
  
```

Source: Adapted from Ryan and Deci (2000).

review his/her chemistry notes in preparation for an examination the following day.

**Table 2.1:** Schematic Representation of the Six Types of Motivation According to SDT  
(Source: Vansteenkiste, Niemiec, & Soenens, 2010)

**2.2.2.3 Amotivation:** constitutes a construct similar in many ways to personal/learned helplessness. Amotivated individuals feel incompetent and act as though they have little or no control regarding work factors (Vallerand & Ratelle 2002). Amotivated behaviour patterns are neither intrinsically nor extrinsically motivated and are regulated by forces wholly beyond the individual's intentional control, in the sense that they are not intentional (Deci & Ryan, 1985). As they feel helpless, amotivated people may question the usefulness of engaging in the activity in the first place (Vallerand & Ratelle, 2002). Non-motivated

(amotivated) behaviour, as characterised by a lack of either intrinsic or extrinsic elements, is predicted to result in mal-adaptive patterns and the eventual cessation of participation (Dunn, 2003). Individuals failing to link any intention or identification with a behaviour outcome may even disassociate from that action by distorting or forgetting this behavioural choice (Deci & Ryan, 1985).

**2.2.2.4 Dichotomy of extrinsic/intrinsic motivators:** since motivation theories are often culture-bound (Robbins, 2005), managers in cultures where materialism is strong should expect employees to be motivated by extrinsic rewards, as they are likely to place a high value on goals such as getting a better job, material possessions, money and assertiveness. In contrast, with regard to cultures that tend to value relationships, the welfare of others and the intrinsic satisfaction that comes from performing meaningful work, people tend to be more interested in the aesthetic and spiritual dimension rather than being motivated by financial rewards and the pursuit of status (Dyck & Neubert, 2010).

Both motivating factors, ie. extrinsic and intrinsic, compete in the workplace. Clearly, there is a dichotomy between the extrinsic and intrinsic rewards of activity participation, because if something is extrinsically rewarding, it cannot be intrinsically rewarding at the same time (Sansone & Harackiewicz, 2000). There is a notion that extrinsic rewards could be detrimental to IM and result in lower creativity. If people are rewarded for engaging in activities, they begin to see themselves as doing the activity for the reward rather than for interest or enjoyment (Cameron & Pierce, 2002) so that perceived IM decreases (Sansone & Harackiewicz, 2000).

However, IM also has some disadvantages, which Osterloh and Frey (2007) have identified as follows: (1) IM is more difficult (to manipulate) and the outcome more uncertain than that of EM. (2) IM can have an undesirable content since it is, most of the time, hidden. Examples include hard to decipher motives such as vengeance, envy and a desire to dominate. These intentions contribute to immediate satisfaction rather than to the achievement of externally set goals. (3) IM is not as flexible as EM. An individual may end up setting aside work tasks in preference to doing something not work-related that gives intrinsic pleasure.

Neither outcome can effectively keep someone motivated at all times without the other, and thus productivity and satisfaction will be highest when IM is supplemented with extrinsic incentives (Cameron & Pierce, 2002). Extrinsic motivators in the form of reward, recognition and feedback that either gives reassurance on one's competence or information on strengthening that performance can promote positive creative outcomes (Andriopoulos & Dawson, 2009). Therefore, extrinsic motivators may enhance any behaviour when administered properly (Herzog, 2011).

Intrinsic motivation is of key importance in the process of motivating groups or individuals. Intrinsic motivation is associated with more positive long-term effects such as satisfaction and enjoyment; and also adaptive behaviour such as persistence, creativity, and engagement. Extrinsic behaviour, on the other hand, is the type of behaviour associated with rewards, wages; the effects of extrinsic motivation are short-term and temporary which recede given the absence of the extrinsic factors. This discussion is crucial to the concept of Emiratisation which will not only be based on extrinsic motivation but also

endeavours to connect it with intrinsic motivation. Focus on intrinsic motivation in any motivating plans guarantees its effectiveness.

### **2.2.3 Theories of Work-Related Motivation**

Work-related motivation is usually conceptualised as consisting of several psychological processes that influence behaviour (Birnberg, Luft, & Shields, 2007). Although some theories share common processes and constructs, there is no single, inclusive, widely accepted explanation of work motivation (Werner & DeSimone, 2012). Work motivation theories are generally categorisable into three classifications: *need-based*, *cognitive* and *non-cognitive* (Sullivan, 2009; Werner & DeSimone, 2012).

In a similar conceptualisation, Lewis, Lewis, Packard & Souffle (2001) group theories of motivation into two fairly broad categories: *content theories* and *process theories* (Hardina, Middleton, Simpson, & Montana, 2006). Albeit rendered quite differently, the elements appearing in the two versions are often similar to each other, which makes tracking them quite confusing because of their representational variations in the literature. Thus, for the purpose of developing a unified rendition in this section, individual theories that may have been catalogued differently but that bear parallel or corresponding definitions are incorporated using merged sub-headings. Theories appearing in one version but not found in the other are labelled according to their original representations.



Approach:	Theories:
<b>Need Based</b> Underlying needs, such as the needs for safety or power, drive motivation	Maslow's Need Hierarchy Theory Alderfer's Existence, Relatedness, and Growth (ERG) Theory Herzberg's Two-Factor Theory
<b>Cognitive Process</b> Motivation is a process controlled by conscious thoughts, beliefs, and judgments	Expectancy Theory Goal-Setting Theory Social Learning Theory Equity Theory
<b>Noncognitive</b> Motivation is explained as an interaction between behavior and external events without appealing to internal thoughts or needs	Reinforcement Theory

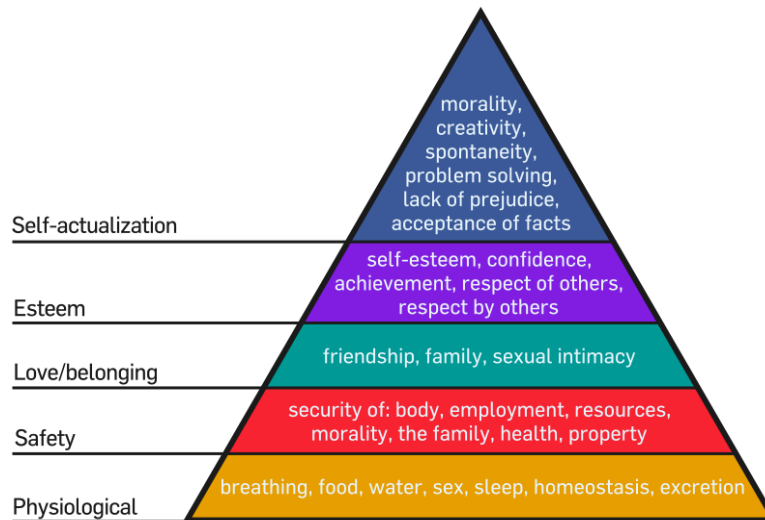
**Table 2.2:** Approaches to Explaining Motivation  
(Source: Werner & DeSimone, 2012)

### ***2.2.3.1 Content Theories/Need-based Theories:***

According to Rainey (2009), *content theories* are concerned with analysing the particular needs, motives and rewards that affect motivation. *Content theories* refer to understanding motivation in a framework of human needs and the fulfilment of those needs. Similarly, *need-based theories* of motivation are deeply rooted in the concept of needs, referring to states of deficiency or imbalances, either psychological or physiological, that energise and direct behaviour (Werner & DeSimone, 2012).

**2.2.3.1.1 Maslow's Hierarchy of Needs (1954):** Human needs are placed on a scale, beginning with lower basic needs and rising to higher-level needs (Hardina et al., 2006). The needs hierarchy lists five levels or categories of needs: physiological, safety and security, love, status and esteem, and self actualisation (Werner & DeSimone, 2012). Maslow proposes that people are motivated to satisfy these needs, starting from the basic

level, and when one need is relatively well fulfilled, others emerge in a predictable, upwards sequence (Cassidy & Kreitner, 2010).



**Figure 2.2:** Maslow's Hierarchy of Needs  
(Source: Creative Commons 2012 [a copyright-free online image]).

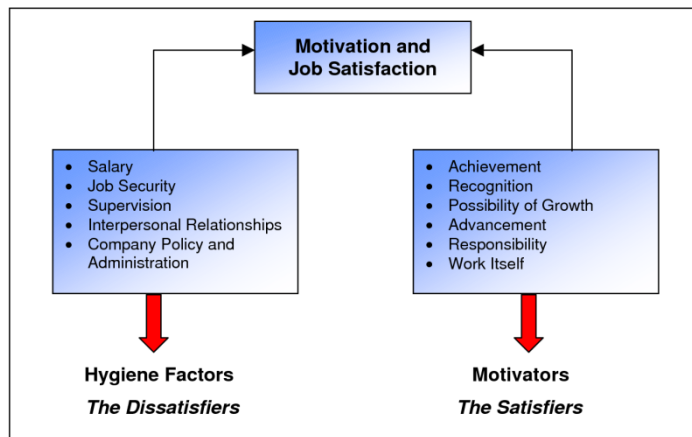
The widespread familiarity with Maslow's needs mechanism enables managers to identify employee needs more easily; recognise that the needs may be different for each employee; offer satisfaction of particular needs and realise that giving more of the same type of reward may bring about a diminishing impact on motivation (Aswathappa, 2005). In current research literature Maslow's theory is seldom invoked explicitly by modern organisations (Landy & Conte, 2010). Contemporary scholars of work motivation do not accept the needs hierarchy as an adequate theory of motivation (Rainey, 2009).

Now regarded as a classic, Maslow's theory is not, in itself, a theory of work motivation, for Maslow himself did not intend to apply his needs hierarchy directly to work motivation (Aswathappa, 2005). A fulfilled need does not motivate an individual; instead, when a need

is satisfied, it is no longer a motivator of behaviour (Srivastava, 2005). Kreitner (2007) cites the following example: the promise of unemployment benefits may partially fulfil an employee's need for economic security (the safety need) but this added security brought about by additional unemployment benefits will probably not motivate fully employed individuals to work any harder.

*2.2.3.1.2 Herzberg's Two-Factor Theory (1966):* the *two-factor theory* is a theory of employee motivation based on satisfaction (Kreitner, 2007). Herzberg proposes two basic needs (hygiene needs and motivating needs), not five, and they are not so much hierarchically arranged as independent of one another (Landy & Conte, 2010) as they play different roles in relation to job satisfaction and motivation (Hardina et al., 2006). Herzberg contends that people have two sets of basic needs – one focuses on survival (satisfied by hygiene factors), while the other is focused on personal growth (satisfied by motivators) (Werner & DeSimone, 2012).

The *two-factor theory* implies that hygiene factors are extrinsic to the job itself and only function to reduce levels of job dissatisfaction (Hardina et al., 2006). They do not provide job satisfaction but prevent dissatisfaction (Werner & DeSimone, 2012). In contrast, meeting motivational needs will increase effort as well as enhance satisfaction (Landy & Conte, 2010). Motivators can create feelings of job satisfaction, but their absence will not necessarily lead to dissatisfaction (Werner & DeSimone, 2012). Thus, motivating factors are intrinsic to the work position and stimulate employees to perform at higher levels (Hardina et al., 2006).



**Figure 2.3:** Herzberg's Two-Factor Theory  
(Source: Mullins, 1995; cited in Kronberg, 2003).

Hence, to provide motivation, managers should deal with both satisfiers, that is motivators, and dissatisfiers, in terms of hygiene factors (Aswathappa, 2005). Satisfiers can take the form of: achievement, recognition, the meaning of the work itself, growth, advancement and so on. Dissatisfiers can be factors related to policy and administration, work conditions, relationships with peers/subordinates, personal life and salary (Kreitner, 2007). However, satisfaction is not the exact opposite of dissatisfaction. Cassidy and Kreitner (2010) cite the following example: an employee who is not dissatisfied with her pay or work conditions but might not be particularly motivated to work hard because the job itself lacks challenge. Hence, money is a weak motivational tool because, at best, it can only eliminate dissatisfaction, which is not the same thing as motivating in a positive sense (Cassidy & Kreitner, 2010).

*2.2.3.1.3 McClelland's Needs Theory (1968):* this theory is based on three motivators, on namely, the need for achievement, the need for power and the need for affiliation (Hardina et al., 2006). Rainey (2009) defines these needs as follows:

*The need for achievement* refers to the need for a sense of mastery over one's environment and successful accomplishment through one's own abilities and efforts. The individual is inclined to take challenges involving moderate risk, has clear feedback about success and a sense of their own personal responsibility to achieve success (Rainey, 2009). Individuals who exhibit a strong need for achievement are particularly responsive to work environments in which they can attain success through their own efforts rather than by chance (Montana & Charnov, 2008).

*The need for power* refers to a general need for autonomy and control over oneself and others, which can manifest itself in different ways. It can facilitate effectiveness at the management level when blended with a degree of altruism and inhibition, and is often characterised by a low need for affiliation.

*The need for affiliation* is the need to establish and maintain positive relations or friendships with others (Rainey, 2009). The affiliation motivation can be viewed as a negative factor in managerial performance because it tends to make managers too concerned, subjectively, with individuals, thus creating tendencies that interfere with or weaken objectivity and rationality (Montana & Charnov, 2008).

*2.2.3.1.4 Jahoda's Theory of Latent Needs (1982)* : this has been a popular concept in the psychology of unemployment studies because it provides a systematic account of the kinds of psychological difficulties an unemployed person is likely to encounter, including the problems people experience when they lose their jobs (Lea et al., 1987). Jahoda's theory is based on the argument that losing one's job deprives the worker and produces psychological distress in the unemployed due to the adverse impacts of losing some of five

latent functions (Dooley & Prause; Furnham, 2005). Furnham (2005) enumerates these five functions and their implications as follows:

*Work shapes time:* loss of time can be very disorienting, with the unemployed less organised and less purposeful in their use of time and reporting more depressive symptoms than those engaged in employment.

*Work provides regularly shared experiences:* if one's primary source of friends and contacts are one's work colleagues, the benefits of social support are deprived precisely when they are most needed.

*Work provides the experience of creativity, mastery, and a sense of purpose:* the unemployed are left with a sense of uselessness when the experiences derived from work are taken away. Also, the output of work, teamwork and collegial relationships that imply the interdependence of human beings within an organisation will disappear when someone who is part of the mechanism departs.

*Work is a source of personal status and identity:* losing one's job also means a sense of diminished status that one had enjoyed within the family network from having been in employment, which may lead to a drop in self-esteem.

*Work is a source of activity:* the unemployed are no longer provided with the activities they seek or that suit them, by dint of performing particular work-related tasks or jobs that fulfil their needs. Thus, they may need to find an alternative source of stimulation to keep them active.

### ***2.2.3.2 Process Theories/Cognitive Process Theories***

*Process theories* concentrate more on the psychological and behavioural processes behind motivation, often with no designation of important rewards and motives, and emphasise how the motivational process works (Rainey, 2009). In a similar fashion, *cognitive process theories*, also sometimes referred to as process theories, attempt to explain the sequence of thoughts and decisions that energise, direct and control behaviour (Srivastava, 2005; Werner & DeSimone, 2012). Werner & DeSimone (2012) identify four cognitive theories of motivation (each of which has relevance in the practice of HRD): *expectancy theory*, *goal-setting theory*, *social learning theory* and *equity theory*. A brief review of these four theories is outlined below:

*2.2.3.2.1 Vroom's Expectancy Theory:* developed by Vroom (1964), this theory assumes that motivation is a process involving a conscious choice, meaning that people choose to put their effort into activities they believe they can perform and that will produce desired outcomes (Werner & DeSimone, 2012). Based on Vroom's model, motivation depends on three cognitions (Shields, 2007):

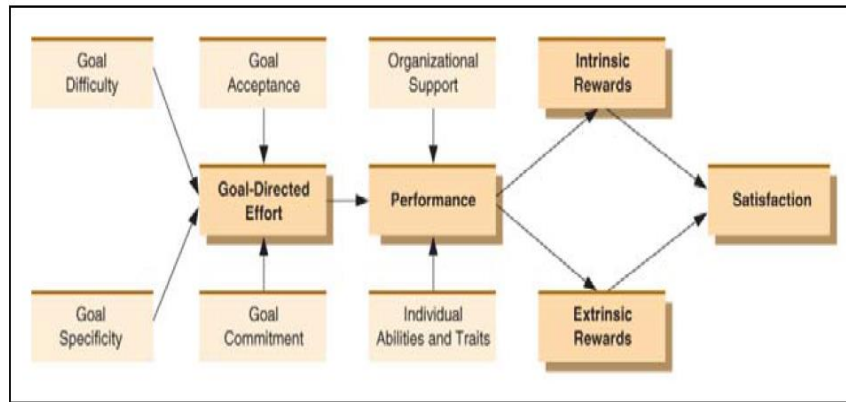
- (1) *Valence* refers to the value that the employee places on the potential outcome/reward (reward attractiveness). The employee is aware that increased effort will lead to increased performance.
- (2) *Instrumentality* is the degree to which the employee believes that performing at the specified level will produce a positive outcome or reward. Increased performance is desired because it will lead directly to rewards (Hardina et al., 2006). This is partly related to the employee's level of trust in the organisation's

reward promise (perceived linkage between performance and reward), though the individual must have a preference for the rewards that are given, that is, the organisation needs to ensure that the rewards are desired by the employee (Hardina et al., 2006).

(3) *Expectancy* refers to the employee's perception of the probability that a given level of effort will lead to a certain level of performance. This has to do with the employee's level of personal confidence about being able to perform (effort-performance linkage) (Shields, 2007).

*2.2.3.2.2 Goal-Setting Theory:* Developed by Locke (1968), goal setting is the process of improving individual or group job performance with formally stated objectives, aims, deadlines or quality standards (Kreitner, 2007). In Thakur, Burton, and Srivastava (2007), worker motivation is influenced by the following cognitive factors: (1) Workers are more motivated to attain specific goals than ill-defined, general goals. (2) Workers commit themselves more fully to difficult goals than to easy ones. (3) Workers will not be motivated if they do not possess the abilities needed to attain a goal. (4) Worker commitment is increased by tangible rewards, such as promotions, job titles and salary increases. (5) Worker motivation declines when performance feedback is withheld (Locke, Shaw, Saari, & Latham, 1981).





**Figure 2.4:** The Goal-Setting Theory of Motivation (with permission from Elsevier)  
(Source: Latham & Locke, 1979; cited by Griffin & Moorhead, 2012)

Therefore, an employee who establishes career goals is more likely to advance, especially if the goals are specific, realistic, challenging and accompanied by regular feedback on their progress towards the goals (Werner & DeSimone, 2012). According to Hardina et al. (2006), there are two underlying processes that explain the effect of goals on work motivation: goal content (the characteristics of the goal) and goal commitment (the attitude a person holds towards a goal and the determination they have to achieve it amidst setbacks or obstacles). Furthermore, employees must have a sense of ownership of the goal, a considerable level of task autonomy, confidence in their own ability to achieve the goal, and confidence in the feedback provided (Shields, 2007).

*2.2.3.2.2 Social Learning/Cognitive Theory:* *social learning theory* also known as *social cognitive theory* (Bandura, 1977a) highlights observational learning as the most important mechanism through which human behaviour changes (Sigelman & Rider, 2012). It also emphasises the relevance of role models' behaviour in guiding the behaviour of others, principles that are assumed to operate in the same way throughout a person's life, since these role models could be parents, older siblings, peers, entertainment, sports icons and so on. (Newman & Newman, 2009).

The process of modelling is of particular relevance to HRD, this theory suggests that, through observing behaviour and its consequences in others, individuals learn new behaviours and make decisions of their own about whether to perform a particular behaviour themselves (Werner & DeSimone, 2012). Rewards for certain actions create expectations of these outcomes, and a person's behaviour in a given situation is increased by expected rewards and reduced by anticipated punishment (Cameron & Pierce, 2002). Also, a person's self-efficacy or judgment of the likelihood that s/he can successfully perform a particular task will determine (1) whether behaviour will be exhibited, (2) the effort that will be spent and (3) the duration for which a person will continue to exhibit the behaviour (Werner & DeSimone, 2012). Therefore, the entire matter rests not on whether the employee accepts the goals that are set down but on whether the employee has the confidence and capacity to achieve them and has personal control over the outcomes (Shields, 2007).

*2.6.3.2.4 Equity Theory:* Montana and Charnov (2008) assert that the issue of equity in relation to the distribution of pay and other rewards is a major concern of managers, particularly after some inequity or unfairness has been perceived. Developed by Adams (1965), this theory argues that the degree of equity or inequity is a major input into job performance and satisfaction (Srivastava, 2005). The theory predicts that employees who believe they are being treated fairly will be motivated to continue with their present performance and behaviour, whereas those who believe they are being treated unjustly will search for ways to reduce their feelings of unfairness (Werner & DeSimone, 2012). Often, perceptions of equity/inequity are affected by two factors: (1) whether the compensation

received is commensurate with one's input in terms of job effort, education, experience, and skills (2) perceived equity of pay and rewards received in comparison to those received by others.

*2.2.3.2.2 Self-Determination Theory (SDT):* developed by Deci and Ryan (1985), the SDT posits that motivation in human behaviour varies inherently – ranging from a high to a low level of self-determination, motivated by IM, EM or amotivation (Guay, Vallerand, & Blanchard, 2000). Based on the basic psychological needs theory (BPNT) of the SDT, an individual is driven to pursue particular goals in relation to satisfying the three basic psychological needs of autonomy, belongingness and competitiveness. A thorough discussion will be provided in the next chapter (Chapter 3) since the SDT is the main theory chosen for this study.

#### ***2.2.3.3 Non-Cognitive Process Theories:***

*Non-cognitive* theories see behaviour as caused by environmental contingencies (Bremer, 2011). Motivation is explained as an interaction between behaviour and external events without any appeal to internal thoughts or needs (Werner & DeSimone, 2012).

*2.2.3.3.1 Reinforcement Theory:* rooted in behaviourism, reinforcement theory is the oldest and least complex of the non-cognitive approaches, as it is based primarily on the law of effect determined by environmental contingencies, whereby behaviour is a function of its consequences (Werner & DeSimone, 2012). This theory posits that a behaviour which results in a pleasurable outcome is likely to be repeated, whereas any behaviour resulting otherwise is likely to be avoided (Draft, 2008; Shields, 2007). Through a process of learning and reinforcement, the individual comes to perceive a link between behaviour and

consequence, and can be programmed to behave in desired ways (Shields, 2007). However, there are specific difficulties associated with manipulating non-cognitive variables (i.e. ethical or socio-cultural factors), as it is much harder to manipulate arousal levels or the motivation to perform at one's maximal performance level, and not even psycho-physiological measures can overcome these difficulties (Bremer, 2011).

According to Shields (2007), *reinforcement theory* makes four essential points concerning its association with motivation, efforts and rewards: (1) rewards reinforce performance; (2) to reinforce a desired behaviour, rewards must follow immediately after the behaviour (positive reinforcement increases the frequency of a behaviour – Werner & DeSimone, 2012); (3) a behaviour that is not rewarded will be discontinued (extinction seeks to decrease the frequency of a behaviour by removing the consequence that is reinforcing it – Werner & DeSimone, 2012); (4) withholding rewards is a powerful means of discouraging unwanted behaviour or misbehaviour (punishment seeks to decrease the frequency of an undesirable behaviour by introducing an adverse consequence immediately after the behaviour is exhibited – Werner & DeSimone, 2012).

#### **2.2.3.3 Job Characteristics Model (JCM):**

Viewed as an extension of Herzberg's two-factor theory and of McClelland's achievement needs theory (Brooks, 2009) as it relates to work design, motivation and job performance (Steers et al., 2004), the JCM of Hackman and Oldham (1975) proposes that a well-designed job raises intrinsic employee motivation based on five core job characteristics, namely *skill variety*, *task identity*, *task significance*, *autonomy* and *feedback* (Jones & Fletcher, 2003). As Schermerhorn (2010) outlines:

(1) *Skill variety* is the degree to which a job requires a variety of different activities to be performed in carrying out the work, which involves the use of different skills and talents of the employees.

(2) *Task identity* is the level to which the job requires the completion of a whole and identifiable piece of work, that is, doing a job from beginning to end with a visible outcome.

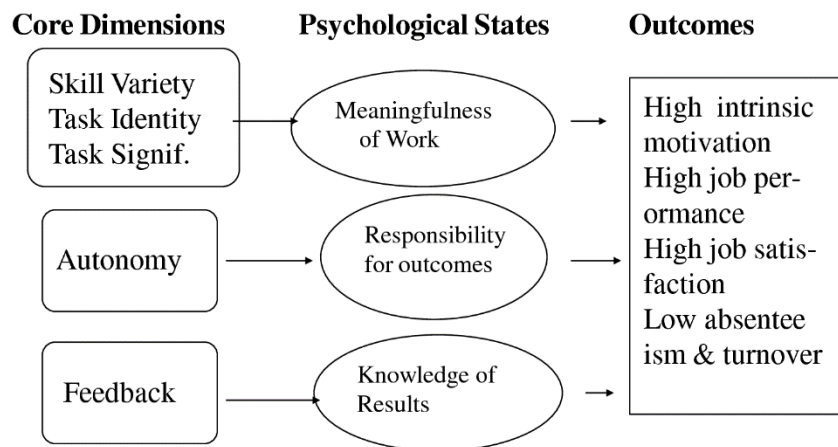
(3) *Task significance* is the extent to which the job has a substantial impact on the lives or work of other people, whether in the immediate organisation or in the external environment.

(4) *Autonomy* is the capacity to which the job provides substantial freedom, independence and discretion to the employee in scheduling their work and determining the procedures to be used in carrying it out.

(5) *Feedback* is the level to which work activities required by the job result in the individual obtaining direct and clear information about the effectiveness of his or her performance.

Jones and Fletcher (2003) have further noted that in calculating the overall motivating potential of a job, autonomy and feedback are particularly important and are given equal weighting to the sum total of the other three characteristics.

# Hackman & Oldham's Job Characteristics Model



**Figure 2.5** Hackman and Oldham's Job Characteristics Model  
(Source: McCary, 2009 [a copyright-free online image]).

According to the JCM, experienced meaningfulness of work can be achieved through the use of the first three job characteristics detailed above. These core characteristics are thought to lead to three psychological states that subsequently connect to internal motivation: experienced meaningfulness of one's work, experienced responsibility for the outcomes of one's work, and knowledge of the actual results of one's work activities (Hackman & Oldham, 1980). When these critical psychological states are experienced, high levels of work motivation, job satisfaction and performance will be experienced (Jex & Britt, 2008).

## ***2.2.3.4 Some Motivational Theories in Unemployment Research***

With the exception of the latent needs theory (Jahoda, 1982), the dominant theories discussed in the preceding sections are seemingly oriented towards motivational studies in relation to employed individuals – encompassing discussions on work behaviours and job

performance, among other work issues. However, a few authors have acknowledged the usefulness of motivation theory in relation to unemployment. Cole (2006) commends the value of motivational theories such as goal-setting theory and expectancy theory for suggesting that individuals with higher self-efficacy, self-esteem and a more internal locus of control will be more motivated and committed to achieving goals (such as employment). R. Maxwell (2008) elucidates the role of goal setting within the area of motivating the long-term unemployed to actively seek employment, and asserts that an understanding of the role played by goal setting in the job-searching process is critical to the advancement of knowledge in the field of unemployment motivation.

According to Vansteenkiste et al. (2005), there have been a number of theories more closely related to psychology that have been applied to the unemployment domain (i.e. expectancy-value theory, self-efficacy theory, attribution theory), which have lead to an understanding of the psychological factors as well as the processes that explain the extent to which people cope with unemployment and the effort they expend looking for a job. In this section, a review of motivational frameworks is provided to explain some of the important dynamics related to the unemployed, mainly in terms of job search behaviour, work values and job flexibility.

*2.2.3.5.1 Expectancy Value Theory (EVT)* is considered to be an early form of the theory of achievement motivation. It proposes that motivation and effort are the combined result of an individual's expectations of success and the value they attach to that success (Vialle, Lysaght, & Verenikina, 2005). Expectancy value models have evolved since Atkinson (1964) developed the first formal version in an attempt to explain different kinds of

achievement-related behaviours (Wigfield, Tonks, & Eccles, 2004). Two of the more dominant theories based on the EVT are the models proposed by Eccles et al. (1983) and Feather (1982), respectively.

The model developed by Eccles et al. (1983) was an expectancy value model of achievement choice, used as a framework for understanding early adolescents' and adolescents' performance and choice in the mathematics achievement domain (Wigfield & Eccles, 2002). Feather's model (1982) was an elaborate expansion of Atkinson's conceptualisation of value, defining it as a class of motives that affect behaviour by influencing the attractiveness of different possible goals and, thus, the motivation to attain those goals (Wigfield et al., 2004). Feather's model has been applied in the unemployment domain by Feather and O'Brien (1986) (Vansteenkiste et al., 2005).

In the context of unemployment, EVT submits that unemployed individuals who value employment highly will engage in various behaviours to achieve employment and spend a highly considerable amount of time as well as psychological and physical effort on finding a job (Kanfer, Wanberg, & Kantrowitz, 2001; Vansteenkiste et al., 2005). Thus, EVT suggests that unemployed people will choose to engage in those behaviours that they expect to succeed in and that have outcomes that are valued (Sirois, 2007), which means that the strength of a person's motivation to engage and persist depends upon the importance of the expected outcome of the behaviour as well as their expectations about how successful they will be in undertaking the activity, and the product of these values and expectancies (Feather, 1992; Sirois, 2007).



2.2.3.5.2 *Self-efficacy Theory*: introduced by Bandura (1977b), self-efficacy is a common cognitive mechanism that mediates between selected self-appraisal information and the individual's subsequent thought patterns, emotional reactions, motivation and behaviour (Feltz, Short, & Sullivan, 2008). This theory is concerned with the influence of beliefs about personal mastery or self-efficacy on self-regulation and goal attainment (Barone, Maddux, & Snyder, 1997).

There are two types of expectancies associated with this theory. The first is the outcome expectancy, which refers to the belief that certain behaviours will lead to certain outcomes. The second is self-efficacy expectancy, which denotes the belief that one can successfully perform the behaviours in question (Fielden & Davidson, 2005). Self-efficacy research focuses largely on the role of self-evaluation in self-regulation, particularly on the aspect of self-efficacy beliefs on behavioural choice, persistence and affective reactions to perceived success and failure (Barone et al., 1997).

Moreover, this theory contends that those with a strong sense of self-efficacy will exert the greatest effort to master challenges and maintain high levels of performance, while those with a weak sense of self-efficacy will doubt their own capabilities and, as these doubts grow, their efforts will likely diminish or they will give up altogether (Bandura, 1982; Fielden & Davidson, 2005). Job loss and a vicious circle of despair can cause job-seeking behaviour to diminish due to ebbing self-efficacy. Thereby, an unduly low self-efficacy constrains one's willingness to test one's determination, reduces the propensity to volunteer and removes one from the arena where success is attainable (Eden, 1993).

2.2.3.5.3 *Attribution Theory*: introduced by Heider (1958), this theory argues that an individual's response to a social situation is largely a function of how that person subjectively organises the stimuli of the social situation through attribution (Wilson & Keil, 2001). In brief, it deals with the construction of individual opinions about the reasons for particular events or observations (Winkler, 2010). Attribution theory suggests that individuals seek explanation for developments in their lives and those who blame themselves for undesirable happenings such as involuntary joblessness are likely to experience a sense of helplessness which is deleterious to self-perception and could foster psychological distress (Diette, Goldsmith, Hamilton, & Darity, 2012). According to Winefield, Tiggemann, and Winefield's study (1992), individuals who attributed their recent unemployment status to external factors (i.e. social, political and others beyond one's control) had higher levels of self-esteem than those who internally attributed their jobless state to personal factors (Judge & Kammeyer-Mueller, 2004).

The link between basic psychological needs and motivation has been made in the above discussion. In order to motivate an individual or a group, an understanding of their basic needs is required. When these needs are addressed, individuals as well as groups can be motivated. This elaboration is essential when constructing the components of Emiratisation in an effective way which takes into account the importance of meeting the individuals' and group's basic psychological needs in the work place.

The theories pertaining to motivation and work have now been explained, along with their theoretical implications. They encompass an individual's objectives regarding work, his/her need to be compensated well, to grow both professionally as well as personally, and also to

use employment as a means to achieve certain life goals. These theories will be related to Emiratis' perspectives on employment in the subsequent chapters.

The next section considers the Emiratisation process, as Emiratis are upskilled to replace expatriates in the UAE workforce and the gaps between education and the job requirements of UAE national candidates.

## **2.3 Emiratisation**

### **2.3.1 Workforce Nationalisation**

Since the 1950s, the Kingdoms of Bahrain and Saudi Arabia, the Sultanate of Oman, Kuwait, Qatar, and the UAE, which now comprise the GCC member states, have enjoyed immense oil wealth (Albayrakoglu, 2010). The discovery of oil transformed what had been one of the world's poorest regions into asset-rich states, giving them the ability to build basic infrastructure and improve standards of living for the first time (Peterson, 2009). To bolster their booming economies and to cope with rapid infrastructure development, the GCC countries relied on non-indigenous labour (Rees, Mamman, & Bin Braik, 2007) because indigenous labour supply was not only insufficient but also lacked the variety of skill sets needed for developing infrastructure and other major projects (Shah, 2008). All the GCC countries share similar economic attributes, such as dependence on petroleum products, a young and fast-growing native labour population, and a high dependence on an expatriate workforce in the private sector (Sturm, Strasky, Adolf, & Peschel, 2008).

After a decade (1973-1982) of accruing massive wealth from oil exports, the GCC nations began imposing stricter regulations to limit the admission of non-indigenous workers due to a sharp drop in oil prices and a decline in state expenditure (Albayrakoglu, 2010). Since the

mid-1980s, the economic deceleration has put increasing strain on the labour markets in the GCC economies and increased unemployment levels (Al-Qudsi, 2006). The GCC recognises that long-term development and progress cannot depend indefinitely on non-indigenous experts and migrant labourers. Thus, workforce nationalisation processes [known as Bahrainisation in Bahrain, Kuwaitisation in Kuwait, Omanisation in Oman, Qatarisation in Qatar, Saudisation in Saudi Arabia, and Emiratisation in the UAE (Randeree, 2012)] were conceived and formulated as strategies to understand the extent to which citizens could play a more central role in the development of their national economies. All the workforce nationalisation programmes have been modelled on a quota-based system, aimed at increasing the number of UAE nationals and reducing the number of expatriates in the private sector (Randeree, 2009).

Although their respective workforce nationalisation efforts may have identical frameworks, the different Gulf states have followed individual strategies due to notable differences such as the following: (1) the degree of total participation by and employment rate of citizens; (2) the level of segmentation of the labour market – between public and private and native and expatriate workers; (3) unemployment rates among women (Baldwin-Edwards, 2011). As the strategies are exclusive and relevant to the prevailing labour environment conditions, therefore, the demand for expatriate workers in the GCC will depend on several factors: (1) the number of citizens entering the labour market; (2) the effect of the labour market nationalisation, mainly through government regulation; (3) the economic capacity to generate new jobs; (4) the employment qualifications of UAE national labour in relation to the requirements of the job market; (5) the willingness of UAE nationals to assume low-

prestige jobs; (6) competition from expatriate worker groups; (7) political and security considerations (Kapiszewski, 2004).

### **2.3.2 The Concept of Emiratisation**

With the discovery of oil in 1958 in Abu Dhabi, and 1966 in Dubai (Elhiraika & Hamed, 2002), the UAE has spent over four decades building a state characterised by rapid economic development derived primarily from oil revenues. In recognition of the need to reduce its dependence on the oil and gas economies so as to ensure longer-term sustainability, the UAE government has adopted economic diversification strategies by investing the proceeds gained from high oil prices into developing an international investment portfolio involving public and public-private ventures (World Economic Forum, 2007). Hence, economic activities in general and private investments in particular have enabled the UAE to transform itself from a subsistence state into a modern, high-income country (Elhiraika & Hamed, 2001). However, given the small size of the UAE national population and the lack of interest in developing the necessary organisational and managerial skills for private-sector jobs (Albayrakoglu, 2010), the hiring of non-Emirati workers has become the norm.

### **2.3.3 Imbalance in Labour Demographics**

With the oil prosperity and the high infusion of foreign investment, there was a 'rush' to develop infrastructure (Khondker, 2008), which contributed to the requirement for expatriate labour. Together with the widespread provision of public goods and investment in non-traditional sectors (i.e. healthcare, tourism and education), the general prosperity has led to a further influx of foreign workers in the construction and service industries

(Randeree, 2012). Thus, the prevailing solution to HR shortages has been to recruit skilled overseas workers to meet immediate labour shortages in the oil and non-oil sectors. As a result, Emiratis are outnumbered by workers from other Arab countries, India, Pakistan, Bangladesh and the Philippines (Suliman, 2006).

Expatriates occupy positions across the employment spectrum, from domestic helpers to CEOs (Koji, 2011). The ratio in the overall workforce is estimated to be around 90% expatriates to 10% UAE citizens, while the Emiratis' representation in the private sector stands at barely 0.34% of the 3-million-strong workforce (Forstenlechner & Mellahi, 2010). The distribution of expatriate workers varies across the seven Emirates. Dubai has the largest imbalance, followed by Abu Dhabi (Khondker, 2008). The imbalance is recognised as posing a potentially critical threat to the processes of state building and economic development (Koji, 2011) as well as to social stability and prospects for future generations (Suliman, 2006). To counter these negative impacts, workforce nationalisation, i.e. Emiratisation has been a paramount UAE government priority in recent years (Harnish, 2004).

#### **2.3.4 Emiratisation as a Government Policy**

Collectively known as Emiratisation, policies have been drawn up to support and promote the employment of UAE nationals in the private and public sectors (ICOS, 2010). Emiratisation generally refers to the policies implemented by the UAE to develop native talent for private-sector jobs and to narrow the ratio between expatriate and Emirati workers (Toledo, 2006). It is also viewed as a process of developing human resources so as to increase the indigenous contribution to the decision-making processes in the country

(Alnaqbi, 2011). Emiratisation can significantly contribute to solving the unemployment problem and to supporting the Emiratis to integrate into the labour market in both public and private sectors (Al-Waqfi and Forstenlechner, 2014).

In pursuit of the efforts to reduce the imbalance of the workforce population that is non-Emirati, Emiratisation has instigated proactive policies aimed at enabling citizens to become competitively integrated into the labour market (Al-Waqfi & Forstenlechner, 2010). There is a UAE Government decree that imposes employment quotas on various business sectors, with financial penalties for non-compliance. Three government bodies oversee the country's strategies: the federal government ministries and agencies, the local government departments that rule each Emirate, and the municipalities within each Emirate (Balakrishnan, 2009).

### **2.3.5 Emiratisation in the Public Sector**

The federal government has addressed the issue of job creation by increasing the availability of jobs and the volume of Emirati participation in the public sector (Cameron, 2002). Under Emiratisation, Emiratis employed in government and semi-government agencies enjoy better salaries and working conditions (Alnaqbi, 2011), more benefits and allowances, greater job security and shorter working hours (Randeree, 2012). The government is able to offer citizens well-paid employment with generous benefits and favourable working conditions because much of the oil revenue is funnelled into the public sector (Harnish, 2004).

The mode of employment and the salary structure aimed at motivating Emiratis in the public sector have established a strong jobseeker tendency (Alnaqbi, 2011). As a standard

preference, Emirati jobseekers look for the following features in a job: shorter working hours, full two day weekends, substantial annual leave and an Islamic organisational culture (Al-Ali, 2008). Emiratis thus generally only tend to accept jobs that are congruent with these expectations (Morris, 2005).

However, the public-sector jobs that were readily available for Emiratis in previous decades are now becoming harder to obtain (ICOS, 2010). With the job situation in the public sector now close to saturation point (Nelson, 2004), the government is finding it more difficult to provide sufficient employment in the public sector (Elhiraika & Hamed, 2002). Consequently, there is strong pressure to generate more employment opportunities for new labour market entrants by gradually replacing expatriates in the private sector with Emiratis.

### **2.3.6 Emiratisation in the Private Sector**

In the application of Emiratisation to the private sector policies have been implemented as part of structural reforms that began in the educational sector, with transitory programmes such as education-to-employment being initiated (Randeree, 2012). Initially, such programmes were non-mandatory and dependent upon voluntary compliance rather than legislative action (Morris, 2005). Since that time, the government has stepped up its efforts in this regard, so that private enterprises are now required to promote labour policies to employ UAE nationals (Al-Ali, 2008). Despite the acceleration of this programme, the reaction of Emiratis has not been encouraging, and private-sector conditions continue to be criticised, although open-minded Emiratis are receptive to the need to learn, adapt and accept different work cultures (Low, 2011).



However, as mentioned above, there is still a significant majority of UAE nationals who are only interested in jobs in the public sector and who continue to wait for openings in the government rather than taking the lower paid, more demanding jobs on offer in the private sector (Elhiraika & Hamed, 2002). Private firms operate ten-hour days, six days per week with a split-shift system, whereas the public sector uses a single-shift eight-hour day, five days per week (Nelson, 2004). Not surprisingly, private sector employers have had an increasingly difficult time finding and recruiting qualified Emiratis (Randeree, 2012). They find the sought-after features of the public sector hard to match. Nonetheless, they must comply with government policies and this requires some movement on their part towards satisfying the demands of their potential workforce (Chartouni, 2011).

Within the private sector, labour costs are a great consideration, and hiring UAE nationals is a high-cost proposition. Given their skills, experience, productivity, wage expectations and more compliant work ethic, expatriates are in most cases much less demanding and more cost effective to hire than UAE nationals (Koji, 2011). Moreover, Emiratis in general lack high levels of motivation and are quite unprepared for the discipline required in the private sector (Al-Ali, 2008). Recognising these limitations, the government is encouraging private industries to adopt voluntary Emiratisation quotas and implement programmes aimed at skills development for Emiratis (Randeree, 2012). Despite these measures, however, the success of the Emiratisation policies in government agencies has not been replicated in the private sector (Godwin, 2006).

There is a real challenge for the government to motivate Emiratis to accept the idea of being employed in the private sector. It is a challenge because the problem is related to

motivation, the concept of working in the private sector, and understanding the culture of private sector employment. Any plan to motivate Emiratis towards jobs in the private sector should address these issues.

### **2.3.7 Governmental Agencies**

At the national level, Emiratisation is a shared responsibility between the Ministry of Labour and Social Affairs (MOLSA), which oversees policy matters, and the National Human Resource Development and Employment Authority (TANMIA), the leading federal agency for implementation (Al-Ali, 2008). Agencies such as the Abu Dhabi Tawteen Council (ADTC) and the Emirates National Development Programme (ENDP) were also formed to strengthen Emiratisation initiatives at local levels.

***2.3.7.1 The Role of the National Human Resource Development and Employment Authority (TANMIA):*** The TANMIA was established in 1999 as the leading federal agency in charge of providing UAE nationals with opportunities for employment, training and career development (Al-Ali, 2008). Additionally, it was assigned the task of monitoring the compliance of firms with the Emiratisation policies (Chartouni, 2011). Its main objectives are (TANMIA, 2006) to: (1) create job opportunities for Emiratis and reduce the imbalance in workforce demographics; (2) enhance the skills and increase the productivity yields of the Emirati workforce; (3) assist jobseekers by steering job placement opportunities through the MOL database, which includes the retraining of long-term jobseekers (Al-Ali, 2008) and (4) recommend policies to the UAE Federal Government through MOLSA.

#### ***2.3.7.2 The Role of the Abu Dhabi Tawteen Council (ADTC):***

The ADTC is a local government body that oversees the implementation of Emiratisation programmes and initiatives in the Emirate of Abu Dhabi. Established in 2005, the ADTC spearheads the vision of making Emiratis the ‘employees of first choice’ in Abu Dhabi. It conducts programmes aimed at providing skills development, labour market intelligence and policy recommendations to the Abu Dhabi Executive Council – the local executive authority of that Emirate (ADTC, 2012).

Hraiz (2010) describes the strategy of the ADTC as having two thrusts: (1) working with employers, especially in the private sector, towards ensuring job opportunities for Emiratis across all organisational levels and (2) reporting and advising the Abu Dhabi government on policies, procedures and mechanisms, as well as recommending measures that will increase Emiratisation. Furthermore, through the Abu Dhabi Emiratisation Forum, the ADTC is able to facilitate a platform for consultation where employers in the private sector can share their experiences and help with the drafting of policy recommendations regarding Emiratisation issues (abudhabi.ae, 2012).

#### **2.3.8 Current Emiratisation Intervention Measures: An Overview**

The literature on UAE labour and Emiratisation presents three known federal policies and intervention systems, which can be classified into three general schemes, namely, the quota system, the Emiratisation of professions and migration control (Al Hassan, 2011).

##### ***2.3.8.1 The Quota System***

Job quotas are integral to increasing the rate of Emirati employment in the private sector by targeting organisations engaged in banking, insurance and trade (Chartouni, 2011). The first

aggressive employment quota system was applied to the banks (Randeree, 2012). This selection was made on the basis of their robustness, their high profile and integrity, and the fact that they were attractive workplaces requiring skilled employees and offering favourable working conditions (Al-Ali, 2008).

1. *Banking sector:* under Ministerial Resolution/Cabinet Decision No. 10 of 1998, all banks operating in the UAE were required to raise their intake of Emiratis by 4 % annually (Chartouni, 2011). Prior to implementation (pre-1998), there were only 1,278 Emiratis working in the banking sector, but the number had grown to 10,566 by 2007 (Koji, 2011). This increase was achieved despite certain Islamic and cultural constraints such as the unwillingness of many Emiratis to work in interest-charging institutions such as banks and other financial concerns (some Emiratis will not work in non-Islamic banks; Nelson, 2004), and the reluctance of females to work in mixed-gender environments (Al-Ali, 2008).
2. *Insurance sector:* in 2003, Ministerial Resolution No. 202/2 was passed, requiring all insurance companies to raise the number of Emiratis employed in their organisations at an annual rate of 5 % (Chartouni, 2011). As with the banks, the insurance industry was tapped as a feasible target due to its robustness, high profile and good working conditions, as well as the added value of these companies being owned by UAE nationals and having healthy income-generating opportunities (Al-Ali, 2008).

According to Koji (2011), despite the insurance sector being an important Emiratisation target, it has faced difficulties achieving its targets. The TANMIA

discloses that the challenge is due to excessive wage demands from Emiratis even though they do not meet the required performance standards (Koji, 2011).

3. *Trade sector:* in 2004, Ministerial Resolution No. 259/1 mandated all businesses engaged in trade and with 50 or more workers to raise their intake of Emirati employees at an annual rate of 2 % (Chartouni, 2011). According to Randeree (2012), the percentage of UAE nationals in the trade sector increased from 0.019% to 2% in 2005 because of the penalty enforcement. In the succeeding year (2006), the rate doubled to 4% % even while allowing for the penalty sanction, because companies began to realise the tangible benefits of hiring UAE citizens, which have helped many of them to establish improved trade relations and to reduce workforce transience (Randeree, 2012).

In summary, legislative rulings have mandated quotas in three areas of the private sector: (1) banking (4% annual increase since 1998); (2) insurance (5% annual increase since 2001) and (3) trade (2% annual increase since 2004, applicable to private trading companies with 50 or more employees) (Al Hassan, 2011; Koji, 2011).

#### ***2.3.8.2 Emiratisation of Professions***

In recent years, two breakthrough ministerial resolutions have been introduced. Before the end of 2005, the banking sector was directed to hire UAE nationals in all branch manager positions (Godwin, 2006). In 2006, the MOL ordered (with certain exceptions) the complete Emiratisation of professions including public relations officers (PRO), secretaries, and key managerial positions in HR (Al Hassan, 2011; Koji, 2011; Randeree, 2012). As a result of these decrees, by February 2006, some 1,900 companies had hired more than

1,200 Emirati citizen PROs (Koji, 2011). Another decree pertained to the hiring of Emirati HR managers in private organisations with 50 or more employees, based on the premise that the employment of Emirati HR managers would favour the hiring of Emirati workers, thus increasing the likelihood of workforce nationalisation success (Abdusheikh, 2012). However, this decree was rescinded less than a year later due to the lack of quality Emirati HR professionals.

#### ***2.3.8.3 Migration Control***

Migration control includes immigration policies designed to limit the influx of expatriates and labour mobility, such as short-term work visas, higher visa fees and the setting of age limits for visa issuance. It is an established principle that residency in the UAE for all expatriates is granted purely for reasons of employment and that employment is limited to the private sector. Therefore, an expatriate cannot reside in the UAE unless he/she is employed or sponsored by a working spouse whose salary is above a certain level (Chartouni, 2011).

Moreover, unlike Emiratis, who can resign from the private sector to take up employment in the public sector, expatriates are not allowed to switch employers, as they are tied to their employer for the length of their contract (Al-Ali, 2008). In 2011, it became necessary for both Emiratis and expatriates recruited to work for less than average full-time working hours to secure part-time work permits (Al Hassan, 2011). Although it is too early to predict how this resolution will impact on Emiratisation, the permit requirements send a signal of the move towards better monitoring and tighter control.

### **2.3.9 Other Contextual Interpretations**

Outside the context of workforce nationalisation and addressing the imbalance of the mainly expatriate workforce (Al-Ali, 2008), Emiratisation is increasingly being viewed as follows:

- (1) A means to stabilise civil society by providing jobs for UAE nationals (Al-Ali, 2008) and to curb the perceived erosion of cultural and religious identities (Davidson, 2011). Compared to employing expatriate workers, another cited benefit of employing citizens is the reduced transience of the workforce (Randeree, 2012);
- (2) A way to check the unhealthy imbalances arising from a predominantly male workforce (Davidson, 2011) by encouraging women into the workforce and promoting greater female financial independence (Al-Ali, 2008);
- (3) A necessary safeguard against the negative implications for the money supply, or capital flight, as a result of earnings being transferred overseas (Davidson, 2011). Thus, it assists fiscal policy by controlling large cash outflows in the form of expatriated wages (Al-Ali, 2008);
- (4) An avenue for increasing professional and management capacity and building a sustainable platform for future leaders to maintain the UAE's socioeconomic development (Al-Ali, 2008);
- (5) A means for the UAE government to demonstrate its benevolence by offering pay increases and liberal employment conditions/fringe benefits for its citizens in the public sector. Under the traditional Emirati culture of patrimony, the ruling family of each Emirate is allowed to distribute financial gifts to the citizens and act as a quasi social-security payment system (Godwin, 2006).

### **2.3.10 Some Critical Observations**

*1. The disparity in wage sources and standards is defeating Emiratisation efforts in the private sector.* Salaries and wages in the public sector are structured differently from those in the private sector. The tenets of patrimony, wealth sharing (of state oil revenues) and social stability enable the UAE government to provide generously for its citizens. In private sector organisations, however, the base considerations are aligned with business clients and profitability, not with the employees. Thus, the financial rewards are based on performance, skills, talents and attitudes, which confuse and demoralise Emiratis as they struggle to comprehend these differences (Al-Ali, 2008). The International Monetary Fund (IMF, 2004) has observed that the UAE government must reduce the benefits offered to Emiratis employed in the government to allow the private sector to compete and to discourage Emiratis from seeking cradle-to-grave government jobs.

*2. Emiratisation as a bargaining process.* Koji (2011) views the Emiratisation process as a leveraging tool and a bargaining process used by the government between the business community and Emirati workers. Koji (2011) identifies three existing core conflicts: (1) the federal government versus the business community; (2) pro-Emiratisation versus free-market thinkers; (3) the government versus Emirati workers. Then, Koji argues that all these parties are players in a bargaining cycle characterised by opposition-and-compromise or regulation-and-acquiescence relationships. The government, as the central player, has failed to synchronise its priorities with a more cohesive and decisive stance. For instance, in 2004, the IMF recommended the reduction of government salaries to gradually align the conditions to those in the private sector, and diminish the desire for government



employment, but instead, the Emirati government increased the salaries of all government workers by 25 % in an attempt to offset the high levels of inflation in 2005 (Godwin, 2006). Koji (2011) concludes that if this sort of action goes on unabated, the UAE government will face an enormous dilemma since many of these issues contradict one another and could defeat the essential goals of Emiratisation (i.e. to reduce the dependency on non-Emirati labour).

3. *Implicit taxation.* In another study, Chartouni (2011) presents a similar ‘bargaining’ theory to analyse the equilibrium processes affecting a large firm’s hiring decisions under Emiratisation. Chartouni (2011) describes Emiratisation as a form of indirect taxation. Since the private sector is penalised for hiring expatriates, Chartouni (2011) models Emiratisation policies as a form of cost incurred by the firm. According to Rees et al. (2007), this concept of Emiratisation introduces the idea of a levy or indirect tax being imposed for employing expatriates while, on the other hand, discounts and financial gain are offered in return for employing Emiratis.

As a result, firms are incentivised to attract more Emiratis, which in turn raises the latter’s bargaining power, and thus impacts upon their wages. Since the assumption is based on cost, and not on productivity, this puts Emiratis and expatriates on an equal footing (Chartouni, 2011). The study concludes that an increase in the penalty for employing expatriates could decrease the private-sector employment of both Emiratis and expatriates. Therefore, under this model, the employment effect on the wages of UAE nationals in the private sector would ultimately dissipate and become unaffected by Emiratisation since Emirati participation would be based on conventional labour market supply and demand

forces. Again, this model assumes that UAE nationals and expatriates have the same productivity levels (Chartouni, 2011).

*4. Compliance to gain external legitimacy through the employment of host-country nationals.* Based on institutional theory and legitimacy, a study by Forstenlechner and Mellahi (2010) tested the link between motives and adoption methods, and the acquisition of external legitimisation through the employment of home-country nationals. The research posits that the level of employment of Emiratis is an indicator of conformity to the local institutional environment and an important source of external legitimacy. Thus, by complying with the demands of the host government and its agencies, multinational enterprises (MNEs) can obtain social acceptance and overcome the liability of foreignness in the host country.

Forstenlechner and Mellahi (2010) conclude that (1) MNEs supporting/participating in workforce nationalisation projects are at an advantage as they achieve external legitimisation, and (2) MNEs use the status they achieve to bargain or extract rent from government agencies. These results, however, raise reservations about the genuineness of management commitment in private enterprises, as some could be claiming Emiratisation support without real and clear business imperatives other than appeasing the government. The study suggests, however, that coercive pressure through laws and regulations can be most effective when complemented with non-legally binding initiatives and voluntary agreements.

*5. Unrealistic quota system that is difficult to achieve.* Regulations that reserve jobs for Emiratis have certain impacts. Imposing financial penalties diminishes the viability of a

company while the cancellation of work permits reduces possible employment opportunities (Godwin, 2006). Those working in a highly regulated and quota-driven environment, such as in the UAE, have reported significant formal pressure on them to nationalise their workforce (Forstenlechner and Mellahi, 2010). However, the Emiratisation quotas set by the MOL for private firms are still a long way from being met in certain sectors (Randeree, 2009).

Anecdotal evidence shows that the business sector has been slow to comply despite financial penalties for not doing so (Godwin, 2006). On the other hand, in some cases, governments are not enforcing the programmes strictly (Mashood, Verhoeven, & Chansarkar, 2009). According to Harnish (2004), by imposing employment quotas, restricting the hiring of expatriates, and offering higher salaries to citizens, the government is affecting the demand side of the labour market. On the other hand, HRD and training UAE nationals in the skills to match job-market needs are the critical supply-side elements (Harnish, 2004).

#### **2.3.11 Emiratisation as a Human Resource Strategy**

Workforce nationalisation has become the focus of the HRM strategy in all GCC countries, and commonly involves activities such as recruitment and selection, education and training, career management, and the design of reward systems (Randeree, 2012). In the UAE, the National Human Resource Development and Employment Authority (TANMIA) is the main agency tasked by the government to oversee, among other things, the skills gap of the Emirati workforce through various learning and development interventions and resources

(TANMIA, 2006). It is a fully funded but independent government authority (Godwin, 2006).

Despite all these efforts, however, the percentage of Emiratis employed in the private sector remains low and one likely reason for this is the inapplicability of theory-based recommendations, to which many of the human development initiatives implemented by the National Human Resource Development and Employment Authority (TANMIA) are anchored (Abdusheikh, 2012). For example, capital theory may not have been systematically used in policy development and implementation in the UAE (Al-Ali, 2008). In the GCC countries, there is a need for a shift towards more proactive social and economic policies to upgrade the skills and talents of their workforces (Shediac & Samman, 2010).

Recent independent studies, Martin & Solomon, 2012; Randeree, 2012; Sturm et al., 2008), suggest that an education and skills gap has persisted, which the regulatory enforcements have been unable to overcome. Sturm et al. (2008) contend that educational mismatch is often the main reason for the high reliance on expatriate labour in the GCC. Hence, improving education and vocational training for GCC nationals is a key challenge. Randeree (2012) asserts that education and training, as well as the transfer of knowledge from expatriates to Emiratis, are the key ingredients necessary to achieve Emiratisation, but that better strategies for encouraging Emiratis to engage in the private sector are also highly important.

With an emphasis on education and training, the UAE has made a significant effort to support the transition of Emiratis into the private sector through Emiratisation (Suliman,

2006). Yet, the rate of progress still indicates a lack of coordination in the training system as well as a mismatch between the fields of study and the demands of the economy (Gonzalez, Karoly, Constant, Salem, & Goldman, 2008). However, it might further indicate that the educational systems were unprepared for the country's rapid growth, as many of the core HRD concerns in the UAE go beyond mere standardisation or competitiveness, since certain practices, including HRM, are complex and content-specific (Martin & Solomon, 2012; Morris et al., 2009). Following on from this discussion of job Emiratisation, the next section will gauge its success by exploring in detail current problems pertaining to the labour market in the UAE.

#### **2.4 Human Resource Development (HRD) Issues in the UAE**

Throughout the 1990s and the early 2000s, the UAE practised a relatively lenient employment policy (Randeree, 2012), with a traditional HRD approach characterised as subjective, non-robust, conservative and vulnerable to organisational politics that tend to favour high-ranking employees even when there is no proper or established need (Albadri & Abdallah, 2009). As Schiphorst (2004) observes, although the HRM practice in the UAE at that time seems to have taken a rather general approach to the management of the employment relationship, the strategy was clearly not functioning effectively. Furthermore, the seamless union of state and religious tradition could clearly be seen in the workplace through labour laws that were in line with UAE customs and Islamic law (Moore, 2012). At the same time, the private sector, and particularly small and medium-scale private enterprises, tended to have no clear-cut HRD policies and procedures on recruitment, promotion, compensation, training and development (Suliman, 2006).

With the advent of globalised economics, more sophisticated HR mechanisms were introduced. According to Suliman (2006), the departure from tradition towards modern HR concepts in the UAE was mainly due to the following: (1) the establishment of in-country governmental organisations/agencies for the purpose of HRD; (2) the application of foreign HRD practices by expatriates in their respective organisations, which created a strong awareness of the importance of human capital; (3) increased market competition that forced organisations to seek and adopt innovative methods of management so as to improve customer satisfaction; (4) globalisation and ICT development, which enabled more UAE managers to access and apply modern HR practices, trends and applications (Suliman, 2006).

Commensurate with societal and workplace modernisation, and driven by the objective of achieving management excellence (Willemyns, 2008), rapid Westernisation has brought a mixture of challenges to the traditional culture of the UAE (Godwin, 2006). This is especially evident in the excessively large proportion of expatriate labour, which is due to the need to maintain competitive advantage and to align business executives' skills with international standards (Elmaddsia, 2011). As Kirk and Napier (2009) argue, the use of Western HRD systems in the UAE has a lot to do with ambition and the setting of HRD frameworks, as companies mould themselves in the shape of those that characterise the larger global perspective. This international context has forced the government and the academic institutions in the country to look beyond national needs and cultural confines (Kirk & Napier, 2009), thereby producing tendencies to concentrate on international experiences rather than establishing theories based upon their own core competencies or experiences. Moore (2012) suggests that, with the lack of instructional materials and

methodologies deconstructing dominant Western theories, relevant research could create an appreciation of the importance of educating leaders in management research and education.

#### **2.4.1 Contemporary Human Resource Development (HRD) Trends**

Recent literature on contemporary HR trends in the UAE has also revealed crucial success factors that seem to undermine UAE nationals' motivation to engage in the private sector, such as the following:

**2.4.1.1 Assimilative Work Environment:** Al-Jenaibi (2011) contends that in the management of diverse workplaces employees may be required to adapt to the dominant culture, but in actuality this adaptation is only assimilative in nature because it ignores other cultural variations and factors in the development of management and advancement strategies. A study by Willemyns (2008) sheds further light on a significant shift towards Westernised management attitudes and practices, whilst at the same time there are enduring traditional, collectivist and religious underpinnings to the attitudes and practices evident among Emirati managers. Societal changes that are pushing religious influences into the background can be observed from the case, in early 2002, of the Dubai International Airport ruling that any female employees wearing a face veil during working hours would face disciplinary action (Schiphorst, 2004). Yousef (2000) concludes that the Islamic work ethic may be an important aspect to consider during recruitment and selection as it directly and positively influences all dimensions of organisational commitment and hence offers a further basis for predicting employees' behaviour in terms of job performance, job satisfaction, tardiness, absenteeism and employee turnover.

**2.4.1.2 Values Incompatibility:** Pech (2009) finds that much of the education and training provided for Emiratis by banks are not aligned with their culture and values. The focus is mainly on economic value, productivity, income and profitability, which run in contrast to the Emirati priorities of religion, cognition, social customs and finally economic value (Houjeir & Rieple, 2012). With cultural displacement seemingly resulting from the incompatibility between corporate values and traditional Emirati values, thus feelings of tension, anxiety and insecurity can reach such a stressful level that physical as well as emotional withdrawal from the workplace becomes the preferred option for Emirati workers (Pech, 2009).

**2.4.1.3 Stereotyping of UAE Nationals:** hosting a large expatriate labour force, the UAE is exposed to a host of potential socio-cultural and political consequences. Given that Emiratis are a small minority compared to the expatriates (Schiphorst, 2004), there are adverse effects on the indigenous population, which is displaced and stereotyped in a workforce environment composed of non-Emirati workers who can be hired more cheaply but are better trained, resulting in high unemployment among local Emiratis seeking jobs in the private sector (Al-Jenaibi, 2011). Private organisations employing Emiratis due to Emiratisation quota obligations offer limited career advancement opportunities. Schiphorst (2004) recommends the development of HR strategies that better integrate Emiratis into the workforce as a whole by integrating Emiratisation more completely into overall HR policy.

**2.4.1.4 HRM Alignment:** HRM has become more strategic and aligned with organisational values, missions and visions (Alnaqbi, 2011). A study by Al-Ali (2008) reveals that private



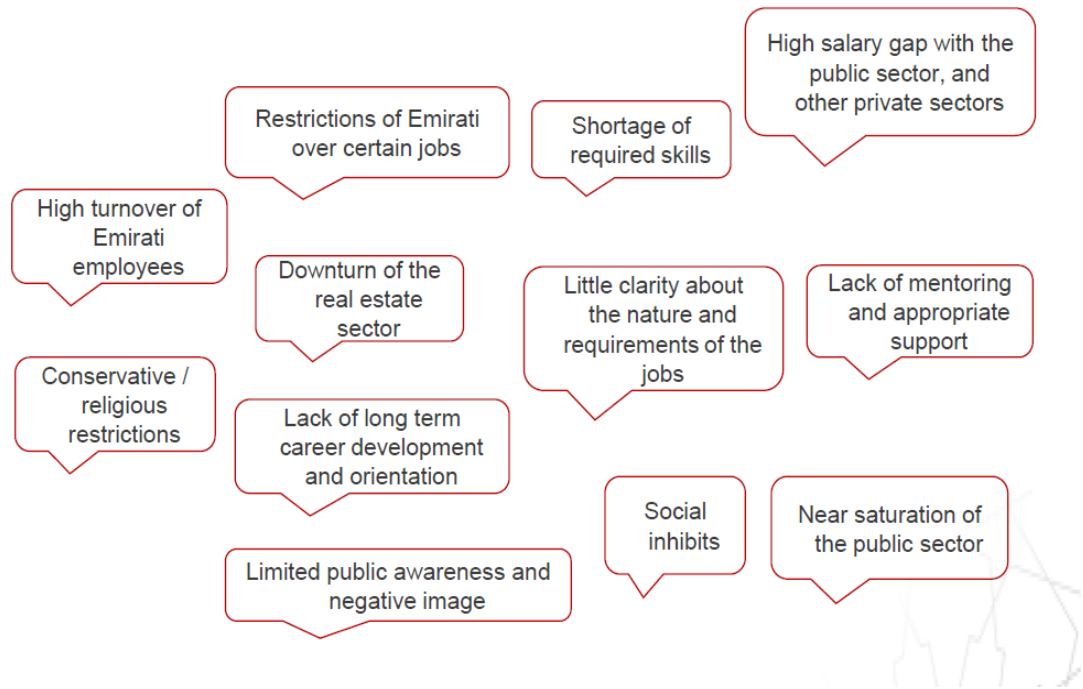
corporations have aligned their operations more closely to a transient workforce, with remuneration and conditions based on short-term contracts and not on the job continuity/security and long-term career structures that predominate in the public sector. The fact that many of the features that are important to Emiratis are not incorporated in the HR portfolios of private-sector employees provides a further indication that the latter are not ready to, or are at least insincere about, employing UAE nationals. Al-Ali (2008) further notes that career development, mentoring and permanency are commonly absent for Emiratis. With the impression that an anti-Emiratisation environment is prevalent in the private sector, Emiratis are demoralised and confused (Al-Ali, 2008). Moreover, private firms – mostly managed by non-Emiratis – show little esteem for the citizens' technical skills (TANMIA, 2004), instead bringing in expatriate talent that is perceived to perform significantly better (Getex, 2009).

**2.4.1.5 Educational System Alignment:** an education system that is not well aligned with the needs of modern industry is said to be one of the root causes of the employment problems in the GCC (Shediac & Samman, 2011). Education should be relevant to the job market so as to provide human capital and make graduates and school leavers work-ready for employers (Al-Ali, 2008). However, the misalignment of higher education policy and labour market requirements, and vocational policies out of harmony with economic goals, have produced a quantitative and qualitative skills gap (Shediac & Samman, 2011). Given the rapid pace of economic growth, job classifications have multiplied, requiring higher education and vocational training programmes in the business and technology sectors, in which Emiratis had rarely worked in the past (Al-Ali, 2008).

**2.4.1.6 Social Status Repercussions of Private Sector Employment Stigma:** the lower social status attached to working in the private sector (Shaheen, 2010) stems from social capital variables that in effect act as a barrier to full Emiratisation in the private sector. According to Al-Ali (2008), the strong negative attitudes of Emiratis towards work in the private sector stem from any or all of the following: (1) educational standards; (2) a lack of technical experience and skills; (3) HR policies; (4) limited career development possibility; (5) language skills and English fluency; (6) incentive systems; (7) culture, gender issues and the phenomenon of *wasta* (Arabic term for patronage). On the other hand, Mohamed Al Neaimi of the Abu Dhabi Tawteen Council (ADTC) has argued that real barriers exist in terms of the Emiratis' lack of patience, endurance and will to succeed in private companies (Shaheen, 2010).

**2.4.1.7 Other constraints:** Etihad Airways – the national airline of the UAE – outlines the following key challenges (Figure 2.6) facing Emiratisation and preventing the development of best practice in the private sector: (1) the high turnover of Emirati employees; (2) conservative or religious restrictions; (3) restrictions relating to certain jobs; (4) the downturn in the real estate sector; (5) a lack of long-term career development and orientation; (6) a shortage of required skills; (7) a lack of clarity in respect of the nature and requirements of jobs; (8) social inhibitions; (9) the large salary gap between the public and private sectors; (10) a lack of mentoring and support and (11) near saturation of the public sector (ADTC, 2010).

### Key challenges faced in the sector



**Figure 2.6:** Illustration of the typical labour challenges faced by Emiratis in the private sector (Source: ADTC, 2010)

#### 2.4.2 Finding the Right Balance

A study by Fasano and Goyal (2004) has advanced the need for GCC countries to find the right balance between dealing with the pressures of rising unemployment among citizens and maintaining a flexible policy towards the hiring of expatriate workers. Given the magnitude of the labour demands and the 95.8% share of jobs held by expatriates (Gonzales et al., 2008), the UAE is still very much constrained from adopting rapid Emiratisation. What prevails today is a labour market equilibrium that is able to sustain work demands in a vibrant non-oil sector. Although the composition of workers is largely dominated by non-Emirati workers, pushing Emiratisation too hard or prematurely may simply destabilise and compromise the competitiveness of the non-oil economy (Fasano & Goyal, 2004). Logically, reform-oriented programmes will obviously require a reasonable amount of time to develop before the effects (positive or negative) become detectable.

**2.4.2.1 Labour segmentation, or a dual labour market structure:** income from oil revenues has created a system that acts as an avenue for distributing oil income, rather than taxing citizens, and a dual labour market with Emiratis employed almost exclusively in the public sector and the vast majority of expatriates occupying the private sector (Al-Jenaibi, 2011). Besides the large gap in terms of wages and benefit structures (between the private and public sectors), the government guarantees employment where promotion is based on seniority rather than performance (Fasano & Goyal, 2004). This form of social contract has produced an income effect and a society-wide influence dividing the labour market. In the public sector, the productivity levels of the citizens are low and the working hours short, while the more demanding jobs of expatriate workers are taken up at substantially lower wages and involve longer working hours (Al-Qudsi, 2006).

Another aspect of the segmentation is a mismatch in the skills supplied by Emirati workers and those demanded in the private sector (Fasano & Goyal, 2004). Empirical data suggest that the demographic imbalance in the UAE's labour structure is largely due to the willingness of expatriate workers to perform jobs that the native population is unwilling to do (Randeree, 2009). Another major obstacle that needs to be addressed is the attitude of the UAE national population towards work, as they tend to seek high wages and managerial positions while avoiding menial jobs (Grant, Golawala, & Mckechnie, 2007). Given this, tapping non-Emirati labour sources has become an inevitable means of meeting labour supply shortages (Randeree, 2012). In sum, as Al-Qudsi (2006) posits, the unemployment problem in the UAE and indeed all of the GCC economies is deeply rooted in the social contract that has created a dual labour market structure.

**2.4.2.2 Counterbalance:** the government has introduced some measures to counterbalance the effects of shrinking job availability and the propensity of UAE nationals to avoid employment in the private sector. Suliman (2006) has enumerated some of these as follows: (1) developing programmes and workshops to inform Emiratis of the role and importance of the private sector to economic survival and development; (2) encouraging Emiratis to get involved not only as employees but as entrepreneurs or business owners; (3) offering free training programmes to adequately equip and prepare Emiratis for eventual employment in the private sector and finally, (4) through the TANMIA, the following services are being extended: counselling, advice and guidance; skills development; exploring alternatives and providing training and education; and creating awareness as well as empowering Emiratis with the tools and information they need to make educated choices and positive attitudinal changes (Suliman, 2006).

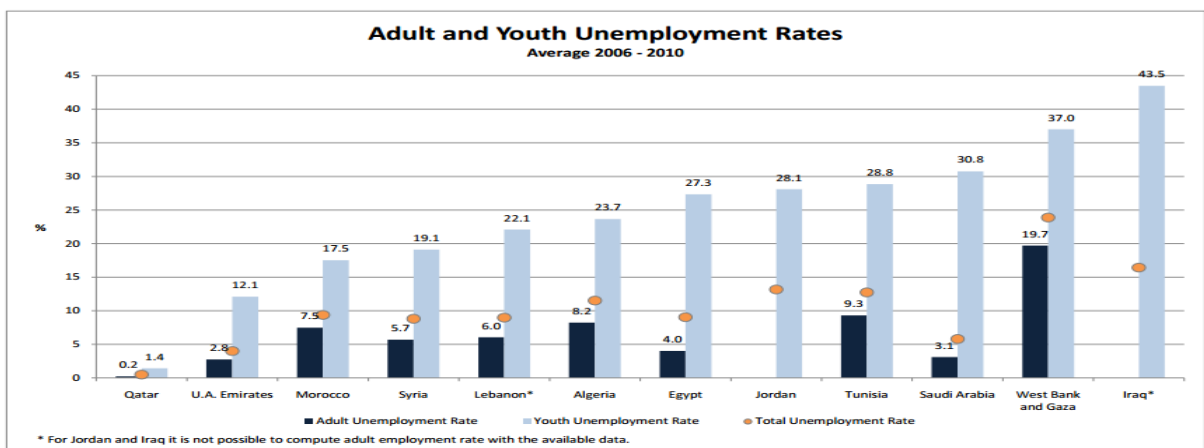
To ensure job security for Emiratis, in February 2009, the UAE issued a decree that prohibited private employers from “laying off” UAE national workers for any reason except serious misconduct (Middle East Youth Initiative – MEYI, 2009). According to MEYI (2009), while the policy was aimed at protecting Emirati jobs during challenging economic times, it could discourage firms from hiring UAE nationals and affect workers’ productivity. Therefore, this seemingly permanent solution to a temporary problem might actually be doing more harm than good (MEYI, 2009).

The last issue to be discussed in this literature review is that of unemployment amongst Emirati youth (15 to 24 years old), who are striving to get an education but are failing to obtain adequate compensation in the workplace, partly due to the influx of more

experienced expatriates and partly to a lack of confidence in this younger generation of Emiratis from the business community (Al-Waqfi & Forstenlechner, 2010). The next section will discuss this issue.

## 2.5 Emirati Unemployment

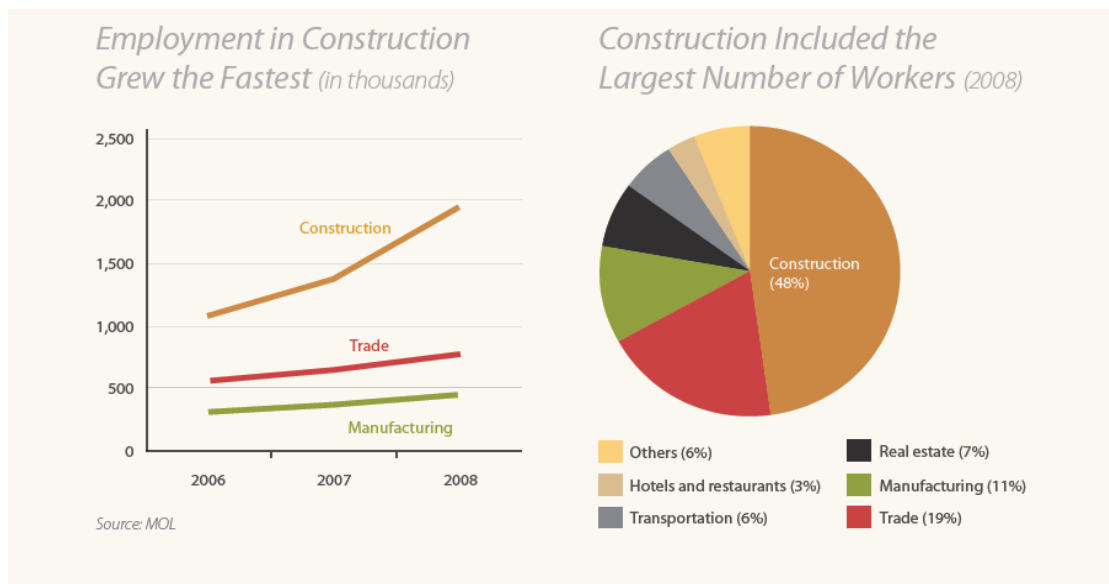
The rising unemployment rate among increasingly better educated Emiratis is a problem for the UAE. As in the other Gulf countries, the situation is considered acute (UAE Yearbook, 2010). The unemployment rate of 35% (Yousef & Kabbani, 2012) is more than double the worldwide average of 13% (International Labour Organisation – ILO, 2011). The National Human Resource Development and Employment Authority (TANMIA) estimates that there could be more than 40,000 unemployed Emiratis (Shah, 2008), and 81% of the unemployed are youths (MEYI, 2009). A recent study by Forstenlechner et al. (2012) estimates an unemployment rate of 12% for the 15 to 29 age bracket, pertaining to youths who are neither in education nor employment.



Source: ILO, Department of Statistics

**Figure 2.7:** This graph compares adult (over 25 years old) versus youth (15 to 24 years old) rates of unemployment. In many countries, youth unemployment rates are several times higher than the rates for adult population. For the UAE, the graph shows unemployment rates of 12.1% (youth) and 2.8% (adults), respectively. (Source: ILO, 2011).

Expatriates fill some 95% (Al-Jenaibi, 2011) to 98% of private-sector jobs (Al-Ali, 2008; Shah, 2008). In the UAE Yearbook (2010), the MOL indicates that the registered number of employed non-Emirati workers grew from 3.11 million in 2007 to 4.07 million in 2008, an increase of 31%. Most of the jobs created each year, totalling around 800,000, are generated in the private sector (mostly in construction (48%), trade (19%) and manufacturing (11%)), where 15,000 jobs are taken up by Emirati nationals (UAE Yearbook, 2010).



**Figure 2.8:** MOL data for 2008 show that, at 48%, the construction sector was the largest provider of jobs, followed by the trade sector with 19%, and manufacturing with 11%. More than 1.93 million were employed in the construction sector in that year. (Source: UAE Yearbook, 2010).

It is important to acknowledge that statistics on unemployment are not collected regularly within the UAE (Fasano & Goyal, 2004). As Al-Ali (2008) asserts, there are no accurate statistics on the number of unemployed Emiratis and neither regular systematic data collection nor surveys are undertaken by the UAE government (Wilkins, 2001b). One study

has found the unemployment rates among UAE nationals in Abu Dhabi to be higher than the official estimates (Albuainain, 2004). Statistical inaccuracies have raised considerable concern for the authorities as they distort the estimates of the social and human capital status among the Emirati population (Al-Ali, 2008).

Since data are essential components of research, certain study outcomes might likewise be affected if the quality of the obtainable information is ambiguous. According to the ICOS (2010), the lack of reliable, concrete data on unemployed UAE nationals is in itself indicative of the challenge facing the UAE government because, as Yousef and Kabbani (2012) assert, the programmes and policies introduced by Gulf governments aimed at addressing the employment situation have been rated as having little or mixed overall impact. In response, the ADTC has mandated the creation of a database to include population, workforce and unemployment statistics, and available vacancies for Emiratis in Abu Dhabi (ADTC, 2010).

## **2.5.1 Common Themes on Emirati Unemployment**

**2.5.1.1 Social Contract:** Most Emiratis struggle to find jobs after graduation (Abu Talib et al., 2012). It can take months, and sometimes years, for Gulf nationals to secure their first job (Yousef & Kabbani, 2012). This is not necessarily perceived as a social problem. Wealthier Gulf families do not seem to encourage their family members to seek jobs (especially if they view them as demeaning) because they can afford to redistribute resources to the inactive/unemployed (Al-Qudsi, 2006). Family wealth and generous welfare benefits have absorbed the economic consequences associated with being



unemployed and have undoubtedly acted as a disincentive for many young people regarding either obtaining an education or entering the labour market (Wilkins, 2001b).

For a long time, UAE nationals have grown up viewing employment as a birthright in the form of high-pay, low-stress government positions (Figliolini et al., 2008). Under the UAE Labour Law, work is an inherent right and, if Emirati employees are not available, preference is given next to Arab workers and only then to other nationalities (Houjier, 2009). The social contract between the GCC governments and their citizens is based on public-sector employment and pay structures, which has led to the clustering of more than 85% of Emiratis in public employment (Al-Qudsi, 2006).

**2.5.1.2 Structural Barriers:** Shediak and Samman (2010) have described some of the root causes of the unemployment problems in the GCC as follows: (1) a system of education that is not competitive in the sciences and not well aligned with the needs of modern industry; (2) a culture in which citizens are conditioned to expect that the government will always take care of them; (3) generally ineffective policies in areas such as immigration and retirement; (4) the promise of well-paid government employment encouraging students to apply for public jobs with minimal skill requirements and (5) a lack of employment opportunities for Emiratis as the population generally views vocational jobs as undesirable.

**2.5.1.3 Lack of Business Incentives:** private organisations contribute to the problem as there are few business incentives to hire Emiratis, and hence most businesses avoid doing so. The literature offers some insights into the factors that discourage private-sector employers in this respect: (1) the availability of cheap non-Emirati skilled labour; (2) a lack of drive on the part of Emiratis to enhance their skills and thus compete for jobs within the

private sector (Forstenlechner & Mellahi, 2010); (3) the variation in work ethic, with UAE nationals not, in general, possessing the work ethic recognised in the West (Wilkins, 2001 b); (4) poor English language instruction (private-sector companies prioritise the use of English language and this affects one's chances of finding employment) (ICOS, 2010); (5) retention difficulties with Emirati workers (Figliolini et al., 2008); (6) the widespread perception that Emirati workers are less disciplined and more difficult to control (Mellahi & Wood, 2002); (7) the complicated dismissal processes that are required by law; (8) private-sector firms' unhappiness at the fact that Emirati employees usually perceive jobs as their right rather than as opportunities (Figliolini et al., 2008); (9) educational/vocational preparation that is unfit for the demands that the private sector makes of employees (De Boer & Turner, 2008) and (10) a lack of vocationally orientated motivation among Emirati employees (Forstenlechner et al., 2012).

**2.5.1.4 Gaps in the Educational System:** The educational system has largely been rudimentary up until now and geared towards preparing students to serve in the public sector – which used to be the primary employer of new graduates (Roudi, 2011). Since Emiratisation is geared towards engaging Emiratis in the private sector, some older education policies that are still in place are no longer in harmony with private-sector employers' perceptions, nor with the UAE labour situation. Although it has been noted that greater numbers of students are acquiring higher educational qualifications, the rise in numbers does not always translate into higher rates of employment and wages (Assaad & Roudi-Fahimi, 2007). Thus, education is not a guarantee against unemployment, and in fact

unemployment rates in some countries are the highest among young people with relatively high levels of attainment (MEYI, 2009).

Dhillon and Yousef (2009) have suggested that youth unemployment issues are structural in nature and require policy responses at the institutional level, including labour market regulations and educational systems. In the case of the GCC region, the educational systems remain underdeveloped and underfunded (Forstenlechner & Rutledge, 2012), with the link between the education sector and the economy weak and lacking coordination, resulting in disequilibrium between the supply of and demand for skills in the labour market (Shediac & Samman, 2010). However, linking higher education expansion to the projected demand for highly educated workers is not a simple process since universities are bound by tradition and slow to change, based on the belief that quick-fix reforms may challenge the primary goals and purposes of a university education (Weidman, 2011).

**2.5.1.5 Vocational Education and Training:** On the other hand, the demand for, and the implementation of, vocational education and training (VET) are greatly influenced by the economic, social, cultural and political factors that determine the types of employment or education that UAE nationals are willing to undertake (Wilkins, 2001). Largely due to the perceived link between university education and public-sector employment, few Emiratis are interested in taking up vocational courses (MEYI, 2009) and this is especially the case for Emiratis from the more affluent families. Family pressure often obliges young people to enrol on particular bachelor degree programmes even if the subject is not their original/personal choice, and in many cases students apply to those programmes they perceive to be the easiest, regardless of the subject or course content (Wilkins, 2001).

The public perception of vocational occupations as second class is clearly a demotivator (Shediac & Samman, 2010) and students attending VET are perceived as the least able, the least motivated, or as having been forced into that route because of poor academic performance. Consequently, such students face the stigma of settling for a second-class education (MEYI, 2009). In the UAE, fewer students pursue the technical and scientific education that has higher value in the private sector (Salehi-Isfahani & Dhillon, 2008). Many enrol in law, humanities, social sciences, business, the arts and Islamic studies but relatively few in engineering (Shaw, 2003). That said, the possession of a scientific qualification is not a guarantee of a job as some disciplines are too specialised for the needs of the UAE labour market (Lefrere, 2007).

Volk (2011) raises some points as to how the subject of technology can be introduced in schools and how the perception among students that it is difficult can be reduced. Motivating students to succeed in science, technology, and engineering can be a very difficult task, especially given the attractiveness of government jobs for which non-technical major subjects are acceptable (Weidman, 2011). The early foundations of education in the country may be one cause of the disinterest, since technology-related subjects in UAE public elementary and secondary schools are not included beyond the narrow concept of computers. In addition, the under-25s generation appears to lack the motivation to work hard and excel in school, and this characterisation applies particularly to males. The latter often see little need for an education given the example offered by older male family members who may have gained financial success merely as silent partners of

foreign companies (Walters et al. 2006) or through self-employment based on practical knowledge.

### **2.5.2 Implications of Unemployment**

ICOS (2010) has identified three important gaps in the educational and employment situation in the UAE and the concomitant potential implications. Additionally, the MEYI (2009) has raised concerns over the implications of a recent job protection policy in the UAE. All four points are outlined below.

*(1) Perceived Quality Gap between Secondary and Post-secondary Education:* improving English language instruction and providing effective early career development would help to enhance the overall employability of Emiratis (ICOS, 2010).

*(2) Perceptual Gaps between Genders:* males are generally indifferent to the quality of both secondary and post-secondary education (perceiving their education to be inadequate); females meanwhile are far more opinionated, more pessimistic in regards to secondary education, but more enthusiastic about the opportunities available in higher education. The indifference of male Emiratis towards their own education signifies that (a) they are not enthusiastic about their own career development and (b) they are inclined to fall back upon parental assistance and state welfare rather than attempt to actively improve their educational situation (ICOS, 2010).

*(3) Gap between Education and the Job Market:* the apparent lack of close links between the education system and the labour market is decreasing the employability of many Emiratis. Employers are less eager to hire new graduates, which has contributed to the rise in youth unemployment figures (ICOS, 2010).

(4) *Gap between Job Protection and Employers' Motivation:* a policy restricting the dismissal of Emirati employees without due or serious cause provides a strong disincentive, discouraging firms from hiring Emiratis with relatively unproven skills or unknown qualifications. Instead, employers may choose to hire expatriates (on short-term contract and who can be dismissed quite easily) or older Emiratis with a proven track record and experience (MEYI, 2009).

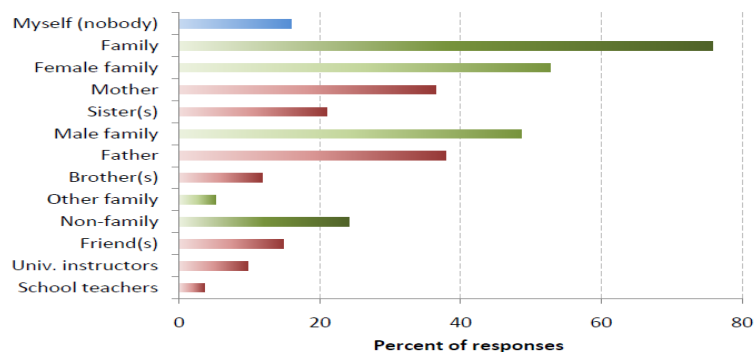
**2.5.2.1 Transitional Challenges:** between the ages of 15 and 24, the transition from the dependence of childhood to the independence of adulthood occurs, and this is a time of ambition as individuals prepare to enter the job market (Assaad & Roudi-Fahimi, 2007). Traditionally in the UAE, the transition from adulthood has been mediated closely by one's family – making a person's career path more or less predictable. Boys have typically been expected to work alongside their father or another senior family member and continue their family's trade (Roudi, 2011). For girls, the expectation was for them to marry early, submit to their future husband's demands, and stay home to raise children (Shallal, 2011).

However, the shift from a traditional to a market-driven economy demands modern skills to compete in the labour market and, contrary to the more predictable norms in future career decisions, today's adult-life expectations rest on a host of variables and more complex influences. Former fields of study and practice that older Emiratis have known are becoming obsolete, including the pedagogical materials taught in public schools (Roudi, 2011) and the associated requirements for unskilled labour (International Organisation for Migration – IOM, 2004). Ambitious programmes of educational reforms and retraining are being proposed to ease the impacts of these changes and to meet both the medium and long-

term demand for skills, particularly in the private sector (Fasano & Iqbal, 2003). However, such forward-looking undertakings may be rejected due to family disapproval.

*2.5.2.1.1 School-to-work guidance:* The centrality of the family (rather than the individual) holds a strong complementary role (Figliolini et al., 2008). The UAE follows a conformist culture that discourages risk taking and puts the family before individual aspirations (Samulewicz et al., 2010). In decisions encompassing educational, professional or vocational choices, a young person will seek the advice of their family first and consult them over which firm or industry they should work in (Figliolini et al., 2008). This tendency for a young person to follow their family's choice based on the 'signals' the family receives about the labour market (Salehi-Isfahani & Dhillon, 2008), contributes no less than the issues discussed earlier to the misalignment between labour demands and the educational specialisations of university students (Samulewicz et al., 2010).

Figure 1: People who have had the strongest influence on second semester students' choice of major (n = 188). Respondents could nominate up to three people. Green bars contain summary data of red bars.



**Figure 2.9:** A bar graph representing the people who have the strongest influence on second-semester students' choice of major. The green bars summarise the data in the red bars (Source: Gallacher, Skuba, & Al-Bahri, 2010)

Gallacher et al. (2010) propose that family members render career-path advice based on tradition and students may therefore miss out on newer educational and professional

options that parents are ignorant of or unfamiliar with. Many institutionally recommended courses and career programmes are strategically attuned with the present job-market realities, yet parents and other household confidants are likely to be unaware of these. The consequences of this mismatch between educational choices and labour market requirements are evident, since a majority of the unemployed are first-time jobseekers (Al-Qudsi, 2006).

2.5.2.1.2 *'Waithood'* is a term that describes the long wait citizens in the Middle East (and some other countries) undergo before getting their first job (Roudi, 2011; Singerman, 2007; Yousef & Kabbani, 2012). Arab youths often spend some time waiting for job opportunities in the public sector to become available, remaining unmarried and financially dependent on their families until their late twenties or thirties (Singerman, 2007). *'Waithood'* conveys the multifaceted reality of the transition phase, encompassing life processes such as securing a job, accessing learning opportunities and participating in civic or voluntary works (Salehi-Isfahani & Dhillon, 2008). Hoping to secure a permanent prestigious position or high-status spouse, the youth endures unemployment or engages in seasonal, temporary or informal sector work while queuing for their elusive goal (Singerman, 2007). For men, *'waithood'* is more burdensome than for women as the former face more pressure to get a steady job matching their ideal. Men must also consider the need to cover the costs of marriage, family commitments and securing credit to purchase a home (Salehi-Isfahani & Dhillon, 2008). Transformative experiences for students within higher education can result in the forming of interests, intentions and actions towards varying degrees of social transformation (Madsen & Cook, 2010). However, disenchantments can also occur. A



feeling of disempowerment could exacerbate the overall exclusion of youth in the Middle East (Singerman, 2007).

*2.5.2.1.3 Retraining:* parents and students who are responding to signals that emphasise the importance of university degrees may be pursuing only a narrow set of skills. Neither may realise that, when UAE national graduates enter the labour market, they are likely to be retrained to broaden their skills through expanded technical and vocational education (TVE) programmes (Salehi-Isfahani & Dhillon, 2008). The young themselves appear to be aware of this. A study by the ICOS (2010) shows that many Emirati youths believe that: (1) their secondary schooling is overly focused on theoretical issues rather than practical skills; (2) the relevance of their schooling to the job market is poor and (3) it fails to develop adequate skills for the workplace.

In certain industries, there are technical requirements and employees must undergo on-the-job training, retraining and continuous learning so as to have the qualifications to do their job (Playfoot & Hall, 2008). However, the term ‘retraining’ is closely linked to younger people and school-leavers, and there is a cluster of factors operating in complex ways to influence people’s choices over TVE and employment in the GCC (Shaw, 2003). For Emiratis, training is an important issue, encompassing work engagement and task fulfilment, as they acknowledge their deficiencies in terms of task preparedness, English competence and both mathematical and technical skills (Ali-Ali, 2008).

*2.5.2.1.4 Cultural Undertones:* uncertainty avoidance (a dimension of UAE national culture; Hofstede, 2001) is high in Arab culture (Al-Gahtani, Hubona, & Wang, 2007; Somekh, 2007). Although there is little empirical evidence to support this assertion, it is

plausible that Emirati workers might be put off, or even totally abandon the idea, of enlisting in technical training if they perceive that it would greatly compromise their self-confidence and self-efficacy. Some may even go to the extreme of leaving their jobs prematurely, given Emiratis' reputation for abandoning their jobs in the private sector (Al-Ali, 2008). In the literature (Al-Ali, 2008; Nelson, 2004; Schiphorst, 2004), training and career advancement issues (insufficient/limited or otherwise) are often linked to Emiratis leaving or being hesitant to participate in private-sector employment.

Cultural norms also affect UAE youth's transitions in other ways, such as the following: (1) for women, they can affect the transition to marriage and family, and labour force participation (Salehi-Isfahani & Dhillon, 2008), as well as decisions over whether to work after graduation or pursue further studies (Samulewicz et al., 2010); (2) social stigma, norms and cultural beliefs affect Emirati students' preferences when seeking help and counsel (Al-Darmaki, 2011); (3) the ability to function effectively in various roles in multidisciplinary and multicultural teams is affected because cultural factors are critical to collaborative learning and teamwork (McLean, 2010) and to the implementation of effective/holistic quality approaches (Al-Hammadi, 2010); (4) individual as well as group culture affects productivity (Ailabouni, Painting, & Ashton, 2009); (5) culture has been found to be one of six components that deter UAE employers in the private sector from hiring Emirati jobseekers (Forstenlechner et al., 2012); (6) culture can be cultivated to create positive change, enthusiasm and energy among the youth (Roudi, 2011) and (7) culture is a major source of gender imbalances (Samulewicz et al., 2010).

### **2.5.3 Gender Roles**

Gender roles (Nelson, 2004) often hinder female students from achieving higher education goals and choosing non-traditional careers (Mahani & Molki, 2011). Gender segregation in both the school and work environment, that is, the inability of women to work in close proximity with men, is a commonly cited determinant of their career choices, resulting in low labour force participation (Abdulla, 2005). Women have fewer chances of employment (Suliman & Al-Sabri, 2009) and a higher unemployment rate continues to be registered among female high school graduates (Albuainain, 2004).

Notwithstanding this, a recent study by the ICOS (2010) indicates an apparent diffusion of constraints associated with this cultural norm, in that the issue of how gender affects a student's academic self-perception is not very significant to Emiratis. Such an attitudinal improvement is a positive sign that could lead to increased labour force participation among women. However, as Mahani and Molki (2011) maintain, women appear to be more successful in single-gender as opposed to mixed-gender educational environments, since the former provides female students with a supportive social environment in which they can reach beyond the stereotypical career expectations. This provides the insight that, due to the mixed work environment linked to scientific, technical, educational and engineering jobs, female students (and their families) are unlikely to want to take this path, as they may well assume that the opportunities would not cater for them or would require close workplace interaction with men.

**2.5.3.1 Occupational Orientation:** the link between gender and school performance is widely accepted in the UAE: boys tend to leave school early and to perform poorly in

comparison to their female peers (Russel, 2012). However, although female students generally exhibit better academic performance in mathematics and sciences than male students, the number of women taking engineering courses remains significantly low (Mahani & Molki, 2011). Thus, as they tend to major in the arts and humanities rather than scientific or technical fields (Weidman, 2011), women are often poorly represented in advanced technical courses (Shaw, 2003).

According to Volk (2011), the traditional attitudes concerning gender roles have the propensity to clash with more modern influences, with positive and negative attitudes towards technology having implications for career options, the amount of schooling required and the perceived difficulty of technology. Location, as an employment barrier, inhibits women further. For example, an Emirati man may find employment in a different Emirate and relocate, but it is unlikely for an Emirati woman to do the same (Russel, 2012). Employed women are commonly engaged in what they term 'light jobs', which afford them lower earnings (Nelson, 2004), while men assess value and consider educational courses based on what they can derive from them in terms of economic returns.

Emirati males have wider access to education and better employment opportunities than their female counterparts (Madsen & Cook, 2010). Since men are expected to become the principal earners or sole breadwinners, they are more heavily exposed to socioeconomic pressures than women. In the case of Saudi Arabia, Fakeeh (2009) asserts that many Saudis will often seize new job offers and switch companies for pecuniary reasons. Consequentially, they lose intangible earnings, or opportunities to learn and accumulate skills and knowledge that could have resulted from a longer stay. Meanwhile, the most

important form of non-financial reward for them is the symbolically prestigious status of being employed in a government office.

**2.5.3.2 The influence of 'Wasta':** a sociocultural factor that refers to the ability to use family or tribal affiliations to gain unmerited favour (Forstenlecher et al., 2012), 'wasta' involves social networks of interpersonal connections, implying the exercise of power and influence to circumvent certain rules and thus favour one's family and friends (Grant et al., 2007). In the workplace, 'wasta' reasoning occurs when family connections are "used" to intercede on behalf of a candidate to ensure their employment or promotion irrespective of their true abilities or actual qualifications (Al-Ali, 2008).

Al-Ali's survey (2008) gave a clear indication that, in a competitive job market (in both private and public sectors), Emiratis are willing to use 'wasta' regardless of regulations and policies underlining equity and equal opportunity. With its 'who you know' and not 'what you know' attitudes and practices, the 'wasta' philosophy represents an obstacle in an organisation as it can impact on significant decision-making processes, may interfere with effective/equitable management of staff (Forstenlecher et al., 2012) and reflects a person's social status or influence, which could give false impressions, leading to flawed human capital valuations. Consequently, 'wasta' is one of the variables Al-Ali (2008) identifies as significant predictors of the unique variation in organisational engagement in private-sector organisations. It is a major factor that: (1) affects Emirati turnover in the private sector; (2) reflects the paucity of jobs available to the truly qualified Emiratis; (3) indicates defiance of transparent hiring practices; (4) reduces employees' engagement with their organisation and (5) is severely and adversely impacting upon Emiratisation (Al-Ali, 2008).

#### **2.5.4 Perceptions of Jobless Emiratis**

The ICOS (2010) study is by far the most comprehensive to date on youth unemployment in the exclusive context of UAE nationals between the ages 16 and 26. It was undertaken to assess the perceptions of more than 300 jobless youths of both genders and to determine the steps they would want their government to take.

The key findings of the ICOS (2010) regarding Emirati youths' perceptions of private-sector employment are as follows:

*(1) Demanding work environment:* they perceive the working conditions in the private sector to be demanding/stressful, very competitive, with high workloads coupled with long working hours that are not compensated properly, along with poor job security and a lack of retirement benefits. A few view private-sector employment as unrewarding, dull or lacking in zest or inspiring team work. The ICOS interprets these responses as connotations of negative perceptions, but admit that the findings may not be generalisable across all Emiratis. Thus, there is still a chance to engage other young Emiratis with sufficient ambition and motivation (ICOS, 2010).

*(2) Willingness to work in private firms:* more males than females gave positive responses about private-sector employment. A good number (of both genders) expressed a willingness to apply for jobs in the private sector as they viewed the professional work environment as a fertile breeding ground for personal development. They also believed that the private sector could offer career advancement opportunities in a creative and competitive way due to its meritocratic form of management. Hence, a window of opportunity is available for private employers and policymakers to encourage Emiratis to engage in private-sector

work, based on their interest in personal and career development. It is arguable, therefore, that young Emiratis are sensitive to the provision of training, which many would consider seriously when choosing a potential workplace (ICOS, 2010).

(3) *Self appraisal*: some Emiratis held pessimistic views about their own competitiveness while others were unsure if they would fit in at a private sector company. Still more were convinced that private sector employers were biased against them. They felt that private firms' executives would think of them as uncommitted and hence reject their job applications unfairly due to competency and salary demand prejudices held by prospective private sector employers against UAE nationals.

(4) *High aspirations, low employability*: while many of the Emirati respondents resentfully acknowledged the bias private employers had against them, the survey data confirmed that such bias was justified by their unrealistic aspirations and poor employability. As Figliolini (2008) asserts, UAE nationals expect good pay, recognition and promotion, challenging work, have a desire to make things happen, and expect to be given responsibility, but often the value of what they can actually contribute is not aligned with these demands.

Nationality	N	Contract basic salary	Contract total salary	Monthly fixed income	Monthly total income	Yearly fixed income	Yearly total income
Emirati	5,676	4,295	4,300	8,683	9,185	102,230	108,147
South Asians	1,322,801	700	800	1,136	1,326	13,371	15,619
Other expats	418,676	1,500	2,000	2,500	2,956	29,435	34,805
Chi <sup>2</sup> significant		0.000	0.000	0.000	0.000	0.000	0.000

**Table 2.3:** Median salaries by nationality. (Source: Tong, 2010)

According to the ICOS survey, the minimum salary requirements are high: Emirati males expect AED 17,034 and females AED 12,028 (ICOS, 2010). According to recent wage

structure figures, the median average salary among Emirati workers is AED 9,185; for South Asian workers it is AED 1,326; and, for other nationalities it is AED 2,956 (Tong, 2010). Thus young Emiratis' salary expectations clearly exceed all other factors, including the social status attached to a job title.

### **2.5.5 Employers' Role in the Hiring of Technical and Vocational Education (TVE) Graduates**

Vocational training is often associated with low rewards. The basic salary offer for TVE graduates is low and is generally based on wage and talent distribution levels as recognised by UAE private sector organisations. However, there are associated costs and risks that private employers must assume when hiring TVE graduates. Pre-employment assessments that signal their level of knowledge and aptitude can be made using High School grade marks and test scores to compare them to those who have attained higher academic accomplishments, but in reality they will have to prove their skills and talent by practical means at all stages of their employment (Salehi-Isfahani & Dhillon, 2008).

Given the complicated processes involved in dismissing workers (Figliolini et al., 2008), employers are unwilling to take chances on those with unproven performance. It is not just that technical skills are costly to hone (Salehi-Isfahani & Dhillon, 2008) but also that the consequences of hiring the wrong people could be devastating. The low supply of high-calibre Emirati graduates in the science, technology and education fields further hinders the transitional process and puts greater pressure on the UAE government to develop talent that is adapted fit into the labour market.

In determining significant factors that influence employers' willingness to recruit Emiratis, Forstenlechner et al. (2012) sought to investigate the apparent presence of internal or



organisational resistance to a more proactive engagement with the Emiratisation process in the private sector. Six factors were analysed (social, cultural, economic, regulatory, educational and motivational) over six different hypothetical constructs. On the premise that all job applicants are treated as equal – having eliminated perceptual biases regarding competencies between Emiratis and expatriates – Forstenlencher et al. (2012) were able to pinpoint the role of the social contract as a factor that diminishes the incentive for UAE nationals to perform productively in the workplace. The study concludes that private-sector employers tend to give more importance to the perceived lack of vocationally orientated motivation (as the top deciding factor) than to the actual lack of necessary educational/vocational qualifications. It is generally perceived that expatriates have higher motivation than Emiratis. Therefore, the lack of motivation stands out above other reasons explaining why employers are reluctant to hire Emirati jobseekers.

## **2.6 Chapter Summary**

In this chapter, theories of motivation have been reviewed so as to grasp the dichotomy of motivational sources comprising EM and IM. It has been shown that there are psychological or behavioural theories that do not adequately address the theory of motivation (*i.e Maslow's hierarchy of needs*) but have been applied to explain the thoughts and decisions that drive, direct or control behaviour (i.e process theories, cognitive theories). Over the years, and supported by empirical studies, addressing the needs and wants of individuals is a complex, on-going process. A person may be energised and demonstrate high levels of motivation, but once that need is satisfied, the drive and energy will also tend to dissipate.

Although money and rewards can drive employees to exert their best, it has been shown here that extrinsic motivators are likely to motivate in the short term rather than providing stability over the long term. This explains why the intrinsic dimension of motivation is favoured since, often, intrinsically motivated individuals are more stable and associated with more positive effects. Thus much of the contemporary literature has focused on finding ways to stimulate intrinsic value orientations. Given these considerations, this study aims to develop a deeper understanding of intrinsic motivation in the hope that it might turn out to be a key to encouraging Emiratis intrinsically to enrol on vocational courses and assume technical jobs of their own free will and ambition to succeed in the workplace.

In the critical analysis of Emiratisation and Emirati unemployment, the bulk of the perspectives presented in this chapter was contextual. Aside from the intent of providing readers with a robust background, the aim was also to illustrate how Emiratisation has contributed to the present orientation of many Emiratis towards the concept of work and employment. Importantly, Emiratisation policies have shaped current HRD practices as well as the general outlook of unemployed Emiratis. It can be surmised that the general behaviour of the unemployed youth is predominantly influenced by extrinsic values. The next chapter is dedicated to the study of Self- Determination theory (SDT), which will provide the theoretical framework of the study.

## **CHAPTER THREE: THEORETICAL FRAMEWORK FOR SELF DETERMINATION THEORY**

### **3.1 Chapter Introduction**

The critical analysis in this chapter further explores the main features of the SDT to illustrate its importance. A deeper review is conducted so as to obtain a better understanding of the applicability of the Self- Determination theory (SDT) to the study's objectives. This chapter is developed in conjunction with the aim of selecting a proper theoretical framework for explaining the phenomenon of interest, interpreting the results of the study and drafting conclusions and recommendations.

In the literature review chapter, the strong influence family and peers have on Emiratis was highlighted, especially in regards to shaping their educational/professional pathways. The UAE literature lacks an exploration of the freedom of the individual to choose their career pathway independently. That is, the roles of self-determination, autonomy and freedom of choice in Emirati career pathways are under explored. Specific assertions on how self-determination might mediate the current processes influencing the career and educational decisions of Emiratis are not possible from the literature review alone.

Thus, an expository chapter is presented here to amplify the constructs of the self-determination theory (SDT) more deeply and to help with the development of the theoretical framework for this study. A number of employment and unemployment studies identified as having been drawn from the SDT are used to find explanations for its relationship with work motivation (Gagne & Deci, 2005), the pursuit of goals (Ryan & Deci, 2000a) and job search behaviour (Vansteenkiste et al., 2005). As the term self-

determination has connotations with activities that people do freely and not by coercion (Wehmeyer, 2005), SDT becomes a valuable theory regarding the societal and cultural norms that are suggested to put relative pressure on Emirati youths when it comes to educational and career decisions. Vansteenkiste and Sheldon (2006) argue for the empirical value of the SDT based on the fact that it provides a clear prescription for motivating people to do well. This is especially important in supporting their autonomy by conceptualising the nature of optimal motivation and the general conditions that either support or undermine intrinsic motivation (Vansteenkiste & Sheldon, 2006). Since the theory is meant to specify the fundamental causes, processes and outcomes of human endeavour, SDT will be used as the analytical framework to analyse and structure the findings of this study.

The SDT was chosen as the main theoretical foundation because it underpins intrinsic motivation (IM), which is a motivational construct that is largely lacking in the UAE literature. There are many studies that present the extrinsic deficiencies, comparing opportunities between the public and private sectors. In much the same way, modern Emiratis often view employment based on salaries and fringe benefits. However, a good understanding of the SDT will enable HR departments in UAE companies to motivate workers by tapping these innate drivers, encouraging people to change jobs without even considering the material rewards. Therefore, in terms of the main concerns identified in this study, SDT viably promotes empirical concepts that can transform working environments into places in which Emiratis can satisfy their intrinsic needs.

### 3.2 Main Theoretical Assumptions

SDT maintains that individuals innately strive to actualise their potential, strive for self-development, and integrate or meaningfully organise new experiences into a harmonious and authentic sense of self (Van den Broeck et al., 2005). It embraces the assumption that individuals have the propensity to integrate and form interconnections with other individuals and groups in their social worlds (characterised by autonomy), but there are social-contextual factors that either support or hinder this innate tendency (Deci & Ryan, 2002). Therefore, the process of integrating new regulations into behaviour can be facilitated or obstructed by a person's social environment (Markland et al., 2005).

The central tenet of SDT encompasses three basic psychological needs – *autonomy*, *competence* and *relatedness* – that are considered the required 'inputs' for a person to flourish, just as plants require certain inputs in order to thrive in a given environment (Sheldon & Filak, 2008). They are universal psychological needs and essential for optimal development and functioning (Deci & Ryan, 2012). This concept of basic psychological needs is used to categorise aspects of the environment, as well as specific values and practices, as either supportive or detrimental to organismic wellbeing (Niemiec & Ryan, 2013).

SDT infers that intrinsic motivation (IM) is a source of positive development and is inherently tied to the satisfaction of basic psychological needs (Niemiec & Ryan, 2013). When people are intrinsically motivated, they experience interest and enjoyment, they feel competent and self-determining, and they perceive the cause of their behaviour as internal (Deci & Ryan, 1985). However, SDT posits that extrinsically motivated behaviour can be

internalised to varying degrees and, when the regulation of behaviour has been well internalised, people identify with its personal value for themselves and thus perform the behaviour volitionally because of its importance for their own lives and self-selected goals (Vansteenkiste, Lens, De Witte, & Deci, 2004). Thus, SDT holds a nuanced view of the interplay between Extrinsic Motivation(EM) and Intrinsic Motivation(IM), (Van den Broeck, Vansteenkiste, & De Witte, 2008).

### **3.3 Sub-Theories within Self -Determination Theory (SDT)**

SDT was designed by Ryan and Deci (1985) in the form of four mini-theories: *(1) cognitive evaluation theory; (2) organismic integration theory; (3) causality orientations theory and (4) Basic psychological needs theory (BPNT)*. However, as a product of continued research on the content of life goals, combining *goal content theory* (GCT) with the SDT framework (Kasser & Ryan, 1996; Ryan & Deci, 2000b), Vansteenkiste et al. (2010) introduced GCT as the fifth mini-theory, contending that it was interrelated with SDT on the basis of setting goals to satisfy basic psychological needs, which is positively linked to mental health and well-being (Ryan & Deci, 2000b).

*(1) Cognitive evaluation theory (CET)* addresses the effects of social contexts on intrinsic motivation (IM). The CET framework proposes that social environments can either facilitate or forestall intrinsic motivation by supporting or preventing people's innate psychological needs (Ryan & Deci, 2000a). CET complements basic needs theory within the larger SDT framework (Reeve, Nix, & Hamm, 2003). Therefore, social-contextual factors that promote feelings of autonomy and competence enhance IM, while factors that diminish those feelings undermine intrinsic motivation (IM), leaving people either

controlled by contingencies or a motivated (Gagne & Deci, 2005). For example, external events such as rewards and feedback that do not support competence but promote an externally perceived locus of causality are predicted to be detrimental to IM, whereas events that affirm competence and support an internally perceived locus of causality are expected to enhance IM (Hagger & Chatzisarantis, 2005).

(2) *Organismic integration theory (OIT)* addresses the concept of internalisation, especially with respect to the development of extrinsic motivation (EM). According to this theory, external regulations can be internalised and become internal regulations, and thus EM can be converted into a self-determined motivation (Ryan & Deci, 2000a). Here, the process of internalisation is critical to self-initiation and governance by personally endorsed societal norms and rules that the person is likely to follow willingly, even in the absence of socialising agents (e.g., parents and teachers) (Vansteenkiste et al., 2010). Therefore, people may engage in behaviours that are unlikely to be intrinsically motivated but are instead, in essence, internally regulated, i.e. people engage in the pursuit of extrinsic outcomes due to a need for relatedness or belongingness (Hagger & Chatzisarantis, 2005).

(3) *Causality orientations theory (COT)* critically analyses individual differences in people's tendencies to engage in self-determined behaviour and to be orientated towards the environment in ways that support their self-determination. COT was formulated to characterise and explicate individuals' general or global motivations based on three specific orientations: autonomy, controlled and impersonal (Ryan & Deci, 2008). The autonomy orientation refers to the general tendency to experience social contexts as autonomy-supportive and to be self-determined; the controlled orientation refers to controlling and

being controlled; the impersonal orientation reflects the general tendency to be amotivated (Gagne & Deci, 2005). All three orientations are believed to exist to a certain extent in everyone as they develop over time as a result of people's ongoing interaction with the world in which they live (Weiss & Amorose, 2008). Work-related aspects such as challenge, complexity, importance, choice, participation, an autonomy-supportive interpersonal climate and being high on the autonomous causality orientation tend to lead employees to be relatively autonomously motivated in their jobs (Gagne & Deci, 2005).

(4) *Basic psychological needs theory (BPNT)* elaborates the concept of basic psychological needs in relation to life goals and daily behaviours. These necessities are essential for psychological growth and integrity (Ryan & Sapp, 2007). The satisfaction of such basic needs provides the basis for IM and internalisation (Gagne & Deci, 2005), and the degree to which they are satisfied will have important implications as they relate to psychological well-being and functioning (Deci & Ryan, 2002; Weiss & Amorose, 2008). Deci and Ryan (2002) further assert that, whether or not people are explicitly conscious of their needs and goal objectives, the healthy human psyche continuously strives to achieve them, although individuals have different ways of expressing them or different vehicles through which they are satisfied. The Basic psychological needs theory (BPNT) was formulated on the basis of the need for autonomy, competence and relatedness/belongingness that facilitate IM, integrated internalisation and wellbeing across a variety of contexts (Ryan & Sapp, 2007). *Autonomy* involves a feeling of concurrence regarding one's behaviour, in contrast to a feeling of being controlled or pressured to behave in a certain way (Sheldon & Filak, 2008). SDT is not about total freedom to do whatever one wants but the freedom to behave in



accordance with one's sense of self (Sheldon, Turban, Brown, Barrick, & Judge, 2003). *Relatedness* involves feeling meaningfully connected to others, in contrast to feeling alienated or ostracised (Sheldon & Filak, 2008). The need for relatedness is satisfied if people experience a sense of communion and maintain close and intimate relationships (Van den Broeck, Vansteenkiste, & De Witte, 2008). *Competence* involves feeling efficient, effective and even masterful in one's behaviour, as opposed to incompetent and ineffective (Sheldon & Filak, 2008). It is more prominent in individuals who have the propensity to explore and actively seek out challenges that extend their physical and psychological skills (Van den Broeck, Vansteenkiste, & De Witte, 2008).

(5) *Goal content theory (GCT)* posits that new goals will only be added if they are clearly linked to the satisfaction of basic psychological needs (Vansteenkiste et al., 2010). The GCT further postulates that the contents of intrinsic and extrinsic goals differentially predict the satisfaction of basic psychological needs, as they account for differential relations of goal contents to psychological, physical and social wellness (Vansteenkiste et al., 2010).

The content of the goal itself makes a difference because some goals (i.e. intrinsic) provide more in the way of needs satisfaction while others (i.e. extrinsic) provide less (Ryan & Deci, 2002). However, differences in the goals pursued stem from cross-cultural differences across populations, environments and cultures (Grant & Gelety, 2009). Therefore, the pursuit of intrinsic goals as opposed to extrinsic will also depend on the type of goals that prevail in one's environment, in that an intrinsic pursuit will be more highly supported in an environment that places a higher emphasis on such goals (Vansteenkiste et al., 2010).

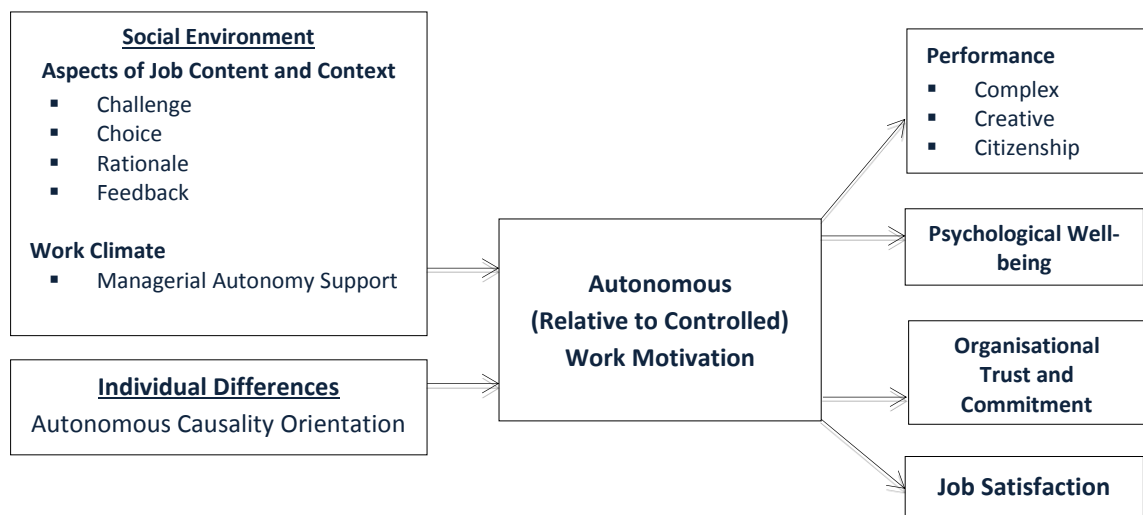
Of the five sub-theories, the Basic psychological needs theory (BPNT) is acknowledged to contain the foundations (basic psychological needs) of personal growth, integrity and well-being (Deci & Ryan, 2000; Ryan et al. 2008). The BPNT was the founding theory of SDT, from which certain distinctions were made between intrinsic and extrinsic aspirations (Ryan et al., 1996). The reason behind a pursuit and the attainment of such aspiration/s are found to be linked strongly to the satisfaction of the basic psychological need for autonomy, relatedness and competence (Ryan et al., 2008).

With a view to becoming familiar with the intrinsic/extrinsic divide and gaining an understanding of the aspirations Emiratis pursue when looking for work or establishing a career in the technical sector, the BPNT is deemed able to provide greater empirical backing than the rest of the sub-theories. This is because many of the earlier, extensive SDT studies were anchored on the BPNT. Ryan et al. (2008) claim that, with the use of the BPNT, it became clear that there were factors that could thwart or facilitate motivation in the domains of work, education and parenting. These factors are universally associated with personal and relational well-being, and are linked to the satisfaction of basic psychological needs (Ryan et al., 2008).

In view of the above-mentioned features and the exploratory nature of this study, the previous articulations made on the basic psychological needs and their linkages to the development of intrinsic motivation (IM), and given its potential for identifying existing conditions impacting on the development of IM, the BPNT (as the founding theory behind SDT) is ideally applicable and more relevant to this research than the other four sub-theories of SDT.

### 3.4 Self Determination Theory (SDT) and Work Motivation

Many of the findings within the SDT framework were obtained from laboratory studies whose ecological validity has been questioned by various psychologists (Van den Broeck, Vansteenkiste, & De Witte, 2008). However, Meyer and Gagne (2008) argue that although much of the research has taken place outside the workplace, SDT has been well-tested and applied sufficiently to attest to its relevance and potential for guiding future research, training and intervention in the context of work. Sheldon et al. (2003) argue that SDT provides a useful conceptual tool that complements traditional work motivation theories. Gagne and Deci (2005) have extensively illustrated SDT's applicability as a theory of work motivation by showing its relevance to theories of organisational behaviour (i.e. organisational citizenship and the satisfaction-performance relationship).



**Figure 3.1:** Summary of model and propositions that need to be examined in work organisations according to Gagne and Deci (2005).

Figure 3.1 illustrates the theoretical model of Gagne and Deci (2005) showing environmental factors and individual differences as antecedents of autonomous work

motivation that could yield favourable work outcomes. Thus, in view of the potential of self-determination to mediate the relation between autonomous or volitional behaviour and job-related outcomes, Gagne and Deci (2005) assert that social environments (i.e. work climates) which promote the satisfaction of the three basic psychological needs will enhance the IM of employees and promote the full internalisation of EM, yielding important work performance outcomes characterised by (1) persistence; (2) effective performance; (3) job satisfaction; (4) positive work-related attitudes; (5) organisational citizenship behaviours (trust and commitment) and (6) psychological adjustment and well-being.

Thus, an autonomy-supportive environment that promotes perceptions of competence, autonomy and relatedness does, in essence, promote optimal functioning (Guay, Senecal, Gauthier, & Fernet, 2003; Soenens & Vansteenkiste, 2005). Moreover, within such a framework, SDT research does not proceed on the basis of the strength of those needs but rather the extent to which different individuals are able to satisfy and/or experience satisfaction in terms of fulfilling their need for autonomy, belongingness and competence within social environments (i.e. work environments) (Gagne & Deci, 2005). Contrastingly, if the work environment is over-challenging, over-controlling and rejective, employees' vulnerabilities will dominate and their dysfunctions will become apparent (Sheldon et al., 2003; Van den Broeck, Vansteenkiste, De Witte, & Lens, 2008). Therefore, the match between an employee and their work environment is critically important because it influences outcomes at each phase of the employee's organisational life cycle (Greguras & Diefendorff, 2009).

### **3.5 Self Determination Theory (SDT) in Human Resources Management (HRM)**

According to Gagne and Deci (2005), SDT offers a good range of researchable questions as well as testing methods for those questions. More encouragingly, a recent research article by Marescaux et al. (2010) illuminates the integration of SDT and soft HRM features (i.e. empowering, developing, trusting, and managing, and the prediction that performance is created through positive attitudes, providing helpful insights into the application of SDT to the HRM domain. Furthermore, both that study and Vansteenkiste, Sierens, Soenens, Luyckx, and Lens (2009) recognise the potential mediating role of basic psychological needs satisfaction in the relationship between HRM practices and work outcomes.

SDT looks at the importance of work climates characterised by support for autonomy, belongingness/relatedness and competence across different tasks and functions that vary in terms of how interesting, important, challenging, complex and meaningful they are (Kuvaas, 2008). The role of managers in engendering intrinsically driven motivations is critical, particularly with regards the aspect of providing a work environment conducive to needs satisfaction. Thus, HR managers may benefit from implementing activities that promote the satisfaction of these three basic needs, and could introduce interventions tailored to satisfying these needs, i.e. regular consultations, developmental appraisals and training/mentoring opportunities that take into account individual talents, interests and expectations (Marescaux et al., 2010).

SDT is viewed as an important component of HRM research on soft HR practices, or progressive, high-involvement, high-commitment or best practice HRM (Kuvaas, 2008;

Marescaux et al., 2010). The relevance of SDT to HRM research stems from the following assumptions:

- (1) SDT stresses the importance of need satisfaction for individual growth, well-being and performance (Marescaux et al., 2010), which lead to greater job satisfaction, better performance, greater persistence, flexibility, acceptance of organisational change and psychological adjustment (Baard et al., 2004; Gagne & Deci 2005).
- (2) The assumption is made that man is an active agent, motivated by the desire to attain psychological growth and development, and is willing to assume responsibilities in the process (Marescaux et al., 2010; Ryan & Deci, 2000b; Vansteenkiste et al., 2007).
- (3) Being fundamentally based on intrinsic work value orientations (oriented towards self-actualisation and self-expression as opposed to extrinsic values which are focused on security and material acquisition), employees' self-determination has been linked to positive job outcomes (Kuvaas, 2008; Lam & Gurland, 2008; Vansteenkiste et al., 2007).
- (4) Intrinsic needs satisfaction in the workplace will predict both the performance ratings and psychological well-being of employees (Baard et al., 2004)
- (5) The SDT continuum is useful for predicting 'optimal functioning' in the workplace, which refers to employee engagement (Meyer & Gagne, 2008; Parker et al., 2010), job performance, subjective well-being and retention (Tremblay, Blanchard, Villeneuve, Taylor, & Pelletier, 2009).

(6) SDT can account for both the motivational and lifestyle relationships between job demands, job resources (Parker, Jimmieson, & Amiot, 2010; Van de Broeck et al. 2008a), burnout and engagement (Van de Broeck, Vansteenkiste, De Witte, & Lens, 2008).

(7) Baard et al. (2004) show that the concept of intrinsic needs satisfaction in SDT is a useful tool that managers can use to acquire understanding of subordinates' perspectives towards self-regulation.

(8) SDT provides an understanding of the specific elements that are needed to facilitate desirable work outcomes based on the effective performance and well-being of the employees, in line with basic needs satisfaction (Baard et al., 2004).

### **3.6 Issues Related to Unemployment**

SDT has been broadly applied in various studies aimed at determining attitudes towards flexibility held by unemployed individuals (Van den Broeck, Vansteenkiste, Lens, & De Witte, 2010), exploring ways to increase one's chances of finding employment (Koen, Klehe, & Van Vianen, 2012); predicting self-determined work motivation (Lam & Gurland, 2008); examining the relationship between IM and the conundrum of career decisions (Reeve et al., 2003); measuring the differential effects of identified motivation on well-being and performance (Burton, Lydon, D'Alessandro, & Koestner, 2006); qualifying students' levels of enjoyment associated with learning experiences (Jang, Reeve, Ryan, & Kim, 2009); investigating knowledge sharing (Gagne, 2009) and understanding students' motivation regarding science and technology (Lavigne, Vallerand, & Miquelon, 2007).

### **3.6.1 Self Determination Theory (SDT) and Expectancy Value Theory (EVT) in the Context of Unemployment**

Whereas Expectancy Value Theory (EVT) (applied to the context of unemployment by Feather, 1990) deals with the motivational consequences of the general importance individuals ascribe to being employed (Van den Broeck et al., 2010), SDT – under the contention that there are distinctions between autonomous and controlled behaviours – suggests that unemployed people might display very strong job search motivation, but the reasons for such strong motivation might vary considerably (Vansteenkiste et al., 2005). Whereas the validity of the employment value considered in EVT in the context of unemployment has been documented extensively, SDT has only recently been applied to this context (Van den Broeck et al., 2010; Vansteenkiste et al., 2004, 2005).

A study by Vansteenkiste et al. (2005) suggests that EVT can better predict people's effective future job-finding behavior and the future choices of unemployed people than SDT, but on the other hand, SDT might better account for the amount of job satisfaction experienced in a new job. In terms of the flexibility of unemployed individuals (i.e. towards accepting training, pay offers, an undemanding job), the findings of Van den Broeck et al. (2010) concur with earlier unemployment research based on EVT, suggesting that the value placed on employment predicts job search behaviour.

On the other hand, SDT may be useful for understanding the wellbeing and behaviour of unemployed individuals and for predicting their attitudes towards the labour market. Vansteenkiste et al. (2005) have acknowledged the conceptual divergence between these two theories and that it would be useful to consider not only the strength of motivation



among unemployed individuals, as suggested by EVT, but also the basis for high motivation among them, as proposed by SDT. The aforementioned studies suggest that further research could expand the scope of flexibility to include the willingness to accept temporary work (Van den Broeck et al., 2010) and use different theoretical frameworks and other domains of unemployment (Vansteenkiste et al., 2005).

### **3.6.2 Flexibility of Unemployed Individuals**

Van den Broeck et al. (2010) evaluate the relative merits of the Expectancy Value Theory and Self Determination Theory (EVT/SDT) approach by examining the attitudes of unemployed individuals in terms of job flexibility – a factor deemed to create a competitive advantage for workers in the globalised economy by enabling them to make an adaptive response to changing demands and job offers in the labour market. Van den Broeck et al. (2010) focus on four types of flexibility: *training flexibility*, *pay flexibility*, *underemployment flexibility* and the *flexibility to accept an undemanding or uninteresting job*:

(1) *Training flexibility* among the unemployed is related to Feldman's (1996) concept of underemployment (see below) in terms of having a job outside the area of one's formal education, and is equivalent to employees' training motivation, which concerns their willingness to broaden their skills and competencies (Kanfer et al., 2001);

(2) *Pay flexibility* refers to the rigour with which unemployed individuals insist on a referential or minimum wage that must be offered before they will consider a job financially worthwhile (Jones, 1988);

(3) *Underemployment flexibility* is the extent to which an unemployed individual is willing to accept a job for which they are over-qualified in terms of education or work experience (Feldman, 1996);

(4) *The flexibility to accept an undemanding job* refers simply to the willingness of a jobseeker to accept an uninteresting job or one that is less challenging than they seek (Van den Broeck et al., 2010).

Van den Broeck et al. (2010) acknowledge EVT for its validity in terms of employment value in the context of unemployment. SDT on the other hand has only recently been applied in the unemployment domain (Vansteenkiste et al., 2005), and predictive validity is yet to be empirically established concerning job flexibility amongst the unemployed. It has been suggested that future research expands the range of job flexibility types by including the willingness to accept temporary work and jobs in which one must alternate between different functions (Van den Broeck et al., 2010).

### **3.6.3 Job Search Behaviour and the EVT/SDT Models**

In the context of job search, Vansteenkiste et al. (2005) define EVT as a cognitive-motivational theory that relates the motivational strength of an individual in terms of striving for a particular goal with the incentive value or valence of that goal (i.e. it links finding a job to getting the reward). Based on an extensive study, Creed, King, Hood, and McKenzie (2009) conclude that self-regulation strategies, together with learning goal orientation, account for a meaningful 26% of the variance in job-seeking intensity, and importantly show that higher learning goal orientation and a broader use of self-regulation strategies are associated with wider job-seeking behaviour.

Although SDT also recognises the importance of the effecting factors, it places the extrinsic/intrinsic dichotomy of motivation as central to the variations in outcomes, and not the strength of motivation. Thus, it holds that unemployed people might indeed display strong job search motivation but the reason/s behind that motivation might vary considerably between individuals because job search is an autonomous and a personal choice (Vansteenkiste et al., 2005). In an earlier study, Wanberg, Kanfer, and Rotundo (1999) similarly find self-regulatory skills, goal setting, planning and cognitive practices to be more important than a jobseeker's self-efficacy, for success or versus financial hardship and for sustaining overall job search intensity over time (Latham, 2007).

Vansteenkiste et al. (2005) use EVT and SDT to explain job search behaviour (amongst the unemployed), the unemployment experience and psychological wellbeing. Part of their research objective was to empirically test predictions and identify crucial predictors of unemployed people's job search behaviour and wellbeing. It can also be observed that, in the studies reviewed, the components of several motivation theories were merged to provide a broader perspective deemed more robust than any single theory per se.

#### **3.6.4 Self-Determination Theory (SDT) in Reemployment and Training Effectiveness**

A recent study by Koen et al. (2012) was initiated in response to the varying outcomes of compulsory reemployment courses designed to enhance job search effectiveness and employability. Some of those who took part became more employable and more engaged in the job search process while others stagnated and stopped searching. Job search intensity seemed to be correlated positively with autonomous motivation and the value placed on employment (Vansteenkiste et al., 2005).

Koen et al. (2012) focus on determining the motivation of those required to take compulsory reemployment courses. They combine research on reemployment, training effectiveness and SDT to test the hypothesis that the perceived choice to take part in a reemployment course (alongside its perceived usefulness) is related to a person's motivation to seek reemployment. Based on the study, Koen et al. (2012) conclude that the compulsory nature of reemployment courses is not necessarily detrimental to the autonomous motivation to seek reemployment, in that jobseekers are likely comply as long as they find the course meaningful and useful for finding reemployment. If this is the case, jobseekers will tend to be more autonomously motivated and exhibit higher levels of job search activity and employability. Thus, a well-designed compulsory course could be worth introducing.

### **3.6.5 Schooling, Social Competence and Vocational Identity**

In relation to schooling, Soenens and Vansteenkiste (2005) investigate the role of self-determined functioning on outcomes with particular developmental relevance for adolescents, such as schooling, social competence and vocational identity. The results show that self-determination acts as an intervening variable in the relation between perceived interpersonal environment and adolescent adjustment. The study concludes that autonomy-supportive parenting and teaching aimed at the optimal functional development of adolescents influence the extent to which adolescents regulate their behaviour on the basis of volitional or self determined motives. These findings reflect the results of a related study by Vallerand (1997) suggesting that the perceived interpersonal environment impacts on self-determined functioning rather than there being a relationship between domain-specific levels of self-determination and domain-specific outcomes as predicted. Therefore,

autonomy-supportive parenting (Luyckx, Soenens, Goossens, & Vansteenkiste, 2007, Luyckx, Vansteenkiste, Goossens, & Duriez, 2009) and autonomy-supportive teaching contribute to the development of self-determined behaviours in adolescents (Soenens & Vansteenkiste, 2005).

With a concept that is related to *identity formation*, Luyckx et al. (2009) posit that individual differences in the extent to which the three basic psychological needs (in SDT) are met are important in the process of identity development. They hypothesise that the experience of total needs satisfaction supplies the energy for individuals to invest in identity-related efforts in the sense that satisfaction of these needs goes hand in hand with a proactive exploration of different identity issues and certain identity options. Their findings show consistency with SDT, indicating that needs satisfaction is particularly critical for the internalisation or personalisation of one's chosen identity such that the adopted identity inherently resides in one's sense of self.

Furthermore, Luyckx et al. (2009) conclude that autonomy-supportive parenting practices (Guay et al., 2003) play an important role in encouraging proactive identity processes, as can do in the same likelihood with teachers' involvement through basic needs satisfaction. For example, college environments can be modified to facilitate healthy identity development by giving students the opportunity to invest in their talents and later on assume ownership of their own work, consequently experiencing autonomy, competence and relatedness (Luyckx et al., 2009).

Concerning *career indecisiveness*, a research focus in many vocational research studies, Guay et al.'s (2003) study seeks to find answers to the question of how contextual factors such as parents and peers affect career indecision, using SDT. They state that their rationale for choosing SDT is related to the social-contextual conditions that facilitate natural processes of self-motivation and healthy functioning.

Their model postulates that, the more people perceive themselves as less competent and concomitantly less autonomous, the more career indecisiveness they experience. In contrast, when people perceive themselves as competent and autonomous, they experience less career indecisiveness. Synonymous with the findings of Soenens and Vansteenkiste (2005) and Luyckx et al. (2007, 2009), their joint conclusion is that autonomy-supportive behaviours on the part of parents and peers foster the development of perceived autonomy and competence. Hence, autonomy support is positively related to self-efficacy and autonomy.

### **3.7 Developed conceptual framework**

Figure 3.2 below which refers to the developed conceptual framework, depicts a box separated into two equal parts. One part stands for government jobs and the other part represents technical jobs in the private sector. There is a tendency for Emiratis to search for employment in the government sector because of the advantages it presents such as shorter working hours, longer holidays, a single shift and good remuneration. Emiratis generally avoid being hired by the private sectors, which is characterised by long working hours, split shifts and shorter holidays. Emiratis disfavour working with co-workers who are mostly

expatriates, and more importantly, because vocational and technical education and jobs are usually linked with lower status in society. However, the public sector cannot offer positions to all the applicants who are queuing up because of the shrinking number of job opportunities that are available. A project should be conducted to transfer jobseekers' interests to the private sector. The challenges that face any programme to motivate Emiratis fall into two parts: Firstly, Emiratis are not motivated to work in the private sector *per se* and, secondly, even if they have the motivation there is still another problem which is that it is not clear whether private sector employers, who are mostly non-Emiratis, will hire them. In the developed conceptual framework, the main diagram parts are still present: the two circles that represent government jobs and private sector jobs, the plan for motivating the Emirati jobseekers and unemployed to opt for private sector jobs and technical jobs. The new aspect of the developed conceptual framework (Figure. 3.2) is the self-determination theory and its components:

The implementation of the self-determination theory and its components has the following advantages:

- 1- The SDT was chosen as the main theoretical background of the framework because it cultivates intrinsic motivation. In practical terms, the theory will intrinsically motivate the Emiratis to orientate towards the private sector and technical jobs. The first step can be achieved by supporting Emiratis to change jobs without placing material rewards as a priority. This can be achieved by transforming workplaces into environments that can satisfy Emiratis' basic inner psychological needs.

2- SDT also addresses a very basic human need which is the social need and the tendency to integrate in groups and form interconnections with other members of society. SDT is based on cultivating the societal nature of humans to create a socially motivating environment at work.

3- The central tenet of SDT consists of three basic psychological needs – *autonomy*, *competence* and *relatedness* that are essential for any progress an individual makes. SDT posits that intrinsic motivation (IM) is a source of positive development and is inherently tied to the satisfaction of basic psychological needs.

4- SDT posits that extrinsically motivated behaviour can be internalised to varying degrees. This is called the process of internalising extrinsically motivated behaviour.

5- *Cognitive evaluation theory (CET)* addresses the effects of social contexts on intrinsic motivation (IM). CET states that social environments can either facilitate or hinder intrinsic motivation by supporting or hindering people's innate psychological needs (Ryan & Deci, 2000a). Intrinsic motivation can be fostered by supporting people's innate psychological needs.

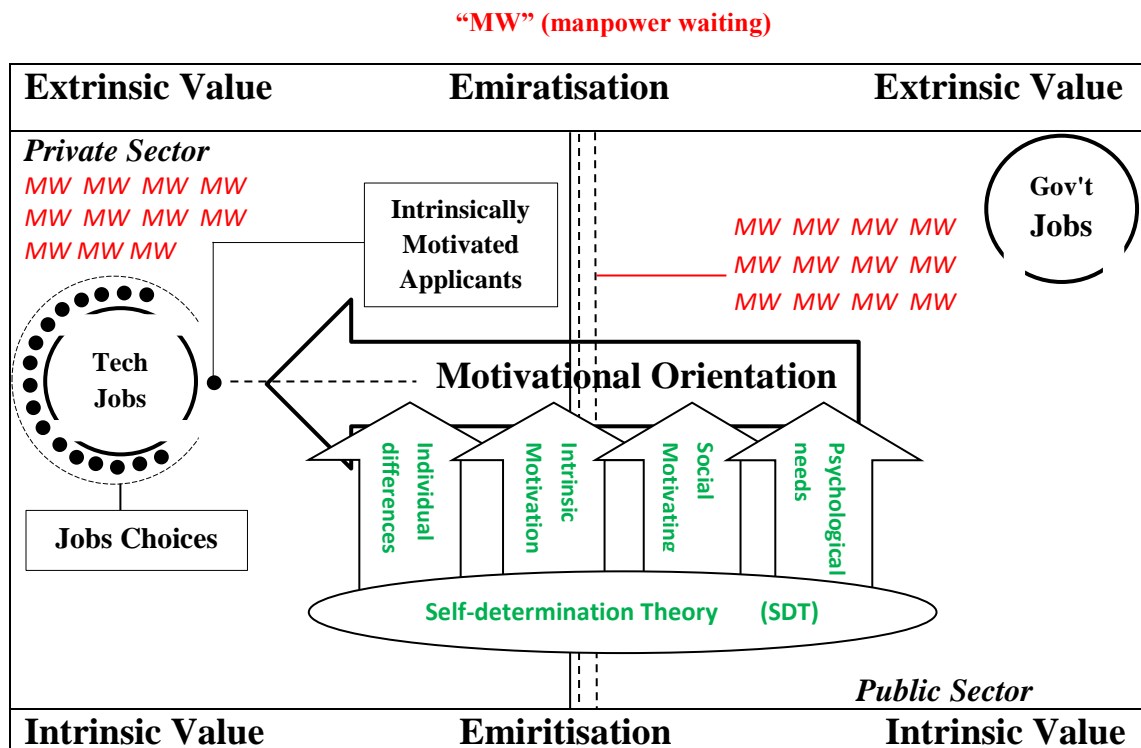
6- *Organismic integration theory (OIT)* addresses the concept of internalisation, especially with respect to the development of extrinsic motivation (EM). According to this theory, external regulators can be internalised and thus become internal regulators, and thus EM can be converted into a self-determined motivation (Ryan & Deci, 2000a)

7- *Causality orientation theory (COT)* critically analyses individual differences in people's tendencies to engage in self-determined behaviour and to be orientated towards the environment in ways that support their self-determination.



To summarise the role of SDT, it can be stated that SDT:

- 1- supports intrinsic motivation
- 2- cultivates the social nature of individuals to create a socially motivating environment at work
- 3- is based on meeting basic psychological needs – *autonomy, competence and relatedness*
- 4- posits that extrinsically motivated behaviour can be internalised
- 5- states that intrinsic motivation can be fostered by supporting people’s innate psychological needs
- 6- takes into account individual differences



**Figure 3.2:** Developed conceptual framework

### **3.8 Chapter Summary**

With the intention of obtaining a better understanding of how SDT might address the research questions of this study, a full chapter has been devoted to SDT. From the underlying concepts to the discussion, SDT is supported by empirical antecedents in contemporary settings. A number of past works have focused on job search motivation and work motivation, mentioning notions of labour market dynamics in the context of globalised economies or events (Deci & Ryan, 2000; Soenens & Vansteenkiste, 2005; Van den Broeck et al., 2010).

In this chapter, the basic psychological needs theory (BPNT) was elaborated more fully than the other sub-theories, given that, insofar as the results of this literature review are concerned, basic needs satisfaction was found to be the most frequently tested and referred to theory in the numerous studies reviewed (across different domains). This chapter demonstrates the usefulness of SDT to HR research, by considering the mediating role of needs satisfaction in work outcomes. More encouragingly, SDT postulates that self-determination may be cultivated by developing an environment that supports the satisfaction of the basic psychological needs. This means that, even though the term ‘self-determination’ may be composed of innate psychological processes (and thus exclusive to the individual), these processes may be subject to trigger-intrinsic drive. Thus, HR managers may need to devise interventions so as to ensure that the work conditions offer employees the opportunity to meet these basic psychological needs, and in turn generate from within themselves satisfying job experiences that equate to higher job satisfaction and better performance.

Gagne and Deci (2005) provide comparisons between SDT and the other theories of motivation, in terms of an overview of their strengths and limitations. Indeed, in terms of determining strength and quality of motivation, as well as elaborating the regulatory processes, or how behaviour is energised and directed, SDT appears to be substantiated and validated by supporting research, particularly in the area of work motivation amongst employed individuals.

In the context of unemployment, EVT has been documented more extensively than SDT, with the latter only recently extended to the context of job search motivation. Nevertheless, there is an apparent consistency in the results of hypothesis tests that have shown positive linkages between the extent to which the three basic psychological needs are met and domain-specific outcomes. This means that the more these needs are satisfied, then more positive outcomes can be expected in domains related to job search intensity, employability, identity development and career decisiveness.

Self-Determination Theory (SDT) was chosen as the main theoretical framework for this study because it focuses mainly on Intrinsic Motivation (IM), studies of which are lacking in the literature on Emiratisation. Prior studies have often focused on certain extrinsic deficiencies or incompatibilities. Consequently, incompatibilities which are extrinsic in origin have been cited as the main reasons why most Emiratis avoid jobs in private-sector enterprises. The jobless population is known to be very selective about salary and fringe benefits. Satisfaction and fulfilment are heavily oriented towards the extrinsic side of employment. However, no immediate solution can be seen since the private sector appears

unprepared to match the rewards expected by most Emiratis. On the other hand, initiatives could be cultivated on the *intrinsic* side that would perhaps alleviate the labour imbalances.

Based on the review of the literature, Self-Determination Theory (SDT) stands out as the most appropriate theoretical framework for the objectives of this study. It has been chosen because it postulates that all individuals have a need to act on both their internal and external environments in order to be effective and to satisfy their full range of needs. This implies two things: firstly, not all needs are satisfiable by material means alone and secondly, a sound understanding of Self-Determination Theory (SDT) could enable modifications to be made to the internal and external environments for the purpose of facilitating Intrinsic Motivation (IM). For example, HR managers could ensure the satisfaction of basic psychological needs by adjusting the work environment to allow Intrinsic Motivation (IM) to thrive. The empirical concepts associated with Self-Determination Theory (SDT) can viably transform a work environment into a place where people can satisfy their intrinsic needs. The use of SDT might enable more jobless Emiratis to move into the private sector without such a strict consideration of the material rewards. Therefore, the Self-Determination Theory (SDT) framework will be used to examine the impacts of certain social and environmental factors on the development of Intrinsic Motivation (IM). This knowledge could pave the way for the development of recommendations on environmental modifications and motivational interventions.

## **CHAPTER FOUR: RESEARCH METHODOLOGY**

### **4.1 Chapter Introduction**

The aim of this study is to find out how Emiratis might be motivated to participate in technical/technological work in the private sector. This chapter fully sets out the methodological traditions, controversies and justifications that led to the choice of research design, and the approaches and strategies taken. The chapter begins with the identification of the research philosophy and then the construction of the methodology is explained. The chapter also provides justifications for the research stance and approach taken, and the configuration of the research methods. The research design section follows the interactive model for qualitative research design of Maxwell (2005).

This study is mainly qualitative. Next Chapter (chapter 5) outlines the procedures undertaken to acquire systematically the information needed for this study, the outcome of the pilot study, and the administration of the main study.

### **4.2 Research Philosophy**

All research has a philosophical foundation that researchers should be aware of, because the assumptions made shape the research and the conducting of the inquiry (Cresswell & Plano Clark, 2011). A research paradigm is an approach to thinking, or a perspective held by the researcher, based on a set of shared assumptions, concepts, values and practices (Johnson & Christensen, 2012). The researcher's worldview influences the nature of the research questions and the proposed methodology (Mertens, 2010), sometimes resulting in research implementations based on paradigms taken from different social science contexts (Werner,

2004). Shaped by paradigms, the assumptions can reflect competing philosophical stances about the nature of reality and how to observe it (Monette et al., 2011; Rubin & Babbie, 2011). Therefore, research studies can be appraised according to the different ways researchers think of and view social reality (Daymon & Holloway, 2011). It is recommended to consider the implications of the philosophical position and orientation on the inquiry and choice of methods (Mertens, 2010) and to review the philosophical background and the paradigm of inquiry (Graham & Thomas, 2008).

#### **4.2.1 Positivist–Interpretivist Paradigms**

There are two well-known research philosophies, namely *positivism* and *interpretivism* (Burrell & Morgan, 1979). *Positivism* advocates the application of the methods of the natural sciences to the study of social reality (Grix, 2010). The positivist paradigm is based on an approach whereby the researcher seeks the facts or causes of social phenomena, with little consideration of the subjective state of the individuals concerned (Collis & Hussey, 2009). Therefore, the view offered must be based on neutral observation (scientific knowledge) that is free of the interests, values, purposes and psychological schemes of individuals (Howe, 2003).

On the other hand, *interpretivism* is predicated upon the need for a strategy that respects the differences between people and the objects of the natural sciences, thus requiring the social scientist to grasp the subjective meaning of a social action (Grix, 2010). It assumes the view that reality is not objective and not external, but rather is socially constructed and given meaning by people (Easterby & Smith, 2008). Insofar as the social sciences are concerned, the view offered suggests that metaphysics (human intentions, beliefs, holistic

approaches, and so forth) cannot be eliminated; therefore, observations cannot be neutral in the sense of excluding interests, values, purposes and psychological schemes as the investigation must aim for interpretive understanding (Howe, 2003).

Since these two philosophies offer contrasting epistemological positions, choosing one will lead a researcher to employ a different methodology than would be used for the other. A comprehensive list of the basic differences between positivism and interpretivism is shown in Table 4.1.

<b>Assumptions</b>	<b>Positivism</b>	<b>Interpretivism</b>
Nature of reality	Objective, tangible, single	Socially constructed, multiple
Goal of research	Explanation, strong prediction	Understanding, weak prediction
Focus of interest	What is general, average and representative	What is specific, unique and deviant
Knowledge generated	Laws: absolute (time-, context- and value-free)	Meanings: relative (time-, context-, culture-, value-bound)
Subject-researcher relationship	Rigid separation	Interactive, cooperative, participative
Desired information	How many people think and do a specific thing, or have a specific problem?	What do some people think and do? What kind of problems are they confronted with and how do they deal with them?
Research methodology	Hypothetical-deductive approach (experimental design)	Holistic-inductive approach (naturalistic inquiry)

**Table 4.1:** Basic differences between positivism and interpretivism  
Source: Decrop (2006, p. 47)

#### ***4.2.1.1 Choice of research philosophy***

The working philosophy is to explore, detect, understand and explain patterns of Emirati manpower evolution in the globalised economy that are specific, unique and deviant.

Rather than hypothesis testing, the aim is to systematically connect empirical patterns exclusive to Emiratisation and to reveal certain causal mechanisms that may offer answers to the research questions. The link is naturalistic in that the manner in which the researcher views reality is influenced by personal biases and reservations, citizenship, involvement, and the ability to grasp the subjective meaning of a social action. A rigid separation of subject and researcher would be difficult to achieve because the bases for inferences and interpretation are pragmatically naturalistic, not value-free but interactive, cooperative and participative on the part of the researcher. Therefore, this study adopts an interpretivist approach because of the inherent attributes aligned to interpretivism (i.e. subjectivity, participation and cooperation) and the existing conditions by which the researcher is bound.

#### **4.3 Research Stance**

The positivist paradigm has been associated with quantitative research, while the interpretivist paradigm has been associated with qualitative studies (Hopkinson & Hogg, 2006; Lichtman, 2011; Ritzer & Ryan, 2011). Just as positivism and interpretivism assume different paradigms, quantitative and qualitative methods differ accordingly (Lichtman, 2010). Although the terms quantitative and qualitative are not automatically equivalent to the positivist and interpretivist paradigms, they are often based on their respective assumptions (Daymon & Holloway, 2011).

There are three major approaches used in the social and behavioural sciences and in education research: quantitative research relies on numerical data; qualitative research uses non-numerical data and finally, the mixed method (MM) involves the mixing of the quantitative and qualitative methods, approaches and other paradigmatic characteristics



(Johnson & Christensen, 2012; Teddlie & Tashakkori, 2009). According to Costa et al. (2007), if the researcher considers the social world as objective and external, then the research orientation is clearly towards the quantitative paradigm, but if they consider reality to be subjective and only visible through the perceptions of the human actors concerned, then the orientation is towards the *qualitative* paradigm (Collis & Hussey, 2009). Therefore, in the *quantitative* method, reality is objective and singular, and the researcher is independent from what is being researched. Contrastingly, in the qualitative method, the researcher interacts with what is being researched, making reality subjective and multiple, as seen by the participants in the study (Creswell, 2003). It is often said that qualitative research is a better means of generating theories and hypotheses, while quantitative research is a better means of testing them (Vogt, Gardner, & Haeffele, 2012). Table 4.2 illustrates the major features of all three methods and compares them according to different attributes.

<b>Attribute</b>	<b>Quantitative</b>	<b>Mixed</b>	<b>Qualitative</b>
Scientific method	Confirmatory: the researcher tests hypotheses and theory with data	Confirmatory and exploratory	Exploratory, the researcher generates or constructs knowledge, hypotheses and grounded theory from data collected during fieldwork
Ontology (i.e. nature of reality/truth)	Objective, material, structural, agreed-upon	Pluralism: appreciation of objective, subjective and inter-subjective reality and their interrelations	Subjective, mental, personal and construed
Epistemology (i.e. theory of knowledge)	Scientific realism, search for truth, justification by empirical confirmation	Dialectical pragmatism, pragmatic justification, mixture	Relativism, individual and group justification, varying standards

	of hypotheses, universal scientific standards	of universal and community-specific needs-based standards	
View of human thought and behaviour	Regular and predictable	Dynamic, complex, and partially predictable; multiple influences include environment/nurture, biology/nature, freewill/agency, and chance/fortuity	Situational, social, contextual, personal, and unpredictable
Most common research objectives	Quantitative/numerical description, causal explanation and prediction	Multiple objectives provide complex and fuller explanation and understanding; understand of multiple perspectives	Qualitative/subjective description, empathetic understanding and exploration
Interest	Identifying general scientific laws, informing national policy	Connecting theory and practice, understanding multiple causations, connecting national and local interests and policy	Understanding and appreciating particular groups and individuals; informing local policy
‘Focus’	Narrow-angle lens, testing specific hypotheses	Multi-lens focus	Wide-angle and deep-angle lens, examining the breadth and depth of phenomena to learn more about them
Nature of observation	Studying behaviour under controlled conditions; isolating the causal effect of single variables	Studying multiple contexts, perspectives, or conditions; studying multiple factors as they operate together	Studying groups and individuals in natural settings; attempting to understand insiders’ views, meanings and perspectives
Data collection	Collecting quantitative data based on precise measurement using structured and validated data collection instruments	Collecting multiple kinds of data	Collecting qualitative data such as in-depth interviews, participant observation, field notes and open-ended questions; the researcher is the

			primary data collection instrument
Nature of data	Variables	Mixture of variables, words, categories and images	Words, images and categories
Data analysis	Identifying statistical relationships among variables	Quantitative and qualitative analysis used separately and in combination	Using descriptive data to search for patterns, themes and holistic features, and appreciating the variations
Results	Generalisable	Corroborated findings may generalise	Particularistic: a representation of the insider view point; presents multiple perspectives
Form of final report	Statistical report	Electric and pragmatic	Narrative report with contextual description and direct quotations from research participants

**Table 4.2:** Emphases of Quantitative, Mixed and Qualitative Research  
Source: Johnson and Christensen (2012, pp. 34-5)

#### 4.3.1 Choice of Research Stance

Based on the above comparison and the fundamental structure of this research and the circumstances of the researcher and the subjects, this study aims to maintain a research analytical stance that is strongly associated with the qualitative method as this thesis intention is to gain an in-depth understanding of the research phenomena.

#### 4.4 Research Approach

Research methods are associated with either a deductive or an inductive approach (Wilson, 2010). Quantitative and qualitative methods are often identified with one of these two approaches (Fox & Bayat, 2007; Pashaeizad, 2010). Quantitative data analysis is often (but not always) *deductive* because it is often used to test predictions or hypotheses, while

qualitative data analysis is often (but not always) *inductive* because it is typically used to detect emergent themes (Teddle & Tashakkori, 2009). In practice, however, the rule is not straightforward (Bryman & Bell, 2003), as both may use deductive and inductive logic simultaneously (Swanson & Holton, 2005; Teddle & Tashakkori, 2009).

With the deductive approach, a specific expectation is deduced from a general theoretical premise and then tested with data collected for the purpose, while with the inductive approach, the research begins with specific data and develops a theory (general explanation) to account for the data (Engel & Schutt, 2005). In other words, with the deductive approach, a theoretical structure is developed and then tested by means of empirical observation. In inductive research, the theory is developed from the observation of empirical reality (Collis & Hussey, 2009). Thus, in the deductive approach, the literature will lead the researcher to questions and hypotheses, while in the inductive approach the data will lead the researcher to theory (Maylor & Blackmon, 2005).

#### **4.4.1 Choice of Approach**

According to Wilson (2010), the literature can help to identify which approach the researchers should use because different approaches suit particular research areas. In the context of motivation research, Turner (2001) suggests that the deductive and inductive approaches have a complementary relationship that allows the strengths of one to offset the weaknesses of the other. This being so, the combination of the two approaches can clearly represent the ‘what’ aspect of motivation, such as IM (Turner, 2001). In the literature (Green et al., 2006; Lin, 1998; Turner, 2001; Van Etten & McInerney, 2002), mixed or complementary methods are encouraged so as to best address the complex problems

involved in social research from a pragmatic perspective (Turner, 2001). Hence, with the ideal of acquiring a robust perspective in mind, this study incorporates both inductive and deductive approaches to form complementary modes of enquiry and evaluation.

#### **4.5 Research Design**

The term ‘research design’ represents the decisions made in planning and conducting research (Monette et al., 2011; Richey & Klein, 2007; Rubin & Babbie, 2011). It establishes the general framework of a study, addressing each phase of the investigative process (Richey & Klein, 2007) and helps guide the methodological decisions as well as set the logic by which interpretations are made (Cresswell & Plano Clark, 2011). While some logical progression of tasks is necessary in carrying out a plan (Maxwell, 2008), research designs are not meant to be rigid prescriptions for completing a study (Richey & Klein, 2007) as there is no widely established standard for research design implementation (Werner, 2004).

However, there are guides that can be used to arrange the components involved in planning and conducting a study (Maxwell, 2008), and there are important concerns that should be considered when designing a research project (Richey & Klein, 2007), such as establishing conditions under which causal inferences and assertions might be plausible (Richey & Klein, 2007; Rubin & Babbie, 2011); establishing validity (Marshall & Rossman, 2011; Maxwell, 2008; Rubin & Babbie, 2011); the overall strategy; site selection; the researcher’s role; data management and data analysis (Marshall & Rossman, 2011).

In recognition of the critical importance of a research design as essential to coherence as well as interrelatedness, the design for this thesis was patterned on the approach proposed

by Maxwell (2005). Referred to as the *interactive model of research design* (for qualitative studies), the approach consists of five main components, each addressing a different set of issues, namely, the conceptual framework, the research questions, goals, methods and validity.

#### **4.5.1 Research Method**

Methods describe how the study will be conducted – the approaches and techniques to be used for data collection and analyses (Maxwell, 2008). They refer to the research tools used to gather data, such as questionnaires or interviews and are different from the so-called research methodology that pertains to the philosophy or general principles that guide the research (Dawson, 2002; Kothari, 2004).

The research tools for sociological research described by Anderson and Taylor (2008) as the most important are survey research, participant observation, controlled experiments, content analysis, historical research and evaluation research. Each of these has its own strengths and weaknesses. These data collection methods provide options and it is the role of the researcher to carefully select which methods are likely to provide the best information for answering the research question/s (Friesen, 2010). Of these options, the survey method is the most commonly used tool (Andersen & Taylor, 2008; Friesen, 2010; Rea & Parker, 2012).

*4.5.1.1 The survey method* is a widely acknowledged tool for deriving accurate representations of significantly large numbers of people in the form of attitudes, preferences and opinions (Rea & Parker, 2012). Surveys are effective when: (a) the data will be best obtained from respondents and can be obtained from brief answers to structured

questions; (b) the respondents can be expected to provide reliable information; (c) the researcher knows how they will use the answers and (d) an adequate response rate can be expected (Vogt et al., 2012).

For its choice of research instrument, this study utilises both self-designed questionnaires and pre-designed/pre-validated questionnaires from previous motivational studies, administered both in written form and through face-to-face interview questions. The survey method was selected due to the advantages linked to its structured format and the orderly presentation of questions and answers which make it possible to: (1) systematically compare respondents (employees and jobseekers); (2) ask specific questions about many topics (of employers) and (3) perform analyses to search for patterns and relationships among variables (Andersen & Taylor, 2008). Furthermore, as a research technique in the social sciences and a professional discipline, survey research has derived considerable credibility from its widespread acceptance and use in academic institutions for the ability it gives researchers to generalise about an entire population by drawing inferences based on data drawn from a small portion of that population (Rea & Parker, 2012). Therefore, the survey method was deemed suitable for this study.

The current study has utilised a questionnaire and face-to-face interviews for data collection. Al-Ali (2008) used a questionnaire to probe the factors that impact on employability among UAE nationals in the emirate of Dubai. This main question has sub-questions which are concerned with public-private sector-specific differences, the characteristics of Emiratis' work attitudes, and the differences between UAE nationals' and non-nationals' work attitudes. The current study intersects with Al-Ali's in using a

questionnaire to explore the Emiratis' views about working in the private and public sectors.

Alnaqbi 's (2011) research questions are

1. How do HR practices affect employee retention in UAE public sector organisations?

2.What other factors influence employee retention within UAE public organisations?

3.How do HR practices affect employee commitment and job satisfaction in UAE public sector organisations?

In keeping with Al-Ali (2008) and Alnaqbi (2011), this study of the implementation of Emiratisation has used a questionnaire and semi-structured interviews. What the current study has developed is the integration between SDT and its components and the research method.

<b>Key reference</b>	<b>RQ</b>	<b>Instrument Adopted form</b>	<b>Self Developed</b>
Al-Ali, J. (2008)	The prime research question is as follows: Identify factors impacting the employability of Dubai's UAE nationals. This question is further explicated by the following sub-questions: •Determine sector-specific differences for a given factor. •Identify	questionnaire	



	<p>characteristics of Emiratis' work attitudes.</p> <p>Determine differences between UAE nationals and non-nationals work attitudes</p>		
Alnaqbi, W. (2011)	<p><b>1.</b> How do HR practices affect employee retention in UAE public sector organisations?</p> <p><b>2.</b> What other factors influence employee retention Within UAE public organisations?</p> <p><b>3.</b> How do HR practices affect employee commitment and job satisfaction in UAE public sector organisations?</p>	Survey questionnaire, semi-structured interviews	
Current study	<ul style="list-style-type: none"> <li>• How would technical job applicants evaluate the three basic intrinsic needs of autonomy, competence and relatedness according to their degree of importance?</li> <li>• Are these intrinsic needs realisable in real-life work</li> </ul>	Questionnaire and semi-structured interviews	SDT and psychological motivation theories

	<p>contexts in private technical/technological firms?</p> <ul style="list-style-type: none"> <li>•What motivational strategies can be employed to modify job applicants attitudes and perceptions in regard to technical jobs?</li> <li>•What motivational factors affect mid-size and smaller firms to succeed in their Emiratisation campaigns?</li> </ul>		
(Suliman & Al-Sabri, 2009),(Suliman, 2006 ), (Luyckx et al., 2009 ), (Koji, 2011; Wilkins, 2001b).	<b>1.</b> What mechanisms do you have for comparing the job performance of Emirati nationals with that of expatriates occupying the? same positions	Interview	What motivational strategies can be employed to modify job applicants attitudes and perceptions in regard to technical jobs?
(Suliman & Al-Sabri, 2009),(Suliman, 2006 ),	<b>2.</b> What do these mechanisms tell you about the relative performance of Emiratis?		What motivational strategies can be employed to modify job applicants attitudes and perceptions in regard to technical jobs?

(Luyckx et al., 2009 ), (Koji, 2011; Wilkins, 2001b).			
<b><u>3.</u></b> Baard et al. (2004), (Griffin, 2011), (Lindell, Prater, & Perry, 2007), (Holbeche, 2006), (Werner & DeSimone, 2012), (Andriopoulos & Dawson, 2009).	<b><u>3.</u></b> In what jobs do Emirati nationals appear to be performing best, and what are the reasons for that?		What motivational strategies can be employed to modify job applicants attitudes and perceptions in regard to technical jobs
<b><u>4&amp;5.</u></b> (Koji, 2011),	<b><u>4.</u></b> In your experience what are the three areas		

<p>Randeree (2012), (Al-Ali, 2008), (Fasano &amp; Goyal, 2004), (Salehi-Isfahani &amp; Dhillon, 2008), Forstenlechner et al. (2012), (Marescaux et al., 2010).</p>	<p>where Emiratis are high performers than expatriates?</p>		
	<p><b>6.</b> In your experience what are the three areas where expatriates are low performers than expatriates?</p>		
<p><b>7.</b> (Vansteenkiste et al., 2004, 2005), (Werner &amp;</p>	<p><b>7.</b> what is it about your job offer that you think motivates</p>		

DeSimone, 2012), (Holbeche, 1998), (Woods & West, 2010), (Dunn, 2003), (Osterloh & Frey, 2007)	<p>Emiratis to apply to work in your organization?</p> <p><b>8.</b> What other general comments would you like to make about the contribution of Emirati nationals in the UAE workforce?</p>		
<p><b>9.</b> (Toledo, 2006), (Alnaqbi, 2011), (Al-Waqfi &amp; Forstenlechner, 2010), (Cameron, 2002), (Randeree, 2012), (Harnish, 2004), (Al-Ali, 2008), (Morris, 2005), (Nelson,</p>	<p><b>9.</b> What is your understanding of the key reasons for requiring private sector organisations to provide a quota of positions for Emirati nationals?</p> <p><b>10.</b> What is the overall percentage of Emirati nationals in your workforce?</p> <p><b>11.</b> Does your organization have difficulty in</p>	Interview	What motivational factors affect mid-size and smaller firms to succeed in their Emiratisation campaigns?

2004), (Low, 2011), (Godwin, 2006).	recruiting Emirati nationals?		
	<p><b><u>12.</u></b> The level of salary is more important to me than any other aspect of the job. ( <b><u>Relatedness</u></b> )</p> <p><b><u>13.</u></b> Job security is more important to me than any other aspect of the job</p> <p><b><u>14.</u></b> Personal status within the organisation is more important to me than any other aspect of the job ( <b><u>Relatedness</u></b> )</p> <p><b><u>15.</u></b> Personal prestige within my social circle is more important to me than any other aspect of the job. ( <b><u>Relatedness</u></b> )</p> <p><b><u>16.</u></b> Being part of an organisational culture that reflects my national culture is more important to me than any other aspect of the job. ( <b><u>Relatedness</u></b> )</p>	Questionnaire	<p>How would technical job applicants evaluate the three basic intrinsic needs of autonomy, competence and relatedness according to their degree of importance??</p> <p>Are these intrinsic needs realisable in real-life work contexts in private technical/technological firms?</p>

	<p>I would be attracted to a technical job in the private sector if the job offered me:</p> <p><b><u>17.</u></b> A salary comparable with that in the public sector. <b>( Relatedness )</b></p> <p><b><u>18.</u></b> Security through a permanent contract</p> <p><b><u>19.</u></b> The chance to progress upwards in the organization. <b>( Autonomy )</b></p> <p><b><u>20.</u></b> The ability to fulfil my cultural/religious duties. <b>( Autonomy )</b></p> <p><b><u>21.</u></b> The chance to act on my own initiative. <b>( Autonomy )</b></p> <p><b><u>22.</u></b> The chance to work as part of a team. <b>( Relatedness )</b></p> <p><b><u>23.</u></b> The chance to improve my skills through training</p>		
--	---	--	--

	<p>and education. ( <b><u>competence</u></b> )</p> <p><b><u>24.</u></b> The chance to move around departments to learn more of the business. ( <b><u>Autonomy</u></b> )</p> <p><b><u>25.</u></b> The chance to improve my English language skills through structured efforts. ( <b><u>Competence</u></b> )</p> <p><b><u>26.</u></b> Regular feedback on my performance. ( <b><u>Competence</u></b> )</p> <p><b><u>28.</u></b> A mentoring/coaching system. ( <b><u>Competence</u></b> )</p> <p><b><u>29.</u></b> A promotion system based on performance. ( <b><u>Competence</u></b> )</p> <p><b><u>30.</u></b> Variety in my job.( <b><u>Relatedness</u></b> )</p> <p><b><u>31.</u></b> A comfortable work environment. ( <b><u>Relatedness</u></b> )</p>		
--	--	--	--



	<p><b><u>32.</u></b> Recognition for a job well done through appropriate rewards. <b>( <u>Competence</u> )</b></p> <p><b><u>33.</u></b> The chance to achieve a healthy work/life balance. <b>( <u>Autonomy</u> )</b></p> <p>I am not attracted to a technical job in the private sector because I do not think this would:</p> <p><b><u>34.</u></b> Provide me with the level of salary I think I deserve</p> <p><b><u>35.</u></b> Provide me with any job security</p> <p><b><u>36.</u></b> Give me the chance to progress my career</p> <p><b><u>37.</u></b> Allow me to fulfil my cultural/religious duties</p> <p><b><u>38.</u></b> Reflect well on me in respect of my social circle</p> <p><b><u>39.</u></b> Be acceptable to my parents. <b>( <u>Relatedness</u> )</b></p> <p><b><u>40.</u></b> Be acceptable to</p>		
--	--	--	--

	<p>my extended family. ( <b><u>Relatedness</u></b> )</p> <p>My current job:</p> <p><b><u>41.</u></b> reflects well on me within my social circle</p> <p><b><u>42.</u></b> Is acceptable to my parents</p> <p><b><u>43.</u></b> Is acceptable to my extended family</p> <p><b><u>44.</u></b> Would you recommend working in a technical job in the private sector to a friend or family member? Why?</p> <p><b><u>45.</u></b> Please list the five most important things to you about your job in order of importance?</p> <p><b><u>46.</u></b> Please list anything you dislike about your job in order of importance.</p>		
--	--	--	--

**Table 4.3:** The studies that have used a questionnaire and interviews

4.5.1.2 *The use of purposive sampling*: it is often the case that surveys are aimed at producing a comparative and representative picture of a population (Graham, 2008). Thereby, survey results may be taken as representative of a larger population (Frankel, 2010). However, the capacity to generalise sample results to an entire population is not simply inherent in any sample as such. That is, the researcher cannot necessarily be confident that a census of a population would yield similar results (Piazza, 2010). Researchers should define their samples carefully to avoid sampling errors such as those arising from random variation in the selection of respondents (Brace, 2008).

Other types of non-probability sampling (e.g. convenience or accidental sampling, network or snowball sampling, and quota sampling) do not meet the requirements of this research for the following reasons: (1) the profile of the jobseeking respondents is specific to applicants for technical jobs in the private sector; (2) the turnout of jobseekers responding to the invitation could not be estimated beforehand, inasmuch as the final number and the act of participating in the survey are to be taken as indicators of self-determination, since personal volition was a central aspect of the test per se, no further intermediation/intervention was made, instead, the number of respondents was allowed to develop by itself towards the end of the survey period and (3) the employer and employees invited to take part in the survey had to meet some basic criteria (i.e. non-UAE national employers and Emiratis in private-sector technical firms) that are not met by the larger population. Hence, the characteristics required of the sampling strategy for this study matched those of *purposive sampling*.

#### **4.5.2 Research Instruments**

Traditionally, surveys have relied on three basic data collection instruments: written questionnaires, telephone interviews and face-to-face interviews (Groves, Kaftan, Rao, Schwarz, & Skinner, 2009). Surveys can generate qualitative or quantitative data and can be used as primary or secondary information. Primary data are those collected for the first time or anew, generated to meet the specific requirements of the investigation, while secondary data are those that have already been collected and have undergone statistical processes to solve another specific problem or meet another purpose (Carter, 2003; Kothari, 2004; Kumar, 2008). Examples of secondary data include journals, academic literature/research reports, institutional/national databases, and various other publications (Carter, 2003; Kothari, 2004).

*4.5.2.1 Primary data:* The primary data were gathered through survey instruments consisting of written (*Likert scale*) questionnaires and face-to-face interviews (structured, semi-structured and spontaneous/non-structured). The instruments were designed according to the type of responses to be elicited from three target participant groups – unemployed individuals, employed individuals and representatives who were appointed by their organisations to take part in interviews.

Qualitative data were acquired to facilitate content and narrative analyses or comparisons between cases. The educational background, professional attainment and practical knowledge of the researcher were applied to make logical deductions and interpretations as well as to describe the findings, analyse them, draw conclusions and make recommendations.

#### *4.5.2.1.1 Justifications for the choice of instruments*

*Written instrument/close-ended items:* this type of instrument was chosen for the following reasons: (1) a large number of participants (both employed and unemployed individuals) was anticipated; (2) administering printed survey forms instead of conducting face-to-face interviews is more practical in relation to time and money and for a single-handed researcher to implement; (3) employed people have limited time available and might not have the flexibility to take time off work to participate in research, hence, this approach meant they could complete the forms at their convenience, without time constraints; (4) it proved convenient for unemployed individuals and avoided the possibility that they might be influenced by the researcher. More importantly, the essence of the study underscores the concept of determination and volition. Therefore, the researcher could not predict in advance the turnout of participants at any given time. Thus, the forms were made available to those who were willing to take part, at a technical job fair sponsored by the Abu Dhabi Tawteen Council (ADTC) and (5) it served the purpose of communicating the same frame of reference to all participants and of restricting the range of possible responses to those pertinent to the goals of the survey (Edwards, Thomas, Rosenfeld, & Booth-Kewley, 1997).

*Interview questions* – in acknowledgement of the contextual differences between organisations, as each will confront and address Emiratisation issues differently, face-to-face interviews with structured, semi-structured and unstructured questions were used for these participants. Aside from seeking contextual responses, the researcher's objective was to interact verbally with the respondent so as to clarify issues as well as to avoid misunderstandings. The researcher also derived value from observing the respondents' non-

verbal cues and was able to ensure that the responses more closely reflected the questions, both of which were not possible when using written questionnaires (Miller, 2011).

**4.5.2.2 Secondary data:** the literature provided the principal theoretical underpinnings used to establish the research framework and to identify the amount as well as the type of further information, both primary and secondary, needing to be collected (i.e. demographic data and the addresses of technological firms in Abu Dhabi). The Abu Dhabi Tawteen Council (ADTC) was instrumental in supplying a list of potential participants (jobseekers, employed individuals and non-UAE national employers based in Abu Dhabi), as its registry includes a flag indicating that a person is '*willing to volunteer*' for worthy causes endorsed by the Abu Dhabi Tawteen Council (ADTC) – such as this study. Lastly, both the selection and use of pre-designed and validated questionnaires and the conceptualisation of the self-designed questionnaires were products of secondary data.

**4.5.2.3 Questionnaire design:** The questionnaire is the heart of a survey (Krosnick & Presser, 2010) administered for self-completion by survey participants so as to collect information (Brace, 2008). It is vitally important that questions must be worded precisely, yet be easily understood, and designed in such a way as to avoid biasing the answers (Kornblum, 2012). There should be clarity of design with a layout that is clear and easy to read, and the following steps should be taken: (1) determining the contents of the survey; (2) deciding who is to be involved – sample groups or participants; (3) sending pre-notification letters (Harrison, 2010) about when and by whom it will be administered and when the results will be collected and (4) pre-testing the form (Cargan, 2007).

**4.5.2.3.1 Survey contents:** the contents were drafted with specific conformance to the research questions and sound understanding of the anticipated ability of the respondents to provide developed opinions and answers to the question items. The items were arranged in a progressive order for easier read-through, so that they would make more sense to the respondents (employers, employees and unemployed). As three participant groups were considered, two sets of questionnaires and one interview sheet were produced, with each set containing identical and non-identical items and both self-designed and pre-validated/pre-tested survey questions (see Table 4.3). Furthermore, the contents were written in the mother tongue of the respective participants – Arabic for the employees and jobseekers/unemployed and English for the employers. All Arabic content was translated into English.

<b>Participants</b>	<b>Composition</b>	<b>Principal Language Used</b>	<b>Appendices</b>
Employers	Self-designed interview questions	English	Appendix 2
Unemployed	Self-designed <i>plus</i> pre-validated or pre-tested questions	Arabic translated into English	Appendix 3
Employed	Self-designed <i>plus</i> pre-validated or pre-tested questions	Arabic translated into English	Appendix 4

**Table 4.3:** Instruments used for the study

**4.5.2.3.2 Target participants:** printed questionnaires were distributed to a sample of employed and unemployed Emirati nationals, who were identified, in conformance with the research questions, with a view to: (1) obtaining jobseekers' perspectives about job opportunities they tended to ignore and assessing their intrinsic motivational levels,

principally based on EVT (Feather, 1990) and (2) acquiring knowledge from those currently employed in technical jobs regarding their personal motivations (perhaps self-determination) that had brought them to their present jobs, hence utilising the SDT perspective (to be determined).

Employers in the technological sector were asked about their own initiatives to promote Emiratisation and their willingness to recruit more Emiratis in their organisations. A different set of structured, semi-structured and non-structured questions was drafted to elicit the views of non-Emirati employers through scheduled interviews. However, this did not mean that the researcher was strictly limited to those questions during the interviews, as spontaneous questions were asked in some sessions.

**4.5.2.3.3 Notifications:** letters of invitation were distributed to notify prospective participants of the nature of the study as well as to spell out other information they might need before deciding whether or not to participate. According to Harrison (2010), the issuance of pre-notification letters is an effective way to enhance survey response rates while at the same time establishing the legitimacy of the forthcoming survey and explaining the importance of the project to the respondents.

Accordingly, three individual sets of *participant information sheets*, accompanied by a consent form (Appendix 1), were distributed. The *consent form* contained eleven items answerable with a 'yes' or 'no' response, signifying the participant's conformance or non-conformance with the proposed statement. The *participant information sheet* was actually a notification/recruitment letter outlining the terms and conditions (in the form of FAQs – frequently asked questions) that the reader should consider before agreeing to participate. It



also informed the participant that unless a need for clarification should arise, no further interviews would be made, and told them of the date on which the researcher expected the form to be completed and ready for collection.

#### **4.5: Validity**

Validity is the fifth and final component of Maxwell's (2008) *interactive model of research design*, which addresses the validity threats a researcher may encounter and ways to rule them out. Generally, external threats to validity are those beyond the research setting and sample (Lentz, 2009) and not within the immediate control of the researcher or precisely definable in advance (Maxwell, 2008). Conversely, through pre-test and post-test design, attempts can be made to control/counterbalance threats to internal validity (Gravetter & Forzano, 2012).

In Maxwell's approach (2008), two broad types of validity threats often associated with qualitative studies are *bias* and *reactivity*. *Bias* refers to possible distortions in the data collection and analysis resulting from the researcher's personal theories, values or preconceptions. *Reactivity*, on the other hand, pertains to changes in the outcome data caused by the researchers or research procedures rather than the independent variable (Rubin & Babbie, 2011). Maxwell (2008) argues that the latter is not as serious a validity threat because in qualitative studies the objective is to understand (and not eliminate) the influence of the researcher and use it productively.

The researcher recognised the presence of the abovementioned threats (bias and reactivity) and other risks associated with qualitative studies, such as subject characteristics, the influence of location (Blankenship, 2010) and response biases. According to Zikmun and

Babin (2007), response biases can be categorised into four main types: (1) *acquiescence bias*, in which the respondent/s seems to agree with practically every statement they are asked about; (2) *extremity bias* – the use of extreme responses when responding to questions; (3) *interviewer bias* – where the presence of an interviewer causes the respondent/s to give untrue or modified answers and (4) *social desirability bias* – the tendency to give inaccurate answers to sensitive questions to create a favourable impression in the presence of an interviewer. While it is acknowledged that some validity threats are unavoidable (Maxwell, 2008) – for example, no researcher can be neutral or detached because of the need to interact with informants (Johnstone, 2007) – reductive measures were carried out as diligently as possible so as to minimise the possibility of bias, increase the legitimacy and improve the credibility of the interpretations/conclusions drawn. Some of these measures were as follows:

1) *Control of researcher's and participants' biases*: in the qualitative written questionnaires, the subjective biases were anticipated to be negligible. There were identical ethnographic and cultural orientations with the subject groups, and the interactions were straightforward – limited to introducing the instrument to the subjects, responding to clarifications (when raised) and collecting the completed forms. Meanwhile, between the researcher and the non-UAE national informants, it was assumed that inferences relative to identical ethnography may no longer pose the same degree of validity threats had any of these interviewees been an Emirati, i.e. the researcher's nationality.

2) *Addressing the threat of location* (Blankenship, 2010): the interview sessions with non-UAE national chief executive officers of companies operating in Abu Dhabi and the

administering of the written forms to the employed participants were all conducted in rooms free from noise and interference, provided by the ADTC. For the unemployed respondents, pre-coordination was arranged via phone calls inviting them to the ADTC to attend scheduled briefings and survey sessions.

Aside from the above, the written questionnaires contained pre-validated items as used in previous studies on SDT (Van den Broeck et al., 2010; Vansteenkiste, Lens, & Deci, 2006). The integration of these pre-tested items not only lent a decent amount of credibility to the core motivational assessments, but also provided a means to rigorously examine both the supporting (precedent) findings and newly acquired data (Maxwell, 2008). Lastly, a pilot study (see Section 4.9.6) was carried out to detect and correct any problems before the main study was implemented, thus adding further reliability and validity to the survey instruments.

#### **4.6 Ethical Measures**

The study was carried out in strict adherence to performance standards and ethical conduct in all aspects of the work. Advice was sought from the researcher's supervisor and pertinent approval was secured in writing from the Ethical Review Committee of the university. Prior to embarking on the study, the researcher did some reading and reflected on the key ethical points that had to be observed. First, research ethics refers to the study of what researchers ought and ought not to do, and how this should be decided were consulted (Hammersley & Traianou, 2012). In the context of social research, the respective moral deliberation, choices and accountability of the researcher throughout the process needed to be considered (Edwards & Mauthner, 2012).

Starting with the introductory and recruitment letters, it was ethical for the researcher to specify to all prospective participants the mechanics and nature of the study, the various options and the expectations involved, so as to eliminate any conflict, confusion and disagreement that might otherwise arise during and after the administering the surveys (Edwards & Mauthner, 2012). An accompanying ‘informed consent’ form was prepared to obtain the consent of individuals before they participated in the study. These forms were submitted along with a letter of approval to the Faculty of Salford University Ethics Committee, University of Salford. No forms were dispatched until the corresponding approval was obtained. This study is a product of ardent pursuit by the researcher to attain a higher academic qualification and is free from any conflicting governmental or commercial interest. Moreover, no commercial funding is associated with this research.

#### **4.7 Chapter Summary**

This chapter has presented a detailed description of the research methodology adopted in this study. Starting with the research problems, the motivation to solve these problems methodologically led to a progressive presentation of the methodological frameworks needed to form the foundation of this study. Based on the intended methods of acquiring data to address the research questions, various research fundamentals were shown to be ideal for addressing the research problem being studied.

Firstly, it was decided that a rigid separation of subject and researcher would not only be difficult to achieve but that natural bias and subjectivity would inevitably occur due to the

personal factor (i.e. citizenship) and occupational circumstances of the researcher. These understandable and unavoidable influences would weaken any claims of objectivity on the part of the researcher. Therefore, an interpretivist approach was deemed to be more appropriate than a positivist one.

Secondly, the dichotomy between the qualitative and quantitative methodologies was resolved through an exploration of their respective distinctions. As a research stance, the qualitative method was chosen due to the deep and rich vein of data the researcher was aiming to acquire and analyse.

Thirdly, after the research instruments and manner in which data would be gathered were explained, important ethical and validity issues were discussed. The knowledge of how to approach threats to validity and maintain reliability of results guided the researcher in adopting control measures appropriate to the research setting (i.e. control of bias and possible prejudicial factors implicit in the location of the research gathering process). Lastly, the researcher has, throughout the research process, diligently observed ethical measures that strictly adhere to the standard procedures and requirements of the university and the respective organisations involved in this study.

This chapter outlines the research approach and the research methods adopted in the current study to achieve the aims and objectives of this research. A questionnaire and semi-structured interviews are considered to be compatible with the nature and the objectives of the research. The study examines the implementation of Emiratisation in the UAE and the extent to which it can be effective in motivating Emirati jobseekers and also the

unemployed to orient them to search for technical jobs in the private sector. To probe the success or the failure of this process, it is important to survey the target people's ideas and beliefs. Questionnaires and interviews are appropriate methods to collect a research population's ideas and attitudes.

## **CHAPTER FIVE: DATA COLLECTION**

### **5.1 Chapter Introduction**

This chapter presents how the methods outlined in the previous chapter were applied. It contains analytical analyses highlighting the procedures and eventual outcome of the overall effort to acquire data. This chapter also has the purpose of presenting supporting details and outlining the progress after the methodological conception was determined and before the main study analyses could be made. The researcher deemed it appropriate to integrate here the results of the pilot study and the corresponding corrections made in order to illustrate the transition from collecting pilot data, to analysing and correcting the main study questionnaire. In essence, the sections below are arranged in a chronological manner, starting from the stage of recruiting participants and closing with information regarding how the questionnaires were administered.

### **5.2 Pilot Study**

According to Yin (2011), pilot studies test and refine one or several aspects of a study such as the design, fieldwork procedures, data collection instruments or analysis plans. They can help prevent costly pitfalls by enabling researchers to reformat any of the aspects mentioned; both the data and the investigation procedures may be revised (Makela & Turcan, 2007). Moreover, they are considered a means for maximising validity (Hall, 2008; Rubin & Babbie, 2010) as they can be used to test the reliability of the instruments, improve data collection and techniques, revise loosely developed measures, and help establish the sensitivity and soundness of the instrument (Andrew, Pederson, & McEvoy, 2011; Lentz, 2009). Wood and Ross-Kerr (2011) argue that even if an instrument has

previously been tested in another study, it should be retested as part of the new study because reliability and validity can change over time.

**5.2.1 Pre-testing the forms:** since there is always the possibility of error with a questionnaire, they need to be pre-tested either in full or in part to detect any such errors (Babbie, 2010). Pre-testing also provides the means to enhance clarity and to ensure the respondents' acceptance of the survey (Mooi & Sarstedt, 2011).

Following the 'two-way' test suggested by Mooi and Sarstedt (2011), the researcher first approached three research analysts (Emiratis) working for the ADTC and asked them to read the survey forms, fill them out and comment on them. For comparison purposes, two sets of questionnaires were provided (for the employed and unemployed), written in two languages – Arabic and English. For the interview questions (for non-Emirati employers), one non-Emirati executive, referred by the ADTC, reviewed them and made comments and recommendations for changes, although no actual test interviews were conducted. From the critical inputs elicited, corresponding revisions were made, as explained below.

*a) Written questionnaires:* the major criticism concerned the translation, particularly in terms of articulating the concepts due to the use of some semantic expressions that did not quite match the everyday language spoken by Emiratis. These problems could typically be traced back to the SDT-based questionnaires that had been incorporated. A linguistics professor and a friend of the researcher were consulted and helped with carrying out the necessary corrections. Grammatical enhancements were also made to correct some errors found in the Arabic questionnaires and their translation into English.



*b) Interview questions:* the errors here consisted of the manner in which Arabic concepts were translated into written English; problems were spotted with the wording, phrasing and sequencing of questions in the interview questionnaire. Thus, corrections were made.

After the final proofreading, a ‘second test’ – aimed at producing a higher-quality survey – was performed as a trial on a few members of the target sample to detect possible flaws, so that the potential results derived from the instrument could be tested and analysed (Mooi & Sarstedt, 2011). As part of the pilot study, ‘actual testing of instruments’ was carried out to establish the appropriateness and efficiency of the instruments before the main investigation took place.

### **5.3 Sampling Procedures**

**5.3.1 Survey site:** in terms of logic and convenience, the Abu Dhabi Tawteen Council (ADTC) stood out as the most suitable source of data and referrals. After presenting the university’s credentials, coupled with a few supplemental attachments explaining the research project, the Executive Director for Communications and Information Systems at the ADTC found substantive merit to recommend approval of the proposed scheme (to collect names, details and addresses of potential participants) to the General Manager of the ADTC. In less than 10 days, executive approval was granted. Moreover, over and beyond what was initially sought, a special coordinator was assigned to facilitate the gathering of data and help the researcher with other needs.

The data supplied by the ADTC consisted of names, contact numbers and basic demographics of individuals and companies. The named contacts and their personal/professional circumstances were already pre-classified as “willing

volunteers/shareable information”. While others had opted against doing so, these ‘cooperative’ companies and individuals had given the ADTC the freedom to disclose their identities for worthwhile purposes. Therefore, the mode used to obtain the names and related data can be regarded as legitimate, valid and ethical. Moreover, a non-disclosure agreement was signed between the ADTC and the researcher, agreeing that all of the existing and subsequently generated data would be treated with the utmost confidentiality.

### ***5.3.2 Sampling:***

Table 5.1 shows a breakdown of the total number of target participants supplied by the ADTC. Without absolute certainty that the sample would match the population (Glassman & Hadad, 2009; Lewis, 2012), the researcher conservatively aimed at testing 10% of the confirmed participants per category. Aware of the so-called pre-test sensitisation phenomenon that occurs when participants’ performance on a test improves after taking a pre-test (Brown, 2007; Lana, 2009), which is thus considered a validity threat (Gravetter & Forzano, 2012), the pilot participants were excluded from the final sample.

*5.2.2.1 Solicitation:* invitations – along with the supporting attachments – were sent out to all potential participants, either by email or by postal delivery mail to those without email addresses. The objective was to inform them of the study. Email recipients were given follow-up calls three days sooner than those invited via postal mail. As anticipated, follow-up telephone calls were made in a timely manner.

### 5.3.2.2 Confirmed appointments:

Based on the ADTC-provided list, a total of 182 invitations were mailed. Abu Dhabi was chosen because it is the only location where the context of the study ( technical / technological private sector) is available .

There was no pre-determined targeting as to who among the invited participants would be selected for the pilot study or for the main one until all responses had been received. This measure gave the researcher the flexibility to either raise or lower the target rationing (of the pilot versus the main study sample) depending on the actual positive response.

The table below (Table 5.1) indicates that the initial targeted proportion of 10% (one participant for every 10 potential participants) for the pilot study was realised.

<i><b>Participant Group</b></i>	<i><b>Potential Sample</b></i>	<i><b>Declined</b></i>	<i><b>Confirmed</b></i>	<i><b>Response Rate</b></i>	<i><b>Pilot sample (10% of confirmed)</b></i>	<i><b>Main sample</b></i>
Non-Emirati Employers	22	13	9	41%	2	7
Employed Emiratis	68	14	54	79%	7	47
Unemployed	93	33	60	65%	9	51
<b>Total:</b>	<b>183</b>	<b>60</b>	<b>123</b>	<b>-</b>	<b>18</b>	<b>105</b>

**Table 5.1:** Sample distribution for the pilot and main studies

Table 5.1. shows that the response rate among Non-Emirati Employers is 41%, among Employed Emiratis is 79%, and among Unemployed is 65%. The highest rate of response is among the Employed Emiratis and the lowest is that of Non-Emirati Employers. 123 participants out of 183 were confirmed to take part in the study. As Table 5.1 illustrates,

161 employed and unemployed UAE nationals were contacted; 114 showed up and filled out forms, representing a response rate of 71%. There is a lower percentage participation by Non-Emirati Employers compared with that of the Emirati Employees and the Unemployed.

As explained in the previous chapter, three individual sets of *participant information sheets* accompanied by a consent form (Appendices A and B) were distributed. The *consent form* contained ten items answerable by a ‘yes’ or ‘no’ response, signifying conformity or non-conformity with the statement as proposed. The other document, the *participant information sheet*, was actually a notification or recruitment letter containing outlines of the terms and conditions (in the form of FAQs – frequently asked questions) that the reader was expected to consider prior to agreeing to participate. They were also informed that unless a need for clarification arose, no further interviews would be made, and they were also notified of when the researcher would expect the form to be completed and ready for collection.

## **5.4 Pilot Results**

### **5.4.1 Written Questionnaires**

A few minor adjustments were made since the forms had already been subjected to critical review by the task force members assigned by the ADTC to assist the researcher. The revisions to the written questionnaires dealt mainly with the compositional structure of items that were derived from original English versions (mostly SDT items) and translated into Arabic. Improvements were made by simplifying those items that respondents felt were ‘quite unclear’. The researcher and members of the task force made sure that the

original meaning was maintained in the revised items. Possibly ‘difficult items’ were pinpointed for review based on the question/s left blank by respondent/s, with the presumption that there should not be any blanks if the questions had been understood properly (Murthy & Bhojanna, 2008), given that none of the pilot participants was subjected to time pressure.

#### **5.4.2 Interviews**

Pilot interviews with two non-Emirati CEOs were held at the ADTC office, following scheduled arrangements made on behalf of the researcher by a member of the task force. The interviews were conducted on separate occasions and held in a mini conference room occupied only by the interviewee and interviewer while the sessions were in progress. No voice recordings were made (for ethical reasons) but the interviewer took written notes of the responses after every question.

Structured, semi-structured and probing questions were asked. Free expressions of critical opinion/s were encouraged and there was neither any sign of restraint nor any verbal or non-verbal influence that might have given way to response bias. The interview was focused on obtaining the participants’ (1) definitions and descriptions of the matter of inquiry; (2) their own conceptions; (3) past experiences of success and present challenges; (4) perceptions of advantages and disadvantages (Atar, 2007) and (5) opinions critical to governmental Emiratisation and labour policies.

On both instances, the atmosphere was relaxed. The conversational flow was spontaneous in terms of both the questions delivered and the answers received. The sequencing of the

content was found to be logical and conformed to expectations. Key questions were asked by the interviewer in an effort to elicit critical opinions but yielded none on either occasion. A personal reflection concerning the outcome of the interviews indicated that the respondents generally appeared cooperative, very knowledgeable and seemed to manage themselves with composure in giving non-committal answers to sensitive questions involving business and government.

#### ***5.4.2.1 Impact of Pilot Study on Main Study***

Based on the above outcomes – as the results failed to provide in-depth information and given that the proceedings seemed to have been affected by respondent bias and possibly some restraint, perhaps due to the location (ADTC offices) where the interviews were conducted, the researcher decided to hold the main study interviews at the offices of the participants. This was in line with a suggestion in the Encyclopaedia of Research Design (2010) that, to obtain valid information, it is important that face-to-face interviews be conducted privately, because the presence of others might result in biased answers, especially to sensitive questions.

### **5.5 Main Study**

Sample Preparation Except for the very small revisions to the written instrument and the decision to hold the main study interviews away from ADTC's premises, all the subsequent data gathering activities were carried out following the same research framework (i.e. paradigms, concepts, methods), ADTC-assisted resources (scheduling, venue arrangements and coordination with participants) and general procedures used for completing the pilot study. The researcher was constrained by the size of the ADTC database as they were the

main hub for data and invitation; this was the maximum that they could offer, a factor over which the researcher had no control. They had only 22 technical/technological private sector companies in their database. The invitation was sent to all of them but 13 declined to participate. This questionnaire sample constituted all of the up-to-date profiles available in the ADTC database.

### **5.5.1 Representative Sample**

Since the target population was already pre-qualified (not a random sample) and made available from the databases of the ADTC, the sample for each participant group possessed the elements of interest and exact variables sought and being studied. Thus, the sample for this study closely reflects the characteristics of the population (Gravetter&Forzano, 2012) and is deemed representative of the wider UAE population. According to Sekaran and Bougie (2010), the more representative of the population the sample is, the more generalisable will be the findings of the research. Thus, the findings from this study can be classified as generalisable.

Invitations were sent to the participants through the auspices of the ADTC. Assisted by the task force, the mode of invitation was generally formal, characterised by appointments and scheduled arrangements. The rate of turnout was based on the actual number of participants. Two modes of administering questionnaires were used. Both involved coordinated appointments arranged with the assistance of ADTC staff members.

Jobseekers were requested to come to the ADTC offices to fill out the questionnaires. They were given four weeks to come to the ADTC offices and meet with the researcher personally, on any business day at any convenient time. As for the jobholders, considering

that they could not leave their work premises so easily, the researcher went to five different organisations to administer the questionnaires. After being identified and given brief instructions, the respondents were shown to an adjacent room where they could fill out the questionnaires undisturbed. A 'hotel reception bell' was made available in case they required assistance. Once completed, the participants handed the forms back to the researcher or to the desk receptionist.

Given the manner in which the survey was administered, the response rate was not based on the number of forms distributed versus the number collected/completed but rather on the number of invitations sent out against the actual number of questionnaires completed. As illustrated in Table 5.1, 161 employed and unemployed UAE nationals were contacted; 114 showed up and filled out forms, representing a combined response rate of 72 %. In terms of sampling, the following can be observed: no saturation level was reached, the sample size was limited to the ADTC database and restricted to Emiratis working in the technical/technological field.

### **5.5.3 Qualitative Data Collection**

To rectify the experiences acquired from the two pilot sessions, the interviews were conducted at the respective offices of the interviewees. Each interview lasted between 60 and 120 minutes, which included exchanges of pleasantries in order to establish comfort, rapport, or simply to "break the ice".

Before each interview began, the researcher reiterated the purpose of the study and assured the participant of total confidentiality. A script of the structured and semi-structured interview was provided to every participant for them to scan over.



Table 5.1 shows that there were a total of 22 non-Emirati companies available from the ADTC database. Of these, 13 declined and 9 agreed to participate. Two of the nine were used as respondents in the pilot study and seven in the main study.

## 5.6 Data Analysis

To work effectively with the data, the researcher must first make it accessible by organizing it effectively. Since there may be thousands of words and many pages of qualitative data, it is difficult in the initial stages to summarize and structure this so as to arrive at conclusions (Seidman, 2006). One of the challenges encountered by qualitative researchers is the difficulty to reduce raw data into meaningful conclusions (Easterby-Smith *et al.*, 2004). In accordance with the academic literature, a general analytical procedure was identified (see table 5.2 below).

**Table 5.2:** Analytical Procedure Adopted

No	Procedure	Citations
1	File all consent forms in a safe place	Seidman, (2006)
2	Convert any rough note into some form of written record	Seidman, (2006)
3	Ensure that any material collected from interviews, observation or original documents is properly referenced	
4	Become familiar with your data	
5	Group each question for all of the interviews together	
6	Start coding as early as possible, coding each concept or theme as the coding allows for the effective storage, retrieval and organisation of data	Miles and Hubberman (1994)
7	After data is coded, group the codes into smaller categories according to pattern coding	Miles and Hubberman, (1994)
8	At various stages write summaries of the findings to that point	
9	Use the summaries to construct generalisations with which existing theories can be confronted; construct new theories if none exist	Miles and Hubberman (1994)
10	Continue the process until the generalisations arising from	

	the data are sufficiently to stand the analysis of existing theories or construction of a new theory	
--	--	--

Source: Adapted from Miles and Huberman (1994), Seidman (2006).

Following Matthew Miles and Huberman (1994) data analysis techniques which consist of three concurrent flows of activity in analysing the qualitative data, codes were grouped into smaller categories according to pattern coding:

- Data reduction: the process of selecting, focusing, simplifying, abstracting and transforming the data obtained in order to focus on emergent constructs.
- Data display: the organisation of the compressed data, thus assembling the information from which conclusions may be drawn. The organisation and compression of the data are considered a means of making visible the themes that run through the data.
- Conclusion drawing and verification: involve the researcher's interpretation of the data, extracting meaning out of the data displayed, identifying patterns and themes and ultimately building a theory.

At the early stage of the data reduction process, the researcher used a pilot study to deal with unnecessary information in order to keep a focused approach and to distinguish between relevant and irrelevant information. After frequent and careful reading of the interview transcripts, the researcher gained familiarity with the data which helped to improve awareness in deciding which data was more important. Abstracting and putting data into meaningful and related categories is the most important stage of data reduction (Matthew Miles, Huberman, & Saldaña, 2014). Based on the aims and objectives of this

research, data was organised and grouped into categories according to themes. In addition to the themes located in literature review, data collected from the study helped the researcher to identify the expected themes. Thus, it helped to organise and categorise data. Data display became easier through the application of the research themes. The employment of the themes as an outline enabled the compressed data to be organised, thereby facilitating the data reduction and display processes considerably. As the data display process progressed, grouping data under themes enabled major themes to be identified, which allowed the vast amount of data to be classified, providing a valuable basis for drawing up conclusions. The researcher detected any possible unreported factors affecting the study which emerged during data analysis.

The next important stage of the research is drawing conclusions and verification. This refers to a process of developing useful explanations of the findings, verifying them constantly by checking the data, and forming a new form of understanding. Thus, valued data and better meaning of the findings can be established (Lincoln & Guba, 1985; Matthew Miles et al., 2014). In summary, the data analysis process revealed the following broad areas: Emiratisation in relation to job search and the attitudes of Emirati jobseekers towards jobs, Concepts of Emiratisation, The Emirati Technical Worker, Adaptive Human Resource Development (HRD) Mechanisms, Perceptions of Emiratis' Best-fitting Skills and Talents, Enhancing Institutional Grounds for Better Emiratisation, Critical Observations on Emiratisation by Non-Emirati Employers, Open Comments Hinting at Self-determination from the Unemployed Sample, Open Comments Hinting at Self-determination from the Employed Sample, Short Critical Comments from the Unemployed Sample and Short Critical Comments from the Employed Sample.

### 5.6.1 Validity and Reliability

Validity and reliability play a crucial role in all qualitative research because they assist the researcher in data analysis and give credibility to the results (Patton, 2002)Polit and Hungler (1995, p. 656). While credibility is generated from the research in question (Bryman, 2004), Collis and Hussey (2009) comment that validity in interpretivist research is aimed at capturing the essence of the phenomena and extracting data which is rich in its explanation and analysis. Given the interpretivist orientation of this study, Lincoln and Guba's (1985) "trustworthiness" concept (i.e., credibility, transferability, dependability, and conformability) provides the framework for assessing the reliability and validity of the research. The credibility and internal validity of the data is enhanced by triangulation (Lincoln & Guba, 1985; Rieger, Taschuk, Tsui, & Fedosejevs, 2003). In addition, Lincoln and Guba (1985) propose four criteria which can be adopted to evaluate and guide research depending on the philosophical stance (see table 5.3).

**Table 5.3** Interview Tactics for Validating Testing

<b>Tests</b>	<b>Interview Tactics</b>	<b>Phase of Research in which Tactics Occur</b>
<b>Credibility</b>	<ul style="list-style-type: none"><li>▪ Use multiple interviews from five technical/technological firms.</li></ul>	<ul style="list-style-type: none"><li>▪ Data Collection</li></ul>
<b>Transferability</b>	<ul style="list-style-type: none"><li>▪ Do pattern matching</li><li>▪ Interview data provide evidence for what the people interviewed have described as their perception.</li></ul>	<ul style="list-style-type: none"><li>▪ Data Analysis</li><li>▪ Data Analysis</li></ul>
<b>Dependability</b>	<ul style="list-style-type: none"><li>▪ Data from different interviewees referring to the same issues will provide a much broader picture.</li></ul>	<ul style="list-style-type: none"><li>▪ Research Design</li></ul>
<b>Confirmability</b>	<ul style="list-style-type: none"><li>▪ Use interviews protocol</li></ul>	<ul style="list-style-type: none"><li>▪ Data Collection</li></ul>

	<ul style="list-style-type: none"> <li>▪ Avoid biases by using information from data collected only.</li> </ul>	
--	---	--

Adopted from Lincoln and Guba (1985) interviews for Four Design Standards

The most important principle for guiding qualitative studies is the notion of credibility (Baxter & Eyles, 1997). This may be defined as the degree to which a description of human experience is such that those having the experience would recognize it immediately and those outside the experience can understand it (Lincoln & Guba, 1985). Credibility refers to the connection between the experiences of groups and the concepts which the social scientist uses to recreate and simplify them through interpretation. Credibility is based on the assumption that there is no single reality, but rather multiple realities, mentally constructed by ourselves. It is not confirmation that is required from respondents as much as a commentary from them on the plausibility of the interpretations offered. Credibility demonstrates that the research was conducted in such a manner that the subject of the inquiry was correctly identified and described. Credibility can be improved by the researcher involving him/herself in the study for a prolonged period of time, by persistent observation of the subject under study to obtain depth of understanding, by triangulation using different sources of evidence, and through peer debriefing by colleagues on a continuous basis (Baxter & Eyles, 1997; Creswell & Miller, 2000). Among those techniques, the credibility of this study was enhanced by triangulation of data collections using different sources of evidence such as interviews from different nationalities working in technical / technological firms, as well as reviews conducted by Linguistics experts .

Transferability refers to the degree to which findings fit within contexts outside the study. Elements of research produced in one context may be transferred to others. This is concerned with whether the findings can be generalised to another situation. This is an imaginative process in which the reader of the research uses information about a particular instance that has been studied to arrive at a judgement about how far it could apply to other comparable instances (Lee & Zaharlick, 2013). The question becomes “to what extent could the findings be transferred to other instances?” rather than “to what extent are the findings likely to exist in other instances?” (Lincoln & Guba, 1985, p. 316). Consequently, a pattern matching analysis was carried out to ensure transferability. Direct quotations were also used to show how the data was interpreted so as to help the reader understand how such conclusions were reached. The transferability of the data to other contexts is also enriched by comprehensive description via narrative and verbatim quotations that allow the reader to “reach a conclusion about whether the transfer can be contemplated” (Lincoln & Guba, 1985, p. 316).

Dependability is the degree to which it is possible to deal with instability/idiosyncrasy and design-induced change. Kirk and Miller (1986) see this criterion as being as important as credibility. Edmondson and McManus (2007) and Baxter & Eyles (1997) assert that dependability includes the consistency with which the same constructs may be matched with the same phenomena over space and time (LeCompte & Goetz, 1982). Credibility refers to the accurate representation of experiences while dependability focuses attention on the researcher-as-instrument and the degree to which interpretation is made in a consistent

manner. In support of this argument against merging dependability and credibility, Lincoln and Guba (1985, 317) claim that:

*“Since there can be no validity without reliability (and thus no credibility without dependability), a demonstration of the former is sufficient to establish the latter. If it is possible using the techniques outlined in relation to credibility to show that a study has that quality, it ought not to be necessary to demonstrate dependability separately. But, while this argument has merit, it is also very weak. It may serve to establish dependability in practice, but does not deal with it in principle. A strong solution must deal with dependability directly”.*

This illustrates that the research process is systematic, rigorous, and well documented. The researcher in this instance used data collected from different interviewees on the same issue but from a different perspective so as to achieve dependability.

Lincoln and Guba (1985, P. 290) defined conformability, as:

*“The degree to which findings are determined by the respondents and conditions of the inquiry and not by the biases, motivations, interests or perspectives of the inquirer”.*

Objectivity concerns the extent to which qualitative research can produce findings that are free from the influence of the researcher who conducted the enquiry. This should be used as a criterion where the study has described the research process fully and it is possible to assess whether the findings follow from the data. Careful preparation was made for the interview questions, which were then piloted and refined with the help of academic peers in the field until all were convinced of their validity.

The 4 point Likert Scale is a very popular rating scale used to determine a respondent's agreement level. Garland (1991), argue that it is preferable to force the respondent to take a side and therefore use a 4-point Likert scale. However, Adelson and McCoach (2010) found that “regardless of whether a neutral midpoint was offered or not, the structure of the instrument was virtually the same with equal intercepts, means, variances and covariances, pattern coefficients, and nearly all residuals”.

#### ***5.5.3.1 Qualitative Data Analysis***

According to Maxwell (2008), there are three main strategies in qualitative data analysis: (1) reviewing memos and field notes (i.e. quotations, thoughts and ideas); (2) categorising strategies (i.e. coding and thematic analysis) and (3) connecting strategies (i.e. recurrences and relationships). Classifying/categorising qualitative data produces a framework for organising and describing what has been collected during the study and builds a foundation for the interpretative phase, when meanings are extracted from the data, comparisons are made, creative frameworks are constructed, conclusions and significance are drawn, and in some cases, theory is generated (Patton, 2002). The connecting process attempts to understand the data in context so as to identify the relationships among the different elements of the text, and is a necessary step for theory building, a primary goal of analysis (Maxwell, 2008). Notes and memos are vital and do not only pertain to memos and notes taken during the interview, but also to written notes taken during the analysis process. Some of what is written could later be useful in developing the final report or at least for stimulating or enriching the analyses for the final report (Rubin & Babbie, 2010). Of the



three strategies mentioned, coding is the predominant procedure. It involves considering specific elements and is linked closely to the grounded theory method (Babbie, 2010).

For this analysis, a total of nine interviews were processed. Discussions unrelated to the survey (i.e. the exchange of pleasantries) were filtered out. Only important points were noted down. The interview notes contained significant statements, comments, reminders, observations and analytical memos regarding specific content. The notes followed the same order as the questions in the interview. The statements – sorted by topic, theme or case – were collated, tabulated and coded manually. In addition, initial field notes and later annotations were added into each table as appropriate for memo referencing. All nine interviews were compared in order to discern emerging patterns or themes. The similarities and differences were indexed, categorised and examined for possible relationships.

## **5.7 Chapter Summary**

This chapter highlights the important procedures that were carried out to collect data, covering three major phases – the recruitment of participants, treatment of samples and pilot results, the questionnaire preparation and administration for the main study, and the manner in which the data were prepared for analysis. Many of the details provided consist of the practical experiences of applying the research methodologies. The chapter also identifies the corrections made to the questionnaires after the pilot study.

In administering the research instruments for the main study, two types of instrument were used – written questionnaires for employed and unemployed Emiratis, and survey questions (structured, semi-structured and unstructured) for face-to-face interviews with non-UAE national employers. The questionnaires for the employed workers and the interviews of

non-UAE national employers were administered in their respective workplaces. The unemployed respondents to the questionnaire were requested to come to the ADTC offices at a time convenient to them within a prescribed period.

The questionnaires data were tabulated using MS Excel while the interviews data were prepared for coding and arranged according to themes and patterns. Hence, before the data analysis that is discussed in detail in the next chapter (Chapter 6), it is hoped that this chapter has given readers adequate information so that they can evaluate the results in light of the methodological quality of the research (De Vaus, 2013).

## **CHAPTER SIX: FINDINGS**

In this chapter, the main survey results are presented in the form of group data obtained from three sampled populations consisting of non-Emirati employers, employed and unemployed Emirati individuals. In Chapter Six, primarily the content of the findings will be discussed, while the critical analysis of these findings will follow in the next chapter (Chapter Seven: Discussion and Implications). Inasmuch as the instruments have been designed to extract responses matching the participants' existing roles and perspectives concerning the UAE's labour market and policies, this chapter looks at three different demographic segments and corresponding variables. The collected data are organised in three major sections, as the data for each consist of attributes and variables that are unique to each particular group.

The data from the two survey methods (personal interviews and written questionnaires) were processed. The interview schedule and two questionnaires were essentially two sides of the same coin. The interview questions were formulated to establish the CEOs' experience of labour force nationalisation policies and implementation. Some major issues are probed in the interviews, such as the relative performance of Emiratis and expatriates, and the areas of any discrepancies. The answers to these questions will shed light on whether there are training/educational and/or attitudinal issues preventing Emiratis from performing to the same level as expatriates. The interviews also investigate whether the companies concerned have difficulties recruiting Emiratis; what they believe they can offer to attract Emiratis and how successful they are in doing so.

For its part, the questionnaire for the Emiratis, whether employed or unemployed, seeks to gain these individuals' perspectives on issues such as why private-sector companies are seen as desirable or otherwise. Such information is asked directly and indirectly in questions relating to the length of time that individuals are willing to spend unemployed in order to avoid seeking a job in the private sector.

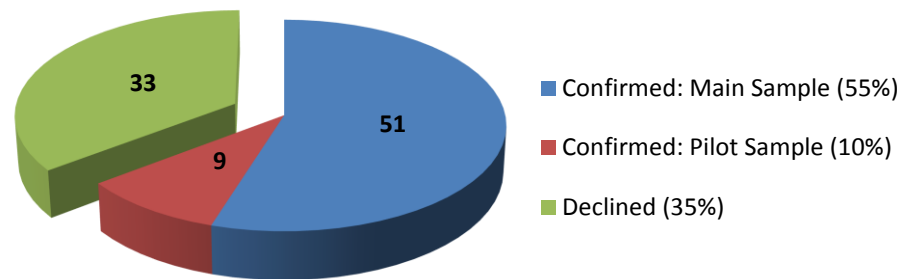
Thus, the information from the questionnaires and from the interviews is complementary, allowing the perspectives of the employers to be validated or rejected by the opinions of the employed and unemployed UAE nationals.

In order to achieve the aim of the study, which is directly concerned with what motivates Emiratis to work in the private sector or not, it was necessary to obtain information from both employed and unemployed Emiratis. The required sample size precluded any kinds of interviews within the limits of this study and the resources available to the researcher. At the same time, the use of a Likert scale for many of the questions allowed for a broad choice of feelings to be recorded, unlike in a tightly controlled questionnaire with highly prescribed options. Consequently, this type of questionnaire can be considered more qualitative than quantitative.

## **6.1 The Unemployed Group**

### **6.1.1 Main Study Sample (Emirati jobseekers)**

To recap on the information provided in Chapter Five, nine individuals –which represented close to 10 % of the total number ( $n=93$ ) of invitations sent out – were allotted to the pilot study and subtracted from the total number ( $n = 60$ ) of confirmed participants. Thus, the final number of participants assigned to the main study was reduced to 51 (Figure 6.1).



**Figure 6.1:** Invitation Acceptance

### **6.1.2 Main Study Questionnaire (Unemployed)**

The questionnaire for the *unemployed* sample consisted of four sections. The first section covered 13 demographic questions. The second had 33 items relating to individual motivations towards job seeking, 26 of which were in the form of a four-point Likert-type rating scale (1=strongly agree; 2=agree; 3=disagree; 4=strongly disagree). The third section contained 12 questions pertaining to individual perceptions about work in the private sector and the fourth was an open space for comments. The questionnaire form yielded three types of data: textual content (responses to open-ended questions that are codable), classifying data (values that describe the data, i.e. age, sex, status) and scaled responses.

### **6.1.3 Demographic Information– Unemployed Sample**

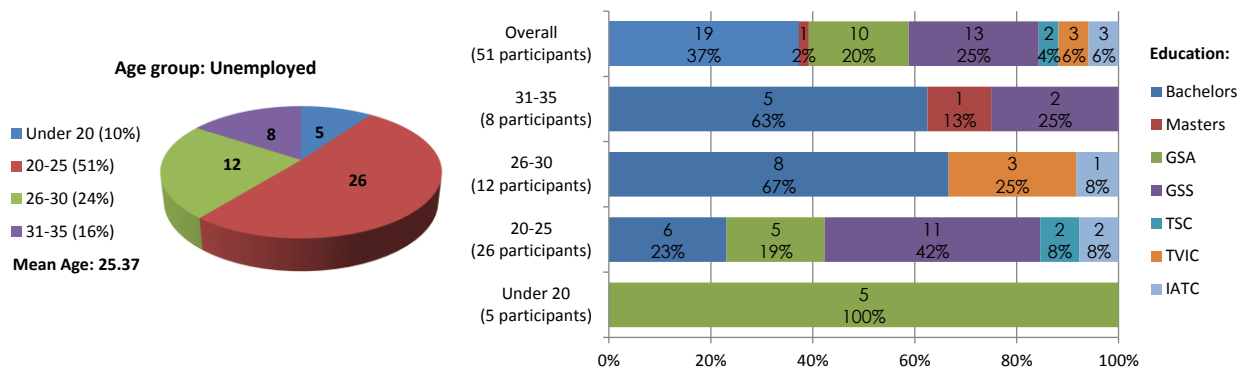
#### ***6.1.3.1 Age Group Characteristics***

The age information was classified into age groups. The youngest participants were under 20 years old (9.8%) while the oldest were over 30 years but not exceeding 35 (30-35 age group), the latter accounting for 15.7% of the population. The majority (51%) of the participants belonged to the 20-25 category, followed by those with ages of 26 to 30 that

represented 23.5% of the population (Figure 6.2). The mean age of the unemployed population was 25.37 years old.

### 6.1.3.2 Educational Background

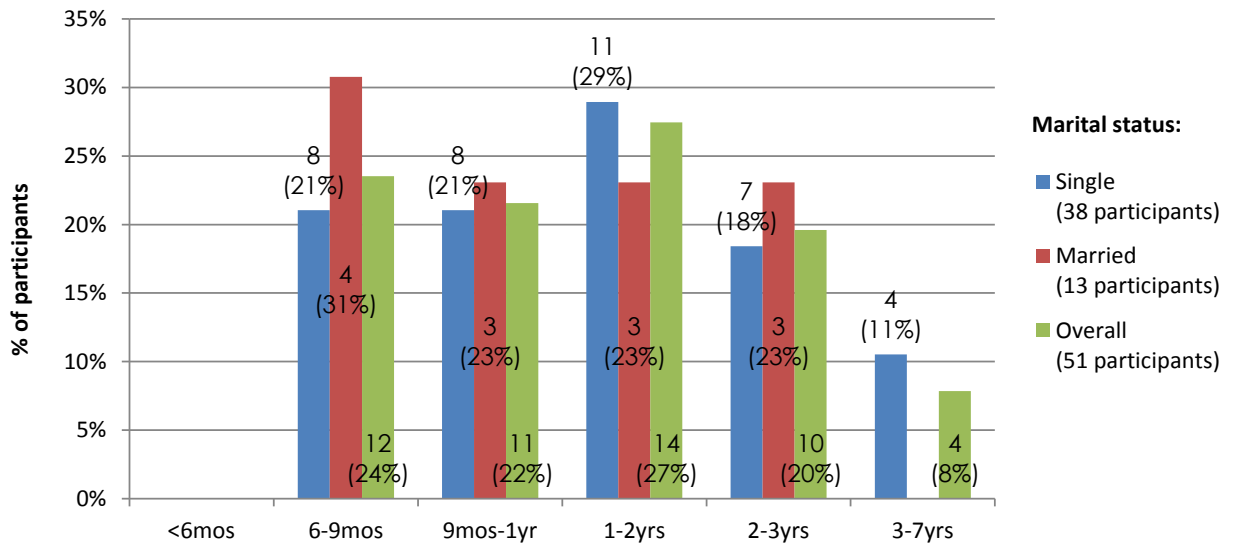
A cross-tabulation between age and educational attainment (Figure 6.2) shows that the participants are all educated, but with differing degrees of attainment. The majority have the General Secondary Certificates (GSC) either in Science (GSS) or Arts (GSA), with a combined ratio of 45 %. The next most common segment is Bachelor's degree holders, comprising 37 %, followed by vocational course certificate holders at 16 % and finally Master's degree holders at 2 %.



**Figure 6.2:** Age Group and Educational Distribution

### 6.1.3.3 Unemployment Circumstances

There are 38 unmarried and 13 married individuals representing a 3:1 ratio of unmarried to married participants. In Figure 6.3, a cross-tabulation of the period of time spent as unemployed by married and unmarried individuals shows that the time ranges from a minimum of six months to a maximum of more than two years.



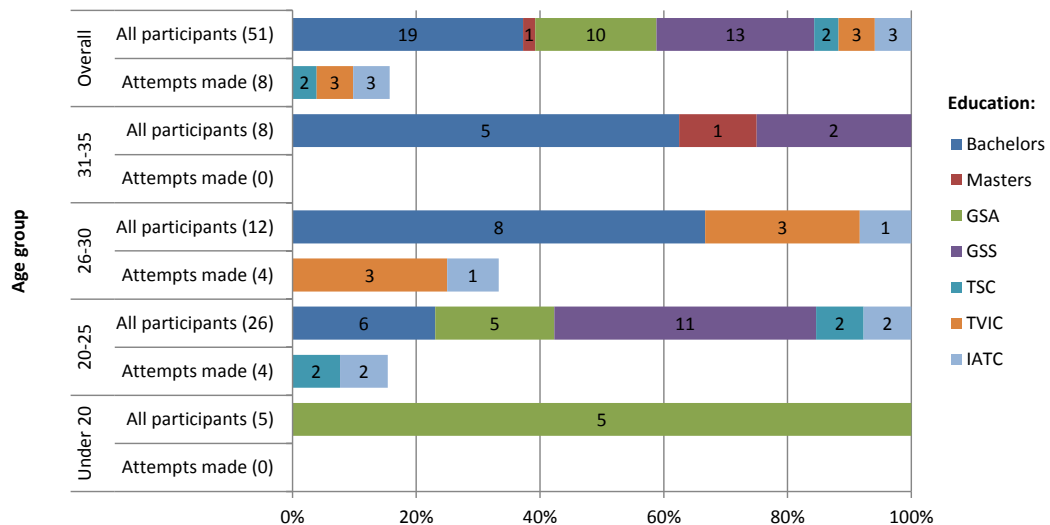
**Figure 6.3:** Time Period Spent Unemployed According to Marital Status

31 % of the married individuals had been unemployed for between six and nine months, while 23 % fell into each of three time frames not exceeding three years. No married jobseeker had been unemployed for a period longer than three years, while among single individuals 11 % fell into that time period. Figure 6.3 also shows that differences in the proportions of the sample that had been unemployed for different periods of between nine months and three years were fairly marginal, never being more than five %. Conversely, a 10 % and 11 % cross-difference can be observed between the shortest (6 to 9 months) and the longest (>3 years) categories.

#### 6.1.4 Job Search and Educational Attainment

Eight out of 51 respondents had applied for a technical job (Figure 6.4). Their ages ranged from 20 to 30 years old. All eight of them had technical/vocational backgrounds (TSC – Technical Secondary Certificate, TVIC – Technical and Vocational Institute Certificate, or IATC – Institute of Applied Technology Certificate). Despite their attainments, none had

either received an offer for a technical job in the private sector or been successful in getting a job in the technical field. Figure 6.4 further shows that the other respondents (n=43), with no apparent vocational or technical education, had not made any attempt to apply for a technical position.

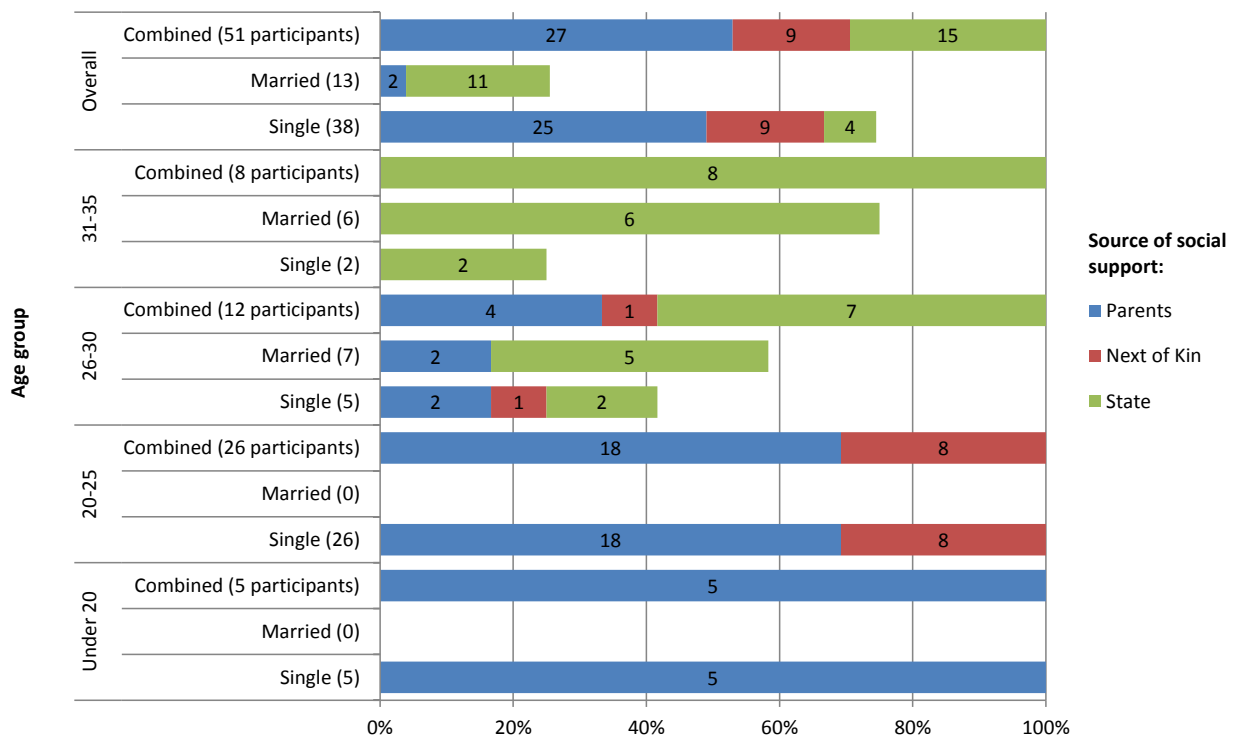


**Figure 6.4:** Attempts Made to Get a Technical Job by Educational Attainment and Age Group

#### 6.1.4.1 Source of Social Support

Over the time spent unemployed, 53 % (n=27) relied on their parents for social support, 29 % (n=15) obtained state support, and 18 % (n = 9) received it from next of kin. The cross-tabulations show that those who said they depended on parents, siblings or next of kin for support were below 30 years of age and mostly single (29 out of 31). On the other hand, the majority of married dependents (11 out of 13) and all those above 30 years old (n=8) relied on the state for support (Figure 6.5).

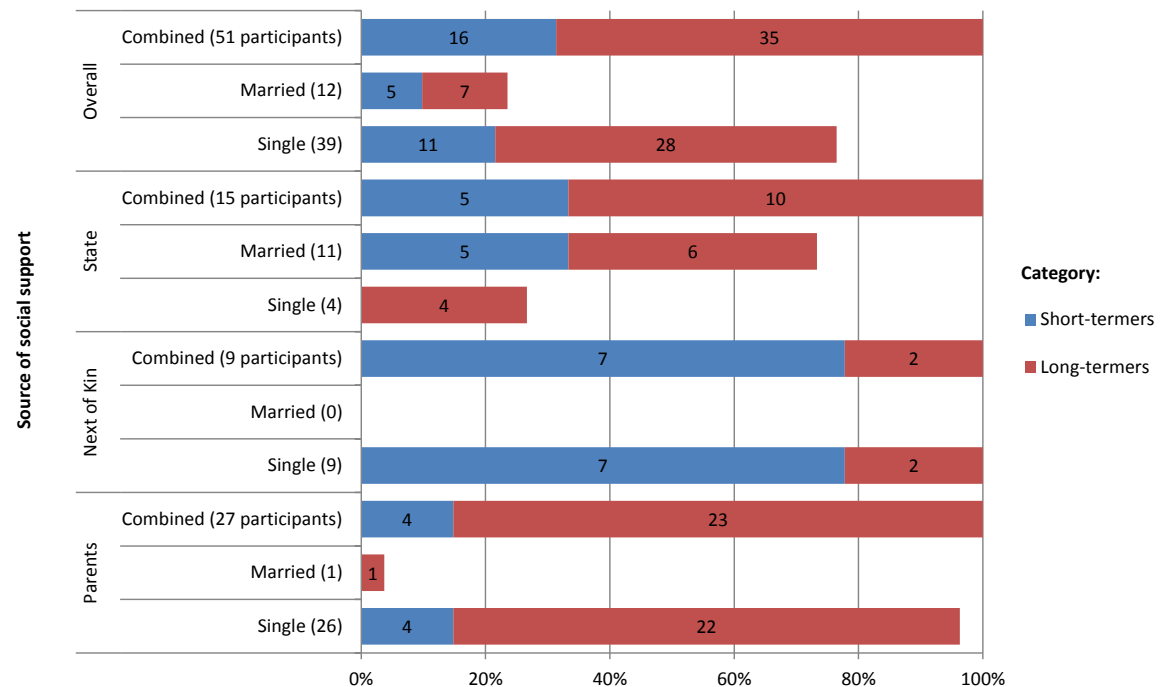
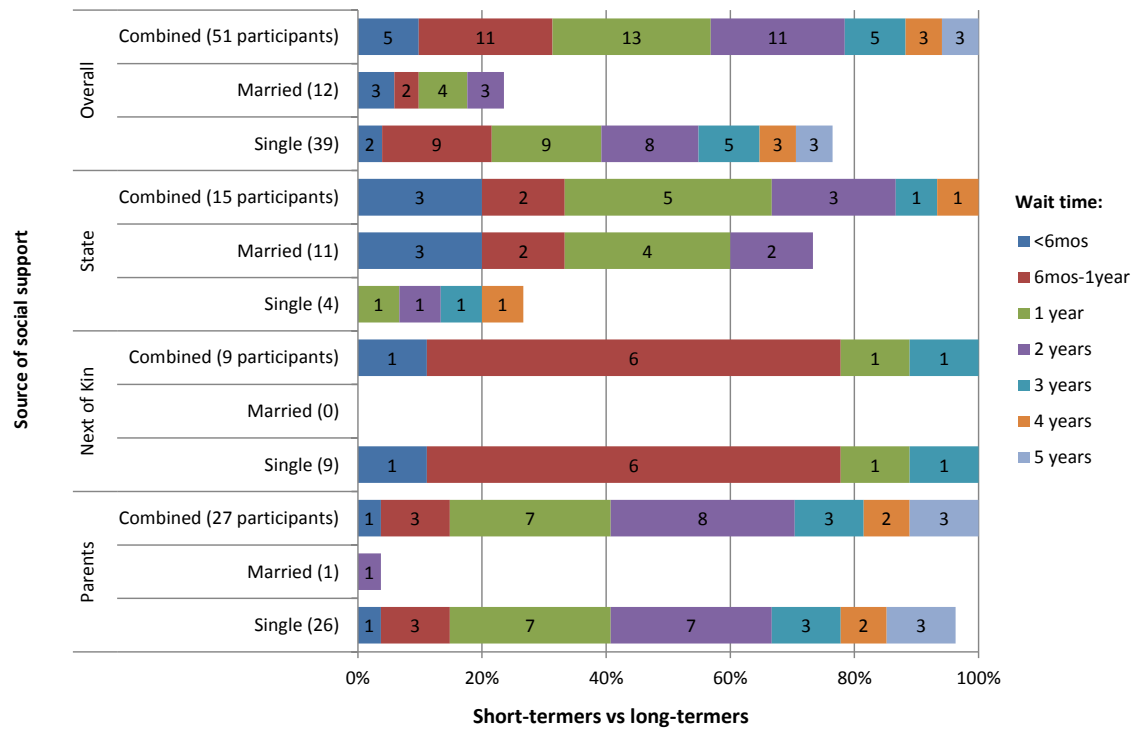




**Figure 6.5:** Source of Social Support in Relation to Age Group and Marital Status

#### 6.1.4.2 Forced Choice

When asked how long they thought they could stay unemployed before they would consider a forced choice of employment, taking a job they might not want, the responses varied from less than six months to five years. The number who stated that they could remain unemployed for more than a year ( $n=35$ ) exceeded by a little more than twice the number who stated that they could stay unemployed for less than a year ( $n=16$ ). Based on this, two categories were created: the *short-termers* who needed to find a job in less than year and the *long-termers* who were prepared to wait for years before making a forced choice of employment (Figure 6.6).



**Figure 6.6: Willingness to Remain Unemployed in Relation to Source of Social Support and Marital Status**

In the *long-termers* sub-group, the longest that married individuals said they could wait before making a forced choice about employment was up two years (n=3). On the other hand, 11 single jobseekers stated that they could remain jobless for longer than two years (even up to five years). Parental support remains the top source of social support for single individuals but for the married unemployed it is the state (Figure 6.6).

Thirteen of the participants were married. Eight of them were having to support their spouses. The data reveal that those eight stated they could remain unemployed for between four months and one year, while the five who did not have to support their spouses stated that they could wait for between one and two years before they would consider making a forced choice. Ten of the married participants had children to support, while three did not. In relation to making a forced choice of employment, three of the ten stated that they could wait for as long as one year, while the three without children to support said they could remain unemployed for between one and two years (Table 6.1).

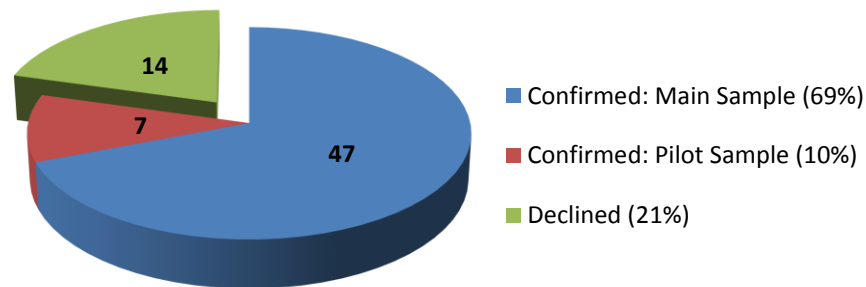
	<b>Sample (n=13)</b>	<b>Length of wait</b>
Spouse to support	8	<i>4 mons. up to 1 year</i>
No spouse to support	5	<i>1 to 2 years</i>
	<b>Sample (n=13)</b>	
Child/ren to support	10	<i>4 mons. up to 1 year</i>
No child to support	3	<i>1 to 2 years</i>

**Table 6.1:** Willingness to Remain Unemployed in Relation to Marital Circumstances

## 6.2 The Employed Group

### 6.2.1 Main Study Sample (Employed Participants)

As stated in Chapter 5, seven participants (representing close to 10% of the total number of invitations sent out;  $n=68$ ) were allotted to the pilot study out of the total number of confirmed participants ( $n=54$ ). Hence, the final number of participants assigned to the main study was 47, each of whom completed the questionnaire.



**Figure 6.7:** Invitation Acceptance

### 6.2.2 Questionnaire (Employed)

The questionnaire for the *employed* participants had four sections. The first section covered 13 demographic questions. The second contained 33 items relating to individual motivations towards their present job, 26 of which were in the form of a four-point Likert-type rating scale (1=strongly agree; 2=agree; 3=disagree; 4=strongly disagree). The third section contained 11 questions pertaining to individual perceptions about work in the private sector and the fourth was an open space for comments. The questionnaire yielded three types of data: textual content (responses to open-ended questions that are codable), classifying data (values that describe the data, i.e. age, sex, status) and scaled responses.

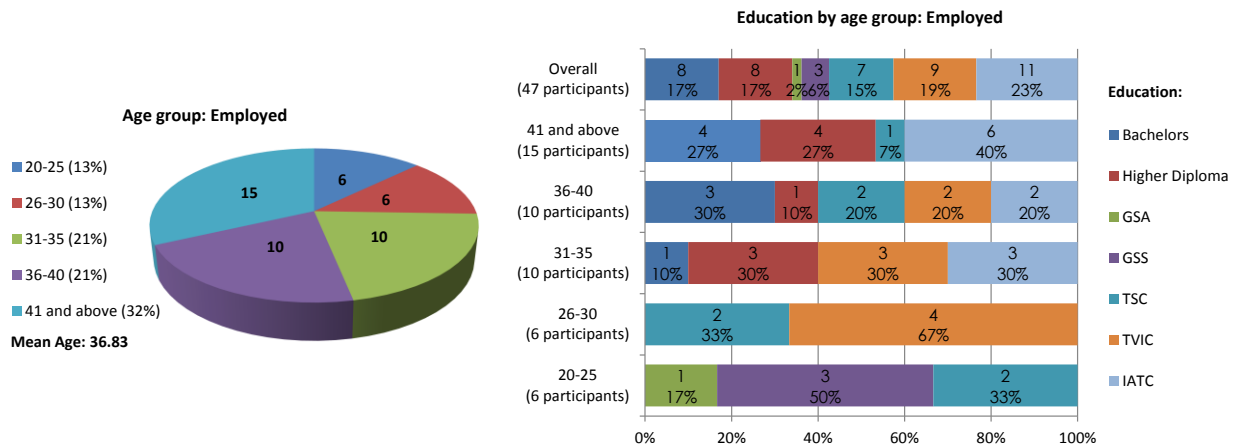
### **6.2.3 Demographic Information– Employed Sample**

#### ***6.2.3.1 Age Group Characteristics***

The age information for the employed Emirati individuals in the technology sector was classified into age groups of five years, and one for those aged 41 years and above. The youngest participants were between 20 and 25 years old (12.8%) while the oldest were above 41 years old. The latter group accounted for 31.9% of the population, making it the majority group. Sharing minority status with the 20-25 year olds were those aged 26 to 30 (12.8%). Equally numerous, with 21.3% each, were the 31 to 35 and 36 to 40 year old groups. Twelve of the respondents were between 20 and 30 years, and the rest of the 35 individuals were above 31 years old. The mean age of the employed population was 36.83 years (Figure 6.8).

#### ***6.2.3.2 Educational Attainment, Age and Marital Background***

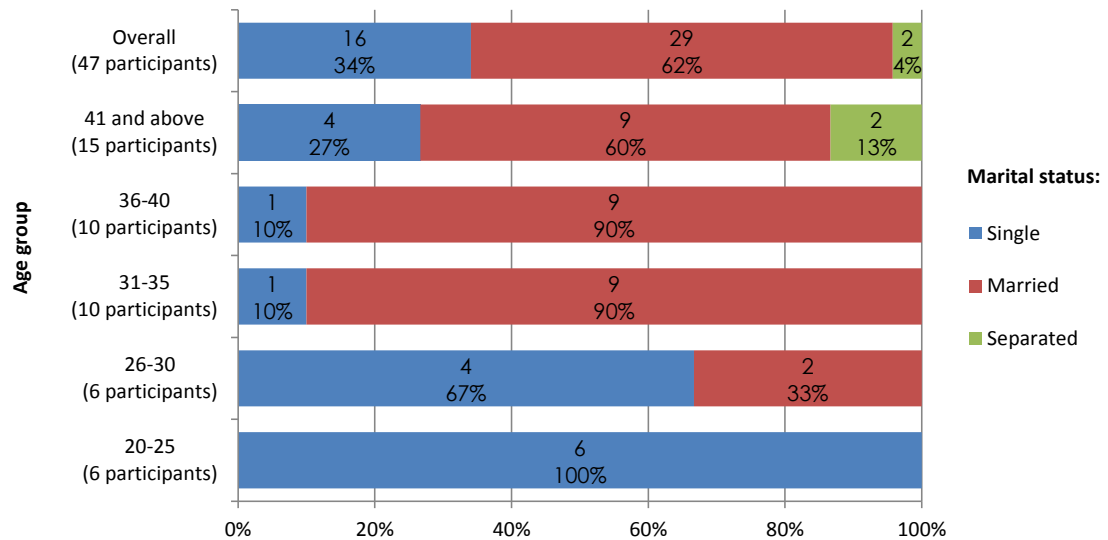
With a cross-tabulation between age and educational attainment, Figure 6.8 below shows that the participants are all educated to secondary school standard. Noticeably, none among those between the ages of 20 and 30 years has a Bachelor's degree or a Higher diploma. Four in the youngest group have General Secondary Certificates (GSC). All of the six respondents in the age group of 26 to 30 years have undertaken vocational education. Overall, a majority (57.5%) of the “employed” sample population consists of IATC/TSC/TVIC holders.



**Figure 6.8: Age Group and Educational Split**

Consequently, all of the higher forms of education (i.e. bachelor's degree, diploma, higher diploma and advanced vocational degrees) were distributed in the 31 and over age groups (35 participants).

Similarly, as Figure 6.9 shows, a large majority of the married individuals were over 31 years of age. Of the sampled population, 62 % were married, 34 % were single and 4 % had separated from their spouses. The typical ages of the single employees were 20 to 30 years. The married and the separated were relatively older, with ages ranging from 31 to over 41 years. There were more married individuals in the over 41 age category than in any other age group .

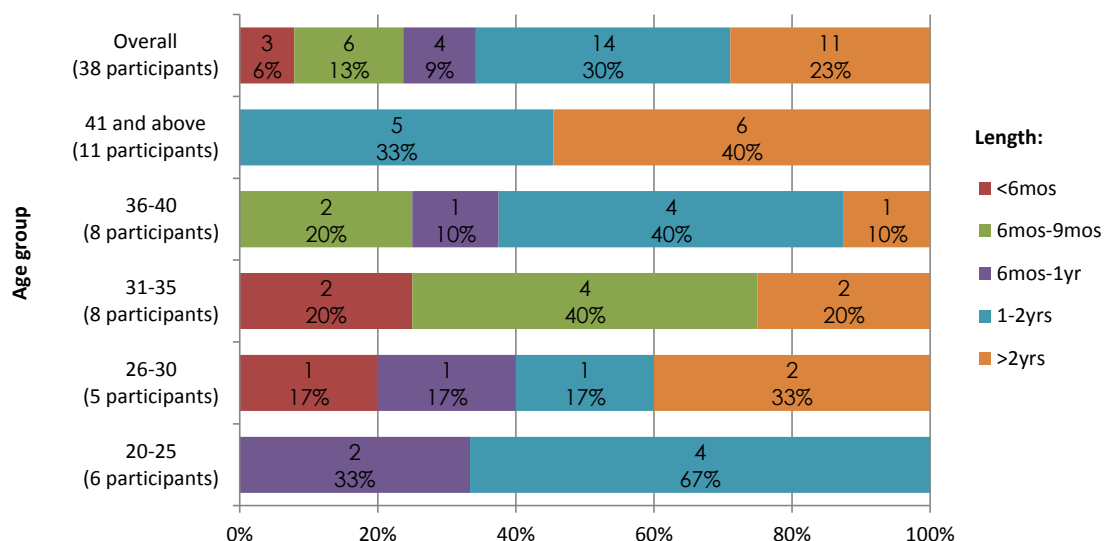


**Figure 6.9: Marital Status by Age Group**

Most of the married and mature individuals (69%) had been employed for more than two years. They held job positions ranging from chief engineer to trainee. Younger individuals assumed job functions ranging from junior to senior levels (49%).

#### ***6.2.3.3 Consequences of Unemployment versus Employment***

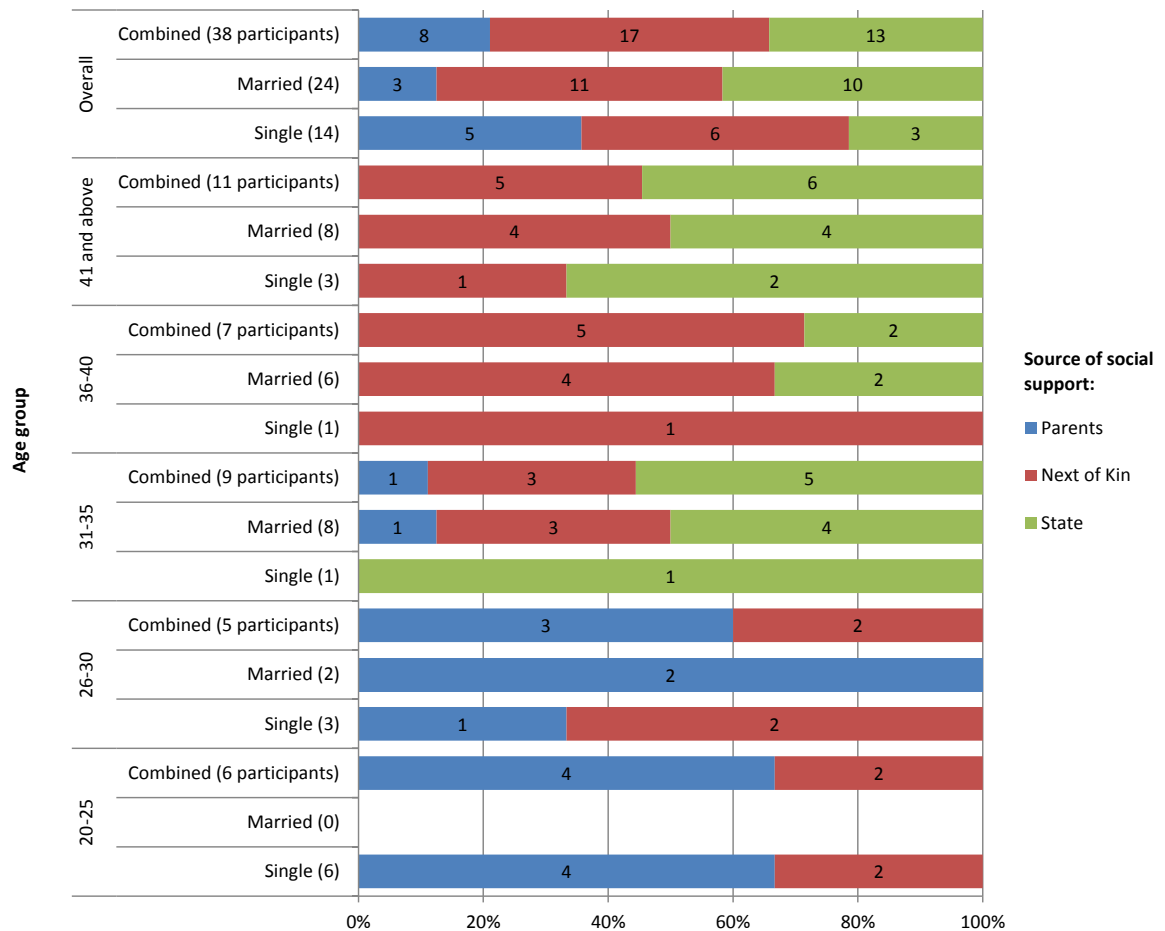
A majority of the 38 employed individuals (81%) had experienced unemployment previously versus nine (19%) who had never experienced unemployment. A total of 25 individuals across all age groups had experienced a waiting period lasting one or more years before landing their current jobs (Figure 6.10).



**Figure 6.10:** Length of Last Period of Unemployment by Age Group

When those 38 individuals had been unemployed, 45 percent of them had relied on the support of next of kin (siblings and spouses), 34 % on the state and 21 % on parental support (Figure 6.11).

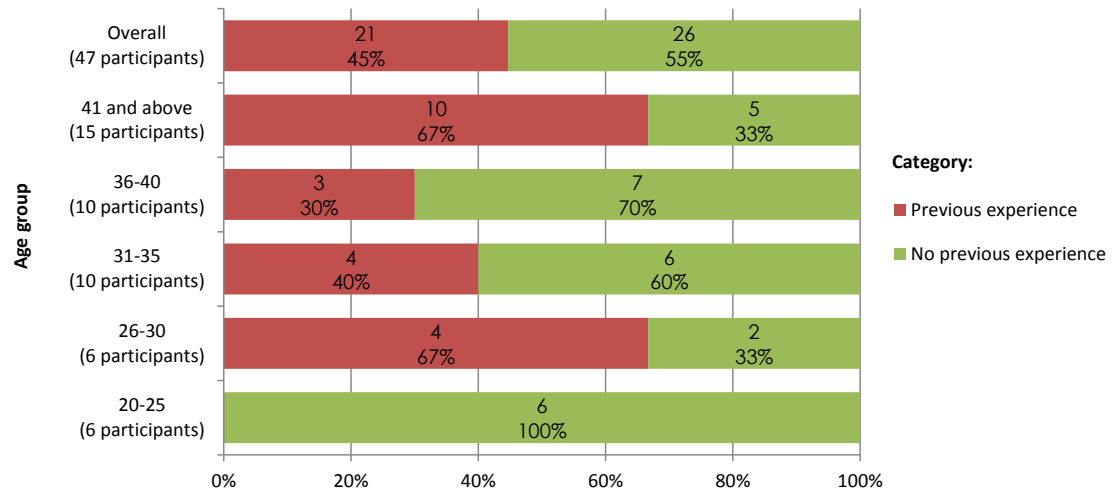




**Figure 6.11:** Source of Social Support in Relation to Age Group and Marital Status (Formerly Unemployed: n=38)

Ten of the employed respondents, representing 21 %, had prior work experience in the public sector, of which 60 % expressed the belief that the public sector was better in terms of income. On the other hand, 40 % felt that the private sector was the better arena for persons wanting positive challenges and to advance their knowledge. For many (55%), their present jobs were their first in the private sector, while 45% had previous work experience in the private sector. Figure 6.12 shows that 67 % of individuals aged 41 or over had had

jobs in the private sector previously, making it the age group with the most prior experience. Contrastingly, no one in the 20 to 25 age group had ever worked in a private sector technical firm before.



**Figure 6.12:** Previous PrivateSector Work Experience

### 6.3 Main Themes

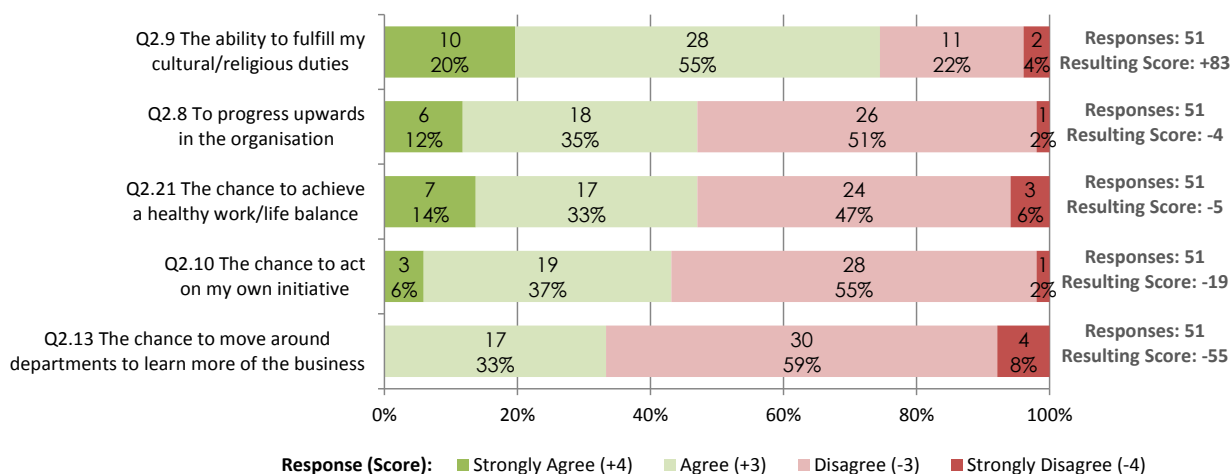
#### 6.3.1 Self-determination Themes

The second section of the questionnaires consisted of 28 questions to which the participants (both employed and unemployed) were asked to respond using a four-point (1-4) Likert-type scale. The degree of agreement or disagreement they had with each item was ranked from 1 (strongly agree) to 4 (strongly disagree). The rankings were then turned into the following scores: *strongly agree* was assigned a score of 4, *agree* a score of 3, *disagree* a score of -3, and *strongly disagree* a score of -4.

The results were encoded using Microsoft Excel. Individual results were organised and appropriately re-posted into one of four assigned graphs. Three of these represented the basic psychological/intrinsic needs and factors that facilitate self-determination (autonomy, relatedness/belongingness and competence) and the fourth contained seven perceptual items regarding the private technical sector. The scores were entered and computed manually. The final score was used as the basis to measure the degree of agreement and to determine results.

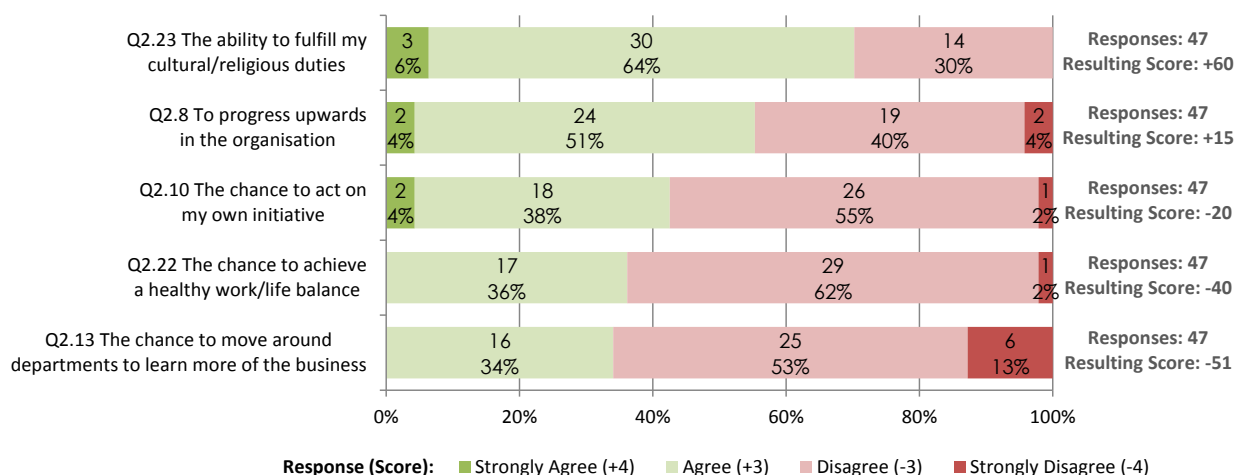
#### **6.3.1.1 Autonomy Support Factors** (five items were assigned to this subcategory).

**Sampling from the unemployed group (UG)** – of the five variables assigned to this category, only one factor was recognised by the unemployed participants as a significant reinforcement– religious autonomy. The other four had negative computed ratings showing that they were not perceived as important (Figure 6.13).



**Figure 6.13: Autonomy Support Factors: Unemployed**

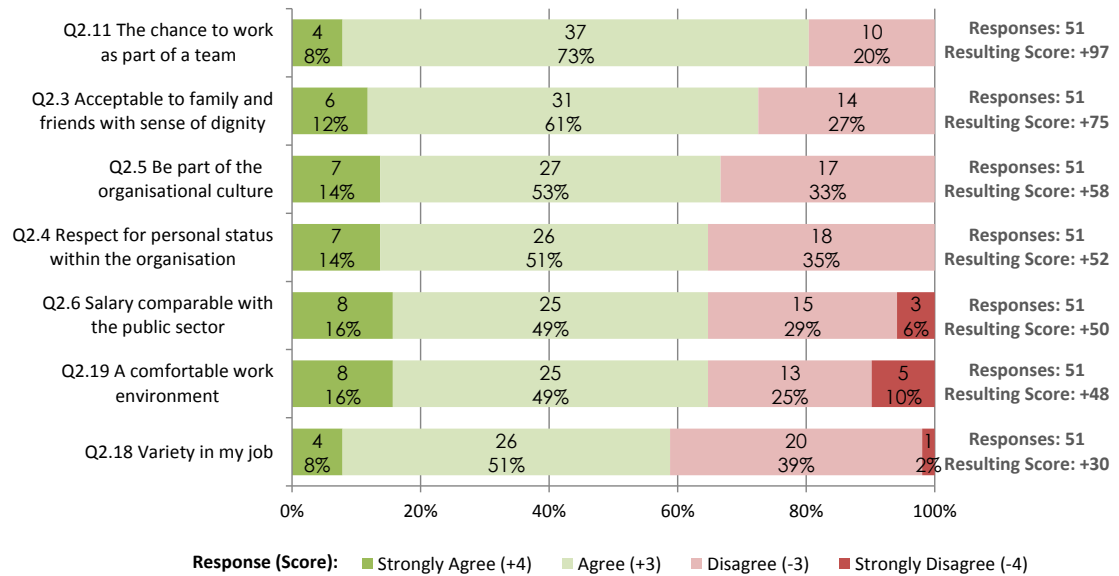
***Sampling from the employed group (EG)*** –two reinforcing factors were valued positively by the employed individuals in terms of being available in their respective workplaces: religious autonomy and the chance to progress upwards in the organisation. On the other hand, the other three variables were negatively rated. Those items were related to opportunities to: (1) learn more about the business; (2) achieve a healthy work/life balance and (3) act on one’s own initiative (Figure 6.14).



**Figure 6.14:** Autonomy Support Factors: Employed

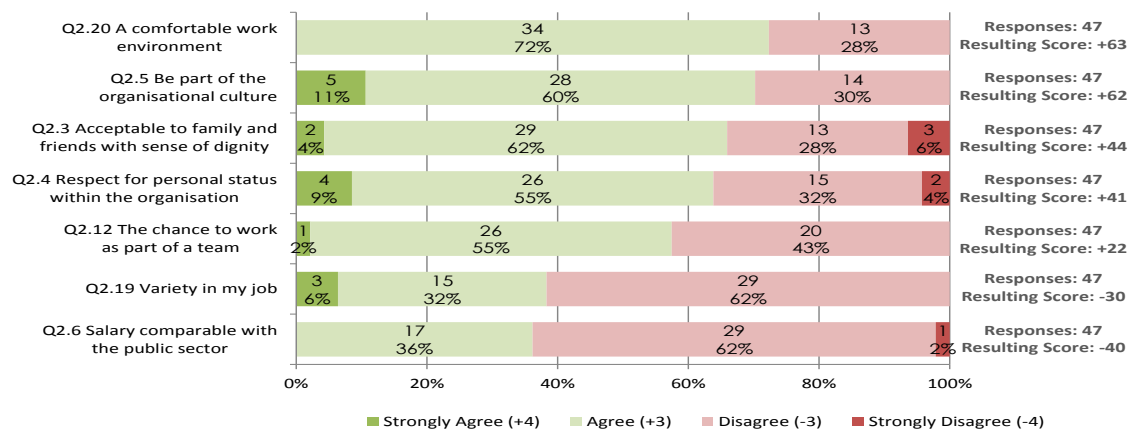
**6.3.1.2 Belongingness/Relatedness Factors** (seven items were assigned to this subcategory).

***Unemployed sample*** – all respondents were found to be in agreement with all of the items in this sub-category as none was negatively valued. Arranged according to their order of significance, they were: team participation; a task or job acceptable to family and friends; being part of an organisational culture; respect for personal status within the organisation; competitive salary; a comfortable work environment and job variety (Figure 6.15).



**Figure 6.15: Belongingness/Relatedness Factors: Unemployed**

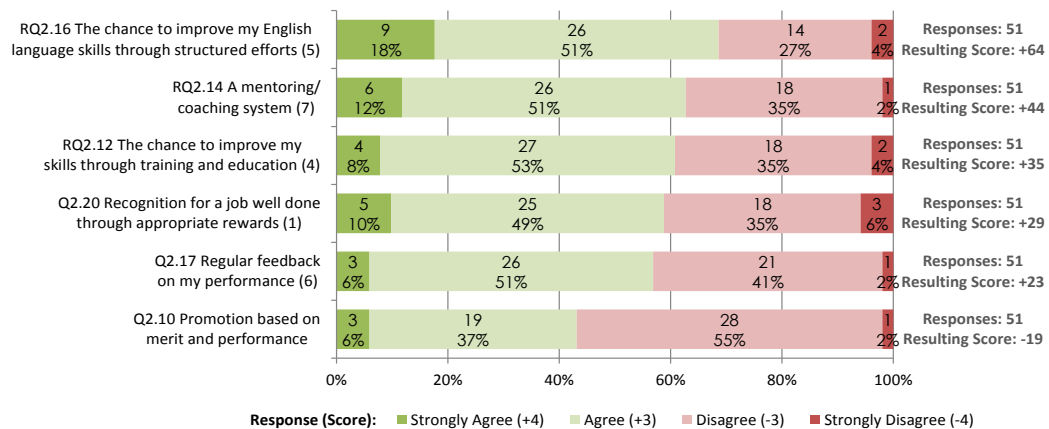
*Employed sample* – the employed participants rated three of the seven relatedness variables negatively: (1) salary comparable to public sector; (2) team participation and (3) job variety (Figure 6.16).



**Figure 6.16: Belongingness/Relatedness Factors: Employed**

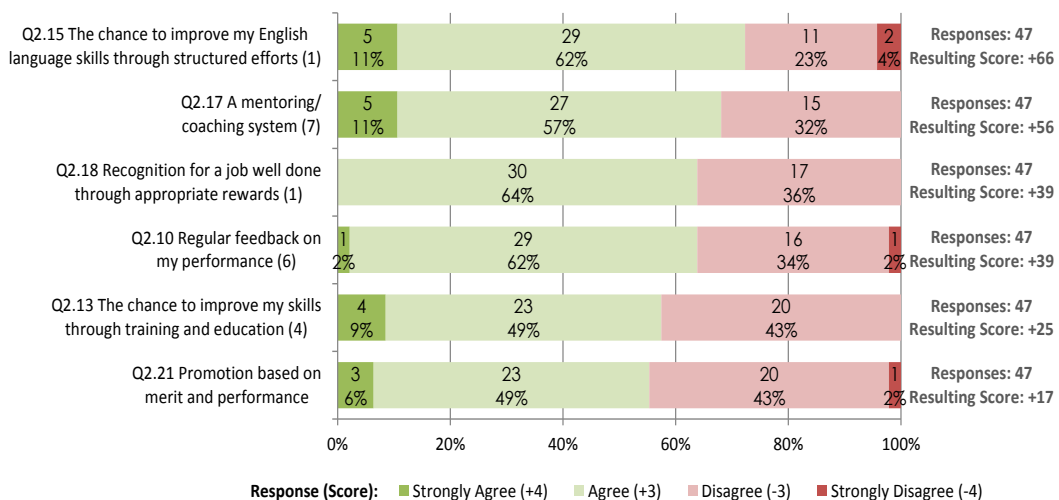
### 6.3.1.3 Competence Factors (six items were assigned to this subcategory).

**Unemployed sample** –the unemployed participants agreed that all six items in the competence sub-category were important. These items were related to English language learning; mentoring and coaching; improving skills through training and education; feedback; recognition of a job well done; and merit-based promotion (Figure 6.17).



**Figure 6.17: Competence/Competitiveness Factors: Unemployed**

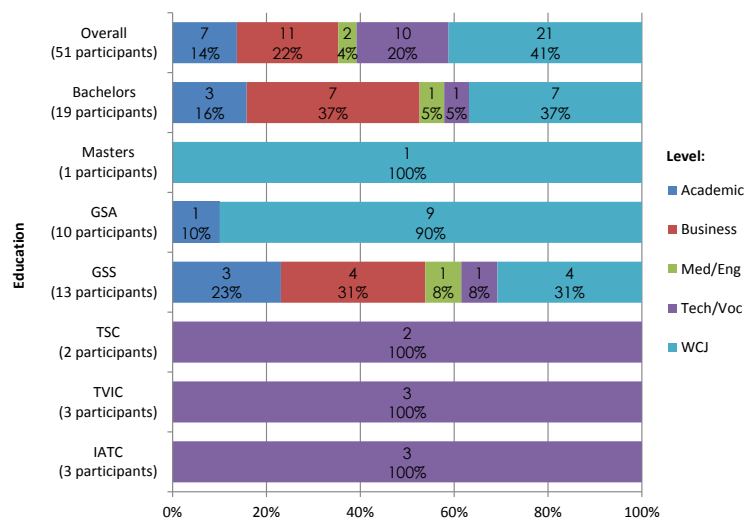
**Employed sample** – five of the six items were rated positively. The only negative variable was the item pertaining to promotion based on merit and performance (Table 6.18).



**Figure 6.18: Competence Factors: Employed**

### 6.3.2 Desired Profession in Relation to Education/Training

**6.3.2.1 Unemployed:** to probe what the unemployed participants felt was a desirable professional field, five typical professional profiles observed in the private sector were presented: academic/scientific(*academic*), business/trade (*business*), medical/engineering (*med/eng*), technical/vocational(*tech/voc*)and administrative or white collar jobs (*WCJ*). Figure 6.19 shows their high preference for white collar jobs (41%), followed by business (22%) and technical/vocational (19%).



**Figure 6.19: Ideal Profession by Educational Attainment**

**6.3.2.2 Unemployed – Job Search Activity Probe:** Table 6.2 illustrates that 41 % of the jobseeking participants had previously applied for technical position, but none had been successful in securing a job. Asked if they would re-apply, 43 % of those who had failed previously indicated that they would (‘yes’).

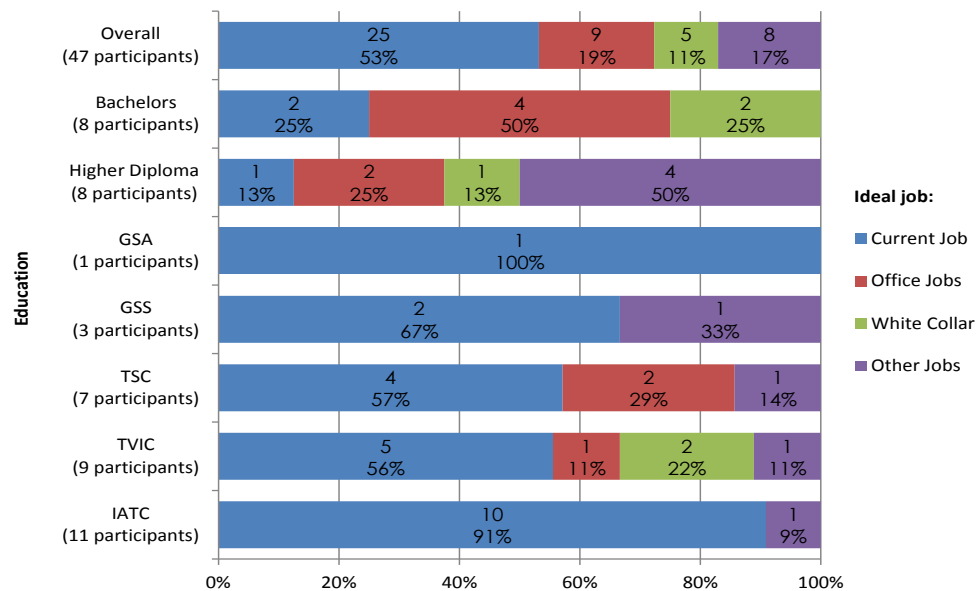
Education	Job Search Attempts (Tech)				Previous Tech. Job Applicants			
	<i>Applications?</i>		<i>Percentage</i>		<i>Successful?</i>		<i>Re-apply?</i>	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
<b>GSA</b>	3	7	43.0%	57.0%	0	10	1	2
<b>GSS</b>	2	11	15.4%	84.6%	1	13	1	1
<b>IATC</b>	3	0	100%	0%	0	3	3	0
<b>TSC</b>	2	0	100%	0%	0	2	2	0
<b>TVIC</b>	3	0	100%	0%	0	3	3	0
<b>Bachelor's</b>	7	12	37%	63%	1	19	2	5
<b>Master's</b>	1	0	100%	0%	0	100%	0	1
<b>Sub-Total</b>	21 [41%]	30 [59%]					12 [57%]	9 [43%]
<b>Total</b>	<b>51</b>							

**Table 6.2:** Willingness to Re-apply for Technical Jobs

The majority (59%) of this sample were between 20 and 30 years old and confident they would achieve their ideal job goals. However, none was certain that they had the right qualification/s. However, those between the ages of 31 and 35 years were not as positive or as confident as those in the younger groups, with none indicating that they thought they would achieve their ideal job (41%). Instead, if forced to get a job, they said they would settle for any office job (48%), any technical job (38%) or any related job (14%) available to them.

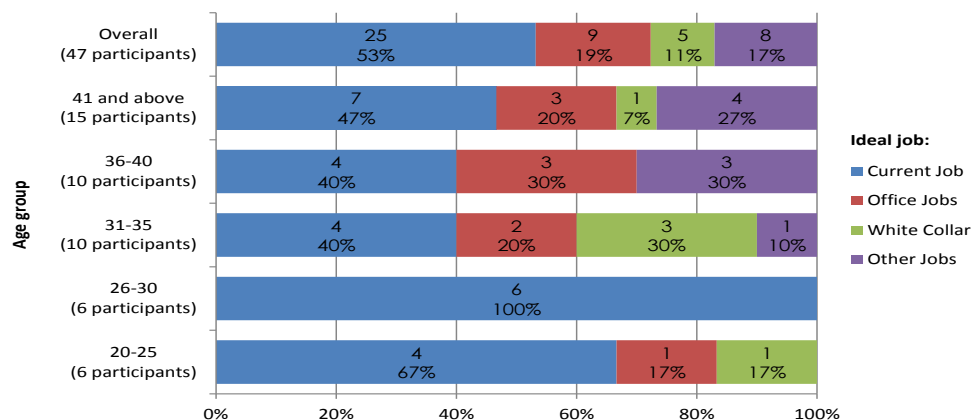


**6.3.2.3 Employed:** in relation to achieving their ideal job, 53 % of the employed individuals indicated that their present job was already their ideal, while 47 % said they would prefer an office/administrative job, a white collar job or another type of job (Figure 6.20).



**Figure 6.20: Ideal Job by Educational Attainment**

The following graph compares the ideal job results in relation to age group variables (Figure 6.21).

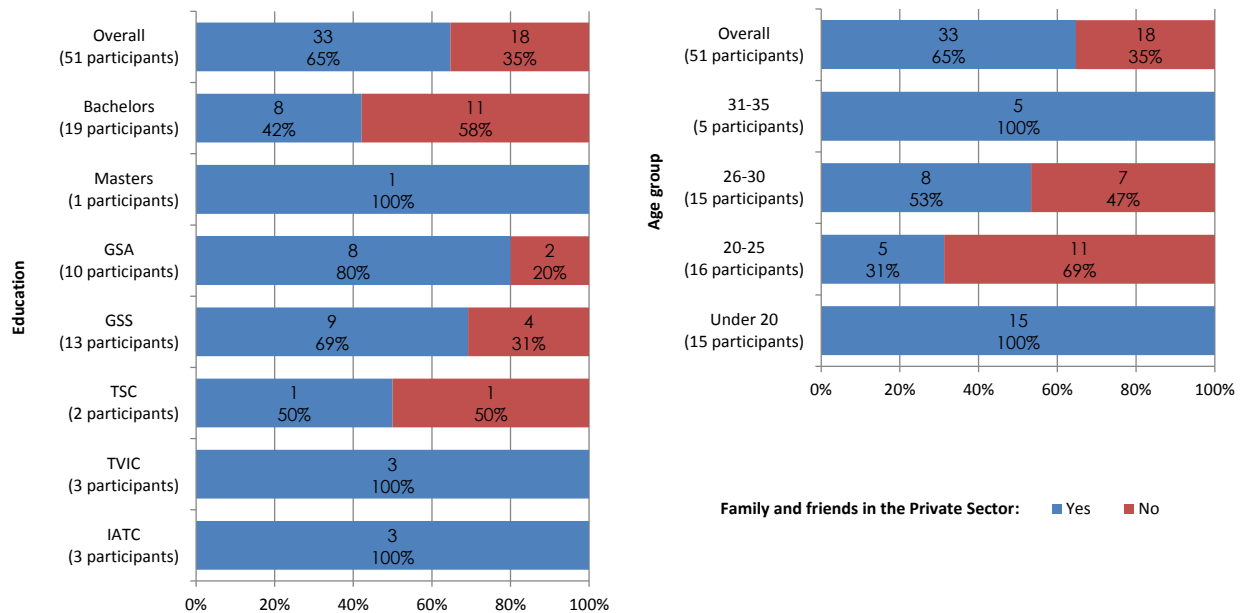


**Figure 6.21: Ideal Job by Age Group**

### 6.3.3 Social influence

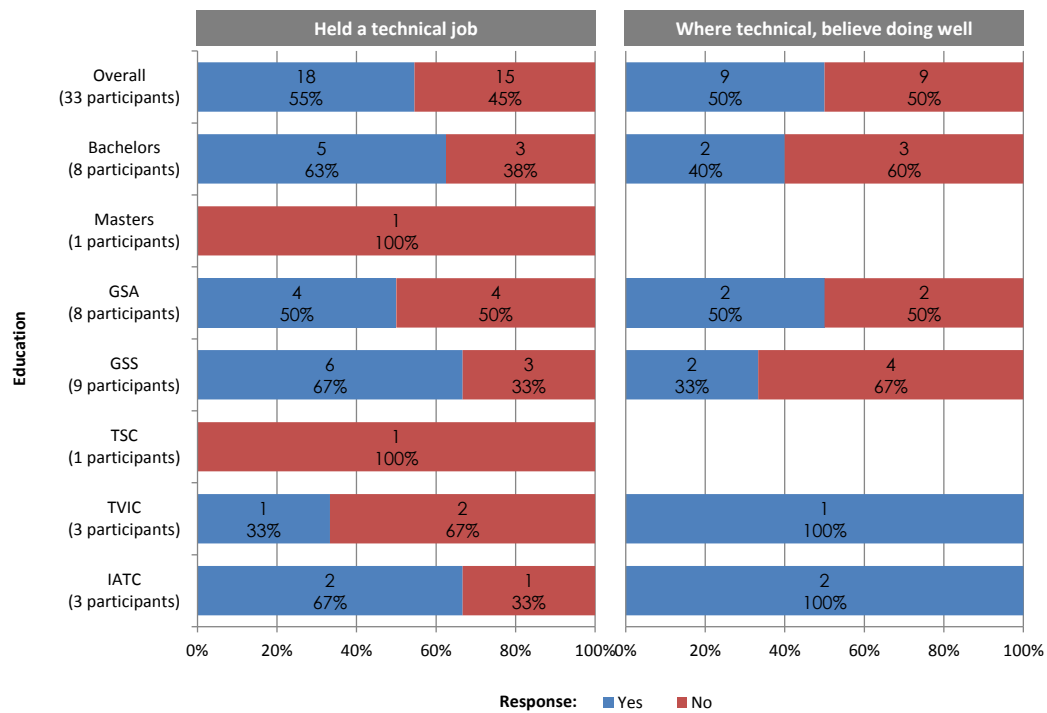
#### 6.3.3.1 Unemployed group

Concerning social influence, 65% (n=33) of the Emirati jobseekers indicated that either family members or friends were working in the private sector, while 35% (n =18) stated that none were. Figure 6.22 below cross-tabulates these results in relation to age and educational background.



**Figure 6.22:** Family and Friends in the Private Sector by Educational Attainment and Age Group

Of the 33 respondents who said that friends or relatives were working in the private sector, 18 (55%) stated that the people in question had some kind of technical job. Of these 18, roughly equal percentages perceived their friends as doing well or not, respectively.



**Figure 6.23:** Respondents' Perceptions of the Wellness of Family and Friends Employed in the Private Sector

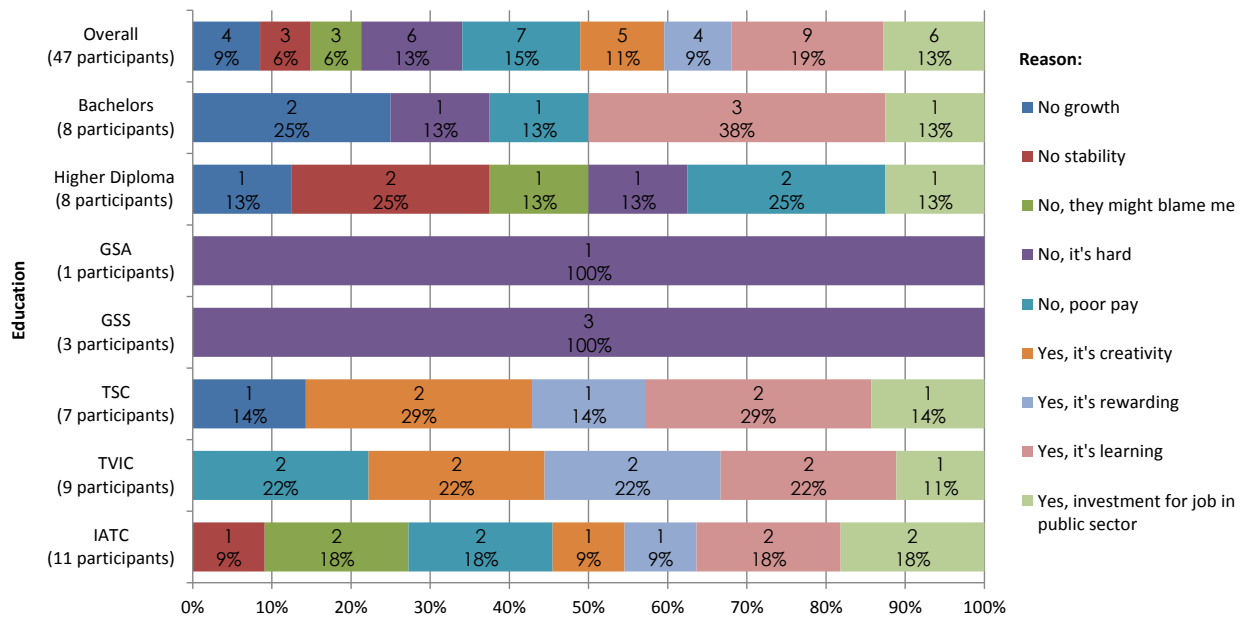
On the personal level of respect to their Emirati friends working in the private sector, 78 % indicated that they did not have any marked disrespect towards them, nor would they respect them less highly compared with other friends working in the public sector. Such an impression was shared across all age groups and educational backgrounds. Contrastingly, 22 % stated that they held their friends who were working in the private sector in lower esteem. Two of the popular reasons given for this were the low image/morale and low income status of such work (Q3.7 and Q3.8).

### 6.3.3.2 *Employed group*

Among the employed participants, 96 % (n = 45) knew of either family members or friends working in the private sector outside of their own organisation. These relatives and/or friends were working in similar private technical companies, and the participants were familiar with the others' work experiences. Some experiences were shared in common, while others were very specific to the organisation in question. Examples of commonalities given were: *salary structure, limited scope for promotion, difficulty interacting with expatriates and coaching/mentorship programmes*. Notable differences that were given were related to HR policies such as *shift work, pay differentials, duration of vacation leave and the amount of training support*.

The distribution of responses to the question of whether or not they would recommend a technical profession or technical job in the private sector to a friend or family member was close to being even, with 51% (n = 24) saying 'no', and 49% 'yes'.

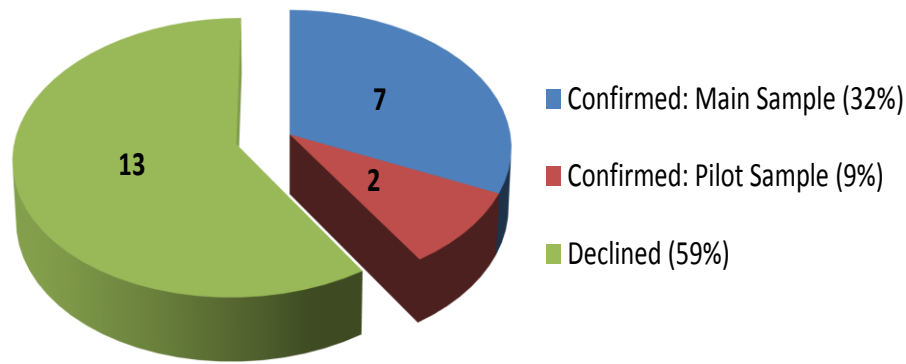
The most common form of negative comment referred to poor personal career advancement (i.e. no growth, no stability) and compensation (i.e. low pay, almost no incentives or bonuses and long working hours). On the other hand, most of the positive remarks given were related to the *chance to learn technical/technological matters while being paid; getting paid while refining personal and technical skills and working in the private sector being an investment towards a future public-sector job*. The total number of responses obtained for this questionnaire item was 47, as four responses were missing.



**Figure 6.24:** Reasons given for and against recommending technical jobs to family and friends, by educational attainment

#### 6.4 Interview Results and Open Comments Obtained from Written Questionnaires

Similar to the way in which the final number of unemployed and employed survey participants was arrived at, Figure 6.25 shows that there were a total of nine confirmed interview participants, with a response rate of 42%. However, the first two interviews were used in the pilot study, reducing the sample for this segment to seven. All the interviewees were non-Emiratis, holding responsible positions ranging from CEO to head of HRD. Due to requests for their participation to be treated with the utmost confidentiality, no further demographic or personal information can be revealed other than that provided in the first subsection below (Subsection 6.4.1).



**Figure 6.25:** Invitation Acceptance

#### 6.4.1 Employers' Professional Backgrounds

A few professional details were elicited to establish the competence of each interviewee to answer the questions, especially in areas pertaining to Emiratisation. It was gathered that three (FEMP 02V, 03V, 05V) of the seven non-Emirati executives had held their current positions for more than three years, and the other four for less than three years. Five (FEMP 01, 02, 03, 05, 07) of them has risen through the ranks in their company and had occupied similar positions in other countries where labour force nationalisation had been an important issue.

#### 6.4.1 Emiratisation in relation to job search and the attitudes of Emirati jobseekers towards jobs

Table 6.3: Findings pertaining to Emiratisation in relation to job search and attitudes towards jobs

Employer	Comments	Themes/Notes
FEMP-02	<i>Emiratis should not only contribute but fully engage and get involved 100% in the UAE workforce. It is undeniable that their work</i>	Emiratisation and nation-

	<p><i>output is inferior from many aspects or angles but, if they don't start now, just when will they start learning?</i></p> <p><i>Emiratisation should incorporate an approach designed for gradual attitudinal change towards finding a job. Behaviours and attitudes about the concept of work must change. I sense a strong link between your culture and unemployment that needs to be altered over the long term.</i></p>	<p>building/ inferior work output/urgency/attitudinal reformation towards concept of work.</p>
FEMP-03	<p><i>The contribution can be enhanced by educating young Emiratis that working in the private sector is an act that will prevent labour-related crises in the future. It's not about money all the time but you could promote it as a nation-building endeavour. In short, the younger generation of Emiratis should be introduced to a new brand of patriotism that will motivate them to do things other than for mere monetary considerations.</i></p>	<p>Emiratisation and nation-building/urgency/ New motivational/patriotic directions through education.</p>
FEMP-05	<p><i>It's for your country's long-term survival or sustainability. The younger generation should start working in the private sector now, and set the example for the future generations. It's a matter of tuning-up your local culture of work with the global times. It's for your country's long-term survival or sustainability. You should not rely on non-national (non-Emirati) labour forever.</i></p>	<p>Emiratisation for long-term sustainability/culture of work and attitudinal reformation to fit modern times.</p>

## 6.4.2 Concepts of Emiratisation

**Table 6.4: Findings/comments on corporate and/or individual concepts of Emiratisation**

<b>Employers</b>	<b>Comments</b>	<b>Themes/Notes</b>
<b>FEMP-01</b>	<p><i>Partaking in what this country has to offer, I consider Emiratisation as our way of showing to the public our corporate social responsibility (CSR).</i></p> <p><i>This company supports Emiratisation although it's not clear whether the authorities are really that serious in helping us to implement it internally. Sure, we have attended meetings and conferences arranged by the ADTC, but when I asked them what they could recommend to us, they just stared at us blankly without an answer. My point is, they should issue us a guideline or perhaps assign an adviser who will guide us through the process.</i></p>	<p>A form of CSR/mode of coexistence.</p> <p>Policies lack firm 'directional' content. The company strives hard to 'internalise' Emiratisation.</p>
<b>FEMP-02V</b>	<p><i>The UAE government, through Emiratisation, is indeed already taking a giant step, but they still lack firm implementation. Companies such as ours are quite at a loss, even on what internal policies we should develop or formulate in order to help this nation build its future.</i></p>	<p>Policies lack firm 'directional' content. The company strives hard to 'internalise' Emiratisation.</p>
<b>FEMP-</b>	<p><i>The UAE government does not seem to have any sort of a guideline that will increase our</i></p>	<p>Policies lack firm 'directional' contents and</p>



<b>03V</b>	<i>chances of attracting Emiratis. The research is home-grown, which is quite the opposite of what we might expect from the TANMIA or the ADTC. These agencies should provide us with some data to guide us more clearly on what to seek and how to attract more Emiratis to join our company. They seem to assume that corporate executives should do their own homework regarding motivating Emiratis to hop on and come aboard. Unfortunately, not all of us in this organisation know the psyche of an ordinary Emirati employee.</i>	'motivational' instructions on how to attract Emiratis into the fold. The company strives hard to 'internalise' Emiratisation.
<b>FEMP-06</b>	<i>We modified our HR practices to appease the requests of the ADTC and accommodate as many Emiratis as we can. The system is not perfect. I mean, Emiratisation has lot of flaws to fix when it comes to hiring Emirati talents for technical jobs. The management decided to support the ADTC in finding a solution. You can say that we volunteered to become part of the model and, so far, so good. We are now experiencing an increasing number of young Emiratis getting interested in knowing what we do in this company. We are also receiving a growing number of inquiries and applications from them.</i>	Co-partners of Emiratisation/internalisation strategy/Emiratisation has a lot of flaws to be fixed.
<b>FEMP-07</b>	<i>I sometimes ask myself why the Emiratisation agencies like the ADTC and the TANMIA are keener on approaching the labour imbalance from the Western perspective and not addressing the problem from a pure Emirati perspective. I have observed that a lot of</i>	Contextual redefinition. Framework reconstruction? How to get Emiratis engaged according to the embedded culture?  Redefine the concept of

	<i>what is being discussed in the campaign catalogues is very much theoretically patterned after Western thought and not within the indigenous language or from the tribal culture.</i>	work?
--	---	-------

#### 6.4.3 The Emirati Technical Worker

**Table 6.5: Findings on non-Emirati employers' perceptions of Emirati technical workers' skills and abilities**

<b>Employers</b>	<b>Comments</b>	<b>Themes/Notes</b>
<b>FEMP01</b>	<i>Compared to employees of other nationalities that hold an equivalent position or are at the same level as an Emirati, the latter tend to have more 'below-satisfactory' outcomes than would an expatriate co-worker.</i>	Poor productivity.
<b>FEMP02V</b>	<i>Many of them don't take their jobs seriously. That is why their ability to absorb instructions is very low. Secondly, their productivity is very poor and, thirdly, tardiness/sluggishness is the most common problem we have with Emiratis.</i>	Instructional deficiencies; not serious about their jobs; poor productivity; tardiness/sluggishness.
<b>FEMP03V</b>	<i>Number one, Emiratis lack work motivation, which is why they seem unable to learn certain mechanics quickly. Number two, they lack technical skills and because of that the finished quality is also poor. Number three, they are not serious about their jobs. They lack diligence and that is why they miss most</i>	Lack of work motivation; poor production quality due to a lack of technical skills; not serious about their jobs; lack of diligence.

	<i>of the critically important instructions.</i>	
<b>FEMP04</b>	<i>Emiratis have problems gelling with other nationalities. Second, the quality of their work is far inferior and third we have to be very tolerant with them when it comes to tardiness and punctuality.</i>	Self-alienation; poor production quality; tardiness and punctuality.
<b>FEMP05V</b>	<i>Emiratis lack analytical skills. Yes, they can perform routine jobs at satisfactory levels but when trouble appears or even a minor change (non-critical) from that said routine emerges, the Emiratis seem not to know what to do next. Obviously, they can't troubleshoot even a minor thing using their own creativity. Emiratis may fit best on the operational side, but they tend not to be so effective in situations needing critical thinking or new product development, because they don't seem trained for that.</i>	Emiratis can perform satisfactorily if they are told what to do, but lack analytical skills in general.
<b>FEMP07</b>	<i>Number one is productivity, second is in their difficulties blending with other cultures and the third is tardiness.</i>	Productivity; self-alienation; tardiness

#### 6.4.4 Adaptive Human Resource Development (HRD) Mechanisms

**Table 6.6: Findings on Adaptive HR Mechanisms**

<b>Employers</b>	<b>Comments</b>	<b>Themes/Notes</b>
<b>FEMP01</b>	<i>We don't have a special mechanism for comparing the performance between expatriates and local Emirati workers. In our</i>	Standard appraisal measure/s regardless of

	<i>firm, we recognize and treat all employees <b>equally</b>. Our performance management system is applied and the parameters we use to assess/appraise performance apply to all members of this organisation.</i>	nationality.
<b>FEMP02V</b>	<p><i>The performance evaluation mechanisms we use are for all employees in this company. Our review mechanisms are objective, composed of key results and key performances areas. We often use these metrics to bring about performance improvements for all employees of all nationalities. When we observe that an employee is not performing or that the work results are lagging behind the standards, HR will reprimand the personnel regardless of nationality.</i></p> <p><b><u>Relevant outcome:</u></b> <i>Our KPI and key-results monitoring systems are not only for the purposes of job appraisals but also to help our workers sustain optimal performance on the shop floor. I'm afraid, however, that our Emirati counterparts aren't here for the long haul. Meaning, I don't see any clear indication that they will stay with us for a longer time.</i></p>	<p>Standard appraisal measure/s regardless of nationality.</p> <p>Outcomes unfavourable to Emiratis are anticipated.</p> <p>Difficulty in recruiting and retaining Emiratis confirmed.</p>
<b>FEMP03V</b>	<i>We don't need any metrics or rule of measure to spell out the differences. By constant observation, one can spot where the difference lies between the performance of an Emirati worker and a worker from a different country. We are very tolerant with our Emirati workers here, although they are few. We understand</i>	<p>No special metrics for Emirati workers;</p> <p>Pragmatic approach; Exercises tolerance, broader understanding, a supportive culture through</p>

	<p><i>the culture and we never get tired of teaching and mentoring them towards how they should perform and encouraging them to raise their levels of productivity. One needs to respect and recognise the Emirati culture and needs in order to understand them. Doing so, one may see that their true potential can be honed, but only if one knows how to cultivate it.</i></p> <p><b><u>Relevant outcome:</u></b> <i>If I trust my instinct, which I normally do, I do not need to have a reliable instrument to measure employees' motivations. I can sense which workers here are highly or moderately motivated. As for Emiratis, they don't appear as highly motivated as a lot of our expatriate workers seem to be. So you see, we have a problem when it comes to motivating our Emirati workers.</i></p>	<p>teaching and mentorship.</p> <p>Need to understand their innate culture in order to know where to cultivate their skills and talent to fullest potentials.</p> <p>Emiratis lack motivation.</p> <p>Difficulty in recruiting Emiratis confirmed.</p>
<b>FEMP04</b>	<p><i>Our performance and productivity monitoring mechanisms apply to everybody, including myself, but when it comes to our Emirati co-workers, it seems that our HRD raises its tolerance level every time when locals fall below the performance levels we expect.</i></p> <p><i>We are extra-tolerant with them. And that means, of course, even if we are not generally satisfied with their performance and the results they yield, we highly value their being employed in this company more than appraising them based on mere performance or employee productivity points.</i></p> <p><b><u>Relevant outcome:</u></b> <i>Our Emirati workers are</i></p>	<p>No special metrics for Emirati workers.</p> <p>Pragmatic approach.</p> <p>Exercises tolerance and broader understanding.</p>

	<p><i>already comfortable working here, and so are the rest of us working here, with them. If the HRD was a fault finder, we would be replacing Emirati workers say at least three times a year. And we don't want that. The Emirati people we have now have already blended with us positively.</i></p> <p><u>Note:</u> difficulty of recruiting local Emirati talents is due to HRD being more focused on hiring cheaper but more efficient labour from Southeast Asia. Thus, this company has not attracted Emirati applicants.</p>	<p>More positive outlook. Self-alienation reduced. Employer highly values the presence of Emiratis in the workplace. Emiratis and non-UAE national employers feel comfortable with one another.</p> <p>Employer does not like high turnover or replacing Emirati workers too often.</p> <p>Difficulty in recruiting Emiratis confirmed.</p>
<b>FEMP05V</b>	<p><i>We apply softer HR metrics for Emiratis than for other Asian nationals because we are striving to become a partner of Emiratisation and we believe we can do that by making Emiratis feel that their employment with us is a pleasant job experience. We want to offer job satisfaction to the locals inasmuch as we can tolerate of course.</i></p> <p>Relevant Outcome: <i>I think our efforts to support the vision of the ADTC is paying off well, and that is why we find it easier to attract Emirati applicants nowadays, compared to the days when we were on our own and practically lost about what</i></p>	<p>The company strives hard to 'internalise' Emiratisation.</p> <p>Has special 'softer' HRD metrics for Emiratis.</p> <p>Apparent retention programme for Emiratis is in place.</p> <p>Apparent close partnership with the ADTC;</p> <p>More Emirati job</p>

	<i>Emiratisation was all about. As I've mentioned, we have softened our HR regulations when it comes to Emirati employees and, of course, that applies to applicants and new recruits.</i>	applicants;  NO difficulty in recruiting Emiratis confirmed.
<b>FEMP06</b>	<p><i>Yes, we measure expatriates by their ability to do the job and the knowledge they have about the job. With Emiratis, we tend to draw the line between the employees' job knowledge and their practical knowledge. So we value our Emirati workers on just one of those attributes.</i></p> <p><i>Typically, Asian workers would have both the knowledge and the ability to undertake a task, but we seldom experience this with Emiratis because, often, they have only the knowledge and not the practicability, or vice versa. As we are aware of their limitations, the HRD tends to appraise them based on either one of the said capabilities but not on both as a pair. Otherwise, we would have difficulty hiring and rehiring Emiratis to work for us because it appears that such desirable qualities are rarely found with the Emiratis.</i></p>	<p>Selective, lenient and reduced number of performance parameters for Emiratis.</p> <p>Having both knowledge and practicability are seldom observed with Emiratis.</p> <p>Understanding their limitations/increasing tolerance are equated to reduced Emirati turnover.</p> <p>NO difficulty in recruiting Emiratis confirmed.</p>
<b>FEMP07V</b>	<i>We have a special appraisal mechanism for Emiratis. It was conceptualised in-house and implemented by an Emirati HR officer. It's practically a mentoring/coaching mechanism that comes with a 'soft appraisal' approach. We give Emiratis some special treatment as we find it necessary in order to retain Emirati</i>	<p>Soft appraisal and special mechanism based on mentoring/coaching approach.</p> <p>Company is driven to</p>

	<p><i>nationals whom we find have the potential, the innate skills, the initiative and the drive to learn despite their incumbent deficiencies.</i></p> <p><i>This works well with us because it doesn't intimidate Emiratis and we find it to be positively reinforcing for Emiratis. Unlike with other nationalities who are already exposed to factory work, our approach is more straightforward, stricter per se.</i></p>	<p>retain Emiratis.</p> <p>Allows them to retain Emiratis with the innate potential and motivation to learn.</p> <p>Creating an Emirati-friendly environment.</p> <p>Retention strategy.</p> <p>NO difficulty in recruiting Emiratis confirmed.</p>
--	--	---

#### 6.4.5 Perceptions of Emiratis' Best-fitting Skills and Talents

**Table 6.7: Findings in relation to employers' perception of Emiratis best-fitting skills and talents (core competence)**

<b>Employers</b>	<b>Comments</b>	<b>Themes/Notes</b>
<b>FEMP01</b>	<i>In my experience, no pair (any nationality and Emirati) ever seems able to match the effectiveness of supervisorial management by an Emirati of a fellow Emirati subordinate. The latter appears to accord an elder or an Emirati supervisor a greater deal of respect than the same would show to an expatriate superior. So, in managing Emirati subordinates, I would say, only an Emirati leader can lead them well.</i>	Emirati leadership is needed for Emirati followers.
<b>FEMP02V</b>	<i>I cannot see any job role or responsibility where Emiratis can excel at the moment, because I haven't had the chance to get to</i>	Limited time/experience with locals has yielded limited knowledge about



	<i>know any of them. None has stayed with us for the two years or longer that would provide me with a reasonable time to discern which role would suit them.</i>	them.
<b>FEMP03V</b>	<i>That's quite difficult to answer and, honestly, I don't know. Our company has not developed a study regarding the matter. If you ask for my opinion, they perform best in administrative work that has to do with Emirati customer accounts, for example. In short, they would do well in a non-Emirati company that was making an effort to establish relations with UAE nationals. Also, I think they would fit best at managing Emirati personnel but not non-Emirati personnel.</i>	Hiring of Emiratis in aid of workforce nationalisation efforts.  Emirati leadership of Emirati followers.
<b>FEMP04</b>	<i>They would perform best on the manufacturing assembly line, or perhaps in a job that one does automatically because it does not require too many changes that need self-analytical and independent decisions. More clearly, if I had a group of Emirati workers I would prefer to put them in the manufacturing line working in sync with other UAE nationals. As long as the flow is running smoothly, and nothing is distorted, I can depend on Emiratis to perform better than non-Emirati workers from Asia, who at times will interrupt the work, or make alterations based on their own intuition.</i>	Emirati leadership of Emirati followers.  Emirati teamwork is unique but more often situation-dependent.  Emiratis are suited to automatic/mechanical tasks/jobs.  Lack analytical skills and the freedom to decide for themselves.
<b>FEMP06</b>	<i>They seem to perform best in supervising their fellow Emirati workers. They appear very productive in the company of other Emirati</i>	Emirati leadership of Emirati followers.

	<p><i>nationals but less productive in the company of expatriates.</i></p> <p><i>There's no other culture that can understand it better than the Emiratis themselves. So, in managing Emirati talent and in retaining them in the private sphere, I would say that an Emirati would be the best person to handle it.</i></p>	<p>Emirati teamwork is unique but more often situation-dependent.</p> <p>Emiratis could be suited to administrative jobs but only if limited to handling Emirati affairs.</p>
<b>FEMP07</b>	<p><i>The best I could give you is one area, the HR area. We have an Emirati HR officer because we see the potential for them to excel in that area.</i></p>	<p>Emiratis could be suited to administrative jobs but only if limited to handling Emirati affairs.</p>

#### 6.4.6 Enhancing Institutional Grounds for Better Emiratisation

**Table 6.8: Findings in relation to employers' recommendations for strengthening institutional grounds for better Emiratisation**

<b>Employers</b>	<b>Comments</b>	<b>Themes/Notes</b>
<b>FEMP02</b>	<p><i>Filling government offices with UAE citizens is not a complete solution, while the quota system is not an effective way of motivating non-Emirati employers to take action. Sure, we are here to do business and to make a profit, but not all enterprises are unmindful of your future. Emiratisation is important to the country's security and economy.</i></p> <p><i>In this company, we are very concerned about the UAE's future and we are willing to partake. However, the UAE agencies, the</i></p>	<p>A call for motivating non-Emirati employers beyond the usual profit scheme?</p> <p>Corporate responsibility, conscientiousness, collective action, social partnership and genuine Emiratisation efforts.</p> <p>Employer is aware of the critical implications if</p>

	<i>TANMIA and the ADTC, don't seem to recognise our efforts too well. It's quite demotivating from our perspective.</i>	Emiratisation turns out unsuccessful.
<b>FEMP03V</b>	<i>Emirati talent is vital to the Emiratisation efforts of any company, and not just those like ours, which is a technology-oriented firm. However, Emiratisation is also an organisational aspiration more than a mere profit-oriented motivation. So, you see, if a company is oriented towards Emiratising its operations, the Emirati talent should be tapped fully. Companies should then come to terms with meeting the personal job objectives of Emiratis should these companies really be serious about Emiratising their businesses.</i>	Social partnership and genuine Emiratisation efforts.
<b>FEMP04</b>	<p><i>Offers for training, knowledge and productivity enhancements, as well as professional advancements, can be offered widely. The UAE government can in fact afford to extend courses, both intermediate and advanced, to Emiratis with the desire to engage in vocational or technological training.</i></p> <p><i>The problem is, even when there's an open shop offering free training, no Emirati youths seem to grab the opportunity. So, I think, training availability is not the issue but the willingness, the desire or the fire within the Emirati youth to engage. In short, even the finest programmes by the ADTC or the TANMIA will be useless unless the target audiences are there to attend them and make</i></p>	<p>The innate motivation of Emirati labour is the core emphasis.</p> <p>Training offers are immaterial unless someone takes the opportunity.</p>

	<i>use of them.</i>	
<b>FEMP05V</b>	<p><i>Emirati citizens should run and manage the majority of businesses in this country. They are the ones who need to know how to do this actually. No other nationality is capable of that except the Emiratis themselves, but the actual situation is lopsided.</i></p> <p><i>This could be enhanced by teaching young children about the value of work, not only in the public but in the private sector as well. Solving the problem calls for the curing of the attitudes and mindsets towards jobs that are stigmatised in this society. The change towards Emirati productivity is about cultural change or attitudinal change. No amount of superficial programmes by the ADTC and the TANMIA can remedy these issues unless the change we seek is being promoted to the young at home, in schools and in religious institutions.</i></p>	<p>Long-term programming needed.</p> <p>Calls for addressing the problem from the root cause and not merely from the surface.</p> <p>Promotional pitches (patriotic values) are suggested, aimed towards the young.</p>
<b>FEMP06</b>	<p><i>If you and I are serious about assessing the contribution of UAE nationals in the workforce, we should start looking at it from the intrinsic side of work rather than in the form of monetary rewards.</i></p> <p><i>The ADTC should tap the media to infuse in the youth a culture that values work. When I say value, this doesn't have to be limited only</i></p>	<p>The innate motivation of Emirati labour is the core emphasis.</p> <p>Long-term programming needed.</p> <p>Promotional pitches</p>

	<i>to the face value or how much money one can get out of one's job, but the legacy that Emiratis should embrace for the sake of your children's future.</i>	(patriotic values) are suggested, aimed towards the young.
<b>FEMP07</b>	<i>I can sense that some answers are deeply rooted in the indigenous/tribal culture of the Emiratis. If only the ADTC and the TANMIA would examine it more closely, strategies could be redefined and would perhaps be more effective, inasmuch as they would aim to deal with the Emirati idiosyncrasies and fix the problem right from the roots. Perhaps in that way, we would begin to see improvements in the number of students enrolling in technical and vocational courses.</i>	Calls for addressing the problem from the root cause and not merely from the surface.

#### 6.4.7 Critical Observations on Emiratisation by Non-Emirati Employers

*The participants were asked to give their critical observations regarding how Emiratisation is being implemented. Three out of seven shared their thoughts. Four declined to give any response.*

**Table 6.9: Critical Observations on Emiratisation (Employers)**

<b>Employers</b>	<b>Comments</b>	<b>Themes/Notes</b>
<b>FEMP01</b>	<i>Honestly, my impression about Emiratisation is still abstract. I've searched for details that will help me understand the concept more concretely but I could not find any. Even the policies and regulations that have been written are still too broad and vague. To me there is still no clear-cut written policy that outlines the concrete purpose of Emiratisation. In effect, we can react only in accordance with our</i>	By and large, the concept of Emiratisation is vague.  Employers enact Emiratisation according to their own interpretations that may or may not be in line with the true concept espoused by the

	<i>interpretations and not in the exact ways the UAE government wants us to react.</i>	government.
<b>FEMP02V</b>	<i>Emiratis have a great responsibility towards their country and they should seriously think about the future of their country outside the oil economy. In short, Emiratisation should also engender a future without oil and present an 'out of the box' agenda. One good area to focus on is the technological sector, where the training programmes are inadequate. It's not our role as a private enterprise to train them from scratch, although we are trying very hard. Another problem is, when the Emiratis have been trained, they leave us for greener pastures. In their hearts, the public sector remains the priority. On the one hand, we are helping Emiratisation but on the other, Emiratisation competes with the private sector and, because of that, we are almost always on the losing side.</i>	<p>An out-of-the-box approach is seen as a good option to engender the value of Emiratisation.</p> <p>Technological/vocational training is seen as a way of surviving in a future without oil.</p> <p>The idea of expecting private enterprises to assume full responsibility for training provisions was criticised. Therefore, the government's role in training the workforce should be redefined.</p>
<b>FEMP05</b>	<i>I think the problem with Emiratisation has to do with its inability to concretise and firmly engender its objectives among many of the non-Emirati private firms. To me, it's a political process with no definite stance. Its regulatory structure is weak and susceptible to many sorts of bargaining. In short, what is the real concept of Emiratisation? Who can define it on paper? Yes, I understand that it's a programme meant to resolve the issue of Emirati unemployment but I have never seen an official written document on how that is supposed to be achieved.</i>	<p>Emiratisation is criticised for its vagueness and failure to impose firm action.</p> <p>Views Emiratisation as apolitical process, and a bargaining chip.</p> <p>The idea of engaging private enterprises to assume full responsibility for training provision was criticised.</p>

	<p><i>Emiratisation has negative impacts on productivity and quality, on our freedom to select our personnel and manage our own business. If we were forced to hire more Emiratis, we would lose ground in terms of performance and quality. If we oblige to a full 100%, it will turn out that we will be focusing on building Emirati competence and focusing on people development rather than the development of our business.</i></p>	<p>Firm appears unready to absorb Emirati workers above the number it already has.</p>
--	--	--

#### 6.4.8 Open Comments Hinting at Self-determination from the Unemployed Sample

**Table 6.10: Comments made by Unemployed Emiratis Hinting at Self-determination**

<b>Unemployed Respondent (U-Res)</b>	<b>Comments</b>	<b>Themes/Notes</b>
<b>U-Res15</b>	<p><i>I took up TVIC even though that meant defying my parents' wishes. Even if my profession is lowly, if that is what makes me happy, I won't mind what they say about me. Higher educational attainment is not having an impact on how my brothers are doing presently. My two brothers and sister are all professionals, but only my sister has a job. My brothers, even though they have bachelor degrees, they have ended up just like me. So, what's the difference?</i></p>	<p>Amidst initial family disapproval, the respondent demonstrated persistence to pursue a future career goal that he perceived would bring him personal fulfilment and happiness.</p> <p>One's educational attainment appears to have no bearing on the state of joblessness.</p>
<b>U-Res23</b>	<p><i>At home and in school, they look up to me as the 'repair man' because I can fix broken</i></p>	<p>Inherent skills since childhood. Vocational</p>

	<p><i>things. I was not good academically. My father wanted me to take up Engineering but I'm not good at calculus. I took up TVET – electronics and computer servicing – because that's what I'm good at. So I am now at the stage of looking for a place to practise those skills. It's not a question of salary anymore. I can live even if I'm jobless. I'm not particularly bothered how much I make. I need help to get a technical job because I might lose my skills if I don't have something to work on.</i></p>	<p>education was pursued to hone those skills into competence and perhaps to find a place (school) where he could relate to others with similar interests.</p> <p>Respondent is seeking a workplace where he can exercise competence and use both acquired and inherent skills.</p> <p>Self-assessment and admission of the inability to compete academically.</p>
<b>U-Res31</b>	<p><i>The school I attended was so focused on scholastic achievements. I could not compete because I am not good at academic subjects. When I finished high school, I asked my father what course to take but he said, 'take any course where you feel you would excel'. He was not surprised when he found out I had decided to take automotive servicing because I love working on engines and car detailing so much. I feel qualified to handle European and sophisticated racing cars. I am thrilled but I need help because I have got nowhere to practise my skills. Everything will be gone if the ADTC will not find me a place to work.</i></p>	<p>Self-recognition of one's limitations –in this case, the respondent admits being unable to compete academically.</p> <p>Autonomy-supportive family. The father recognises the field in which the respondent might excel.</p> <p>Seeks ADTC's help for a job.</p>
<b>U-Res32</b>	<p><i>Getting a vocational education was not my first choice. I was challenged by the idea of</i></p>	<p>Respondent showed a desire to beat former</p>



	<i>enlisting and getting a free education. I also wanted to get a job ahead of others who are still in college. I came to like the people around me – my classmates and instructors – because I feel great being with them and in dealing with real people, but I don't want to regret this decision, so I need ADTC's help to find me a job. I want to work now.</i>	<p>classmates to join the workforce. Was formerly unaware of future career directions but later on discovered a fine sense of belonging to the vocational community.</p> <p>Seeks ADTC's intervention for a job.</p>
<b>U-Res47</b>	<i>I am getting old now. I had a technical job before in a big electronics firm. I resigned after two years there. It was a personal decision because my co-workers and my supervisor did not have 100% trust in the quality of my craft. My co-workers and supervisors were non-Emiratis but I felt so inferior and insulted, although I believe they were wrong. I was simply belittled.</i>	<p>Seeks affirmation of competence.</p> <p>Respondent had difficulty with previous work environment due to negative perception non-Emiratis have of the quality of Emirati skills.</p> <p>Lowering of self-esteem and dignity in previously held job.</p> <p>Career direction/determination is dependent on the competence one possesses.</p>

#### 6.4.9 Open Comments Hinting at Self-determination from the Employed Sample

**Table 6.11: Comments made by Employed Emiratis Hinting at Self-determination**

<b>Employed Respondent (E-RES)</b>	<b>Comments</b>	<b>Themes/Notes</b>
<b>E-Res07</b>	<i>I am happy with my job although my salary is not as much as that of a government employee. I'm satisfied because my knowledge which I have learned at trade school and then at work brings me total freedom and confidence. I can relate to my co-workers even if others say there are cultural barriers because, when we are together, we talk a lot about our job and the things we do at work, which is almost universal for us.</i>	Competence brings freedom and added ability to relate to one's peers in the workplace.  Probably, technical or vocational tasks in the workplace involve a universal language which can overcome perceived cultural barriers and foster a stronger bond among workers.
<b>E-Res16</b>	<i>As long as my company needs me, I will stay because my company is Emirati-worker friendly. I mean, the workplace provides enough room for Emirati talents to develop, as I've noticed that the management is more patient in their dealings with Emiratis than with non-Emirati workers as long as we are doing our best to learn. When the treatment we are getting is supportive rather than discriminating, the better is our learning.</i>	The environment is conducive to Emirati workers developing their skills.  The respondent appears satisfied with management policies and finds the workplace supportive.
<b>E-Res33</b>	<i>I feel nervous sometimes because I might lose my job here. I don't know any trade except the present one I have. I am a manual person, not the intellectual type. There are many competent people around me, mostly non-</i>	The recognition of capability and acceptance of one's incapability appears to help individuals settle with an identified

	<i>Emiratis, but I don't hide my deficiencies. I ask if I don't know and they teach me what to do. My co-workers support me and they give me the strength to carry on.</i>	<p>competence, and thus a more definitive choice of career.</p> <p>A competence-supporting environment does not always have to start as a management initiative, but may likewise emanate from peer-group relations and support.</p>
<b>E-Res41</b>	<i>My parents were strict. They wanted me to take up a course I didn't like, which I obeyed. I went to a university but my academic ratings were very poor. Maybe my parents finally realised that university education was not for me. So, one day, when I decided to enrol in a vocational course, they did not object the idea. Maybe they noticed I was getting bored at home and thought that enrolling in trade school was a better idea than doing nothing at all. When I graduated, they attended the ceremonies and were proud of me. So I promised them that I would not be a burden to them even if that meant getting a blue collar job. Although my present job does not have a high reputation, deep inside I am happy because I am doing the work that I can do best.</i>	<p>Actualisation of academic competence may lead to acceptance of one's capability and incapability that may diffuse/soften family resistance to a preference for vocational education. Family support strengthens one's motivation to pursue a vocational career.</p> <p>Job satisfaction equated with the ability to do the work that the respondent thinks he can do best.</p>
<b>E-Res43</b>	<i>Above anything else, such as salary, I'm doing this job for the love of my country. I believe in the cause being put forward concerning private-sector employment. It's a patriotic act and my way of contributing to national development.</i>	Relates to a strong urge to demonstrate patriotism and do one's duty for one's country by working in the private sector.

#### 6.4.10 Short Critical Comments from the Unemployed Sample

**Table 6.12: Critical Comments of Private Firms or Emiratisation made by Unemployed Participants**

<b>Participant</b>	<b>Comments</b>	<b>Themes/Notes</b>
<b>U-Res06</b>	<i>I would still prefer to work in the government because it provides security and peace of mind to the employee. I perceive it as a job that gives emotional and psychological comforts. Unlike in private firms, where they are likely to treat workers as mere robots, the government treats Emiratis as human beings.</i>	Apparent distrust and doubts over whether private-sector firms will ever treat workers as human beings.  Candid/straightforward opinion – preferring public to private-sector jobs for the security of tenure.
<b>U-Res10</b>	<i>I see no long-term and progressive career in the private sector, though I'm trying my luck. I have heard that, in private-sector firms, employers can terminate a worker's contract at any time, especially if the firm is not making enough profit. So when the financial crisis hit, a lot of Emiratis were fired. This situation will never happen in the government because the government is not after profit but is concerned about continuity of service no matter what.</i>	Sees private-sector jobs as unstable and not suitable for long-term career building.  Sees private-sector firms as nothing more than profit-driven, unlike the government which is more of welfare-driven.
<b>U-Res17</b>	<i>One of the major challenges we faced in my previous job was the negative perception of the quality of Emirati work that most non-Emirati workers have. I think that contributes</i>	Attributes the limited number of job opportunities for Emiratis to undue discrimination and negative

	<i>significantly to why many of us cannot find jobs, because many private-sector technical firms are managed by non-Emiratis.</i>	perceptions.  Attributes relational difficulties because non-Emirati firms are managed mostly by non-Emiratis who are likely to discriminate about the quality of Emirati workmanship.
<b>U-Res23</b>	<i>We cannot apply in real life what we learned in college. Our educational system seems too far away from reality.</i>	Respondent recognises gaps between education and real-life situations.
<b>U-Res25</b>	<i>Why is English a must in an Arab Muslim country? I have skills in manual jobs but I don't speak English too well.</i>	Questions why proficiency in English is an important requirement for landing a vocational/technological job.
<b>U-Res29</b>	<i>Why is the MOL so slow in attending to our citizens' needs? Where are they? What are they focusing on? They do quite well in collecting money from job application fees but they do not seem to be doing their job in finding us a job. We need someone to hear us and attend to our immediate needs.</i>	Questions the scope and effectiveness of the MOL in attending to the needs of jobseekers in Abu Dhabi. Is there is a structural problem?
<b>U-Res30</b>	<i>Sometimes it is very discouraging that one has to undergo psychological and behavioural examinations before one can get a job that is technical and manual in nature. Is that really needed? Why not test us according to our skills and by means of practical rather than written tests?</i>	Respondent questions job application procedures that appear inappropriate for manual jobs. Failing the tests is viewed as an embarrassment. Does this call for a reassessment of

	<i>Employers are practically creating a work environment that puts us to shame.</i>	technical job application procedures?
<b>U-Res44</b>	<i>I don't think I will be accepted because I'm looking for a job not too far from home, some firm located somewhere close to my home city. Unfortunately, most private-sector firms are located only in Abu Dhabi and Dubai.</i>	Distance is a barrier. An example of physical and personal limitations which Emiratisation cannot reconcile .
<b>U-Res46</b>	<i>I chose to obtain technical certificates because I need a good salary, but I don't want to work in a manual job. Later, if I get accepted, I will insist on being assigned to administrative work.</i>	The respondent's work philosophy appears ambitious but somewhat unrealistic.

#### 6.4.11 Short Critical Comments from the Employed Sample

**Table 6.13: Critical Comments of Private Firms or Emiratisation made by Employed Participants**

<b>Participant</b>	<b>Comments</b>	<b>Themes/Notes</b>
<b>E-Res02</b>	<i>Emiratis have strong negative perceptions of working in the private sector and it will take a long time before a change in perceptions and attitudes will align them with the directions and visions of Emiratisation.</i>	Negative perceptions are tending to hold back the momentum for jobseekers to target private-sector employment. In turn, such negativity is hindering the progress of Emiratisation.
<b>E-Res05</b>	<i>The management here is strict. It does not discriminate between Emirati and non-Emirati, but I feel there is no real engagement</i>	Emirati participation as a form of political compromise or an act to

	<i>for me. I'm here because the company needs to make the government happy or fulfil its Emiratisation commitments. Although I do my duty, I will never develop here.</i>	placate the government, but not a genuine effort.
<b>E-Res09</b>	<i>I haven't encountered an Emirati who has risen through the ranks and assumed the role of a leader in the private sector. Why is that? This implies that I will also end up somewhere low down in the hierarchy and will likely never have a better position even if I work for years and years. I have long-term career goals to meet.</i>	There's no precedence of an Emirati occupying a high status position in the private sector. This situation sets a discouraging example indicating a bleak future even for a career-driven Emirati.
<b>E-Res11</b>	<i>I don't find a clear career path waiting for me in this company. Although I'm generally happy today, I doubt if I will stay happy this way in the years to come, because soon I'll want to improve and make career progress. I want to improve and climb to a higher level but how can that be if the company does not allow me to learn more than I have already mastered? There is a lack of knowledge transfer here. Everything else is valid only on paper.</i>	<p>No progress, no chance of climbing the ladder.</p> <p>A depressing future for the career-driven Emirati.</p> <p>Attributes slow career growth to poor knowledge transfer or a total lack of it.</p> <p>Was the respondent approaching near-saturation level?</p>
<b>E-Res12</b>	<i>I was disappointed to learn that I was getting only a third of the salary of a non-Emirati from Europe who is working in the same company and has the same experience as I have. That's clear discrimination. Why is his salary three times mine, even though the</i>	Huge salary differentials for the same amount of work and time spent at work between an Emirati and a European worker.

	<i>amount of time and the work output we produce are the same? I don't know, but sometimes I feel that this is a ploy by the company to demoralise you and make you leave voluntarily. It's unfair.</i>	An intriguing revelation not available in the literature.  A deliberate ploy to get rid of Emiratis in the workplace?
<b>E-Res17</b>	<i>I was encouraged to get a private-sector job because of advertisements showing how rewarding a job in a private-sector firm could be. But when I got here, what I experienced was quite different from the way I thought it was going to be. It was too far from my original expectations. Maybe the advertisements were created under false pretences. Also, I see a need for some private-sector employers to be made to abide strictly by international labour standards in favour of the workers. I don't think my company complies with them fully.</i>	Company claimed to be falling short of international labour standards.  Advertisements painting too rosy a picture, creating a tendency for more frustration when the stark discrepancies between what they present and the reality are realised.
<b>E-Res23</b>	<i>Females face more challenges than males. Many workplaces are unfriendly to the Islamic culture. Often, on the factory floor, men and women are not efficiently segregated according to Islamic preferences. Sometimes it becomes unavoidable for both sexes to work closely with each other.</i>	Do non-Emirati factories strictly observe the traditionally allowable distance between male and female workers?
<b>E-Res27</b>	<i>I've been working in a private-sector technological firm for three years already, but up to now, I have been under contract – an open type of contract which gives the employer the full option to terminate it at any time. I am</i>	An Emirati is dislocated, feeling alienated in his own country. An effect of an Emirati working in a multinational/multicultural



	<i>very uneasy because I am treated just like any worker. Sometimes, I feel I'm not in the UAE while everyone thinks I'm here because I desperately need this job.</i>	work environment? No security of tenure.
<b>E-Res29</b>	<i>If given the chance, I would tell the education leaders to reform the educational system. The reforms should primarily address the issue of preparing the future generation for private-sector engagement, re-orienting the value of work and realigning courses so as to reduce the gaps between Emirati and non-Emirati labour as well as meeting the future needs of the country.</i>	Respondent recognises gaps between education and real-life situation.  Calling for educational reform matching the actual and future needs. Aware of the gaps in the Emirati labour market.
<b>E-Res34</b>	<i>Honest job development, honest career development, proper supervision, training, job descriptions, and responsive feedback – we don't have this in the private sector.</i>	HRD deficient for not properly addressing these basic needs.  Respondent doubts if the company is sincere about their dealings with Emirati workers.
<b>E-Res35</b>	<i>The non-Emirati bosses are in control of everything. I feel I'm their last priority.</i>	Attributes relational difficulties because non-Emirati firms are managed mostly by non-Emiratis.  An Emirati is dislocated, feeling alienated in his own country. An effect of an Emirati working in a multinational/multicultural work environment?

		No security of tenure.
<b>E-Res38</b>	<i>The private sector doesn't have a sense of responsibility towards the society. With all the support they get from the government, they seem to take advantage of that so that they can make more money in return.</i>	<p>Sees private-sector jobs as unstable and not meant for long-term career building.</p> <p>Cynically sees private-sector firms as nothing more than profit-driven, unlike the government which is more welfare-driven.</p> <p>Calls for social responsibility from private-sector firms.</p>
<b>E-Res40</b>	<i>I believe Emiratisation is a high-priority agenda. Imagine, we are losing our religion and language. Also, they are imposing on us that we imitate their behaviours and attitudes, which is having a negative impact on our valued traditions. Even more serious is capital flight. The salaries the non-Emirati workers earn are sent abroad instead of having that huge amount of money circulating inside the economy. The use of cheap labour by non-Emirati employers truly works to our disadvantage, while we Emiratis are expected to follow the established labour market.</i>	<p>Respondent was aware of the economic implications and the many downsides if Emiratisation is not properly and efficiently undertaken.</p> <p>Worried about the cultural impact the amalgamation of cultures is having on indigenous Emirati values.</p>

## **6.5 Chapter Summary**

Starting by clarifying how the final sample populations were derived, and later on presenting the findings into the three participant groups, this chapter has presented a tripartite set of data sourced from three key groups of players in the private technical sector in Abu Dhabi, UAE – the jobseekers/unemployed, the employed and the non-Emirati employers. The extensive employee/unemployed data were organised to allow easier comparison by presenting most of them under identical categories across the two groups.

The qualitative data from the interviews with non-Emirati employers were presented in tables across five thematic headings. A column in each table allowed space for notes on themes, concepts and insights. Also, the written comments extracted from the questionnaires completed by both unemployed and employed Emiratis were found to contain elements that could be associated to the basic psychological needs of SDT. These written comments were treated in the same way as the comments obtained verbally through the interviews with non-Emirati employers. These steps were taken so as to generate preliminary bases for analyses and syntheses. Although considered raw and still requiring analytical refinement at this stage, the findings presented in this chapter will be addressed more thoroughly with corresponding analytical inputs in the next chapter.

## **CHAPTER SEVEN: DISCUSSION AND IMPLICATIONS**

### **7.1 Chapter Introduction**

This chapter sets out the critical analysis of the interviews and the questionnaires responses of the Emirati participants - both unemployed and employed - as well as the interview responses of the non-Emirati employers. The first section places the responses in an Emirati context. The next section describes the research process and sets out interpretations of the data using firsthand accounts of Emirati experiences of employment and unemployment in a labour market dominated by expatriates.

The majority of the responses to questions about the UAE labour market describe experiences from a defensive and embattled perspective. This reflects the views of some Emiratis who believe that foreign influence on language and culture are being favoured at the expense of indigenous values, and that Emiratis “have problems gelling with other nationalities”, and only function at their best in the workplace in the company of other Emirati nationals. A sense of being ‘embattled’ is an understandable response to such rapid and fundamental change. There is also a sense of being undervalued; UAE national workers regret the absence of career paths or role models in the private sector. Examples of Emiratis rising through the ranks to assume leadership roles in the private sector simply do not occur.

The tone and content of the responses suggests that Emirati workers feel trapped between modern and traditional values in their approach to work. Rapid societal change has required them to make difficult choices, based on a dual set of values - between: collectivism and individualism; leading simple or materialistic lives and modesty or status consciousness.

While remaining proud of their traditional values, their desire for the best that modern life can bring causes feelings of insecurity.

The dilemma for the UAE government is how to empower their human resources through educational and employment policies and programmes to bring them in line with their competitors in the advanced nations, whilst respecting Arab and Islamic tradition, and being sensitive to Emirati cultural heritage. The role of SDT would be to act as a trigger on a micro level, to initiate change. This change would be part of a national strategy to adapt the civil contract of trust between the state and its citizens, emphasising loyalty and collective identity, using SDT, as one of several possible strategies, as a catalyst, so that the cash nexus is not the sole arbiter of labour relations.

‘Wasta’ - the local Arabic term for influence peddling/patronage, evident in deep-rooted nepotism cuts across the selection and reward systems. These practices have a disruptive impact on organisational behaviours and productivity. To the detriment of a meritocratic recruitment system, job-seekers at all social status levels develop network systems in ministries and other important organisations. They invest part of their work time nourishing their social network and it is very common to see non-productive workers, or employees being absent from work in the pretext of taking time off to visit the sick. Arguably, the Emirati managerial style is a mixture of bureaucratic and traditional tribal methods. Broadly speaking, collectivist values hold sway over values based on teamwork skills, which do not extend outside the in-groups of influence. Egalitarian employment policies are subordinated to the interests of the in-groups and favouritism remains unjustifiably prevalent.

Emiratis want to be modern but they also want to retain their identity. As an oil-producing state with abundant petroleum revenues and downstream investments, the United Arab Emirates is able to ‘featherbed’ its citizens without the need for unpopular direct taxation. This largesse is a real barrier to the changing of attitudes. If wealthy governments have no need to petition their citizens to fund spending through taxation, it becomes more difficult to build a civil contract of trust between the state and its citizens (Whittaker, 2009,p. 35).

The challenge for Emirati HR is how to replace the state-funded income-sourced relationship with a linkage that does not ignore material benefits but also includes more sustainable non-material benefits, one based on IM, such as is proposed in SDT, and an extrinsic appeal to the national interest. This would require a public education campaign; change would be evolutionary and would need to be based on a mix of intrinsic and extrinsic motivational qualities designed to bind and coalesce the UAE’s citizens, over the long term.

The previous chapter organised, classified and presented the data. The analyses were anchored on three major data sources: those provided by the unemployed (jobseekers), the employed (jobholders) and the employers (job providers). The written survey was made up of structured questions and semi-structured items composed of key questions. The study sought to identify patterns and relationships contained within the responses to the structured questions from both the employed and unemployed participants. The intention was to identify relationships between variables and to provide meanings as well as interpretations. The structured items were the key sources for establishing the SDT

framework of three basic psychological needs – for *autonomy*, *belongingness* and *competitiveness*.

Aside from the systematic understanding obtained, the structured responses also complemented the qualitative responses acquired from the semi-structured questions. Written by the respondents in their own words, the textual data were processed in the same manner as the interview data; coded patterns were assigned and the interpretations that were made were developed into themes. The interrelatedness between themes formed the basis for relational syntheses, producing categories further condensed into five overarching themes. These five overarching themes will be discussed at greater length in tandem with the explanations and descriptions, to illustrate how the four research questions were addressed. Further evaluation and data syntheses from the research questions and the overarching themes will generate more concise details, leading to fresh insights and a fresh view of SDT in the context of Emiratisation.

## **7.2 Analytical Layout**

The analyses were centered on the Emirati jobseekers. With the aim of collecting external complementary data for comparison, reflection and validation purposes, the perspectives of employed Emiratis and non-Emirati employers were elicited. The primary intent of the three data sets originating from three different groups – unemployed (jobseekers), employed (jobholders) and non-Emirati employers (Figure 7.1)–was twofold: to capture a more complete portrait of the phenomenon under study and to overcome the intrinsic bias that might arise from a single data source (Denzin, 2009) The result was data triangulation

of the analytical process, reinforced by juxtaposition and iteration, for complementary validation purposes (Pauwels &Matthyssens) and to obtain a deeper understanding of the phenomenon. Therefore, the strongest forms of affinity between the tripartite nature of this study and the method of triangulation are limited to the following characteristics:

(1) A strong link with data triangulation and members' checks but not necessarily linked to other types such as methodological/analytical triangulation, investigator triangulation and theoretical triangulation (Heaton, 2004).

(2) A more fundamental linkage to person - person triangulation with the aim of validating data through multiple perspectives and stimulating the convergence of two or more viewpoints on a single position (Seale, 2004).

The framework of analysis follows a scope and a set of assumptions briefly described in the conceptual configuration shown in Figure 7.1, which depicts a main triangle with four inner triangles. The main triangle (pyramid) represents the full scope of the study's interest, and the four inner triangles represent the constituencies that influence and determine Emirati participation in the technological sector: the non-Emirati employers, the Emirati employees and jobseekers, and Emiratisation. Therefore, aside from showing the potential sources of data that may be triangulated, the structure further shows how these four constituent parts come together to form a self-containing whole. The interpretation and the relationships between these inner triangles may be briefly described as follows:

(1) *Non-UAE national employers* comprise non-Emirati technical firms that observe Emiratisation policies on the mandate of hiring Emirati HR managers, although the hiring of technical workers is discretionary and not covered by the Emiratisation programme as of

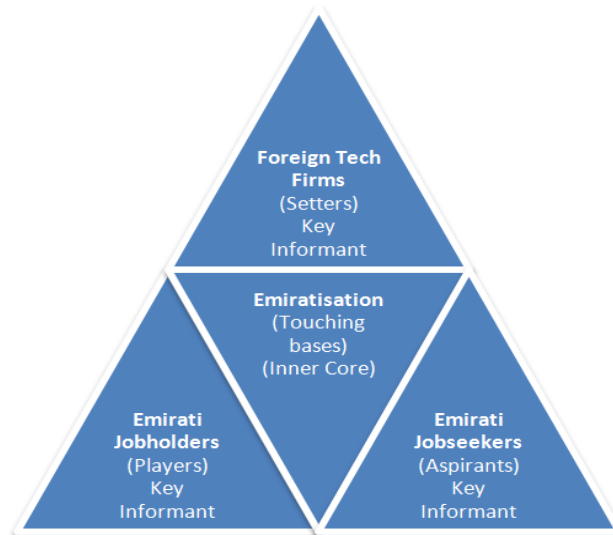


yet. They set the rules and made the decision/s over whether to accommodate new Emirati recruits or not. At the apex of the pyramid, their perspectives and rationales were elicited to provide insights into HR mechanisms and certain work performance issues involving Emirati workers. Its representational triangle is the only one in contact base-to-base with that of Emiratisation, a triangle pointing in the opposing direction. This symbolically represents the clash of interests between profit-driven enterprises and agencies promoting Emiratisation.

(2) *Emiratisation* is the inner inverted triangle, the core and the only component that touches base with the three key players in the labour sector – employers, employees and jobseekers/unemployed. Emiratisation is depicted here as a downward-pointing triangle that touches base-to-base with the upward-pointing triangle represented as non-Emirati technical employers, and is the only triangle in touch with Emirati nationals from both sides (employed and unemployed). It stands as a symbolic representation of Emiratis' relationships in the labour market, providing the foreground for a functional analysis of institutional strengths and weaknesses.

(3) *Emirati employees and jobseekers* form the first and second triangles that rest at the base and which, when joined, complete the pyramid's base structure. Symbolically, the Emiratis represent the ground work, the beneficiaries of Emiratisation and its associated concepts. There is no consensus regarding Emiratisation. As both the unemployed and employed Emiratis are capable of making sense out of Emiratisation, a side-by-side elicitation will generate confirmative and contradictive views. Thus, the employees' perspectives may verify beliefs by affirming or refuting perceptions that tend to restrain jobseekers from seeking or taking jobs in the private technological sector.

**Figure 7.1: Analysis of Research Framework: Data Triangulation Layout**



### **7.3 Analysis of Demographic Influences**

This section reports on the available independent variables that yielded either significant or less significant associations. At the onset of data triangulation, the initial step was to identify matching associations between the unemployed and employed samples. From the demographic data obtained, comparative analyses were made to interpret similarities and differences as well as develop themes emerging from comparing and contrasting responses.

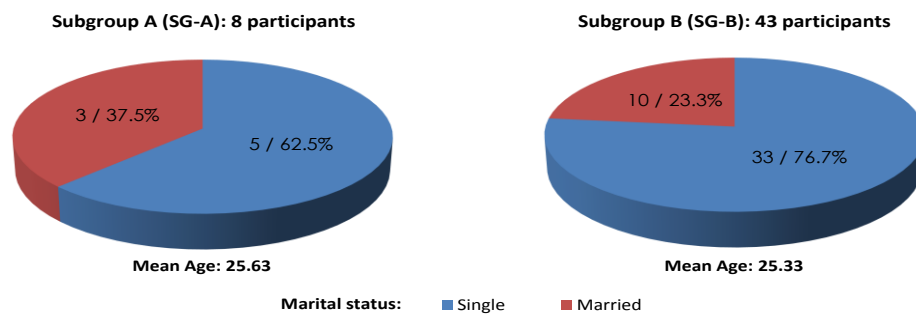
#### **7.3.1 Setting a Distinguishing Marker: Unemployed Group**

The history of an individual's applications for work – his job search in the technological sector – was chosen as the main distinguishing marker because of the wide discrepancy between the numbers with and without experience among the unemployed. These negligible discrepancies were too weak to offer significant comparisons.

In addition, job search constructs make ideal markers in view of extant studies that have explored the usefulness of SDT in explaining unemployed people's job search behaviour

(Vansteenkiste et al., 2004, 2005). As postulated by Nicholson (2008) and Rollinson (2005), the degree of vigour attached to job seeking and the persistence of voluntary action are goal-directed behaviours that can be linked to motivation. To test this probability with the obtained data, ‘repeat’ or ‘persistent’ job hunting behaviour was the inductive basis used. Embedded in the questionnaire was the question “*Have you ever applied for a technical job in the private sector?*” The low number of positive responses in the unemployed group (UG) – at only 16 % (n= 8/51) – suggests a gap worth further examination (see Figure 6.4).

To initiate comparison, the eight participants with previous job application experience were marked as SG-A (Subgroup-A – the sample model ) and those with no prior job application experience were marked as Subgroup-B (SG-B). To enable proper interpretation and the production of meaningful comparisons, a number of statistical comparisons were made. Starting with comparisons of mean age and marital status, the pie charts (Figure 7.2) show similar distributions, indicating that the majority of the participants in both subgroups were single individuals.



**Figure 7.2:** Comparison of Mean Age and Marital Status between SG-A and SG-B

Although the proportion of married individuals in SG-A appears slightly larger (by 14.2%), the small sample size in this subgroup could invalidate any inferences drawn from this evidence.

### 7.3.2 Education: A Strong Demographic Differential

Unlike demographic variables such as mean age and marital status that have little significance for this study, educational attainment was found to have the strongest predictive potential for job search behaviour. The results show a 100 % positive correlation between technical/vocational attainments (TSC/TVIC/IATC) and repeated job applications despite histories of unsuccessful attempts (Table 7.1). A comparative analysis with the employed group (EG) confirms that the majority (57.6%) of that group were holders of TSC, TVIC or IATC certificates (Figure 6.8) and had had periods of unemployment that ranged from six months to two years (Figure 6.10).

<i>Unemployed Group</i>	<i>Employed Group</i>	<i>Theme</i>
Jobseekers with vocational/technical courses were the ones with histories of repeated job applications.	Majority of the employed in technology firms were graduates of vocational or technical courses and had gone through some periods of unemployment.	Technical/vocational education enhances persistent job search behaviour and increases the chances of Emiratis being hired in the technical industry.

**Table 7.1:** Vocational/Technical Education – A Pre-condition

In the context of self-determination, the positive perception of *competence* is recognisably linked with one's educational accomplishment. In this study, the SG-A members appeared

to be more inclined (relative to their SG-B counterparts) to project a positive sense of competence and a freedom to express their skills at work in the technical field. Based on their educational backgrounds, the occupational projections of those in SG-A showed some differences compared to SG-B in terms of career ideals and perceived pathways. For example, participants in SG-A exhibited more resolute judgment in their choice of ideal occupation, with a preference for technical-oriented jobs only. The SG-B participants, in contrast, were open to a variety of opportunities, ranging from managerial, administrative, sales and clerical to any white-collar job available. Others were unsure of their preferences, and of how to set about achieving their goals. Unlike those in SG-A, all respondents in SG-B were able to identify training and experience as key requirements of further advancement. Some put forward the view that their lack of job experience was a probable reason for their inability to find employment.

<b>Group</b>	<b>Past Job Application ?</b>	<b>Education</b>	<b>Successful?</b>	<b>Ideal Occupation ?</b>	<b>Attainable?</b>	<b>How?</b>
<b>SG-A</b>	Yes	TSC/TVIC /IATC	No	Technical Trade	Though mostly unsure, some identified a 'lack of job experience' as a probable reason.	Training and experience
<b>SG-B</b>	No	GSC/GSS/B	No	Varied	Mixed, mostly	Mostly

		SC/  etc.			unsure and  without a hint of a  probable reason.	unsure
--	--	-----------------	--	--	---	--------

**Table 7.2:** Comparison of Job Search Variables between Participants with Past Job Application Experience(SG-A)and Participants without such Experience (SG-B)

Guay et al. (2003) have postulated that the more people perceive themselves as less competent and less autonomous, the higher is their career indecisiveness. In contrast, lower career indecisiveness equates to a higher sense of competence and autonomy. Such a premise explains why the SG-A participants are more decisive in their behaviour towards looking for work in the technical field than their SG-B counterparts. This offers an explanation too, as to why the TSC/TVIC/IATC holders were more determined; perhaps it is because they have already established a mental picture of the workplace they believe to be best suited to their needs – namely one in the technological sector. Such attempts to match a location or skill to one’s sense of belonging are strongly associated with the three basic innate psychological needs for *belongingness* listed in SDT.

### **7.3.3 Commonalities: Job Search Variables**

In general, however, participants in both subgroups were unsure if they would ever get a job. Even if they did, they could not tell if the eventual job would fall within their preferences. In as much as many of them could not give realistic personal appraisals, the respondents also found it difficult to be sure about whether they had the necessary qualifications. The three most prevalent explanations given for this difficulty were:

(1) *Difficult because I haven’t experienced working yet;*

(2) *I'm not qualified because up to now I have been unemployed;*

(3) *I don't know. Nobody's around to tell me about my skills.*

These statements did resonate with some of the findings from an ICOS (2010) study related to the pessimistic views held by jobless Emirati youths concerning their competitiveness, made more apparent by their lack of self-confidence. The aspect of self-confidence is important because it is a factor that partly describes the extent to which people resist career barriers affecting their progression in work (London & Mone, 1987) and which influences their perception of being able to perform (Shields, 2007). Thus, the greater career-related indecisiveness expressed by the members of SG-B compared to those of SG-A implies an inferior perception among the former group of their competence and of having the autonomy necessary to perform in the technical field.

<i><b>Pattern</b></i>	<i><b>Interpretation</b></i>	<i><b>Theme</b></i>
Technical/vocational education alleviates job search challenges and enhances job search frequency in the technical trade.	Little or no job experience coupled by a lack of feedback mechanism concerning one's competence could lead to career uncertainty and a lack of self-confidence, despite the attainment of technical/vocational education.	Technical/vocational education helps, but prolonged unsuccessful job search weakens volitional impulses and the individual's own sense of competence.

**Table 7.3:** Comparison of Job Search Variables (SG-A vs. SG-B)

### 7.3.4 Variables Related to Unemployment

Other comparative variables between the two subgroups offering weak significance were those pertaining to social support: (1) the length of time they could remain unemployed; (2) sources of social support (family and state support) and (3) needing to support an immediate family member (Table 7.4). The differences in the values between these variables were too marginal for meaningful analyses to be carried out.

	<b>Could stay unemployed for a year or more</b>	<b>Top two sources of social support</b>	<b>Spouse to support</b>	<b>Child/ren to support</b>
<b>Subgroup A (SG-A) (N = 8)</b>	6 (75.5%)	Parents (50.0%) State (37.5%)	1 (12.5%)	2 (25%)
<b>Subgroup B (SG-B) (N=43)</b>	29 (67.4%)	Parents (53.5%) State (27.9%)	7 (16.3%)	8 (18.6%)

**Table 7.4:** Cross-tabulation of Social Support Variables (SG-A and SG-B)

These variables having just slight discrepancies can be treated as common denominators affecting almost every participant in both samples, rather than having significant meaning. Also, there was no indication that any participant was forced to look for a job as a consequence of some dire economic need, and neither was there a suggestion that any were merely ‘testing the waters’ as a means of coping with the pressures of unemployment. Hence, these socioeconomic contingencies appear to be inadequate predictors of which jobseekers will tend to make the most attempts to obtain a technical job.



<i><b>Pattern</b></i>	<i><b>Interpretation</b></i>	<i><b>Theme</b></i>
Jobseekers, even with children or spouses to support, could stay unemployed for a year or more due to available sources of social support (safety nets).	Responsibility to support individual family needs and social support received by jobseekers create little to no impact/influence on job search behaviours for these two groups.	Safety nets have no differentiating impact, thus ‘vocational education’ remains the only demographic variable that drives SG-A to apply for jobs.

**Table 7.5:** Comparison of Job Search Variables (SG-A vs. SG-B)

### **7.3.5 Validations from the Employed Group**

The questionnaires for the UG and the EG, respectively, contained identical questions which were subjected to cross-evaluation. Thus, the questionnaires were framed to produce responses on identical experiences in relation to socioeconomic variables such as social support in the course of unemployment, and duration of unemployment. Thus, it was found that social support privileges had also been available to the EG participants while they were formerly unemployed. Hence, to generate an echo mechanism, data from the EG were analysed on the premise that the employed had previously experienced unemployment and had therefore been exposed to similar predicaments as faced by today’s unemployed.

#### ***7.3.5.1 State Welfare and Support from Family Members***

Entitled to universal state welfare and the privileges of familial support, everyone in the EG and UG samples were found to be exposed to the same variables. Perhaps viewed as the most convenient option for coping with unemployment, the literature has identified ‘social

support mechanisms' in the UAE as 'safety nets' capable of producing 'secured effects' that are predicted to cause a disincentive and reduce people's drive to seek jobs (Koji, 2011; Wilkins, 2001b).

Although such a postulation may appeal to those in unemployment, eight participants in the UG sample appeared nevertheless determined to obtain technical jobs. Those eight participants comprised the subsample marked SG-A. SDT argues that the impact of rewards can exert powerful control over behaviour. This begs the question, what rewards are perceived as valuable and in what contexts? Autonomy and competence are central to SDT, and events that are perceived to detract from these qualities – such as being in receipt of unemployment benefit that could arguably be construed as detracting from an individual's autonomy and competence – will diminish IM, indicating that unemployment welfare benefit should not be considered a viable long-term substitute for the self-esteem gained by having a job, and the status and social satisfaction derived from making a contribution to society.

In the EG, Table 6.11 shows that 81 % had experienced unemployment of more than two years' duration before they were able to enjoy the benefits of secure employment. The sources and structures of social support as well as marital status matched the current circumstances of the unemployed (UG). Therefore, the security brought about by social support privileges when unemployed did not absolutely promote joblessness nor had they restrained the motivated from seeking jobs. Whereas signs of determination were apparent, the questionnaire did not contain any further questions probing possible sources of drive or

motivation. Nonetheless, it is anticipated that similar ‘rewarding’ circumstances would be present among the SG-A.

<i><b>Pattern</b></i>	<i><b>Interpretation</b></i>	<i><b>Theme</b></i>
A majority of the employed had managed to stay unemployed for a year or more. Social support was made available to them (safety nets).	These safety nets did not impede 81% of the EG to seek jobs and succeed.	Determination to land a technical job was apparent amidst these safety nets. Similar attributes were expected among SG-A.

**Table 7.6:** Impact of Security (UG vs. EG)

#### ***7.3.5.2 Personal Assessments and Counselling***

The ability of the EG to provide personal assessments of their own jobs strengthens the notion that the UG was incapable of doing a similar appraisal of their own qualifications and supposed competencies due to inexperience and a lack of feedback mechanisms. This being so, not enough information could be drawn from the UG data regarding such assessments or expectations. However, the EG data yielded results describing their work experiences and further expectations.

In the EG, age variables appeared to influence career perceptions, with younger participants (between the ages of 20 and 30) tending to state that they would prefer to have a different job and describing their present work as difficult, repetitive and requiring too much effort and fuss. On the other hand, those who viewed their current jobs as ideal were relatively older (30 years and older). Although the latter generally described their work as challenging

and hard, they contended that it was the only job they knew how to do to make a living. Without switching careers, for some, a more certain way to improve their income was to enhance their technical skills.

Many of the older (30 years and older) participants saw themselves as being promoted and receiving higher salaries within the next five years. On the other hand, the younger ones did not seem to view their future careers that way. Many appeared unsettled, intending to shift to office jobs (if opportunities became available) or to pursue bachelor's studies in order to attain their ideal job.

<i><b>Pattern</b></i>	<i><b>Interpretation</b></i>	<i><b>Theme</b></i>
Unemployed people cannot intelligently offer any employment perspective until they obtain feedback and/or experience employment.	Age and maturity have an influence on how an individual views his own career path.	Feedback mechanisms and career counselling must be aligned with real world expectations. The advice given must cater to the age and career path maturity of the individual receiving it.

**Table 7.7:** Feedback Mechanism

#### ***7.3.5.3 Perceptions of Private-Sector Jobs***

The jobseekers with clear conceptions of their career direction (i.e. SG-A versus SG-B) and the more settled amongst the employed (mainly the older participants in the EG) both appear to have become accepting of the status quo and the inertia of their situation. Some of the unemployed Emiratis determined to find jobs remarked to the effect that: “*joblessness*

*is more shameful than finding work in the private sector*". Rather than having no job at all, others in both the UG and the EG expressed the view that their friends seemed happy for them because they were either actively seeking a job or were valued by the company they were working for.

Perceptions of private-sector employment among family members and circles of friends varied from positive to negative. How negative criticism affects a person is likely to be dependent upon their outlook and philosophy. Among the EG participants, most knew of some relatives and/or friends working in private-sector technical firms. Some of their job experiences were shared in common, while other circumstances or occurrences appeared very specific to a person's own organisation. Examples of commonalities mentioned were salary structure, limited scope for promotion, difficulty mingling with expatriates and coaching/mentorship programmes. Notable differences related to HR policies such as shift work, pay differentials, duration of vacation leave and the amount of training support provided.

Responses to the question of whether or not the participants would recommend a technical profession or technical job in the private sector to a friend or family member were close to evenly distributed, with 51% (n=24) indicating that they would prefer not to endorse such a career path and 49% saying that they would recommended technical jobs to jobless friends and acquaintances (Table 6.23). The common reasons given centre around the notion of neither choice being desirable and references to the 'lesser of two evils'. In other words, the concept "*getting a technical job is better than doing nothing*" was expressed. For example,

one participant stated: *“it will help my friend because he often gets bored at home”*. (This statement denotes how the private sector was viewed with little relevance).

Conversely, some comments hinted at conflict or mistake avoidance, for example, *“I wouldn’t recommend it because I wouldn’t want to be blamed if someone was disappointed”*. On the other hand, there were a few positive remarks illustrating a mature and practical outlook, reflecting a personal desire to gain a job in the public sector someday: *“chance to learn technical/technological matters while being paid”*; *“getting paid while refining personal and technical skills”* and *“working in the private sector is an investment towards future public-sector employment”*.

<i><b>Pattern</b></i>	<i><b>Interpretation</b></i>	<i><b>Theme</b></i>
Philosophical arguments that reflect how the members of the EG and UG perceive themselves and how they think others perceive them for holding or desiring a technical job in the private sector.	The more determined ones are unaffected by the typecasting attached to their professions. They see themselves as part of a productive society – accepted and appreciated by friends and relatives.	Criticisms and negative impressions of private-sector jobs are consistent, albeit translated and conveyed in different forms depending on one’s disposition and on the social contingency or cultural influence at play (i.e. conflict or mistake avoidance).

**Table 7.8:** Criticisms of Private-Sector Jobs

## 7.4 The Main Theme: Self Determination

Similar to the previous analyses, a cross-comparison between the UG and the EG for pattern identification, interpretation and theme creation purposes was a strategy employed to understand the scope of SDT. To provide further clarity and added validity, the essential inputs and relevant interview excerpts from the employers are introduced in the segments deemed appropriate. Moreover, triangulation was an essential component of this study, not only to gain information from experienced employers, but also to determine whether actual job engagement can transform Emirati employees to some extent.

### 7.4.1 Autonomy

*7.4.1.1 Freedom of religious and cultural expression* was given the highest and the only positive indication of importance in the autonomy dimension by the UG participants. In parallel, the autonomy to exercise religion and cultural traditions was also the topmost most frequently listed variable that the EG stated in their work domains. Table 7.9 illustrates that religious and cultural autonomy was the only motivational condition rated positively by both the UG and the EG. The positive agreement between the two groups implies that the conditions sought by jobseekers are achievable. Assured by those individuals already employed in the private technological sector, the unemployed can expect these motivational features to be very likely to be available.

<b>Motivational Conditions</b>	<b>Identified (UG)</b>	<b>Achievable (EG)</b>	<b>Agreement</b>
Religious and cultural	YES	YES	(+)(+)
Autonomy for advancement	NO	YES	(-)(+)

Healthy balance between professional and personal lives	NO	NO	(-)(-)
Cross-departmental assignments for skills improvement	NO	NO	(-)(-)
To act on one's initiative and volition	NO	NO	(-)(-)

**Table 7.9:** Autonomy-related Goals

This could very well be interpreted as meaning that insofar as this dimension is concerned, the technical work environment in general offers the type of autonomy sought by the majority of Emirati jobseekers. However, in the interview transcripts, there were no statements from non-Emirati employers that explicitly affirmed freedom of religious and cultural expression in their respective workplaces. Technical firms may have been made aware of the implications of non-tolerance of religious and cultural practices. However, the efforts in this direction might still be short of the target (at least in some industries) given that religious tolerance was still listed among the top 12 challenges needing to be overcome in a report from the ADTC (2010).

*7.4.1.2 Autonomy for advancement* refers to the ability to progress upwards in an organisation and was the factor second most commonly (and the only other form of autonomy support) rated positively by the EG. The freedom to progress and a work atmosphere that acknowledges or encourages personal interests are indicative of an autonomous orientation (Latham, 2007). According to Guay et al. (2003), autonomy is fundamentally applicable to finding opportunities related to realising one's optimal functioning.



Comparatively, the participants in the UG did not pay particular attention to the idea of autonomy for advancement. Although a few employees in the EG did recognise its value and availability, a majority of the non-Emirati employers who referred to their efforts to modify the working environment did so mostly to attract and retain Emirati workers. Many of these relate to innate features aimed at stimulating autonomy among Emirati employees. A few of the statements made are given below (summary in Table 7.10).

**FEMP02V:** *“Our KPI and key results monitoring systems are not only for the purposes of job appraisals but to help our Emirati workers sustain optimal performance on the shop floor.”*

**FEMP04:** *“Our Emirati workers are already comfortable working here, and so are the rest of us working here with them. If the HRD were a fault finder, we would be replacing Emirati workers at least three times a year for someone in the same position.”*

**FEMP05V:** *“We want to offer job satisfaction to the Emiratis inasmuch as we offer enough room for advancement.”*

<i><b>Pattern</b></i>	<i><b>Interpretation</b></i>	<i><b>Theme</b></i>
The level of awareness over what motivational reinforcements are made available to the EG in real work environments is limited among the UG.	Underscores the importance of experiencing actual work (on-the-job training) in order to obtain a more realistic view of what to expect rather than relying on	Cognisance of the efforts being carried out by non-Emirati tech firms to ease Emirati participation (i.e. increased tolerance) and the opportunity to practise

	others' unverified accounts, especially unfounded criticisms that can have a negative effect.	autonomy enhances jobseekers' determination.
--	---	--

**Table 7.10:** Influence of Individual Awareness

*7.4.1.3 Autonomy to act on their own initiative* – one of the HR measures perceived negatively by both the UG and EG respondents was the *autonomy to act on their own initiative*. The results point to its complete absence in the work environment of the employed. However, from the employers' viewpoint, this is not the case, indicating that it may be contextually present but not obvious to employees. These excerpts support the contention that freedom to excel is available if exercised. However, as some of the statements below show the Emirati employee typically lacks the initiative, enabling analytical skills and confidence to make decisions (see excerpts below).

**FEMP05V** *“Emiratis lack analytical skills .... When trouble appears or a minor change in the routine emerges, the Emiratis do not seem to know what to do next. Obviously, they can't troubleshoot even a minor thing using their own creativity.”*

**FEMP06** *“Typically, Asian workers would have both the knowledge and the ability to undertake a task independently, but we seldom experience this with Emiratis who typically have knowledge but not practicability.”*

**FEMP04** *“They would perform best at a job that one does mechanically and not requiring too many changes that need self-analytical and independent decisions. As long as the flow is running smoothly, and nothing is distorted, I can depend on Emiratis to perform better*

*than non-Emirati workers from Asia, who at times apply alterations based on their own initiative.”*

A few organisations have introduced softer HR metrics solely for Emiratis to produce an environment that will help them reach optimum performance levels, as the following statements evidence:

FEMP05V: *“We apply softer HR metrics for Emiratis that are often not available to other nationalities because we are striving to become a partner of Emiratisation and we believe we can do that by making Emiratis feel that their employment with us is a pleasant job experience”.*

FEMP07V: *“We have a special appraisal mechanism for Emiratis. It was conceptualised in-house and implemented by an Emirati HR officer.”*

<i><b>Pattern</b></i>	<i><b>Interpretation</b></i>	<i><b>Theme</b></i>
Measures to stimulate motivation through autonomy to act on one’s initiative are available. However, the UG and especially the EG are not aware of them. Employers claim many of these	Appraisal mechanisms geared exclusively to Emiratis, if made known openly in the organisation, may undermine policies of parity and equality among workers of other nationalities.	Responding to Emiratis’ work-related deficiencies, non-UAE tech firms have proactively devised softer HR metrics, designed to retain Emiratis and meet certain Emiratisation commitments. Knowledge

measures are not made obvious to employees.		of such special treatment could boost more autonomic decisions, but could also impact negatively upon other nationalities who are performing more efficiently than the Emiratis.
---	--	--

**Table 7.11:** Softer HR Mechanisms as Proactive Measures

#### 7.4.2 Belongingness/Relatedness

As was partially discussed in the opening sections, *education* appears to have influenced the orientation of belongingness or relatedness among SG-A of the UG. Educational background appeared to be a determining factor among the majority of the EG and all those in SG-A. In the latter group, it appeared, to some relevant degree, to have influenced their attitude towards gaining a job and joining their EG counterparts in the same field. However, this could be far more than the mere act of seeking out peers with common interests, because factors connected to work meaningfulness were positively identified and favoured by the UG.

<b>Motivational Goals</b>	<b>Identified (UG)</b>	<b>Achievable (EG)</b>	<b>Agreement</b>
Respect for individual and personal status in the organisation	YES	YES	(+)(+)
A part of the organisational culture	YES	YES	(+)(+)

Acceptable to family and friends with positive degree of dignity	YES	YES	(+)(+)
Comfortable work environment	YES	YES	(+)(+)
Salary compatible with public sector	YES	NO	(+)(-)
Team participation	YES	NO	(+)(-)
Job/task variety	YES	NO	(+)(-)

**Table 7.12:** Belongingness/Relatedness Goals

From the survey results, all seven items in this category (belongingness/relatedness) were positively rated as important and meaningful by the participants in the UG. Thus, within the collective context of the questions, the UG participants feel that they would find meaning within, and would relate to: (1) an organisation that would value their employment (their contribution as employees), in jobs that did not undermine familial ties or personal prestige as well as offering task identity and (2) a comfortable work environment that offered job variety and a salary compatible with the public sector.

However, the EG did not perceive their current posts as capable of delivering all their needs in each of the seven specific areas. They referred positively to four but negatively to three items. They could not fully vouch for the following being present: (a) salary compatible with the public sector; (b) a chance to work as part of the team and (c) job variety.

<i>Pattern</i>	<i>Interpretation</i>	<i>Theme</i>
The UG recognises the importance of all seven	Issues that matter to jobseekers (i.e. competitive	Lower salary brackets in private-sector jobs are not a

points in the belongingness and meaningfulness of work category, but the EG only affirm four as achievable.	salary, team involvement, job variety), if unaddressed, may lead to a weakening of drive and job search behaviours.	disincentive to some in the EG. Others have managed to stay on despite the purported absence of team involvement and job variety.
---	---	---

**Table 7.13:** The Absence of Certain Demands of the UG

The practical experiences of the EG imply that the private technological sector in general has the potential to address four of the seven motivational needs, corresponding to a rate of 57 % in terms of realisability. In spite of that, a number of employed individuals have managed to stay on in their jobs, hinting at contentedness. As indicated in the survey results, some even find their present job to be ideal. On the other hand, explanations for the failure of private-sector jobs to supply the missing 43 % of needs can be found in the excerpts from the employer interviews given below:

*7.4.2.1 Salary issues* –This matter represents a perennial problem. The findings presented below concur with the rationales described in some parts of the literature concerning salary demands (ADTC, 2010; CAHRR, 2008; ICOS, 2010; Koji, 2011; Randeree, 2012).

**FEMP04:** *“The nature of the work doesn’t justify our accommodating salaries that match the public sector. Public-sector work is concerned with service delivery and a large part of the money the government pays the workers comes from oil revenues. For us, we are a*

*manufacturing firm and rely only on consumer sales revenues. Therefore, we cannot compete with your government.”*

**FEMP02V:** *“If we quantify employment opportunities based on the merit of salary, the metrics are almost always universal. That school of thought teaches us to pay workers commensurate with the quality and quantity of their productive output. If we pay Emiratis more money for less output, we will be defying that law.”*

**FEMP06:** *“We wouldn’t know what to tell our expatriate employees and we would be treating them unfairly if we paid salaries not commensurate with work output. The results could be devastating.”*

7.4.2.2 *Becoming part of the team and a lack of job variety* – Employers’ perspectives of negative features linked to Emirati workers were common (FEMP04, FEMP07 and FEMP03V). This explained why most Emiratis could not be offered job/task variety and were often excluded from team participation. Non-Emirati employers typically described Emirati technical workers (in comparison with non-Arab expatriate workers, e.g. Indians, Pakistanis, Filipinos, Indonesians and others from Southeast Asia) as lacking competence, motivation and productivity levels.

**FEMP01:** *“Emiratis tend to perform more ‘below-satisfactory’ accomplishments than would a fellow expatriate worker.”*

**FEMP02V:** *“Emiratis lack work motivation. That is why they seem unable to learn certain mechanics quickly.”*

With the problems associated with poor productivity, low work motivation and tardiness, employers seem to find Emiratis unfit to handle additional or other tasks that vary greatly from their traditional line of work. Instead, several employers deem Emiratis more fitted to mechanical tasks.

**FEMP04-UP:** *“They could perform best on the manufacturing assembly line, or perhaps in a job that one does automatically because it does not require too many changes that need self-analytical and independent decisions.”*

**FEMP03V:** Lack of work motivation, poor production quality, not serious with their jobs and lack of due diligence: *“How can we offer them task variety?”*

On the other hand, the limitations accorded to Emiratis when it comes to team effort and team organisation seem to come from a cultural perspective. Emiratis were perceived in general as a group as having certain difficulties relating to the varied cultures of the other people in the workforce.

**FEMP06:** *“They seem to perform best in supervising their fellow Emirati co-workers. They appear very productive in a group of other Emirati nationals but less productive when grouped with non-Emiratis.”*

**FEMP07:** *“Number one is productivity, second is their difficulties blending with other cultures and the third is tardiness. How can we put Emiratis in a team?”*

**FEMP03V:** *“Emiratis have problems gelling with other nationalities.”*

The exception was this statement:



**FEMP04-UP:** *“The Emiratis employed here have already blended with us positively. We highly value their being employed in this company; their value to us extends beyond appraisal based on mere performance or employee productivity points.”*

The above statement by respondent FEMP04 offers a distinctive perspective. It stands out as the only positive statement. A further examination of additional excerpts from FEMP04 showed similar empathy and tolerance structures, illustrating approaches aimed at creating a special environment conducive to the Emiratis, i.e. *“if HRD were a fault finder, we would be replacing Emirati workers at least three times a year for the same position. And we don’t want that. Often, we adapt to their ways and we are learning from them”*.

<i><b>Pattern</b></i>	<i><b>Interpretation</b></i>	<i><b>Theme</b></i>
In non-Emirati tech firms where salary rates and HR policies apply to all (regardless of nationality), Emiratis’ rates of pay are at the lower end of the scale when compared to salaries earned by Emirati workers in the public sector, due to their relative paucity of skills, competence and	The inadequacies of Emiratis as well as other work-related discrepancies become clearer in the company of other workers who demonstrate better levels of competence and productivity. Emiratis still need to do a lot of catching up to be on a par with other nationalities.	Applying special measures to help Emiratis confront their work-related deficiencies will create a motivating environment for them. This option may be selective, but is an achievable option for tech companies that are committed to developing and retaining Emiratis.

productivity when compared to non-Emiratis.		
--	--	--

**Table 7.14:** Measures to Facilitate Motivation

### 7.4.3 Competitiveness/Competence

There were six questions pertaining to competence factors in the questionnaire, with the objective of eliciting the perceived needs of the UG and comparing them with the items the EG indicated as realisable in their domains. Of those, five were rated by the UG as positive and important. The *chance to improve English language skills* occupied the top-ranked position in both samples (UG and EG). The only item rated negatively in the UG but positively in the EG was that pertaining to the *opportunity to become attractive to other organisations*.

Motivational Goals	Identified (UG)	Achievable (EG)	Agreement
Improving English skills	YES	YES	(+)(+)
Mentoring/coaching system	YES	YES	(+)(+)
Training and education	YES	YES	(+)(+)
Recognition and rewards	YES	YES	(+)(+)
Feedback on performance	YES	YES	(+)(+)
Attractive to other organisations	NO	YES	(-)(+)

**Table 7.15:** Competitiveness Goals

Therefore, 100 % of the positive motivational demands for competitiveness indicated by the UG were affirmed by the EG as realisable. Hence, it is assumed that, in some private-sector technical firms, these competence support features are already functioning with particular developmental relevance to the UG. The features are improving English language

skills, enhancing professional skills through training and education, a coaching and mentoring system, promotion schemes based on performance, and recognition of merits. A couple of the non-Emirati technical employers confirmed the availability of such factors as indicated in the following statements:

**FEMP03V:** *“We should never cease teaching and mentoring them to raise their performance levels and productivity.”*

**FEMP07:** *“It’s practically a mentoring/coaching mechanism that comes with a ‘soft appraisal’ approach. We give Emiratis special treatment. It works well for us because it doesn’t intimidate the UAE nationals and we find it to be positively reinforcing for Emiratis.”*

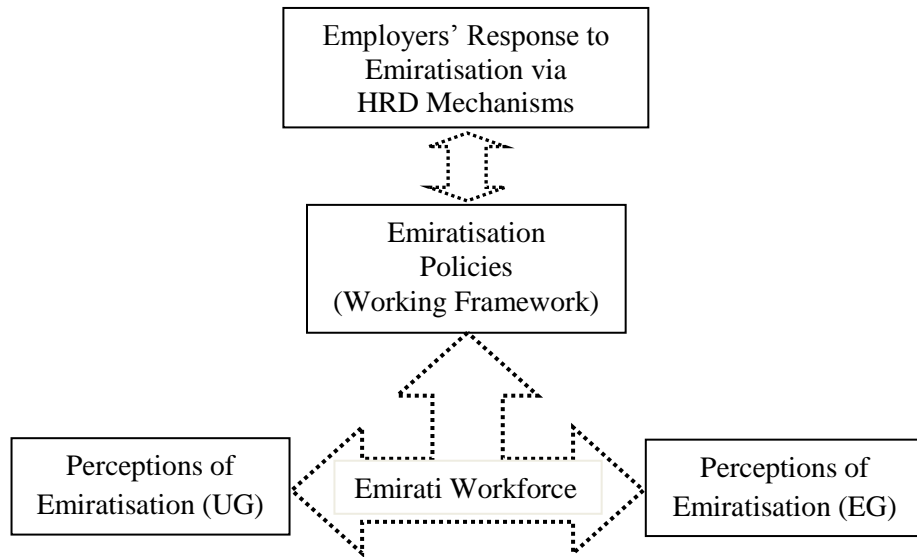
<i><b>Pattern</b></i>	<i><b>Interpretation</b></i>	<i><b>Theme</b></i>
The EG affirms the realisability of all five competitiveness goals identified by the UG as important.	The fact that the EG recognizes the opportunity to learn and become attractive to other organisations but the UG fails to find it important indicates a hierarchical arrangement of career objectives starting from the bottom level.	Training, actual experience and mentoring allow reflective feedback of one’s competence that drives the individual to aim for higher career challenges and aspirations.

**Table 7.16:** Importance of Experiencing and Receiving Feedback

## **7.5 Employers' Responsiveness to Emiratisation**

The interviews with employers generated data in addition to the excerpts used in the triangulation for the central theme – SDT. With few exceptions, the evaluations generally showed that factors that facilitate self-determination and that were marked by the UG as important were confirmed by both the EG and the non-Emirati employers as functionally available in reality. Nonetheless, there were contextual variations noted in respect to organisations' Emiratisation compliance strategies. As HRD mechanisms and policy measures vary between organisations, it is anticipated that these variables will create work atmospheres that differ according to the prevailing conditions of each organisation.

For this section, interview excerpts from non-Emirati employers, the EG and the UG were collected to establish patterns and generate themes based on interpretations and analyses grounded in the context of Emiratisation. Just as Emiratisation could be seen (in Figure 7.1) as the focal element and the only sub-structure touching all three data sources, Emiratisation interconnects the information flowing from the three directions. Through this interconnectedness, the framework for evaluating the elicited data was established. Guided by the graphical pattern below (Figure 7.3), the employers' interview data relating to HRD mechanisms pertaining to Emirati workers were interpreted as a means of responding to Emiratisation initiatives or pressures. Regarding personal perceptions of Emiratisation among the workforce, the data were extracted from open-ended responses given by the UG and EG participants in the written questionnaires.



**Figure 7.3:** Reiteration of Analytical Structure

### 7.5.1 Straightforward HRD and Negative Stereotyping

Two of the seven employers offered forthright responses. Their HRD policies and the personal attitudes of the employee were measured using standard appraisal methods regardless of nationality. Emiratis were found to have low levels of commitment, poor motivation and low expectations of their own performance. Common problems in relation to straightforward HRD were seen in the difficulties of recruiting and retaining Emirati workers (see excerpts below).

**FEMP01:** *“In our firm, we recognise and treat all employees equally. Our performance management system and the parameters we use to assess/appraise performance apply to all members of this organisation.”*

*“Compared to other nationalities holding equivalent positions at similar levels of seniority as the Emiratis, the latter tend to perform a greater number of ‘below-satisfactory’ accomplishments than would a fellow expatriate worker.”*

**FEMP02V:** *“The performance evaluation mechanisms we use are for all employees in this company. Our review mechanisms are objective.”*

*“I’m afraid that our Emirati counterparts aren’t here for the long haul. Meaning, I don’t see any clear indication that they will stay with us for a long time. When an employee is performing below standard, HR will reprimand them, regardless of nationality.”*

Pattern	Interpretation	Theme
‘One-size-fits-all’ HR policy, characterised by standard appraisal measures regardless of nationality.	The inadequacies of Emiratis as well as other work-related discrepancies become clearer when they stand in comparison with other workers who demonstrate better levels of competence and productivity.	Straightforward HR mechanisms tend to negatively stereotype Emirati workers.

**Table 7.17:** Stereotyping Emiratis

### 7.5.2 Adaptive HRD

There were two immediate styles observed at this level – soft HR and fully adaptive/policy-embedded mechanisms exclusively for Emiratis. According to the comments received, companies adapting soft mechanisms do not necessarily have special tools and metrics to guide them with their decisions. Instead, they adapt pragmatic approaches such as mentoring and coaching, exercising maximum tolerance and in-depth cultural

understanding. However, the quality of their commitment is caught between politicising and the need to make a just response to Emiratisation (see excerpts below):

**FEMP03V:** *“By constant observation, one can spot where the difference lies between the performance of an Emirati worker and that of another nationality, and you should know the answer. Really, we need to thrive and understand the culture.”*

**FEMP04:** *“It seems our HRM raises its tolerance every time the UAE nationals fall below the levels of performance and results we expect. That means, of course, that even if we are not generally satisfied with their performance and the results they yield, we prefer those we have already trained to training new replacements. The end results would be just the same, so why go through the recruiting and hiring cycle if the best approach is to retrain and retain them?”*

In contrast with certain ambiguities noticed in the soft approaches, in the fully adaptive approaches, the methods appear more defined. The expected outcomes were conveyed with better clarity and emphasis (excerpts below):

**FEMP06:** *“Aware of their limitations, the HRM appraises them based on fewer capability measures. Otherwise, we would have difficulty hiring and rehiring Emiratis to work for us.”*

**FEMP05:** *“Our efforts to support the ADTC’s vision is doing us well. That’s why we are finding it easier to attract Emirati applicants nowadays compared to the days when we were on our own and practically lost about Emiratisation.”*

<i><b>Pattern</b></i>	<i><b>Interpretation</b></i>	<i><b>Theme</b></i>
Unlike full and adaptive HRM for Emirati workers, soft approaches may not always have to be accompanied by strict metrics in order to be implemented. Firms apply pragmatic methods.	It may not be clear whether the motives behind seemingly half-hearted approaches are genuine or for purposes of convenience so as to avoid frequent hire-and-fire cycles. Employers see hiring and training new Emirati workers as an inconvenience.	Whether through formal or non-formal methods, and with sincere or insincere motives, efforts are being made to retain Emirati workers, yet the true purpose is still unclear.

**Table 7.18:** Practical Methods for Retaining Emiratis

### **7.5.3 Recognising the Best Fit for the Skills and Talents of Emirati workers**

The interview transcripts did not contain any specific reference to skills typically noticeable among Emirati technical workers (i.e. soldering, electrical wiring or harnessing, recordkeeping, small parts assembly or other assembly line work). Instead, qualities pertaining to the supervision of fellow Emirati workers were the closest theme to a best fit of skills in the workplace. As noted from the following statements, Emirati leadership and/or supervisory management was referred to positively by some non-Emirati employers:

**FEMP01:** *“In managing Emirati subordinates, only an Emirati leader can lead them well.”*



**FEMP06:** *“They seem to perform best in supervising their fellow Emirati workers. In managing Emirati talent and in retaining them, an Emirati is the best person to handle this.”*

**FEMP07:** *“In the HR area, handling Emirati HR concerns, we have an Emirati HR officer deployed because we saw the potential in him to excel there. As expected, he did excel.”*

One probable explanation for this apparent supervisorial and leadership effectiveness may have to do with cultural familiarities between supervisors and subordinates. Cultural relations were seen to affect the quality of Emirati productivity (see excerpts below):

**FEMP01:** *“The latter [a subordinate] appears to treat an older or an Emirati supervisor with a greater deal of respect than the same would show to an expatriate superior.”*

**FEMP06:** *“No non-Emirati culture can understand the Emiratis better than the Emiratis themselves. Emirati workers appear very productive in the company of fellow Emiratis but less productive in the company of those from other nations.”*

Although these were advantages that could be attributed to cultural orientation, a few negative effects were likewise identified, mainly on the following theme:

**FEMP07:** *“They have difficulties blending with other cultures.”*

Aside from the difficulties melding with other nationalities, Emiratis were noted for their lack of ability to make decisions independently. This deficiency may be linked to a cultural factor called *uncertainty avoidance* that in turn restrains them from exercising autonomy and using intuition in a work situation. While high uncertainty avoidance may be a

contributing factor that constricts creativity and independent thinking, there is still a positive value that can be derived from it. For example, respondent FEMP04 was able to equate such a lack of analytical skills and independent thinking to flow efficiency and consistency on the assembly line:

**FEMP04:** *“Emiratis would perform best doing automatic tasks that do not require too many analytical and independent decisions. I can depend on Emiratis to perform better than non-Emirati workers from Asia, who at times will interrupt or alter processes based on their own intuition.”*

The above statements reflect that Emirati workers are inclined to delegate responsibility in the name of *uncertainty avoidance* and is another indication of a defensive attitude that HR faces when managing Emirati workers:

**FEMP02V:** *“I haven’t had the chance to get to know any Emiratis. None has stayed with us for the two years or more that would provide me with a reasonable amount of time to decide which job role or responsibility Emiratis would excel at best.”*

**FEMP03V:** *“That’s quite difficult to answer and, honestly, I don’t know. Our company has not developed a study regarding the matter. Unfortunately, not all of us in this organisation know the psyche of an ordinary Emirati employee.”*

<i><b>Pattern</b></i>	<i><b>Interpretation</b></i>	<i><b>Theme</b></i>
The ability to identify and best apply Emiratis’ skills	Managers who have invested time in getting to know and	There is a distinction between non-Emirati

is contingent on an awareness of the cultural factors that influence the performance of an Emirati worker.	understand Emiratis, their work cultures and their behaviours are those most capable of creating a work environment that facilitates self-determination.	managers who know Emirati workers well and those who know little or nothing about them.
--	--	---

**Table 7.19:** Implications of Knowing or Not Knowing How to Deal with Emirati Workers

#### **7.5.4 Concepts of Emiratisation: Non-Emirati Employers**

Although all of the non-Emirati employers interviewed for this study were familiar with the policy of Emiratisation, some characterised the concept as equivalent to corporate social responsibility; as a means of coexisting/co-partnering with the government; as a regulation requiring full compliance from non-Emirati executives; as a model for appeasing the government and as a political process (see excerpts below):

**FEMP-01:** *“I consider Emiratisation as our way of showing to the public our corporate social responsibility (CSR).”*

**FEMP-03V:** *“Emiratisation assumes that corporate executives should be doing their homework towards encouraging Emiratis to join the private sector.”*

**FEMP05:** *“What is the real concept of Emiratisation? Who can define it on paper?”*

**FEMP-06:** *“We modified our HR practices to appease the requests of the ADTC to accommodate more Emiratis as far as we can.”*

<i><b>Pattern</b></i>	<i><b>Interpretation</b></i>	<i><b>Theme</b></i>
Non-Emirati employers have their own conceptual definitions of Emiratisation.	Conceptual definitions tend to influence progressive actions being planned or implemented by non-Emirati employers.	The resulting outcomes also correspond to the meanings that an individual non-Emirati employer assigns to Emiratisation.(Some are not necessarily aligned with the concepts/objectives promoted by the ADTC or the TANMIA).

**Table 7.20:** Mixed Conceptions Result in Mixed Outcomes

#### ***7.5.4.1 Contributing Role of Emiratisation***

Comments made by the employers that reflect the contribution Emiratisation makes to their efforts to accommodate Emirati talent in their organisations can be synthesised and thematically presented as follows:

(1) Emiratisation through the ADTC and the TANMIA act as motivators/demotivators for non-Emirati firms to seriously consider employing Emirati workers:

**FEMP02:** *“However, the UAE agencies, the TANMIA and the ADTC, don’t seem to recognise our efforts too well. It’s quite demotivating from our point of view.”*

(2) Emiratisation should be viewed only as a component (not as the entirety) of an organisation’s workforce nationalisation efforts:

**FEMP02:** *“Emirati talent is vital towards the workforce nationalisation efforts. However, workforce nationalisation is also an organisational aspiration more than a mere profit-oriented motivation. If a company is oriented towards Emiratising its operations, the Emirati talent should be tapped fully.”*

(3) Training offers are immaterial until someone takes the opportunity and unless the innate motivational culture of the Emirati workforce is improved, including the work culture:

**FEMP04:** *“Even the finest programmes of the ADTC or the TANMIA will not be useful unless the target audiences are there to attend and fulfill their main purpose.”*

**FEMP05V:** *“No amount of superficial programmes by the ADTC and the TANMIA can remedy these issues unless the change we seek is being promoted to the young at home, in school and in religious institutions.”*

**FEMP06:** *“The ADTC should tap the use of the media to infuse in the youth the value of a work culture.”*

**FEMP07:** *“I can sense that some answers will be found deeply rooted in the indigenous tribal culture of the Emiratis.”*

(4) There were a few instances of Emiratisation being observed by interviewees as a ‘catalyst’ that could foster genuine social partnership if it were expanded innovatively and beyond its focus on Emirati job placements. Emiratisation may well require non-Emirati companies to play a role by looking at Emiratisation from a social responsibility perspective:

**FEMP02:** *“We are here to do business and to make a profit, but not all enterprises are unmindful of your future. At this company, we are very concerned about the UAE’s future and we are willing to partake and contribute to Emiratisation.”*

**FEMP03V:** *“Companies should come to terms with meeting the personal job objectives of Emiratis should these companies really be serious about Emiratising their businesses.”*

(5) Also, the problem was seen as deeply embedded in the Emirati culture. A couple of interviewees suggested that long-term planning should include programmes directed towards the young and engendering in them a work ethic based on real-world perspectives:

**FEMP05V:** *“The healing of the problem calls for the curing of the attitude or mindset toward jobs that are looked down on in this society. The change towards Emirati productivity is about cultural change or attitudinal change.*

**FEMP07:** *“If only the ADTC and the TANMIA would examine it closely, strategies could be redefined and perhaps then they would be effective, if they are aimed at dealing with the Emirati idiosyncrasies and fixing the problem right from the roots. Perhaps in that way, we will begin to see improvements in the number of students enrolling in technical and vocational courses.*

<b><i>Pattern</i></b>	<b><i>Interpretation</i></b>	<b><i>Theme (Overarching)</i></b>
Multiple workable perspectives of Emiratisation were offered. Major stakeholders,	An integrative/collective programme that will encourage all actors to work together in sync towards a	Each party’s own conduct and motives result in multiple processes, creating impacts that not all

including the  ADTC/TANMIA, have  their own imperatives to  work on, corresponding to  their roles in the  Emiratisation of the entire  economy.	unified concept and goal  may be needed.	stakeholders may agree  with.
--	--	-------------------------------------

**Table 7.21:** Mixed Conceptions Result in Mixed Processes

#### ***7.5.4.2 Internalising Emiratisation: An Employer's Dilemma?***

Some of the interviewees found the government policies governing Emiratisation to be vague, lacking firm implementation or direction, and marred by contextual flaws. Given these constraints, employers have found Emiratisation difficult to internalise, and have struggled to generate enthusiasm about certain in-house activities:

**FEMP01:** *“We support Emiratisation but it’s not clear to us how to implement it internally.”*

**FEMP02V:** *“We are quite at a loss over what internal policies we should develop in order to help this nation build its future [through Emiratisation].”*

**FEMP05:** *“It’s a political process with no definite stance. Its regulatory structure is weak and susceptible to many sorts of bargaining.”*

**FEMP06:** *“The system is not perfect. Emiratisation has a lot of flaws when it comes to issues such as hiring Emirati talent for technical jobs.”*

<i><b>Pattern</b></i>	<i><b>Interpretation</b></i>	<i><b>Theme</b></i>
Non-Emirati employers seek a well-defined meaning of Emiratisation so that they can determine what they should internalise and how.	In an apparent absence of guidance how to interpret Emiratisation, employers enact Emiratisation based on their own interpretations.	Multiple interpretations are creating impacts that may not be in total agreement with the true Emiratisation objectives.

**Table 7.22:** Mixed Interpretations Result in Mixed Processes

The participants were vocal in stressing what they felt was needed and what the government agencies should be doing. They argued that their suggestions would alleviate the difficulties they are currently facing regarding efforts to internalize Emiratisation or engender it from within:

**FEMP01:** *“Honestly, my impression about Emiratisation is still vague. I’ve searched for details that will help me understand the concept more concretely but I have not found any. Agencies should issue us concise guidelines or perhaps assign an adviser to guide us through the process.”*

**FEMP02:** *“At this company, we are very concerned about the UAE’s future and we are willing to partake. However, the UAE agencies, the TANMIA and the ADTC, don’t seem to recognise our efforts too well. It’s quite demotivating from our perspective.”*

**FEMP03V:** *“The TANMIA or the ADTC should provide us with some data to guide us more clearly on what [we should be doing] and how [we can] attract more Emiratis to join our company.”*



**FEMP07:** *“Why do Emiratisation agencies like the ADTC and the TANMIA appear to approach labour imbalances from the Western perspective? They should address the problem from a realistic Emirati perspective.”*

Pattern	Interpretation	Theme
The ADTC and the TANMIA were criticised for lacking elements that would promote internalisation.	A need to redefine the context and reconstruct the framework of Emiratisation to address internalisation concerns from non-Emirati-owned technology enterprises.	Emiratisation policies lack firm directional content to support internalisation.

**Table 7.23:** Difficulties in Internalising Emiratisation

#### **7.5.4.3 Strengthening Institutional Grounds for Better Emiratisation**

A couple of criticisms reflected that basic institutional weaknesses are contributing to the difficulties confronting the lead agencies promoting Emiratisation. As the statements below indicate, two interviewees attributed the difficulties in fostering Emiratisation to organic institutional deficiencies:

**FEMP04:** *“Even the finest of programmes implemented by the ADTC or the TANMIA will be useless unless the target audiences heed them and perform according to these programmes. Even if there was an open shop offering free training, if no Emirati youths grabbed the opportunity, what would be the use? So, training availability is not the issue but the willingness, the desire or the fire within the Emirati youth to engage.”*

**FEMP05V:** *The solution of the problem calls for a change of attitudes or mindsets towards jobs that are disdained in this society. No amount of superficial programmes by the ADTC and the TANMIA can remedy these issues unless the change we seek is promoted to the young at home, in schools and in religious institutions.”*

Pattern	Interpretation	Theme
Programmes spearheaded by the ADTC and the TANMIA are of little value if institutional weaknesses are not corrected.	The training and development programmes that are offered risk stalling if there are not enough motivated individuals willing to participate.	Motivation should ideally be cultivated in the young starting at the lowest level of institutions.

**Table 7.24:** Institutional Weaknesses Contribute to Emiratisation Problems

## 7.6 Additional Perspectives from the Workforce

The open space provided on the questionnaires for comments, opinions and other concerns regarding private-sector employment and Emiratisation generated further transcript data. Significant comments contributed by a few participants (employed and unemployed Emiratis) were collated and organised descriptively. The excerpts have been arranged below, with brief introductory passages, transitioning from one thematic cluster to the next.

### 7.6.1 The Unemployed Group’s Comments on Private-Sector Jobs

The dominant theme was the preference of the UG for public-sector jobs. One participant gave a candid statement stressing such a preference, while others made negative statements about private-sector employment:

**U-Res06:** *“I would still prefer to work in the government because it provides security and peace of mind to the employee - unlike in private-sector firms, where they often treat workers as mere robots, the government treats Emiratis as human beings.”*

**U-Res10:** *“I see no long-term and progressive career path in the private sector. I have heard that, in private-sector firms, employers can terminate a worker’s contract at any time, especially if the firm is not making enough profit.”*

Also, the prospect of private-sector jobs still appears vulnerable to social disfavour:

**U-Res10:** *“This situation would never happen in the government because the government is not seeking profit but is concerned with continuity of service no matter what.*

**U-Res30:** *“The negative perception held by most non-Emirati workers of the Emirati quality of work is a persistent challenge. I think that perception contributes significantly to why many of us cannot find jobs, because many private-sector technical firms are managed by non-Emiratis.*

Statements critical of pre-employment procedures were also made. Some maintained that many of the qualifying procedures were irrelevant to the positions applied for:

**U-Res25:** *“Why is English a must in an Arab Muslim country? I have skills in manual jobs but I don’t speak English too well.”*

**U-Res30:** *“Why not test us according to our skills and by means of practical rather than written tests? It is very disappointing that one has to undergo psychological tests before one can get a job that is technical and manual in nature. Private employers are practically creating a work environment that puts us in a shameful position.”*

Perhaps believing their qualifications to be inadequate to compete in the job market, two participants attributed their job search difficulties to external factors, namely, the drifting of the educational system too far away from reality, and the inattentiveness of the MOL:

**U-Res23:** *“We cannot apply in real life what we have learned in college. Our educational system seems too far away from reality.”*

**U-Res29:** *“Why is the MOL too slow in attending to our local needs? We need someone to hear us and attend to our immediate needs.”*

Aside from attributing job search difficulties to external factors, there were remarks made that came across as absurd. One respondent was ambitious but unreasonable (internal attribute), while the other attributed the individual’s inability to distance or the creation of a physical barrier (attributed externally). Either way, the contexts used in the excerpts seemed to fall beyond what could workably be addressed through Emiratisation or corporate HR means. Statements like these also provided reasons why jobs were elusive for them:

**U-Res44:** *“I don’t think I will be accepted because I live too far away from Abu Dhabi where most technical firms are located.”*

**U-Res46:** *“I worked hard to obtain my technical certificates because I need a good rate of pay, but I don’t want a manual job. Later, if I get accepted, I will insist on being assigned to doing administrative work.”*

Pattern	Interpretation	Theme
Reasons for not finding employment range from	Respondents appear to have their own defence	Dispersion of psychological barriers or defensive

pre-informed negative expectations to attributions (external and internal) including anecdotal accounts relating to personal circumstances.	mechanisms all set up and ready when prompted to explain why they think they have not been able to get a job.	mechanisms may be required for the UG participants who demonstrate weak self-determined behaviour.
---	---	--

**Table 7.25:** Negative Perceptions Boost Psychological Barriers

### 7.6.2 The Employed and Their Jobs

The statements shown in the foregoing subsections mostly came from unemployed individuals who did not concur with the EG participants who were used to confirm or negate the SDT variables in the SG-A model. The ‘least satisfied’ employees’ statements concur with the unemployed, with many of the Likert items rated negative and perceived as unavailable/unattainable by others in the UG.

**E-Res27:** *“I’ve been working in a private-sector technological firm for three years already but, even now, I am still working under contract – an open-type contract which gives the employer the full option to terminate it at anytime.”*

**E-Res09:** *“I haven’t encountered an Emirati who rose from the ranks and assumed the role of a leader in the private sector.”*

**E-Res11:** *“I don’t find a clear career path waiting for me in this company.”*

The following comments not only strengthen the negative perceptions but offer doubts regarding the efficiency of Emiratisation:

**E-Res02:** *“Emiratis have strong negative perceptions towards working in the private sector. It will take a long time before changes in perceptions and attitudes align with the direction and vision of Emiratisation.”*

**E-Res05:** *“I’m here because the company needs to make the government happy by fulfilling its Emiratisation commitments. Although I do my duties, I will never develop.”*

Two participants felt that the accommodation of Emirati workers due to Emiratisation in the private sector would lead to standardised labour practices characterised by cheap labour. Some Emiratis feared that they would be obliged to follow suit and enter the private sector:

**E-Res40:** *“As they [non-Emirati employers] require us to emulate Western behaviours and attitudes, we might one day lose our culture, religion and language.”*

**E-Res38:** *The use of cheap labour by non-Emirati employers truly works to our disadvantage while we Emiratis are expected to follow the established labour market.”*

Pattern	Interpretation	Theme
Statements indicating career progression seen as bleak.	Emirati workers receive the same treatment as non-Emirati contract workers.	Non-Emirati employers are insensitive to particular Emirati needs.

**Table 7.26:** Insensitivity to Emirati-related Needs

To attract Emirati jobseekers, the advertising media may have on some occasions raised expectations a bit too far or over-represented the benefits in their promotional pitches to the extent of creating unrealistic impressions - to the disappointment of those who responded:

**E-Res17:** *“I was encouraged because of advertisements showing how rewarding private-sector jobs can be. But when I got here, what I experienced was quite different from my original expectations. Maybe the advertisements presented a too rosy picture.”*

**E-Res27:** *“Sometimes I feel I’m not in the UAE anymore. I am very uneasy because I am treated just like any other worker. Everyone thinks I’m here because I desperately need this job.”*

With such open disenchantment, it can be seen that the workplace is often the source of disenfranchisement. Among the causes of this feeling of disenfranchisement are poor long-term career opportunities, work and salary discrimination, and corporate labour policies that do not conform fully to international best practices:

**E-Res09:** *“I have long-term career goals to meet but I am unlikely to achieve them here, even if I work for years and years.”*

**E-Res12:** *“I was disappointed to learn that I was getting a third of the salary of a European national working in the same company who has the same experience as I have. That’s clear discrimination.”*

**E-Res17:** *“I see a need for some private-sector employers to abide more strictly by international labour standards in favour of workers. I don’t think my company complies with them fully.”*

Pattern	Interpretation	Theme
Promotional and advertising	Institutional pressures upon	Jobseekers’ expectations are

pitches are not aligned with real-life situations, creating a tendency for disenfranchisement.	lead agencies to attract/drive more Emiratis to the private sector.	unmet, especially in tech firms that are not ready for Emiratisation.
--	---	---

**Table 7.27:** Emiratisation Promotions and Organisational Readiness

Several statements indicate that the leadership and management styles of some non-Emirati managers are not highly versatile:

**E-Res05:** *“The management here is strict. It does not discriminate between Emirati and non-Emirati.”*

**E-Res11:** *“Everything else is valid only on paper.”*

**E-Res34:** *“Honest job development, honest job career development, proper supervision, training and responsive feedback – we don’t have this in the private sector.”*

**E-Res35:** *“The non-Emirati bosses are in control of everything. I feel I’m their last priority.”*

The above comments indicate that some Emiratis doubt the sincerity of non-Emirati employers in employing them, and also indicate that Emirati workers experience some difficulties adjusting to multicultural work environments. These difficulties appear to affect their own sense of belongingness and engagement as well as their perceptions of being valued at work. Also, some firms seem to be either indifferent, ignorant or simply insensitive:

**E-RES05:** *“I feel there is no real engagement for me.”*



**E-Res35:** *“I feel I’m their last priority.”*

**E-Res11:** *“There is a lack of knowledge transfer here. I want to improve and climb to a higher level but how can I do that if the company does not allow me to learn more than I have already mastered?”*

**E-Res29:** *“Educational reforms should primarily address the issue of preparing the future generation for private-sector engagement, re-orienting the value of work and re-aligning courses aimed at reducing the gaps between Emirati and non-Emirati labour, as well as meeting the future needs of the country.”*

**E-RES12:** *“Why is it that a European expatriate’s salary is three times bigger than mine although the time we spend and work outputs we produce are the same?”*

**E-Res23:** *“Many workplaces are observed as unfriendly to the Islamic culture. Sometimes it becomes unavoidable for both sexes to work closely with each other.”*

The statement below made by a former Emirati technical worker supports the view that some non-Emiratis have negative perceptions of the quality of Emirati work skills, and that these perceptions also contribute to Emirati frustrations at work:

**U-Res47:** *“I had a technical job but I resigned because my co-workers and my supervisor did not have 100% trust in the quality of my work. I was simply belittled by my co-workers and supervisors who were non-Emiratis.”*

Pattern	Interpretation	Theme
Indifference of non-Emirati	Workplaces devoid of	Emiratisation requires not

employees towards Emiratis, as they receive nothing more than standard treatment.	belongingness and fail to instill the competitiveness needed to motivate workers.	only the conditioning of jobseekers/employees, but also the preparing of employers.
---	---	---

**Table 7.28:** Employers' Readiness to Embrace Emiratisation

Furthermore, controversial comments were made, implying that insensitive attitudes and a lack of care or awareness of their needs were part of a deliberate strategy by non-Emirati employers to create an atmosphere of job dissatisfaction that would cause Emirati employees to leave voluntarily. Other speculative statements were critical of the motives of non-Emirati companies:

**E-RES09:** *"I feel that this company intentionally deprives us of our needs so that we will become so dissatisfied that we just resign."*

**E-RES12:** *"I have a hunch that this is a ploy by the company to upset you and make you leave voluntarily."*

**E-RES05:** *"I'm here because the company needs to make the government happy by fulfilling its Emiratisation commitments."*

**E-Res38:** *"With all the support they get from the government, they seem to take advantage of that so that they can make more money in return."*

**E-Res40:** *"The salaries the non-Emirati workers earn are sent abroad instead of having that huge amount of money circulating inside the economy."*

Pattern	Interpretation	Theme
Speculative and deleterious ideas – external and unrelated to employee performance.	Workers venting their frustration and attributing their dissatisfaction to reasons beyond their control or operational scope.	Work frustrations lead to the transferring of blame or scapegoat finding.

**Table 7.29:** Speculative Ideas and Scapegoating

### 7.6.3 Indicators of Self Determination in the Workforce (UG and EG)

#### 7.6.3.1 Negotiating with Family Pressures

Despite initial family disapproval, one respondent demonstrated persistence in pursuing a future career goal that he felt would bring him personal fulfillment and happiness:

**U-Res15:** *“I took up TVIC even though that meant defying my parents’ wishes. Although my profession is lowly, if it makes me happy, I don’t mind what they say about me.”*

From the excerpts below, it appears that early recognition by the parents of their children’s skills and limitations increases understanding and supports the latter’s freedom to make his/her educational/vocational choices:

**U-Res23:** *“At home and in school, they look up to me as the ‘repair man’. My father wanted me to take up Engineering but I’m not good at calculus. I took up TVET – electronics and computer servicing – because that’s what I’m good at.”*

**U-Res31:** *“The school I attended was so focused on scholastic achievements. I could not compete because I am not good in academic subjects. I asked my father what course to take and he said, ‘take any course you feel you would excel at’.”*

**E-Res41:** *“My academic ratings were very poor. Maybe my parents finally realised that university education was not for me. So, when I decided to enroll in a vocational course, they did not object to the idea.”*

A shared state of joblessness among siblings makes educational accomplishment (regardless of degree level or attainment) irrelevant. This respondent below – a vocational certificate holder – compared himself to his two brothers (both college graduates) who were also jobless:

**U-Res15:** *“Higher educational attainment does not necessarily have an impact given how my brothers are doing presently. My two brothers and sister are all professionals, but only my sister has a job. My brothers, even though they have bachelor’s degrees, have ended up just like me. So, what’s the difference?”*

Pattern	Interpretation	Theme
Early recognition of one’s strengths and limitations facilitates understanding and acceptance by family members.	A determined attitude is communicated as part of a personal philosophy that can be used to obtain family support and approval.	Philosophies and attitudes matching some traits associated with self-determination (i.e. consciousness of autonomy and competence).

**Table 7.30:** Philosophies, Attitudes and Self Determination

### 7.6.3.2 Search for Common Ground

Self-awareness and coming to terms with one's innate skills and talents are starting points for reflection, and encourage one to be honest with oneself concerning strengths and weaknesses, which can act as a springboard, boosting autonomy, belongingness and competence:

**U-Res32:** *"I came to like the people around me – my classmates and instructors – because I feel great being with them and dealing with technical people."*

**E-Res07:** *"I'm satisfied because my knowledge which I learned from trade school and at work brings me total freedom and confidence."*

**E-Res16:** *"As long as my company needs me, I will stay because my company is Emirati-worker friendly, as long as we are doing our best to learn. When we are treated in an equitable and non-discriminatory way, we are able to learn."*

**E-Res33:** *"I feel nervous sometimes because I might lose my job here if I don't update my knowledge and skills. I don't know any trade except the present one I have. I am a manual person, not the intellectual type."*

**E-Res07:** *"I can relate to my co-workers even if others say there are cultural barriers because, when we are together, we talk a lot about our job and the things we do at work which is almost universal for us."*

**E-Res33:** *"There are many competent people around me, mostly non-Emiratis, but I don't hide my deficiencies. I ask if I don't know and they teach me what to do. My co-workers support me and they give me the strength to keep on going."*

Pattern	Interpretation	Theme
To belong in the company of like-minded others potentially brings freedom, confidence and a more resolute attitude towards oneself and one's job.	Individuals who might not have discerned their own potentials and limitations may resort to attributing their inabilities or difficulties to factors outside their own control.	The importance of self-discernment and knowing what common ground to seek has emerged. Diffusion of cultural barriers between Emiratis and non-Emirati workers is possible.

**Table 7.31:** Common Ground and Dispersion of Barriers

#### 7.6.3.3 Proactive Attitudes

The following ambitious unemployed individuals appear retrospective, prospective and proactive, knowing where and what help to seek out, which offers a partial reason why such action is necessary:

**U-Res23:** *“I’m not particular about how much (money I make. I need the ADTC to help me get a technical job because I might lose my skills if I don’t have something to work on.”*

**U-Res31:** *“I need help because I have nowhere to practise my skills. Everything will be gone if the ADTC does not find me a place to work.”*

**U-Res32:** *“I don’t want to regret this decision [taking vocational education], so ADTC, please, get me a job. I want to work now.*

As well as the usual concerns over salaries and benefits, below are some statements that illustrate why these individuals are still determined to work in the technological sector:

**U-Res23:** *“It’s not a question of salary any more. I can live even if I’m jobless. I need to get a technical job because I might lose my skills if I don’t have something to work on.”*

**E-Res07:** *“I am happy with my job although my salary is not as much as that of a government employee.”*

**E-Res41:** *“Although my present job does not have a high status, deep inside I am happy because I can do the work that I am best at.”*

**E-Res43:** *“I’m doing this job for the love of my country. It’s a patriotic act and my way of contributing to national development.”*

Pattern	Interpretation	Theme
Individuals seek psychological fulfillment rather than material gains.	Intrinsic statements reflecting the values a few in the UG and the EG maintain illustrate how these individuals manage their way around the criticisms surrounding private-sector jobs.	Energised intrinsic values lead to proactive and/or motivated behaviours.

**Table 7.32:** Fulfilling Intrinsic Needs at Work

## 7.7 Overarching Themes

The overarching themes of this study were drawn by linking the emergent categories according to their interrelatedness. Without strict regards to the sources of the data, the main themes with potential links to others (based on keywords and/or patterns) were clustered and synthesised. The result was more condensed and succinct categories addressing five overlying themes, as follows (see also Table 7.33):

(1) *Technical/vocational education* appears to be an independent variable that enables a more resolute attitude towards securing a technical job;

(2) *Genuine pursuit of intrinsic values* appears to be an independent variable undeterred by certain mediating factors, which supports a determined attitude;

(3) *Knowledge and awareness* are independent variables that guide employees and unemployed individuals towards self-appraisal, and provide employers with a foundation for stimulating motivation;

(4) *Responding to signals/communicated ideas* is an independent variable that reflects the ability of an organisation to internalise Emiratisation. It also provides an indication of an organisation's readiness to cater to the needs of Emiratis;

(5) *Dissatisfaction* (characterised by ambivalence, disappointment and confusion) is a dependent variable observed in terms of critical suggestions and negative comments relating to unaddressed concerns that matter to individuals and corporations.



Headings		Overarching Theme
A1	Vocational/technical education – a precondition (Table 7.1)	<i>Independent variables</i>  <b>Impact of technical/vocational education</b>
	Education (SG-A vs. SG-B) (Table 7.3)	
	Safety nets (SG-A vs. SG-B) (Table 7.5)	
<u>Note:</u> However, educational attainment is subject to real-world alignment and/or limitations (reality checks/independent variable).		
A2	Impact of secured effects (UG vs. EG) (Table 7.6)	<i>Independent variables:</i>  <b>Existence of intrinsic pursuits</b>
	The absence of certain demands amongthe UG (Table 7.13)	
	Philosophical attitudes and self determination (Table: 7.30)	
	Fulfilling intrinsic needs at work (Table 7.32)	
A3	Feedback mechanism (Table 7.7)	<i>Independent variables:</i>  <b>Knowing makes a difference</b>
	Influence of individual awareness	

	(Table 7.10)	
	Importance of experiencing and receiving feedback (Table 7.16)	
	Implications of knowing or not knowing how to deal with Emirati workers (Table 7.19)	
	Common ground and dispersion of barriers (Table 7.31)	
<u>Note:</u> The role of communication is seen as vital to diffusing any tension between key players. Mode of communicating knowledge should be defined.		
A4	Softer HR mechanics as proactive measures (Table 7.11)	<i>Independent variables:</i>  <b>The quality of responsiveness and its associated outcomes reflect an organisation’s ability to internalise Emiratisation</b>
	Measures to facilitate motivation (Table 7.14)	
	Stereotyping Emiratis (Table 7.17)	
	Practical methods for retaining Emiratis (Table 7.18)	
	Mixed conceptions and interpretations result in mixed processes and outcomes (Tables 7.20, 7.21, 7.22)	

	Insensitivity to specific Emirati needs (Table 7.26)	
	Emiratisation promotions and organisational readiness (Table 7.27)	
	Employers’ readiness to embrace Emiratisation (Table 7.28)	
A5	Criticisms of private-sector jobs (Table 7.8)	<i>Dependent variables</i>  Concerns that matter to individuals and corporations and remain unaddressed result in dissatisfaction
	Difficulties in internalising Emiratisation (Table 7.23)	
	Institutional weaknesses contribute to Emiratisation problems (Table 7.24)	
	Negative perceptions boost psychological barriers (Table 7.25)	
	Speculative ideas and scapegoating (Table 7.29)	

**Table 7.33:** Overarching Themes

## 7.8 Summary of Analyses

The preceding sections have covered a broad range of data contributed by three sets of respondents – the unemployed (UG) and employed (EG) Emiratis, and non-Emirati employers in the technical field. The variables used for the interpolation and discourse

analyses included the following: socio-demographic factors, the main SDT themes and interview transcripts covering opinions encompassing the observed qualities of Emirati technical workers, HRD and HR adaptive measures, and the employers' perspectives on Emiratisation. Tables were created to organise the information and facilitate analysis.

The cross-comparisons of the data sources generated descriptive patterns. Based on the interpretations, a total of 26 main themes have emerged, each of which has been assigned an individual description. Although some were sparsely distributed, these themes contained similarities. When pooled and regrouped, the discernible interrelatedness generated a number of themes, through which a total of four independent variables and one dependent variable were discovered.

In the next section, the main discussion will be directed towards examining linkages/associations between self-determination and the attributes found in these five variables: *education, pursuit of intrinsic values, knowledge and awareness, responding to signals* and *dissatisfaction*. The objective is to establish which combination of these qualities is best suited to addressing Emirati concerns – from the top down and from the work-floor up – regarding imbalances in the UAE national labour force. Other pertinent data (presented in the earlier sections and including data from the literature and demographic data) will be highlighted as necessary to lend support for the resolution of the research problem.

## **7.9 Discussion**

The literature (Al Hassan, 2011; Augsburg et al., 2009; ICOS, 2010; Koji, 2011; Randeree, 2009) indicates poor enthusiasm of Emiratis with regard to working in the private sector

due to a variety of discernable reasons. One of these relates to gaps between public-sector and private-sector jobs in terms of salaries and benefits for Emiratis. As it is extrinsically more rewarding to get a job in the public sector, the incentives for pursuing private-sector jobs appear less appealing in comparison. Such an apparent imbalance implies that the desire to work is generally aligned with the Emirati concept of an ideal work environment. Consequently, logical deductions may unequivocally suggest that, to aim for effective Emiratisation in the private sector, business enterprises should match the labour provisions offered to Emiratis in the public sector. However, their respective basic operating philosophies are not symmetrical. Public-sector jobs for Emiratis comprise a tacit social contract and public welfare provision. Government jobs exist to represent the interests of the state and render public services.

Conversely, private-sector jobs are corporate representations founded on the maxim of profit creation, allied to market forces and so could never match posts with government agencies. Private-sector enterprises are not fundamentally structured to benchmark government targets at the expense of profitability as to do so would compromise the tenets of doing business in a free market economy. It is unlikely that private-sector enterprises will be able to compete with the government civil service salary scales and packages.

Given the above pretexts, exploring the extrinsic dimension to improve Emiratis' motivation to join the private sector can only offer perspectives based on satisfying contingent needs such as work remuneration, higher rewards and incentives. It is conceivable that recommendations relating to salaries and benefits will only offer temporary measures that non-Emirati employers are likely to find deeply unpopular in view

of the disadvantages of hiring Emirati workers. Disadvantages mentioned in the literature include: (1) a deficit of required skills (ADTC, 2010), and the experience and productivity needed in the private sector (Koji, 2011); (2) a lack of motivation (Forstenlechner et al., 2012); (3) unpreparedness for the discipline required to work in the private sector (Al-Ali, 2008) and (4) the high cost of hiring Emiratis (Forstenlechner et al., 2012; Koji, 2011).

Although the above analysis is generally acknowledged, and some of the findings in this study support these disadvantages of hiring Emirati workers, such as skill deficiencies and poor performance in the workplace in non-Emirati-owned technical firms, there are notable exceptions that might explain why some non-Emirati employers manage to retain Emirati workers and why the latter continue to work in the private technological sector despite the concomitant lower pay and benefits. Thus, it seems that there are several avenues that could be used to foster employer-employee relationships beyond simple extrinsic factors. Vetting the exceptions to the general rule (i.e. those employers who retain Emirati workers and those Emirati workers who remain in the private sector) should provide a picture of the intrinsic side of the equation.

### **7.9.1 Addressing the Research Questions**

This study was guided by four inductive questions in exploring the challenges to human motivation in the context of HRD. Two of the research questions were focused on self-determined behaviour in relation to the satisfaction of the basic psychological need for autonomy, competence and relatedness/belongingness. The remaining two concerned motivational strategies and factors that might motivate non-Emirati employers to fully support Emiratisation.

***7.9.1.1 Research Question No. 1 (RQ1): How do technical job applicants evaluate the three basic intrinsic needs of autonomy, competence and relatedness in terms of their degree of importance?***

Under the SDT framework, the three basic needs of *Autonomy*, *Belongingness* and *Competitiveness* (ABC) facilitate self-determination and effective functioning. The ABC can be addressed by creating a work environment conducive to meeting such needs. This can produce the necessary elements for human growth and development, as well as for the internalisation of extant values and regulatory processes that can bring about change in an individual (Ryan, 1995).

Thus, based on the SDT, HRM that facilitates the achievement of these needs is effectively promoting self-determined functioning amongst the employees. There is an advantage to knowing which processes will facilitate change in an individual and how to implement such procedures. An early identification of the basic constructs encompassing these psychological needs is thus necessary in order to set up initiatives, priorities and future actions. Thus, RQ1 was constructed around that premise and aimed at acquiring an immediate idea of which of these three basic intrinsic needs was rated most relevant by the UG.

The data illustrating how the UG rated the three basic intrinsic needs in the context of SDT were presented previously in the analysis section (Subsections 7.4.1, 7.4.2 and 7.4.3). However, in order to demonstrate more clearly which of *autonomy*, *competence* and

*relatedness* was assigned the highest importance, Table 7.34 has been developed to provide a collective synthesis of the information.

<b>Belongingness/Relatedness Goals</b> <b>(7/7 items or 100%)</b>	<b>Ranked by the UG/ Order of preference</b>
Team participation/becoming part of the team	1
Acceptable to family and friends with positive degree of approbation	2
Becoming part of the organisational culture	3
Respect for individual and personal status	4
Salary compatible with private sector	5
Comfortable work environment	6
Job/task variety	7
<b>Competitiveness Goals</b> <b>(5/6 items or 83%)</b>	
Improving English skills	1
Mentoring/coaching system	2
Rewards and recognition	3
Training and education	4
Feedback on performance	5
<b>Autonomy-related Goals</b> <b>(1/5 items or 20%)</b>	



Religious and cultural practices	1
----------------------------------	---

**Table 7.34:**Motivational Goals

After labelling the items and assigning them to their respective categories, the motivational goals were ranked based on the frequency distributions from highest to lowest degree of importance. Subsequently, each category was weighted according to the final number of items marked by the UG as important. Those motivational items perceived as either less relevant or irrelevant were marked as insignificant and excluded from the final tally.

As shown in Table 7.34, *belongingness/relatedness goals* were ranked first, showing a 7/7 (100%) agreement rating, indicating that the UG anticipated that all seven features in this category were available in the private technological sector. *Competitiveness goals* ranked second with a 5/6 (83%) agreement rating. The UG did not find the sixth item (‘merit-based promotion’) essential. Conversely, ‘religious and cultural exercises’ was the only one of five items in the *autonomous goals* category identified as important, causing it to be ranked third (and last) with a 1/5 (20%) agreement rating.

Thus, having acquired the basis for ranking these three basic intrinsic needs, it can be stated that RQ1 has been successfully addressed.

***7.9.1.2 Research Question No. 2 (RQ2): Are these intrinsic needs realisable in a real-life work context in private technical/technological firms?***

It was in answering this question that data triangulation became so important because the UG informants were expected to have little knowledge or experience on which to base well-informed assessments. Thus, in order to obtain a more accurate picture, the EG group was surveyed and non-Emirati employers were interviewed as they were considered most

capable of appraising the availability and attainability of these intrinsic needs in the work context. The results are presented under two subheadings, starting with a reiteration of the matching of results between the EG and UG samples, followed by a discussion of the implications regarding the facilitation of self-determination obtained from the textual interview data.

#### 7.9.1.2.1 *Achievability as Rated by the EG*

The data obtained from the EG were used to produce inputs to determine which of the ABC-SDT needs reported to be desired by the UG were perceived by the EG to be available or attainable in the technical work sphere in Abu Dhabi (Tables 7.9, 7.12 and 7.15). Table 7.35 illustrates the level of agreement between the two samples.

<b>Basic Intrinsic Needs</b>	<b>Ratio of Demand to Attainability</b>
<i>Competitiveness</i> (5/5)	100%
<i>Autonomy-related</i> (1/1)	100%
<i>Belongingness/Relatedness</i> (5/6)	83%

**Table 7.35:** Level of Agreement on Basic Intrinsic Needs

The competitiveness and autonomy-related goals both achieved a 100% correspondence. This indicates that the EG confirmed the attainability of the UG's sought-after items in both categories. However, in terms of weighting, the *competitiveness goals* were ranked first due to the number of factors that were in agreement in that category (five out of five), compared to the *autonomy* category (one item identified by the UG and confirmed by the EG).

Based on the proportion of factors confirmed by the EG, the *belongingness/relatedness goals* could have even more weighting (five out of six items) than the *autonomy factors*

(one out of one item), although it rated 83% in terms of correspondence. The data gathered were not adequate to attest to the realisability of the item ‘salary compatible with private sector’.

#### *7.9.1.2.2 Achievability as Implied or Explicated by Non-Emirati Employers*

Most of the questions asked in the interviews were probing questions aimed at producing answers directly associated with the ABC of the SDT. The participants were informed of the particular constructs of motivation of interest in this study. The questionnaire was centred on the employers’ perceptions of Emirati performance at work and on finding out what they had done to attract Emiratis to work in their organisations and then retain them. This study assumed that elements helpful to fostering SDT could be discerned from information reflecting how the firms’ respective HR departments were responding to the innate needs of Emiratis.

Concerning the perceptions provided by the interviewees, some non-Emirati employers emphasised the shortcomings of Emirati workers. Examples included a lack of work motivation [FEMP03V], a lack of analytical skills [FEMP05V], a lack of productivity and the inability to work with non-Emirati co-workers [FEMP07]. Few of the interviewees indicated (even implicitly) that they were making attempts to satisfy the innate motivational needs of Emiratis. However, some statements by FEMP04-UP offer a unique and encouraging perspective: *“We highly value their [Emiratis] being employed in this company, more than appraising them based on mere performance or employee productivity points.”* This statement stood out as one of the few that was positive, and a further examination of additional excerpts from interviewee FEMP04 showed similar structures

illustrating approaches aimed at creating an environment suited to the Emiratis, as the following excerpt indicates: *“If HRD were a fault finder, we would be replacing Emirati workers at least three times a year for the same position. Often, we adapt to their ways and we are learning from them.”*

In the context of SDT, such a statement could be considered an attempt to introduce measures to facilitate the fulfillment of psychological and developmental needs as well as promoting self-determined motivation and optimal functioning. It further calls attention to the fact that, in some organisations, efforts are being made to modify the working environment to produce a climate that will stimulate Emirati workers. From the FEMP04 data, it is evident that Emirati workers receive special treatment (or increased tolerance) at that firm, in recognition of a need to stimulate optimal performance. This type of measure could be understood as an intervention used to help employees obtain a more self-determined attitude.

According to Deci and Ryan (2006b) SDT can be seen as more relevant to perspectives dealing with self-regulation and for understanding specific elements that facilitate desirable work outcomes (Baard et al., 2004). Thus, it should also be understood that its scope is not simply for the individual to discover or tackle such issues alone. Instead, the issue of self-determination requires the participation or perhaps the evaluative assistance of a second or third person to extract perspectives and activate self regulation.

Understandably, there are instances when an individual may not be able to achieve self-determined behaviour by his/her own efforts alone, particularly if that person requires intervention or needs to be in an environment conducive to the satisfaction of his/her innate

needs. The term ‘self’ in the self-determination of the focal person is rather meant to be cultivated and fostered together with another person or an organisation. Hence, the concept of SDT is not just a self-help/self-discovery method but requires another party’s involvement if self-determination is to be cultivated in an individual. Based on that premise, HRM that facilitates the achievement of these needs is, in effect, promoting self-determined functioning amongst its employees.

#### *7.9.1.2.3 Initiation by Non-Emirati Employers*

Based on the patterns and themes derived, the interview data reflect HR policies and practices that can be interpreted as having the capability to produce opportunities for the fulfillment of the ABC-SDT. Among the patterns and themes that reflect strong initiatives by non-Emirati employers are the following:

(1) *Adaptive HRD* – likely found in technical firms where soft and flexible HR policies are applied to Emirati workers. It is considered in this study as an independent variable, whereby the extent of development of self-determined behaviours is dependent on the degree to which these adaptive HR measures are made appealing for the targeted employees.

(2) *Ability to Recognise the Best Fit for Skills and Talents* is an independent variable that incorporates awareness and actions being taken by non-Emirati employers to cultivate competence-related aspects such as merit and recognition, mentoring, training and giving feedback on performance. This feature may also be considered the starting point or a major prerequisite of adaptive HRD practices.

(3) *Supporting Emiratisation* is considered in this study to be a dependent variable such that the level of corporate commitment towards and actual involvement in rethinking HR practices is seen to rely on the strength of the advocacy and governance of the TANMIA and/or the ADTC. The study results have yielded significant indications that the incumbent efforts to engender Emiratisation by lead agencies such as the TANMIA have created corresponding initiatives by non-Emirati firms to rework their HR policies. The drive and activity in response to Emiratisation campaigns are likely to lead to corresponding HR initiatives which might include the creation of work environments more conducive to the fostering of self-determination.

In summary, all three of the ‘employer support’ items encompass the rethinking of processes that are exclusive to an organisation. In the absence of more succinct representations, this study can only assume that the subsequent response and action might incorporate measures that encourage self-determined behaviours. Anticipated to depend on the conceptualities and contingencies confronting an organisation, no full assertion can be made as to whether the quality of the HR interventions will conform to the intention to create a work environment that facilitates self-determination.

Therefore, it can be considered that RQ2 has generated answers to the question of whether the intrinsic needs sought by the UG are realisable. Derived from two sources/perspectives, both data sets were used quite differently. The EG data were more pronounced and were primarily used for affirming or denying the presence of the desired intrinsic features, while those originating from the non-Emirati employers were generally latent or implicit. The

latter were used to infer why some non-Emirati technical firms tend to create more Emirati-friendly work environments than others.

***7.9.1.3 Research Question No. 3 (RQ3): What motivational strategies can be employed to modify job applicants' attitudes and perceptions in regards to technical jobs?***

It was presumed that the responsibility for drafting and implementing motivational strategies for the *target clients* lay with the organisational and institutional bodies. In this study, the *organisational* context was typified by the non-Emirati employers, while the ADTC and the TANMIA were examples of *institutional* groundwork. The target clients were the UG and the EG. The synthesis of findings across patterns and interpretations generated various themes. From gaps in some of these themes, a corresponding set of actions was derived and developed into motivational strategies. Some of these are as follows:

(1) *Autonomy in the workplace* – the importance of religion and cultural values to the UG made the other scalable items (i.e. acting on one's own initiative; chance to achieve a healthy work/life balance) relatively unimportant. This factor was also regarded by the EG as having the topmost priority and was ranked above *autonomy for advancement* – the second highest item and the only other item that was rated positively by the EG. Contrastingly, this same item was not regarded by the UG as important and received a negative rating.

Given the above-mentioned disparity, the differentiating variables between the UG and the EG were reexamined. It emerged that *job experience/work engagement* was a potential distinguishing marker because the item in question appeared to have a stronger affinity with

the immediate affairs of an employed individual than with those of an individual still searching for a job. This being so, the UG rated it quite poorly, perhaps due to a lack of cognisance and a relative inability to identify the contextual character of *autonomy for advancement*. Hence, this study acknowledges the mediating role of *work engagement* in the detection of motivational factors.

In developing further understanding of why the employed were better attuned than the unemployed to their autonomous needs, awareness and ability to know one's needs emerged as salient. The EG were observed to be equipped with two approaches for assessing their needs, one external (popular/external environment) and the other internal (contextual/internal environment) to their organisation. Thus, the EG could construct their basic need for autonomy from stimuli located both inside and outside their actual work environment, while the UG could only make sense of and draw meaning from what they could perceive outside of the organisational context.

In this study, *freedom of religious and cultural expression* provides an example of a need stimulated by the general/popular environment that is recognised by a larger population as important. On the other hand, *autonomy for advancement* illustrates the contextual character of autonomy that is recognized by fewer individuals (mostly from the EG) with either previous or present knowledge, sourced from and stimulated with the organisational context. Nevertheless, non-Emirati organisations often have to assimilate the commonly observed traditions as well as cultural and religious practices of the UAE host country. However, the outcome of internalising external or popular requirements may vary from one



organisation to another and could result in a contextual environment that is different from the general expectations of the targeted clients (employees).

In general, the technical firms are aware of the pitfalls of exercising non-tolerance of religious and cultural practices. Despite their efforts, however, the results have generally fallen short of expectations. According to the ADTC (2010), religious tolerance remains on the list of the top 12 Emiratisation challenges.

It can be said that paradigm shifting has a role to play in undermining certain traditions. As Willemyns (2008) asserts, conservative or religious restrictions, as an illustration of the shift from traditional to Westernised management (or vice versa), should be studied carefully. Otherwise, if certain modifications result in a deep contrast with the priority values based on religion, cognition, and social and economic customs (Houjier & Rieple, 2012), the impact of perceived cultural displacement or incompatibility may create anxiety and insecurity, making physical or emotional withdrawal the option of choice for Emirati employees (Pech, 2009).

In response to the above principles, a method of narrowing down potential gaps between those needs originating externally and those originating internally was developed. Table 7.36 below provides a self-explanatory layout showing how the two autonomous goals can be classified.

<b>Religious and cultural autonomy</b>		
<i>Classification</i>	<i>Target Client/s</i>	<i>Strategy</i>
Externally sourced/Popular	Employed and Unemployed	Instill traditional values strongly, especially among the young, and prevent a weakening of the social fabric. Firm regulations should strictly require all private-sector business organisations to abide by governing policies. Best implemented by the UAE government and/or government-run agencies (i.e. ADTC and TANMIA).
<b>Autonomy for Self-advancement</b>		
Internally sourced/Contextual	Employees	Better undertaken at organisational levels due to contextual variations. HR mechanisms may be adjusted to give Emiratis reasonable leeway. Useful for retaining Emiratis.
Internally	Unemployed	Better undertaken solely at organisational

sourced/Contextual	/Jobseekers	level or in strong partnership with government agencies to transmit the contextual layout more accurately. Useful for recruiting Emiratis.
--------------------	-------------	--

**Table 7.36 :** Religious and cultural autonomy

In relation to RQ3, the results suggest that the main motivational strategies to be employed should follow a framework focused heavily on autonomy-support mechanisms encompassing religious or cultural expression and self-advancement. A properly classified autonomous goal and well-identified target client will help set the direction for motivational reinforcement strategies. Reassessing the differences between the popular and contextual need for autonomy could generate more scenarios and options, which could help in the nomination of the right agency for certain strategic concerns (i.e. private organisations for internal and public agencies for public/social concerns) and with adapting HR measures so that they are more tolerant not only to customary practices but also towards the Emirati workforce.

(2) *Belongingness/Relatedness* – TVE was found to be the single most important factor influencing career direction and choices as well as relatedness at work. Education appeared to be a precursor enabling jobseekers to develop their own basic concept of work and determine the group of workers or type of organisation to which they felt they belonged. The UG labeled seven preconceptions of organisations as meaningful (Table 7.12). On the other hand, the EG pinpointed four objectives as realisable. The three motivational goals

that were rated as unlikely to be achievable were: (1) salary compatibility with the private sector; (2) team participation and (3) job/task variety.

This concept of belongingness/relatedness in relation to ‘meaningfulness’ is seen in the JCM as a ‘connector’ to IM that relates to task identity and variety, and to skills variety (Jones & Fletcher, 2003; Schermerhorn, 2010). However, despite these (contextual) items being unlikely to be realised, the EG participants have managed to stay in their jobs. This can be interpreted as indicating that some participants in the EG may have found their work and other associated factors more motivating than the demotivating effects of a lower salary (than in the public sector) and the lack of team involvement and task variety. The written questionnaire was limited and did not provide any further data to explain this phenomenon, but the interview data from FEMP04-UP yielded a breakthrough.

In essence, the FEMP04-UP data supported the contention that a working environment can be adapted to meet the needs and expectations of prospective employees, so that its values induce positive feelings of loyalty and belonging. The findings of this analysis indicate that changes in social policy engage both institutional and individual change. These results show that corporate organisations benefit from carefully thought-out forward planning, fully supported by HR, that can lead the way to evolutionary change.

Emirati workers must rely on individual experience and the collective experience of their history, culture and society as a repository of knowledge to guide and support them. Concerning the motivations of the typical Emirati worker, one must understand a set of cultural, social and economic influences to understand the forces that inhibit Emirati

workers from uniform participation in economic sectors in which others may have a headstart.

Thus, it seems that a working environment can be manipulated and made conducive to the needs of the target clients. These results show that a well-planned measure requires not only full HR support but also good knowledge and comprehension of the typical Emirati worker. In some senses, the Emiratis' position of weakness is also their position of strength. Heavily outnumbered in their country, and catapulted by economic success into the 21<sup>st</sup> century, many Emiratis will be concerned that the creation of a strict meritocracy may call into question generations-old customs and practices, and so dilute their sense of national identity from which they derive their sense of self.

A good understanding of Emiratis' weaknesses may lead on the other hand to a more refined perspective on their corresponding strengths. Investing in these strengths rather than focusing on their weaknesses suggests a general strategy for retaining and attracting Emirati workers. If implemented in organisations, the strategy might compensate to a certain extent for some of the negativities brought about by the aforesaid unrealisable goals.

To develop sound motivational strategies based upon the general findings and synthesised points from FEMP04-UP, it would be relevant to set the direction based on the type of target clients. As all of the items identified in this study were contextual, an organisation may have to decide on whether their best strategy should be aimed at retention (catering to existing Emirati workers) or recruitment (making their company more appealing to Emirati job applicants).

In relation to RQ3, Table 7.37 provides a self-explanatory summary of some of the suggested strategic directions that could be undertaken.

<b>For skills development and retention</b>		
<i><b>Classification</b></i>	<i><b>Target Client/s</b></i>	<i><b>Strategy</b></i>
Internally sourced/Contextual	Employed	Design special HR measures focused on their strengths rather than their weaknesses. Strengthen the value of their involvement and foster stronger Emirati commitment towards their jobs by increasing their sense of ownership and pride. They should be made aware that the management values their contribution to the organisation.
<b>For attracting Emirati job applicants</b>		
Externally sourced/Popular	Unemployed/Jobseekers	In addressing salary disparities between public- and private-sector firms, lead agencies (i.e. ADTC) could review policies and propose the passing of UAE labour laws mandating an increase in the minimum wage scales for Emirati workers in the technical

		field. A long-term yet meaningful act.
Internally sourced/Contextual	Unemployed/J obseekers	Given that Emiratis in general have difficulties mingling with non-Emiratis, the concept of ‘team participation’ and ‘job/task variety’ should be promoted between Emiratis only, until such a time as some of them are able to develop the ability to gel and work in harmony with expatriate workers. In this way, HRM can create an entry-level atmosphere not totally devoid of these sought-after features.

**Table 7.37:** For skills development and retention

***7.9.1.4 Research Question No. 4 (RQ4): What motivational factors affect mid-sized and smaller firms’ success in their Emiratisation campaigns?***

In contrast to the banking and insurance sectors, there is no prevailing quota or formal regulation imposed upon the technical industries. This study followed the ‘more than 50 employees’ baseline to develop a similar criterion as is used for determining business sizes in the trade sector (Chartouni, 2011; Randeree, 2012). This baseline is considered important because firms with 50 or more employees are exposed to more rigorous monitoring under the ADTC and the TANMIA, compared to smaller businesses. Aside from using this qualifying criterion to determine suitable employers to use to address RQ4, the assumption

was made that smaller firms (not held strictly accountable under Emiratisation laws) are free from institutional pressures and bureaucratic restraints when deciding on the number and the nationalities of workers they may hire. All of the non-Emirati employers who participated in this study were classified as small-to-medium-scale firms having no more than 50 employees.

The interviews with non-Emirati employers produced indirect yet indicative data that address RQ4. Due to its role as an agent for addressing Emirati displacement in the labour market, Emiratisation was made the central theme for probing potential sources of motivation based on which non-Emirati employers support Emiratisation. From patterns observed in the interviews, two motivational sources emerged as dominant: the profit motive and the motive to Emiratised business operations. Each resulted in distinct general HR features.

Two typical HRD approaches or styles were evident: (1) straightforward and (2) flexible/adaptive. The first is understood in the context of this examination as HRD practices and policy implementation based on methods and measures that apply to all employees, regardless of personal or social circumstances, i.e. ethnicity/nationality, cultural background, traditional traits and attributes. The second refers to internal policies, measures, practices and norms that are adapted to certain contingencies involving Emirati workers.

In general, the participants who stressed the relationship between Emirati workmanship and productivity, and how the latter affects profits, tended to be the ones who adapted



straightforward HR policies characterised by standard appraisal measures for all workers regardless of nationality. This system of scaling workers' productivity side-by-side on equal terms tends to leave the typical Emirati worker far behind, given that the Emiratis' work culture and productivity are not on a par with non-Emirati nationals. In effect, standard and straightforward HR mechanisms are likely to create a competitive work environment in which Emiratis are not yet ready to compete. Such an environment that almost guarantees defeat, disappointment, frustration and ambivalence and is tends to be a demotivating rather than a motivating state of affairs for the Emirati workers.

In a quite different approach, a few participants appeared to have seriously observed and evaluated Emirati workers. Perhaps through constant assessment and recognition of their strengths and weaknesses (in the workplace), these employers have developed their own strategies of dealing with Emirati workers and have eventually settled on soft or adaptive HR measures instead of basing their evaluations on standardised HR metrics. This means, in general, that Emirati workers receive 'softer' HR-related treatment than expatriates. Such measures could include any ABC-SDT support-driven or tolerant and pragmatic practices that may be motivated by the concept of Emiratisation, CSR or personal and relational judgments deemed to create space for professional development and better working relationships with UAE nationals.

In relation to RQ4, robust insights can be derived from the statements made by those non-Emirati employers who practise adaptive/soft HR measures rather than from the statements from those employers who strongly adhere to straightforward approaches. Some patterns

emerge regarding measures that produce effects favourable to some of the aims engendered in Emiratisation (i.e. Emirati worker retention and the ability to attract applicants).

Although elements such as soft/adaptive HR approaches, special appraisals and treatments, as well CSR and corporate internalisation may be considered positive enabling factors, the results do not absolutely confirm that these actions have been directly influenced by Emiratisation, as the source of motivation could not be established. Therefore, this study has not been able to fully address RQ4. Only postulations can be made, based on the association between these actions and the results that support Emiratisation goals.

### **7.9.2 Employers' Dilemma with Emiratisation**

Private-sector employers are frustrated by the government regulations and disjointed policies. In the sense that the government has control over both perceived problem areas, some government officials will complain that they find it difficult to draw a line between the public and private sectors. Although the aims of Emiratisation are seen as laudable, in practice it is regarded as a flawed box-ticking and ill-directed process. As one respondent put it, it is a “*political process with no definite stance*”. Employers' attitudes towards Emiratisation are influenced by their role in implementing it. With non-Emirati firms having their own interpretations, they will obviously implement it according to these constructs.

Hence, if a group of employers is given a single directive to implement, it is foreseen that it will be difficult to get them to perform as required and produce an overall satisfactory outcome. Therefore, in instances where the ADTC or the TANMIA need the cooperation of employers (to contribute towards a common goal), the process may falter unless each of the

participants is reintroduced to the Emiratisation concept, thoroughly orientated about the goal in question, and instructed in how they can work together as one harmonious whole.

Apparently, neither the ADTC nor the TANMIA have adequately addressed this problem, as some of the employers still appear confused in terms of absorbing the concept of Emiratisation into their own corporate domains. The non-Emirati employers openly criticised these government agencies for lacking institutional substance, which often causes difficulties for them in terms of internalising Emiratisation. Also, by not giving employers adequate direction, the government expectations may not always achieve outcomes that are aligned with their original vision. Some non-Emirati technological firms are aligning their actions according to their own views, either as CSR, or complying for conciliatory reasons to appease the government. On the basis of ‘extended’ tolerance, one employer has found it more convenient to retain older, experienced Emirati workers rather than firing them and hiring new Emirati staff.

Training and other developmental policy provisions that government-led agencies would expect from private-sector technical firms are also problematic because, often, targets are being set without prior consultation with the technology firm concerned. These agencies do not always ascertain that the assigned directives meet the contextual capacity of specific technology firms. One common instance relates to the automatic assumption that private-sector technological firms should know what training initiatives should be implemented. Based on the comments by FEMP02V and FEMP05, the ADTC normally passes on the full responsibility for training new hires to the firms, without offering any concrete, industry-

specific guidelines. As a result of which, firms often do not know where to begin, in terms of bringing Emirati workers into the employment fold.

Although these agency deficits are postulated to have a hindering effect, some apparently sincere and independent attempts to integrate Emiratisation within the corporate sphere have occurred, creating an atmosphere more conducive to the development of self-determination among Emiratis. Thus, a few non-Emirati employers have already laid the foundations for the achievement of intrinsic needs and, in effect, are promoting self-determined functioning amongst Emirati employees. In all reason, there is an advantage in knowing which processes will facilitate these motivational improvements within the work environment and how to implement them. Identified as one of the five overarching themes, depth of knowledge and level of awareness are found to be independent variables that influence the direction and pace with which non-Emirati technical firms channel themselves towards a brand of Emiratisation that purportedly lacks firm directional substance.

### **7.9.3 Overarching Themes and Implications**

**7.9.3.1 Technical/Vocational Education** – TVE stood out as the strongest variable influencing the disposition of individuals towards either seeking (UG) or keeping (EG) a technical job. It was observed to have strengthened both self-competence and career direction. Hence, TVE is linked to increased job search efforts and the relative chance of eventually being hired in the technical industry. The survey data obtained from both the UG and the EG support this assertion (Subsections 7.3.1 to 7.3.3).

The literature has stated that education is pivotal and able to socially transform students, resulting in different forms of interest, intention and action (Madsen & Cook, 2010). TVE is

presumed to orientate the vocational identity and favour interpersonal environment of the students (Soenens & Vansteenkiste, 2005) towards the technical professional field. Therefore, a sizeable number are likely to exude high levels of social competence and vocational identity on completion of their technical/vocational courses. With their freshly acquired competence and resolve to secure a job, the presence of intrinsic orientations towards self-actualisation and self-expression becomes apparent. Such manifestations can be interpreted as indications of self-determined behaviour, which is linked to positive job-related outcomes (Kuvaas, 2008; Lam & Gurland, 2008; Vansteenkiste et al., 2007). Notwithstanding this, there are certain environmental factors that tend to contribute to the weakening of self-determination.

**7.9.3.2 Concerns that, if unaddressed, might result in dissatisfaction** – the SDT presupposes an interplay between the environment and the individual, which gives rise to different types of motivation (Hagger & Chatzisarantis, 2005). These environmental cues mesh personal interests with free choice and are indicative of an autonomy orientation (Latham, 2007). However, autonomy must operate within the confines of the prevailing labour market, wherein job opportunities in the private technological sector for Emiratis are limited. The interview data produced a variety of situations that indicated why Emirati workers are rated poorly, particularly in technical firms where uniform HR scales are applied. In competition with expatriate workers with work experience in their respective home nations, the opportunities for inexperienced Emiratis are extremely slim. It makes sense, therefore, to assume that the wide availability of non-Emirati labour contributes to repeated job search failures for Emiratis, and that losing job opportunities to non-Emirati

workers may further weaken Emiratis' original levels of motivation. As Singerman (2007) notes, once the feeling of disempowerment takes hold, it will exacerbate sentiments of exclusion.

Hence, instead of spending their prime years in a work environment where they feel they belong and where they can express their competence with a sense of autonomy, a majority of the Emirati respondents have had to experience a period of unemployment, supported by close family members for months or even years before finding employment. Furthermore, as Koji (2011) and Wilkins (2001b) have postulated, the safety nets created by family wealth, and the generous welfare benefits from the state act as disincentives with respect to many young people either pursuing educational attainment or entering the labour market.

In addition, the survey data from the unemployed sample also indicate that some of them have developed speculative and negative perceptions of the private technological sector. Apparently, long-term unemployment and serial job search failures in the private sector have created pre-emptive, negative thoughts of dissatisfaction, disgust, doubt and distrust. Some of these are knee-jerk responses, that is, temporary subjective judgments based on immediate reactions to setbacks, and further modified in the face of new challenges to finding employment in the private technological sector. Examples include the following: (1) the MOL is partly blamed for its seeming inability to create jobs; (2) difficulties in getting jobs in the private technological sector are typically conceptualised as due to Emirati-unfriendly factors; (3) private-sector job market opportunities are interpreted as being inherently for non-Emirati workers and not for Emiratis; (4) non-Emirati-owned firms are deemed to fail to provide genuine support for Emirati talent/skills development

and to discriminate against Emirati workmanship and (5) institutional shortcomings at the ADTC and TANMIA are blamed for the prevailing gaps between education and real-life demands.

**7.9.3.3 *Knowledge makes a difference*** – knowledge was observed to be an independent variable crucial to the development of the concept of Emiratisation. Education provides the foundation and provides young Emiratis with the knowledge they may need to confront real-life challenges in the technical field. Additionally, experience and continued knowledge accumulation through training or feedback mechanisms reinforces this foundation for the employed. This postulation is also consistent with the concept of the internalisation or personalisation of needs satisfaction (Luyckx et al., 2009).

The UG participants have not yet obtained sufficient discernment to undergo the process of identifying their needs to the same extent as the EG participants, obviously lacking actual and contextual experiences. Also, their levels of self-appraisal and personal needs assessment are presumably limited to the knowledge they have accumulated about themselves. Whether from earlier employment or from college, the knowledge they hold concerning their individual competencies cannot be elaborated or treated with great significance until they are able to gauge themselves against the actual, contextual demands of future jobs. It can hence be surmised that an inexperienced Emirati will still have to negotiate through and resolve whatever deficiencies they perceive or recognise themselves to have. Prior to developing the ability to address those needs, they will need to find out for themselves whether the work environment can provide them with the support they need for self-development.

In this analysis, the anticipated relationship lies in the interaction between the newly hired employee, the work environment, and the eventual responsiveness of the non-Emirati employer. For non-Emirati employers, knowing how to deal with Emirati workers makes a real difference. For example, a discerning non-Emirati technical-sector employer needs to know the kind of autonomy support that will foster self-efficacy, relevance and competence. Furthermore, knowledge enhances the discernment of suitable common ground and the ability to disperse potential barriers, especially those brought about by speculative and unfounded information. Institutionally, Emiratisation has the capability to grow knowledge, address gaps and propose measures that will encourage self-determination.

**7.9.3.4 Responding to signals/communicated ideas** – the ability of an organisation to respond to signals or to communicate ideas appears to be related to the level of care taken in respect to internalising Emiratisation. In this study, there was no predefined measure of intensity nor any measure of how deeply Emiratisation has officially penetrated into the corporate domain. The only basis used was the assumption that flexible HRM is more responsive than that based on straightforward policies.

On another note, this study has taken the term *internalisation* to mean the process of consolidating popular Emiratisation concepts into corporate HR practices. Thus, corporations apply external regulations with autonomy and in their own contexts. Internalisation is also seen as an effort by non-Emirati technical firms to absorb and apply internally the external mechanisms engendered in Emiratisation. Hence, to put the aforesaid



perspective in motion, the roles of the ADTC, the TANMIA and other lead agencies promoting Emiratisation are seen as crucial to the espousal of its principles.

From the data obtained, it can be seen that non-Emirati employers have applied HR measures in ways that resonate with their own corporate agendas. Under the presumption that no two corporate agendas are alike, the integration of HR practices can be identified with Emiratisation and has understandably resulted in contextual variations. These practices are described as assimilated Emiratisation because this study has not validated whether all or part of any adaptive or soft HR policy can be directly attributed to Emiratisation.

Emiratisation in the private technological sector is not obligatory but voluntary for the non-Emirati employers. Some of the actions implemented were found to be Emiratisation-friendly and others not. Yet, in the absence of any regulatory mandate, it is difficult to determine whether the gaps are Emiratisation-related. Indications of regular monitoring or visits from government-led agencies did not emerge from any of the interviews. No signs of direct promotional pitches were even apparent, only the employers' own understanding and knowledge of Emiratisation acquired externally throughout the years. The choices and implementation of HR policies are at the discretion of the non-Emirati employers. Their effects may or may not be classifiable as Emirati-friendly. Thus, this study has found no immediate sign that the private-sector technological industry is generally ready for Emiratisation. However, a few non-Emirati firms were found to have put mechanisms in place that could facilitate the ABC of self-determination for Emirati workers.

**7.9.3.5 *Genuine intrinsic pursuits*** – as implied earlier, TVE is identified as a factor that fortifies individuals' belief in their competence and sense of belonging. Thus, self-

determination to pursue a career in the technical field is assumed to be far greater among those with than with a technical education/background rather than those without a technical education/background. Demotivators and adjunct factors that tend to weaken the original level of motivation still exist after individuals have finished vocational college. From the evidence of the EG, some of them have successfully conquered these challenges. Therefore, it makes sense to assume that the strength of an individual's desire to satisfy his/her intrinsic needs is relative to the propensity for the individual to attain his/her goals.

Although there is no working formula that can be extracted, since an Emirati's triumph over labour-related challenges is inherent and the circumstances are exclusive to that individual, this theme is elaborated mainly to illustrate how certain processes of SDT were observed, especially among the EG sample. Previous mentioned examples show how self-determined behaviour can successfully override factors that tend to inhibit individuals from pursuing a career in the technical field (i.e. impact of secured effects, demand for salaries compatible with the public sector). Some of these will be useful in the founding of new hypotheses that will be outlined in the concluding section.

SDT is one of several possible strategies that could act as a catalyst for the adaptation of the civil contract of trust between the state and its citizens, emphasising loyalty and a collective identity so that the state-citizen contract is not just a financial undertaking. This process of individual self-determination should find fertile ground in the wake of globalisation, whereby a rich supply of low-waged, low-skilled labour is no longer a guarantee of national economic prosperity. The world of global competition and technological change demands a well-educated technically-skilled workforce with the managerial capacity to adapt to and

apply ever-changing technologies. However, individuals must develop a broad range of skills in order to contribute to a modern economy. The constantly expanding possibilities associated with digital technology have influenced the demands of the work place; the changes require the workforce to develop a raft of problem-solving life skills. These are behaviours acquired through direct experience of employment, and will vary depending on cultural norms and social expectations. They are one of many by-products of gainful employment.

### **7.10 Chapter Summary**

This chapter has looked at a broad range of data contributed by three sets of respondents – the Emirati unemployed (UG) and employed (EG) and non-Emirati employers. The variables used for the qualitative discourse analyses included socio-demographic factors, the main SDT themes, and interview transcripts covering opinions encompassing the observed qualities of Emirati technical workers, HRD and HR adaptive measures, and the employers' perspectives on Emiratisation. The cross-tabulations and cross-referencing of the data and data sources enabled the researcher to understand and interpret the dynamics outlined in the SDT.

Organised in a more concise manner, the data in relation to the context of SDT revealed evidence of self-determination in the UG. SDT is a model concerned with identifying the presence of processes rather than the extent of motivation. The cognitive evaluations and eventual actions the unemployed respondents had undertaken (e.g. participating in this survey) already evidenced the presence of self-determination. However, as the analysis suggested, self-determination is not meant to be a standalone/self-discovery mechanism but

requires cultivation and fostering outside of the self, perhaps by another individual or a corporate entity. Therefore, innate motivation, the ability to set goals and make choices, acts as a catalyst but does not take place in a vacuum, and the individual must interact with others in a socially competent manner. It requires the commitment of other individuals or corporate bodies within a public policy forum.

There were two main parts to the discussion section. The first explained how the four research questions were addressed. From the factors considered and justifications rendered, it was found that the study results had fully addressed research questions RQ1, RQ2 and RQ3. It was only RQ4 that was deemed to be partially addressed, because the employer-respondents were not able to empirically demonstrate that their actions (although reflecting Emiratisation) were directly and explicitly influenced by Emiratisation in a formal or institutional sense. It was gathered also that most employers were unclear over how to internalize the true concept of Emiratisation so as to create outcomes that were more aligned with the values promoted by the UAE government.

The second section highlighted the five overarching themes that emerged from the analyses. It was in this portion where the role of TVE was pinpointed as an important factor reinforcing self-determination. The remaining sections presented discussions of the other four themes: “Dissatisfaction leading to negative and speculative ideas”; “The importance of knowing”; “Employers’ responsiveness based on the way they respond to communicated ideas” and “Genuine intrinsic pursuits”. Evaluations and further deductions from both the research questions and the overarching themes will be discussed in next chapter.

## **CHAPTER EIGHT: CONCLUSIONS AND RECOMMENDATIONS**

### **8.1 Chapter Introduction**

The synthesis of the findings have been presented in this final chapter which brings this study to a close. The first section contains a summary that briefly revisits the main points of the study. For clarity, some of the prior discussion is reiterated before the contributions and recommendations are presented. The concluding overview forms the last section, encapsulating what has been accomplished. An action plan report for policy makers and leading agencies will be outlined based on the findings and recommendations.

### **8.2 Summary of Main Points**

The aim of this study has been to explore the challenges of Emiratisation by examining motivation theories in the context of Human Resources Development (HRD). The interest in developing this topic was prompted by a news article by Moussly (2012) concerning a move by the Emirates National Development Programme (ENDP) to blacklist “choosy” Emirati jobseekers. With mismatches between the expectations and the reality concerning wages and fringe benefits cited as one of the major reasons why many Emiratis refuse to accept the jobs offered to them, the drive to secure jobs for intrinsic reasons appears to be missing.

Thus, the research questions were anchored on the intrinsic content of motivation theory. By means of a literature review and immersion in the subject, the Self-Determination Theory (SDT) was found to be compatible with the research questions as it offered more relevant explanations than other work motivation theories. While the other theories mainly deal with innate psychological functions or are purely dependent on the quality of

individual motivation, SDT is useful as it offers theories regarding certain processes that either facilitate or hamper healthy and motivated functioning.

Therefore, for HR managers, a good understanding of these processes may encourage proactive measures such as making the work environment more conducive to better satisfying the innate psychological needs of employees. In short, the ability of other persons to induce motivation in a person is a promising feature, because it implies that any directly involved or third party could develop for the cultivation of self-determination by an individual. For example, through the consideration of basic psychological needs (a sub-theory of SDT), a proactive HRM policy could develop ways – or facilitate environmental enhancements – to help individuals achieve their own psychological needs and attain better levels of job satisfaction over time. Such a stance appears to be somewhat in opposition to the notions that determined behaviour is purely internal and that nothing can be done but to ignore individuals with motivational difficulties and simply leave the matter up to them to deal with. Thus, the Basic Psychological Needs Theory (BPNT) – a sub-theory of the SDT – was used to address the research questions.

### **8.2.1 Achieving the Aim and Objectives of the study**

The aim of the study was “*to explore the challenges of Emiratisation by examination of motivation theories in the context of Human Resources Development (HRD)*”. This was to be achieved by exploring both social and work environments with the aim of discerning whether the existing conditions – in the context of Emiratisation – tend to encourage or discourage Emiratis from seeking or staying in jobs in technical firms owned by foreign entities. Intrinsic Motivation (IM) was chosen as the theoretical subject of interest, because

as evidenced in the literature, most private-sector firms cannot match the extrinsic features offered in the public sector. Since the extrinsic aspect drives most Emiratis to seek public-sector jobs, nurturing the intrinsic value of work was considered a feasible way of motivating Emiratis to consider private-sector jobs. Therefore, the aim of this study was achieved by addressing the research objectives as follows:

The first objective was to identify the legal/government framework concerned with Emiratisation. This objective was achieved by means of face-to-face interviews with non-Emirati employers, encompassing questions related to their own understanding of the Emiratisation concept. The study found that most of these expatriate employers had vague notions about integrating Emiratisation into their HR policies. Emiratisation was found to be weak in terms of guiding/assisting for non-Emirati companies with their workforce nationalisation/internalisation efforts.

The second objective was to identify the motivations of Emiratis concerning their career aims in the private sector. To achieve this purpose, a review of literature related to intrinsic work motivation was carried out. Among the IM theories reviewed, Self-Determination Theory (SDT) was considered the most feasible because IM can be reinforced by means of enhancing/adjusting the environmental conditions so that they are more conducive to satisfying an individual's basic or innate psychological needs for autonomy, belongingness and competitiveness.

The third objective was to identify the level of interest among Emiratis in developing their technical skills/abilities. The purpose was to probe the topic and obtain a sense of their self-determination, persistence and desire to be a part of their chosen technical field. This was

achieved by means of face-to-face group questionnaires with employed individuals and jobseekers. The study found the employed to be generally satisfied with their employers and to perceive their companies as offering them the means to excel in their jobs. On the other hand, the jobseekers generally held certain apprehensions or pessimistic impressions. However, most of these were quite dissimilar from the practical observations given by most of the employed respondents. Thus, some of these negative impressions could have been based on speculation.

The fourth objective was to generate data that would contribute to the design and implementation of Emiratisation policies at the individual and organisational and level. This was achieved by organising the narrative data into codes and themes. From the established patterns and interrelationships, sets of information were synthesised so as to form recommendations in both narrative and itemised forms. The final outcome was the development of new knowledge and sets of recommendations that individuals and organisations in both the public and private sectors alike may find very useful.

The fifth and final objective was to develop a conceptual framework and make recommendations based on the findings. This was achieved by presenting finding-based recommendations and developing a conceptual framework to explain the findings.

### **8.2.2 Addressing the Research Questions**

The collective tenor of the research questions was generally pitched towards identifying ways and means that could be employed to motivate Emiratis to join the private technical sector. As discussed earlier, this study – employing the Basic Psychological Needs Theory (BPNT) sub-theory of SDT – was able to fully address three out of the four research



questions. The fourth one – RQ4 – was only partially addressed as it could not be established that the employers had genuinely embraced Emiratisation. There is a tendency to interpret HR strategies that appear favourable to Emirati workers and job applicants as Emiratisation-driven, although this may not be entirely the case in reality.

Insofar as RQ1, RQ2 and RQ3 are concerned, these three questions were later found to be sequential and thus interrelated. The first question (RQ1), which related to identifying and rating the three basic intrinsic needs (autonomy, competence and relatedness), needed to be positively resolved before RQ2 could be addressed. RQ3, which related to motivational strategies, was resolvable only after ascertaining that certain intrinsic needs are achievable in a real-life work context (RQ2).

Based on the results of this study, as an example, the fulfillment of *belongingness/relatedness goals* was typically the most important concern for the unemployed. To examine this, the employers and Emirati employees were asked whether it is present or deliverable. The strategies for meeting this need could be either contextual and organisational or national and institutional in nature. Some of these strategies are highlighted in the recommendations section below.

### **8.2.3 Emergent Themes**

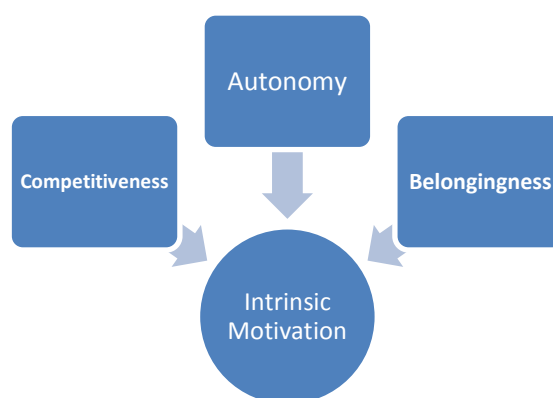
Five themes emerged as a result of the thematic analysis. All of them can be deemed self-determination theoretical concepts: (1) Technical and Vocational Education (TVE) plays an important role in the building of competence and career direction in the technical field; (2) emergent concerns and other real-life demands, if unaddressed, can lead to negative attributions, dissatisfaction and/or long-term disappointment; (3) if both the unemployed

and the employers can discern the actual contextual demands, this may lead to an environment more conducive to positive self-determination; (4) the manner in which non-Emirati employers respond to communicated ideas and signals that relate to Emiratisation reveals their level of understanding of the concept of Emiratisation and (5) TVE influences an individual's strength and intrinsic commitment to pursuing success in the technical field.

### **8.3 Finding-based Recommendation:**

Theoretically, there is a strong link between the individuals's motivation and the satisfaction of their basic psychological needs. Needs vary. They range from Maslow's hierarchal description of needs, to the definition of basic psychological needs which are *belongingness, relatedness and competitiveness*. Two types of motivation are defined: intrinsic motivation and extrinsic motivation. Intrinsic motivation is linked with achievement and considered to have a long-term effect on behaviour. External motivation is promoted by external factors such as rewards, promotions, or incentives. This type of motivation is believed to have a short-term effect which disappears when the external factors are absent. Intrinsic motivation is the base of achievement. Self-determination theory (SDT) is considered as the basic theory for motivating groups and individuals. This is because SDT underpins intrinsic motivation, addresses the socially innate nature in human beings, is based on satisfying basic psychological needs, and it also considers individual differences among people as well as it posits that extrinsic motivation can be internalised into intrinsic motivation. Any programme which aims at motivating individuals to achieve progress should address intrinsic motivation. SDT is a reliable method to create self-determination in individuals.

Policy-wise, SDT can be an effective method to motivate Emiratis to change their attitudes and views about working in the private sector and choosing technical jobs. This can take place because by implementing SDT in the work place, the three basic psychological needs are satisfied and, hence, individuals are intrinsically motivated. The three basic psychological needs that any work environment should provide to its employees are: Autonomy, Belongingness (Relatedness) and Competitiveness. In the current study, an example of Autonomy in the workplace is the importance of religious and cultural values. To motivate employees, a workplace should guarantee freedom of practice of their religious and cultural beliefs and views. By satisfying the need of Belongingness or Relatedness is meant: team participation/becoming part of the team, acceptable to family and friends with a positive degree of approbation, becoming part of the organisational culture, respect for individual and personal status, salary compatible with private sector, comfortable work environment, and job/task variety. By competitiveness is meant: Improving English skills, mentoring/coaching system, rewards and recognition, training and education and feedback on performance. (See Figure 8.1)



**Figure 8.1** Satisfying the basic psychological needs (Autonomy, Belongingness and Competitiveness) can lead to the creation of Intrinsic Motivation

#### **8.4 Final conceptual frame work (Figure 8.1)**

In the developed conceptual framework, the plan of applying SDT has been introduced with its focus on intrinsic motivation as the most essential type of motivation for achievement. SDT has also been chosen because it posits satisfying the social tendency of human beings to integrate into social groups. The empirical translation of this is transforming work environments into places that socially motivate individuals and meet their social needs. SDT is based on satisfying basic psychological needs – *autonomy*, *competence* and *relatedness* which a workplace should guarantee to motivate people to work. Intrinsic motivation can be fostered by supporting people's innate psychological needs. A new conceptual framework can be created based on the findings of the study which are:

**1-Technical/Vocational Education** –was considered as the strongest variable that influences the disposition of individuals towards seeking or retaining a technical job. It also had a great impact on both self-competence and career direction. TVE is believed to have links to increased job search efforts and the relative chance of being employed. It has been concluded that education can socially transform students. TVE is believed to positively affect the students' vocational identity and favour the interpersonal environment of the students (Soenens & Vansteenkiste, 2005) towards the technical professional field. Being exposed to TVE, students will acquire high levels of social competence and vocational identity. This competence and vocational identity lead to the presence of intrinsic orientations towards self-actualisation and self-expression becomes apparent. Self-actualisation and self-expression are indications of self-determined behaviour, which is

linked to positive job-related outcomes (Kuvaas, 2008; Lam & Gurland, 2008; Vansteenkiste et al., 2007).

## ***2- Knowledge makes a difference –***

Knowledge was observed to be an independent variable crucial to the development of the concept of Emiratisation. Knowledge can support Emiratis in self-recognition and self-assessment. Via knowledge and training courses, Emiratis can be aware of their weaknesses and strengths. They can also be supported to recognize their needs and identify the best ways to fill the gaps in their experience and knowledge.

**3-TVE increases self- determination:** TVE is identified as a factor that fortifies individuals' belief in their competence and sense of belonging. Acquiring TVE increases the individual's self-determination to pursue a career in the technical field. It also enables Emiratis to face and overcome challenges which emerge even after finishing TVE courses. Therefore, it makes sense to assume that the strength of an individual's desire to satisfy his/her intrinsic needs is relative to the propensity for the individual to attain his/her goals.

4- SDT is found to be one of several possible reliable strategies that could create trust between the state and its citizens so the rapport between the two is based on loyalty and the citizen expressing their collective identity and is not solely based on pecuniary factors.

“MW” (manpower waiting)

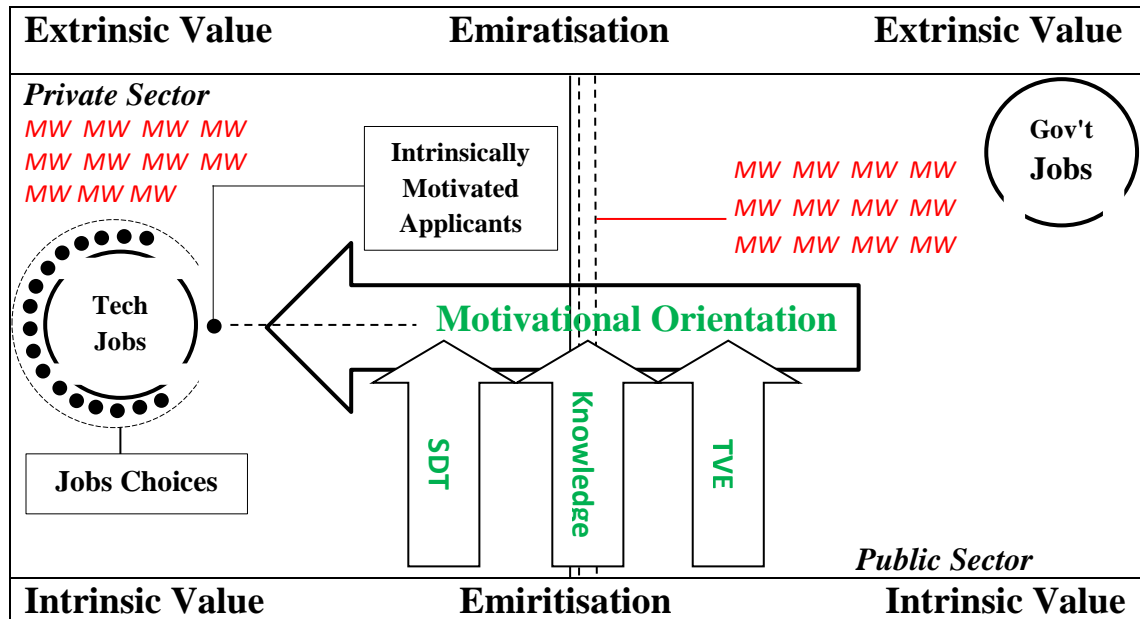


Figure 8.1: Final conceptual frame work

## 8.5 Contributions to Knowledge

The main contribution of this study is the application of self-determination theory (SDT) to Emiratization policy. Also, this study makes some contribution to the body of knowledge that may be useful for academic, practical and career management applications. Scholars, HR practitioners, Emirati employees, Emirati jobseekers and non-Emirati employers may benefit from the following contributions:

(1) *Lead agencies in charge of Emiratization:* this study has produced findings relating to institutional deficiencies that the Ministry of Labour (MOL), the National Human Resource Development and Employment Authority (TANMIA) and/or the Abu Dhabi Tawteen Council (ADTC) could use to examine on paper, verify, identify, validate and strengthen certain weak areas. One major area that needs immediate attention relates to the role of these lead agencies in enforcing internalisation or workforce nationalisation efforts or

assisting non-Emirati companies with them. This study puts forward the idea that non-Emirati firms with better levels of Emiratisation/internalisation are able to deliver better working conditions and more flexible HR policies that are favourable to Emirati workers.

(2) *The Emirati technical worker*: Emirati workers could use the results of this study to boost their self-determination. Also, through the insights provided here, employed individuals could become aware of how they could develop ways to help others (peers, new recruits and jobseekers) to achieve their own intrinsic needs at work. The concept of belongingness may be ideally engendered.

(3) *The Emirati jobseeker*: this study imparts some knowledge that could dispel the negative impressions that some Emirati jobseekers in the technical field might wrongfully hold. Also, some of the available knowledge could create awareness that the unemployed could use to reflect upon and develop their own needs assessments. With the ability to acknowledge their deficiencies, and by recognizing that TVE should boost their confidence, they have a greater chance of reacting proactively and moving towards increasing their own competencies.

(4) *Institutional leaders, HR leaders/practitioners and employers*: since the intention of this study was mainly to develop motivational strategies for the unemployed, the majority of the knowledge it imparts should be of use to institutional/HR leaders and practitioners, and to non-Emirati employers. Findings that relate to enhancing IM through environmental retrofitting or intervention (since the SDT is partly about processes) may encourage decision-makers and implementers to adopt similar studies or modify this one to match

their own contextual requirements. Subsequently, they could use their own findings to draft strategies in relation to HR and development.

### **8.6 Action plan report for policy makers and leading agencies**

1- Designing courses to raise the Emiratis' awareness of the value of being productive and useful to their community

2- Designing courses for the Non-Emirati employers who have little or no idea about how Emiratis think or their culture and attitudes towards different types of jobs.

3- Carrying out a Need Analysis for the Unemployed/ Employed Emiratis to recognize their needs and their weaknesses and strengths, and designing courses compatible with these needs i.e. English courses, computer courses, courses to strengthen self-esteem and confidence.

4- Designing management courses to widen the managers' knowledge and experience of how to deal with employees and meet their social, cultural, religious, emotional and personal needs.

5- Enhancing respect and appreciation of being hired either in the public or private sector, and teaching the employees to have a sense of achievement in whatever sector they are employed.

6- Focusing more on the human, social, emotional and personal value of doing a job rather than on salary, promotion and incentives.



7- Creating an anxiety-free work-environment which appreciates the employees' humanity, beliefs and views.

8- By performing the above tasks, the employees will feel they belong to the workplace and identify with it. This leads workers to being motivated and more determined to realize their fullest potential.

### **8.7 Limitations of the Study**

This study is inherently limited by its geographical scope (Abu Dhabi, where the unemployed respondents reside) and by the size (50 or more employees) and the sector (technical and technology) of the non-Emirati corporations from which the employed Emiratis and non-Emirati employers were recruited for the study's sample. 59% of the non-Emirati employers invited to participate in the interviews declined to do so. There could be several explanations for their reluctance to participate; perhaps they wished to avoid answering what they perceived to be potentially controversial questions; perhaps they did not want to subject their policies to scrutiny. Nevertheless, there is a risk that a statistically significant non-participation or drop-out rate could result in bias stemming from missing data. This implies that the results of this study may not be generalisable and similar results might not be expected if it is repeated outside of the present context (i.e. in the northern UAE Emirates of Dubai or Sharjah) or even with non-technical firms in Abu Dhabi.

Moreover, the prevailing influence of the ADTC appeared significant in the survey commentaries provided by the participants. The prestige of the ADTC and the impact it may have had on all the participants cannot be disregarded. Therefore, aside from the inherent differences between organisations, the presence of the ADTC (which is exclusive

to the country's federal capital – Abu Dhabi) focuses this study around the contextual limitations of Abu Dhabi even more.

The findings and recommendations are bound to be limited to the sub-theory of Basic Psychological Needs Theory (BPNT) sub-theory of the self-determination theory (SDT). Regarding everything else presented here, it is acknowledged that the following items have their respective limitations: the academic resources used; the quality of previous studies and citations made and the methodological limitations associated with qualitative studies and interviews. Lastly but equally important, the interpretation of the results is bound by the intellectual facets and personal limitations of the researcher.

## **8.8 Recommendations for Practice and Further Research**

The recommendations below are categorically products of inductive-exploratory research that were synthesised and formed mainly through a set of deductive frameworks anchored on certain concepts:

*(1) The creation of a technical-vocational research and training institute* – either the federal or the Abu Dhabi government is encouraged to examine the feasibility of investing in and founding a centre primarily aimed at competency and capacity building. This centre should serve not only as a training ground – whereby the unemployed who merit the opportunity will receive continuous training and on-the-spot employment (either actual or assimilated) – but also as a research facility where certain research areas can be explored. For example, the results of this study show that further research is needed to test the level of *competence* needed to overcome certain impediments to the fulfillment of *belongingness/relatedness* goals.

*(2) Forming a multi-governmental and non-governmental consortium for public awareness*

– a multi-agency-led body can be formed to initiate and formalise efforts to inform the general public about the long-term negative impact of prolonged unemployment for the future of the UAE. Publicity and media campaigns can be tailored thematically to the advocacy and functions of the participating agencies. For example, the Ministry of Education, TVE institutes and advocates, and the Ministry of Labor (MOL) could combine their efforts and develop a marketing campaign directed at the youth of the country, encouraging them to consider taking up technical/vocational courses. Another campaign of a similar tenor could be directed towards the nation's parents, informing them (through print and electronic media – TV, radio, the Internet and newspaper advertisements) of the perils of long-term unemployment and encouraging them to provide their children with greater autonomy to choose their own educational and career pathways. In any case, further marketing research (pertaining mostly to the launching of advertising and publicity campaigns) should be carried out in order for these agencies to develop appealing and effective advertising campaigns.

*(3) Strengthening Emiratisation policy in the domains of private technical enterprises –*

although this study's findings did not establish a strong link between internalisation efforts (or initiatives by non-Emirati firms to acculturate and adopt local values) and Emiratisation, there are valid indications that some non-Emirati firms are encountering difficulties in integrating Emiratisation into their businesses. Since some private-sector technical firms are applying soft HR policies towards Emiratis as their way of demonstrating workforce nationalisation more than as an effort to support Emiratisation *per se*, there appears to be an

interpretation gap, or possibly Emiratisation has not quite permeated fully into the domains of private-sector technological enterprises. Even so, this study has not been able to establish clearly to what these ‘considerate’ or ‘soft’ HR policies can be attributed – is it due to the employers’ own volition or the mandates of the lead agencies in charge of Emiratisation?

The issue is not just a question of causal attribution, but more a matter of whether there is weak acceptance of Emiratisation values, or whether many of the non-Emirati technical enterprises that participated in this study are confused when it comes to defining and enacting Emiratisation. Either way, this study recommends that the ADTC and the TANMIA should jointly review, reassess and reposition themselves to strengthen their presence and involvement across the technical sector.

*(4)The Emirati family:* This study offers some findings that may be used to educate Emiratis about the intermediating role of the traditional social structure, particularly the family, in cultivating intrinsic motivation (IM) or self-determination. Instead of imposing their opinions, family members might instead offer encouragement, guidance and mentorship to help young people select and navigate their own educational and career pathways.

*(5)Public awareness:* This study offers knowledge to bridge the gap between extrinsic and intrinsic values. The preference for government rather than private-sector jobs among Emiratis is often cited as the reason why many Emiratis choose to remain unemployed and wait for job openings in the government. This can be interpreted as meaning that the extrinsic dimension of employment is somewhat magnified in comparison to the intrinsic. Hence, the information offered in this document may be repurposed to stimulate awareness

among the public concerning how such an imbalanced perspective could impact on the Emirati economy over the long term.

### **8.8.1 Additional Research Recommendations**

Three additional areas that are recommended for further research are: (1) identifying the technical working environment of the proposed technical-vocational research and training institute as the ideal, suitable for Emiratis in general, so that it can be used as a model for private-sector technical firms to follow and adopt; (2) testing the full self-determination theories ( SDT ) as postulated in the five emergent themes and their subsequent recommendations; and (3) immediately addressing the negative attributions resulting from prolonged unemployment. Whichever route is taken, a careful assessment is recommended prior to embarking on a full research project.

### **8.9 Concluding Overview**

This study has been able to demonstrate through qualitative research that strategies aimed at enhancing self-determination can be drawn up using the BPNT sub-theory of SDT. The possibility of third-party involvement and institutional intervention to stimulate IM among unemployed Emiratis have been promising concepts that have driven this study from inception to completion. Tellingly, the promises of SDT have been realised, as this study has been able to develop some recommendations for motivational strategies even at this student doctorate research level. Henceforth, it is hoped that some established UAE-based institutions in various disciplines will consider conducting similar extended studies and thereby set a new milestone in the field of SDT research.

## REFERENCES

- Abdulla, F.M. (2005). *Emirati women: Conceptions of education and employment* (Unpublished Ph.D. dissertation). University of Arizona Graduate College.
- Abdusheikh, M. (2012). *Emiratization: United Arab Emirates' national workforce development program*. (Unpublished master's dissertation). George L. Graziadio School of Business and Management, Pepperdine University, USA.
- Abubakr, M. (2006). *Managing human resource in the Middle East: Human resource management in the United Arab Emirates*. London: Taylor & Francis Ltd.
- Abudhabi.ae (2012). *Emiratisation in Abu Dhabi*. Retrieved from [http://www.abudhabi.ae/egovPoolPortal\\_WAR/appmanager/ADeGP/Citizen?\\_nfpb=true&\\_pageLabel=p1178&did=254196&lang=en](http://www.abudhabi.ae/egovPoolPortal_WAR/appmanager/ADeGP/Citizen?_nfpb=true&_pageLabel=p1178&did=254196&lang=en) [Accessed 27/05/12].
- Adams, J.S. (1965). Inequity in social exchange. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (Vol. 2). New York: Academic Press.
- Adamson, J. (2005). Combined qualitative and quantitative designs. In A. Bowling & S. Ebrahim (Eds), *Handbook of health research methods: Investigation, measurement and analysis*. England: Open University Press.
- Adelson, J. and B. McCoach. 2010. Measuring the mathematical attitudes of elementary students: The effects of a 4-Point or 5-Point Likert-type scale. *Educational and Psychological Measurement*, 70(5): 796–807.
- ADTC. (2010). Emiratization Employers Forum 2010, Outcomes Summary. *Abu Dhabi Tawteen Council*, February 2010.
- ADTC (2012). *The Abu Dhabi Tawteen Council (ADTC)*. Retrieved from [http://www.abudhabi.ae/egovPoolPortal\\_WAR/appmanager/ADeGP/Citizen?\\_nfpb=true&\\_pageLabel=p\\_citizen\\_departments&did=446&lang=en](http://www.abudhabi.ae/egovPoolPortal_WAR/appmanager/ADeGP/Citizen?_nfpb=true&_pageLabel=p_citizen_departments&did=446&lang=en) [Accessed 27/05/12].
- Ahmad, M. (2008). *Comprehensive dictionary of education*. New Delhi: Atlantic Publishers.
- Ailabouni, N., Painting, N., & Ashton, P. (2009). Factors affecting employee productivity in the UAE construction industry. In A. Dainty (Ed.), *Proceedings of the 25th Annual ARCOM Conference*, 7-9 September 2009 (pp. 555-564). Nottingham, UK: Association of Researchers in Construction Management.
- Afiouni, F. Ruel, H. & Schuler, R. (2014). Human Resource Management in the Middle East: Toward a greater understanding. *The International Journal of Human Resource Management*, 25, 133-143.

- Al-Ali, J. (2008). *Structural barriers to Emiratisation: Analysis and policy recommendations* (Unpublished Ph.D. thesis). Victoria University, Melbourne.
- Albadri, F.A., & Abdallah, S. (2009). ERP training and evaluation: ERP life-cycle approach to end-users' characterization and competency building in the context of an oil and gas company. *Ibima Business Review*, 3, 19-26.
- Albawardy, F.H. (2010). *The strategic value of learning: A comparative study between multinational private and public sector organisations in Saudi Arabia* (Unpublished Ph.D. thesis). University of Portsmouth, Hampshire.
- Albayrakoglu, E.P. (2010). Global economic factors on Gulf labor dynamics: Localization versus immigration. *International Journal of Economics and Finance Studies*, 2(2).].
- Albuainain, R. (2004). *Unemployment rate in the United Arab Emirates: The case of Abu Dhabi*. Abu Dhabi: Economic Research Forum.
- Al-Darmaki, F. (2011). Needs, attitudes toward seeking professional help and preferred sources of help among Emirati college students. *Journal for International Counselor Education*, 3, 39-57.
- Al-Gahtani, S., Hubona, G., & Wang, J. (2007). Information technology in Saudi Arabia: Culture and the acceptance and use of IT. *Information and Management*, 44(8), 681-691.
- Al-Hammadi, A. (2010). *An investigation into the effectiveness of the Higher Colleges of Technology Quality Programme in the United Arab Emirates* (Unpublished Ph.D. thesis), University of Glamorgan.
- Al Hassan, R. (2011). *Emiratisation public policies and their impact on women*. NYU-Nationalisation of the Workforce in GCC on 10 April 2011.
- Al-Jenaibi, B. (2011). The practice of public relations departments in increasing social support in the diverse workplaces of the United Arab Emirates. *Cross-cultural Communication*, 7(3), 41-54.
- Alnaqbi, W. (2011). *The relationship between human resource practices and employee retention in public organisations: An exploratory study conducted in the United Arab Emirates* (Unpublished Ph.D. thesis), Edith Cowan University, Joondalup.
- Al-Qudsi, S. (2006). Unemployment evolution in the GCC economies: Its nature and relationship to output gaps (Labour Market Study No. 22). Dubai: Centre for Labour Market Research & Information (CLMRI), TANMIA.
- Al-Waqfi, M., & Forstenlechner, I. (2010). Stereotyping of citizens in an expatriate-dominated labour market: Implications for workforce localisation policy. *Employee Relations*, 32(4), 364-381.

Al-Waqfi, M. A., & Forstenlechner, I. (2013). Of private sector fear and prejudice: The case of young citizens in an oil-rich Arabian Gulf economy. *Personnel Review*, 41, 609-629.

Al-Waqfi, M. A., & Forstenlechner, I. (2014). Barriers to Emiratization: the role of policy design and institutional environment in determining the effectiveness of Emiratization. *The International Journal of Human Resource Management*, 25(2), 167-189.

Amabile, T.M., Hill, K.G., Hennessey, B.A., & Tighe, E.M. (1995). The work preference inventory: Assessing intrinsic and extrinsic motivational orientations. *Journal of Personality and Social Psychology*, 66(5), 950-967.

Andrew, D.P.S., Pederson, P.M., & McEvoy, C.D. (2011). *Research methods and design in sport management*. Leeds: Human Kinetics.

Andriopoulos, C., & Dawson, P. (2009). *Managing change, creativity and innovation*. London: Sage.

Arabianbusiness.com (2011, 3 November). Gulf states struggle to shift jobs to choosy locals. Retrieved from <http://www.arabianbusiness.com/gulf-states-struggle-shift-jobs-choosy-locals-428611.html?page=0> [Accessed 14/01/13].

Assaad, R., & Roudi-Fahimi, F. (2007). *Youth in the Middle East and North Africa: Demographic opportunity or challenge?* Washington, DC: Population Reference Bureau.

Astin, H.S. (1984). The meaning of work in women's lives: A socio-psychological model of career choice and work behaviour. *The Counseling Psychologist*, 12, 117-126.

Aswathappa, K. (2005). *Human resource and personnel management* (4th ed.). New Delhi: Tata McGraw-Hill.

Atar, H.Y. (2007). *Investigating inquiry beliefs and nature of science conceptions of science teachers as revealed through online learning* (Unpublished Ph.D. dissertation). Florida State University, College of Education.

Atkinson, J.W. (1964). *Introduction to motivation*. Princeton, NJ: Van Nostrand.

Augsburg, K., Clauss, I.A., & Randeree, K. (2009). *Leadership and the Emirati woman*. Berlin: LIT Verlag.

Ausubel, D.P. (2002). *Theory and problems of adolescent development*. Lincoln, NE: Writers Club Press.

Baard, P.P., Deci, E.L., & Ryan, R.M. (2004). Intrinsic need satisfaction: A motivational basis of performance and well-being in two work settings. *Journal of Applied Social Psychology*, 34(10), 2045-2068.

Babbie, E. (2010). *The practice of social research* (13th ed.). Belmont: Cengage Learning.



Balakrishnan, M.S. (2009). Approaches to enter emerging markets: A UAE case study. In *Proceedings of the 9th Annual Hawaii International Conference on Business* (pp. 1-28). Hawaii.

Baldwin-Edwards, M. (2011). *Labour immigration and labour markets in the GCC countries: National patterns and trends*. Kuwait City: Kuwait Programme on Development, Governance and Globalisation in the Gulf States, Kuwait Foundation for the Advancement of Sciences.

Bandura, A. (1977a). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.

Bandura, A. (1977b). Self-efficacy: Toward a unifying theory of behavioural change. *Psychological Review*, 84, 191-215.

Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37(2), 122-147.

Barone, D.F., Maddux, J.E., & Snyder, C.R. (1997). *Social cognitive psychology: History and current domains*. New York: Plenum.

Barrett, R. (2003). *Vocational business: Training, developing and motivating people*. Cheltenham: Nelson Thornes.

Basu, R. (2004). *Public administration: Concepts and theories* (5th ed.). New Delhi: Sterling Publishers.

Battu, N.R. (2008). *Human resource development*. New Delhi: APH Publishing.

Baxter, J., & Eyles, J. (1997). Evaluating qualitative research in social geography: establishing 'rigour' in interview analysis. *Transactions of the Institute of British Geographers*, 22(4), 505-525.

Bell, J. (2013, 23 May). 'Emiratis, not oil, are real wealth of UAE' says Crown Prince of Abu Dhabi. *The National*. Retrieved from <http://www.thenational.ae/news/uae-news/emiratis-not-oil-are-real-wealth-of-uae-says-crown-prince-of-abu-dhabi> [Accessed: 06/07/13].

Berman, E.M., Bowman, J.S., West, J.P., & Van Wart, M. (2010). *Human resource management in public service: Paradoxes, processes, and problems* (3rd ed.). London: Sage.

Birnberg, J.G., Luft, J., & Shields, M.D. (2007). Psychology theory in management accounting research. In C.S. Chapman, A.G. Hopwood & M.D. Shields (Eds), *Handbook of management accounting research* (Vol. I). Oxford: Elsevier.

Blankenship, D. (2010). *Applied research and evaluation methods in recreation*. Leeds: Human Kinetics.

- Brace, I. (2008). *Questionnaire design: How to plan, structure and write survey material for effective market research* (2nd ed.). London: Kogan.
- Bremer, I. (2011). Common factors between Swedish and Chinese entrepreneurial leadership styles. In R. Simons (Ed.), *Human resource management: Issues, challenges and opportunities*. Oakville, ON: Apple Academic Press.
- Brooks, I. (2009). *Organisational behaviour: Individual groups and organisation* (4th ed.). Harlow: Prentice Hall.
- Brown, L.I. (2007). Quantitative research designs. In J. Gregoire & C.M. Jungers (Eds), *The counselor's companion: What every beginning counselor needs to know*. Mahwah: Lawrence Erlbaum.
- Bryman, A., & Bell, E. (2003). *Business research methods* (2nd ed.). Oxford: OUP.
- Bryman. (2004). *Social Research Methods*, (1 st ed.). Oxford University Press.
- Burton, K.D., Lydon, J.E., D'Alessandro, D.U., & Koestner, R. (2006). The differential effects of intrinsic and identified motivation on well-being and performance: Prospective, experimental, and implicit approaches to self-determination theory. *Journal of Personality and Social Psychology*, 91(4), 750-762.
- Cameron, J. (2002). Preliminary interpretations of background information on the labour markets in the first northern Emirates. Dubai, UAE: Centre for Labour Market Research & Information (CLMRI), TANMIA.
- Cameron, J., & Pierce, W.D. (2002). *Rewards and intrinsic motivation: Resolving the controversy*. Charlotte: IAP.
- Cargan, L. (2007). *Doing social research*. Plymouth: Rowman and Littlefield.
- Carter, D.F. (2003). Secondary data analysis. In F.K. Stage & K. Manning (Eds), *Research in the college context: Approaches and methods*. New York: Routledge.
- Cassidy, C., & Kreitner, R. (2010). *Supervision: Setting people up for success*. Mason: South-Western Cengage Learning.
- Chartouni, C. (2011). *Emiratisation policies in the UAE: An intrafirm bargaining and matching approach*. Georgetown University, Washington. Retrieved from [www.iza.org/conference\\_files/EERTEC2011/chartouny\\_c7111.pdf](http://www.iza.org/conference_files/EERTEC2011/chartouny_c7111.pdf) [Accessed 27/05/12].
- CIA Factbook (2012). *The world fact book: Middle East: United Arab Emirates*. Retrieved from <https://www.cia.gov/library/publications/the-world-factbook/geos/ae.html> [Accessed 27/05/12].

Cole, K. (2006, 5-8 July). *Wellbeing, psychological capital, and unemployment: An integrated theory*. Paper presented at the Joint Annual Conference of the International Research in Economic Psychology (IAREP) and the Society for the Advancement of Behavioural Economics (SABE), Paris, France.

Collis, J., & Hussey, R. (2009). *Business research: A practical guide for undergraduate and postgraduate students*: Palgrave Macmillan.

Collis J. & Hussey R. (2013). *Business Research: A Practical Guide for Undergraduate and Postgraduate Students*: Palgrave Macmillan

Creed, P.A., King, V., Hood, M., & Mckenzie, R. (2009). Goal orientation, self-regulation strategies, and job-seeking intensity in unemployed adults. *Journal of Applied Psychology*, 94(3), 806-813.

Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into practice*, 39(3), 124-130.

Cresswell, J.W., & Plano Clark, V.L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks: Sage.

Davidson, C.M. (2011). The impact of economic reform on Dubai. In A. Ehteshami & S. Wright (Eds), *Reform in the Middle East oil monarchies*. Berkshire: Ithaca Press.

Dawson, C. (2002). *Practical research methods: A user-friendly guide to mastering research techniques and projects*. Oxford: How to Books.

Daymon, C., & Holloway, I. (2011). *Qualitative research methods in public relations and marketing relations*. Routledge: Oxon.

Deci, E.L., & Ryan, R.M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.

Deci, E.L., & Ryan, R.M. (1995). Human autonomy: The basis for true self-esteem. In M. Kernis (Ed.), *Efficacy, agency and self-esteem* (pp. 31-49). New York: Plenum

Deci, E.L., & Ryan, R.M. (2002). An overview of self-determination theory: An organismic-dialectical perspective. In E.L. Deci & R.M. Ryan (Eds), *Handbook of self-determination research*. Rochester: URP.

- Deci, E.L., & Ryan, R.M. (2012). Self-determination theory. In P. Van Lange, A.W. Kruglanski, & E.T. Higgins (Eds), *The handbook of theories of social psychology* (Vol. 1). London: Sage.
- Decrop, A. (2006). *Vacation decision making*. Oxfordshire: CABI Publishing.
- De Vaus, D. (2012). *Surveys in social research* (5th ed.). Oxon: Routledge.
- Dhillon, N., & Yousef, T. (2009). *Generation in waiting: The unfulfilled promise of young people in the Middle East*. Washington, DC: Brookings Press.
- Diette, T.M., Goldsmith, A.H., Hamilton, D., & Darity, H. (2012). Causality in the relationship between mental health and unemployment. In L.D. Appelbaum (Ed.), *Reconnecting to work: Policies to mitigate long-term unemployment and consequences*. Kalamazoo: Upjohn Institute.
- Dirks, D.E. (2009). *Job search marketing: Finding job opportunities in any economy*. Westtown: JobSearchMarketing.Net.
- Draft, R.L. (2008). *The leadership experience* (4th ed.). Mason: Thomson Higher Education.
- Duncan, G. (2012, 2 December). More jobs and more homes: Sheikh Khalifa reveals next vision for UAE. *The National*. Available from <http://www.thenational.ae/news/uae-news/more-jobs-and-more-homes-sheikh-khalifa-reveals-next-vision-for-uae>. [Accessed: 05/05/13].
- Dunn, J.C. (2003). Considering motivation. In R.D. Steadward, G.D. Wheeler & E.J. Watkinson (Eds), *Adapted physical activity*. Alberta: University of Alberta Press.
- Dyck, B., & Neubert, M. (2010). *Management: Current practices and new directions*. Boston: Houghton Mifflin Harcourt.
- Eccles, J., Adler, T.F., Futterman, R., Goff, S.B. et al. (1983). Expectancies, values and academic behaviors. In J.T. Spence (Ed.), *Achievement and achievement motivation*. Freeman: San Francisco.
- Eden, D. (1993). Interpersonal expectations in organizations. In P.D. Blanck (Ed.), *Interpersonal expectations: Theory, research and applications*. Cambridge: CUP.
- Edmondson, A. C., & McManus, S. E. (2007). Methodological fit in management field research. *Academy of management review*, 32(4), 1246-1264.
- Edwards, J.E., Thomas, M.D., Rosenfeld, P., & Booth-Kewley, S. (1997). *How to conduct organizational surveys: A step-by-step guide*. Thousand Oaks: Sage.
- Edwards, R., & Mauthner, M. (2012). Ethics and feminist research: Theory and practice. In T. Miller, M. Birch, M. Mauthner & J. Jessop (Eds), *Ethics in qualitative research* (2nd ed.). London: Sage.

- Elhiraika, A.B., & Hamed, A.H. (2002, 13-14 December). *Explaining growth in an oil-dependent economy: The case of the United Arab Emirates* (Revised). A paper presented at the Workshop on the Global Research Project "Explaining Growth", Rio de Janeiro, Brazil.
- Fakeeh, M.S. (2009). *Saudization as a solution for unemployment: The case of Jeddah Western region* (Unpublished Ph.D. thesis). Business School, University of Glasgow.
- Fasano, U., & Goyal, R. (2004). *Emerging strains in GCC labor markets* (IMF Working Paper WP/04/71). Washington, DC: Middle East and Central Asia Department, International Monetary Fund.
- Fasano, U., & Iqbal, Z. (2003). *GCC countries: From oil dependence to diversification*. Washington, DC: International Monetary Fund. Retrieved from <http://www.imf.org/external/pubs/ft/med/2003/eng/fasano/index.htm> [Accessed 22/09/12].
- Feather, N.T. (1982). *Expectations and actions: Expectancy-value models in psychology*. Hillsdale: Erlbaum.
- Feather, N.T. (1990). *The psychological impact of unemployment*. New York: Springer-Verlag.
- Feather, N.T. (1992). Expectancy value theory and unemployment effects. *Journal of Occupational and Organisational Psychology*, 65, 315-320.
- Feather, N.T., & O'Brien, G. (1986). A longitudinal analysis of the effects of different patterns of employment and unemployment on school-leavers. *British Journal of Psychology*, 77, 459-479.
- Feldman, D. (1996). The nature, antecedents and consequences of underemployment. *Journal of Management*, 22, 385-407.
- Feltz, D.L., Short, S.E., & Sullivan, P.J. (2008). *Self-efficacy in sport: Research and strategies for working with athletes, teams and coaches*. Champaign: Human Kinetics.
- Fielden, S.L., & Davidson, M.J. (2005). Stress and unemployment: A comparative review of female and male managers. In A. Stamatiou, G. Antoniou & C.L. Cooper (Eds), *Research companion to organizational health psychology*. Glos: Edward Elgar.
- Figliolini, A.J., Hofmann, A., & Kanjirath, T. (2008). Growth in the Middle East and HR capabilities: A collection of White Papers. In *Proceedings of the Spring International Sponsor Meeting* (28-29 May). Dubai, UAE: Center for Advanced Human Resource Studies (CAHRS).
- Forstenlechner, I., Madi, M.T., Selim, H.M., & Rutledge, E.J. (2012). Emiratisation: Determining the factors that influence the recruitment decisions of employers in the UAE. *The International Journal of Human Resource Management*, 23(2), 406-421.
- Forstenlechner, I., & Mellahi, K. (2010). Gaining legitimacy through hiring local workforce at a premium: The case of MNEs in the United Arab Emirates. *Journal of World Business*, doi:10.1016/j.jwb.2010.10.006.

Forstenlechner, I., & Rutledge, E.J. (2012). *The GCC's demographic imbalance: Perceptions, realities and policy options*. Middle East Policy Council. Retrieved from <http://www.mepc.org/journal/middle-east-policy-archives/gccs-demographic-imbalance-perceptions-realities-and-policy-options> [Accessed 12/09/12].

Fox, W., & Bayat, M.S. (2007). *A guide to managing research*. Cape Town: Juta.

Frankel, M. (2010). Sampling theory. In P.V. Marsden & J.D. Wright (Eds), *Handbook of survey research* (2nd ed.). Bingley: Emerald Group.

Friesen, B.K. (2010). *Designing and conducting your first interview project*. San Francisco: John Wiley.

Furnham, A. (2005). *Behaviour at work: The individual in the organization*. Sussex: Psychology Press.

Gagne, M. (2009). A model of knowledge sharing motivation. *Human Resource Management*, 48(4), 571-589.

Gagne, M., & Deci, E.L. (2005). Self determination theory and work motivation. *Journal of Organizational Behavior*, 26, 331-362.

Gallacher, D., Skuba, A., & Al-Bahri, R. (2010). Awareness and perceptions of available major programs by first year Zayed University students. *Learning and Teaching in Higher Education: Gulf Perspectives*, 7(1), 1-10.

Garland, R. 1991. The mid-point on a Likert rating scale: Is it desirable? *Marketing Bulletin*, 2, 66-70.

Getex (2009). Turning on the event pipeline. In *Proceedings of the GETEX, Dubai HRD Conference, 15 and 16 April 2009*. Dubai: Dubai Knowledge Village.

Gibson, J., Ivancevich, J., & Donnelly, J. (1988). *Organizations: Behavior, structure, processes* (6th ed.). Homewood: BPI/Irwin.

Glassman, W.E., & Hadad, M. (2009). *Approaches to psychology* (5th ed.). Berkshire: McGraw Hill.

Godwin, S. (2006). Globalization, education and Emiratisation: A study of the United Arab Emirates. *The Electronic Journal on Information Systems in Developing Countries*, 27(1), 1-14.

Gonzalez, G., Karoly, L.A., Constant, L., Salem, H., & Goldman, C.A. (2008). *Facing human capital challenges of the 21<sup>st</sup> century*. Santa. Monica: Rand Corporation.

Graham, B. (2008). *Developing a questionnaire*. London: Continuum.

Graham, B., & Thomas, K. (2008). Building knowledge – developing a grounded theory of knowledge management of construction. In A. Brown (Ed.), *Proceedings of the 7<sup>th</sup> European Conference on Research Methodology for Business and Management Studies* (pp. 169-176, 19-20 June, Regent's College, London). London: Academic Publishing Limited.

Grant, H., & Gelety, L. (2009). Goal content theories: Why differences in what we are striving for matter. In G.B. Moskowitz & H. Grant (Eds), *The psychology of goals*. New York: The Guilford Press.

Grant, J., Golawala, F.S., & Mckechnie, D.S. (2007). The United Arab Emirates: The twenty-first century beckons. *Thunderbird International Business Review*, 49(4), 507-533.

Gravetter, F.J., & Forzano, L.B. (2012). *Research methods for the behavioral sciences* (4th ed.). Belmont: Cengage Learning.

Greguras, G.J., & Diefendorff, J.M. (2009). Different fits satisfy different needs: Linking person-environment fit to employee commitment and performance using self-determination theory. *Research Collection Lee Kong Chian School of Business (Open Access)*. Paper 2559. Retrieved from [http://ink.library.smu.edu.sg/lkcsb\\_research/2559](http://ink.library.smu.edu.sg/lkcsb_research/2559). [Accessed 21/7/12].

Griffin, R.W. (2011). *Management* (10th ed.). Mason: South-Western.

Griffin, R.W., & Moorhead, G. (2012). *Organizational behaviour: Managing people and organisations* (10th ed.). Mason: South-Western-Cengage.

Groves, R.M., Kaftan, G., Rao, J.N.K., Schwarz, N., & Skinner, C. (2009). *Survey methodology* (2nd ed.). Hoboken: John Wiley.

Guay, F., Senecal, C., Gauthier, L., & Fernet, C. (2003). Predicting career indecision: A self-determination perspective. *Journal of Counseling Psychology*, 50(2), 165-177.

Guay, F., Vallerand, R.J., & Blanchard, C. (2000). On the assessment of situational intrinsic and extrinsic motivation: The situational motivation scale. *Motivation and Emotion*, 24(3), 175-213.

Hackman, J.R., & Oldham, G.R. (1980). *Work redesign*. Reading: Addison-Wesley.

Hagger, M., & Chatzisarantis, N. (2005). *The social psychology of exercise and sport*. Berkshire: McGraw-Hill.

- Hall, R. (2008). *Applied social research: Planning, designing and conducting real-world research*. South Yarra: Palgrave-MacMillan.
- Hammersley, M., & Traianou, A. (2012). *Ethics in qualitative research: Controversies and contexts*. London: Sage.
- Hardina, D., Middleton, J., Simpson, R., & Montana, S. (2006). *An empowering approach for managing social service organisations*. New York: Springer.
- Harnish, D. (2004). Workforce education and development in the Middle East. In J.W. Rojewski (Ed.), *International perspectives on workforce education and development*. Charlotte: Information Age Publishing.
- Heider, F. (1958). *The psychology of interpersonal relations*. New York: John Wiley.
- Herzberg, F. (1968). *Work and the nature of man*. Cleveland, OH: World.
- Herzog, P. (2011). *Open and closed innovation: Different cultures for different strategies* (2nd ed.). Wiesbaden: Gabler-Verlag.
- Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviours, institutions and organisations across nations*. Thousand Oaks: Sage.
- Holbeche, L. (1998). *Motivating people in lean organisations*. Oxford: Butterworth-Heinemann.
- Holbeche, L. (2006). *Understanding change: Theory, implementation and success*. Burlington: Butterworth-Heinemann.
- Hopkinson, G.C., & Hogg, M.K. (2006). Stories: How they are used and produced in marketing research. In R.W. Belk (Ed.), *Handbook of qualitative research methods in marketing*. Glos: Edward Elgar Publishing.
- Houjier, R.K. (2009). *Antecedents of trust in corporate banking in the United Arab Emirates* (Unpublished Ph.D. dissertation). University of Westminster, London?.
- Houjier, R., & Rieple, A. (2012). Antecedents of trust in corporate banking in the United Arab Emirates. In *Proceedings of the International Conference on Excellence in Business*, 9-10 May. Sharjah, United Arab Emirates.
- Howe, K. (2003). *Closing methodological divides: Toward democratic educational research*. Dordrecht: Kluwer Academic.
- Hraiz, A.B. (2010). Pitching the private sector. *The Economic Review*, Summer. Retrieved from <http://www.adced.ae/imageCollection/EconomicReview/Article/1019201021708295156250.pdf> [Accessed 27/05/12].



- ICOS. (2010). *Unemployed youth in the UAE: Personal perceptions and recommendations*. London: The International Council on Security and Development.
- ILO. (2011). *Global employment trends 2011*. Geneva, Switzerland: International Labor Organization.
- IMF. (2004). *Staff Report for 2004, Article IV Consultation. IMF Country Report No. 4/174 and 175*. Washington, DC: IMF Publication Services.
- IOM. (2004). *Arab migration in a globalized world*. Geneva: International Organization for Migration.
- Jang, H., Reeve, J., Ryan, R.M., & Kim, A. (2009). Can self-determination theory explain what underlies the productive, satisfying learning experiences of collectivistically oriented Korean students? *Journal of Educational Psychology*, 101, 644-661.
- Jex, S.M., & Britt, T.W. (2008). *Organizational psychology: A scientist-practitioner approach*. Hoboken: John Wiley.
- Johnson, B., & Christensen, L. (2012). *Educational research: Quantitative, qualitative, and mixed approaches* (4th ed.). Thousand Oaks: Sage.
- Johnstone, B.A. (2007). Ethnographic methods in entrepreneurship research. In H. Neergaard & J.P. Ulhoi (Eds), *Handbook of qualitative research methods in entrepreneurship*. Glos: Edward Elgar.
- Jones, F., & Fletcher B.C. (2003). Job control, physical health and psychological well-being. In M.J. Schabracq, J.A.M. Winnubst & C.L. Cooper (Eds), *The handbook of wealth and health psychology* (2nd ed.). Sussex: John Wiley.
- Jones, G.R., & J.M. George (2003). *Contemporary management* (3rd ed.). Boston: McGraw-Hill.
- Jones, S.R. (1988). The relationship between unemployment spells and reservation wages as a test of search theory. *Quarterly Journal of Economics*, 103, 741-765.
- Judge, T.A., & Kammeyer-Mueller, J.D. (2004). Core self-evaluations, aspirations, success and persistence. In M.J. Martinko (Ed.), *Attribution theory in the organizational sciences: Theoretical and empirical contributions*. Charlotte: Information Age.
- Kanfer, R., Wanberg, C.R., & Kantrowitz, T.M. (2001). Job search and employment: A personality-motivational analysis and meta-analytic review. *Journal of Applied Psychology*, 86, 837-855.
- Kapiszewski, A. (2004). Arab labour migration to the GCC states. In *Arab Migration in a Globalized World*. Geneva: International Organization for Migration.

Kasser, T., & Ryan, R.M. (1996). Further examining the American dream: Differential correlates of intrinsic and extrinsic goals. *Personality and Social Psychology Bulletin*, 22, 280-287.

Khondker, H.H. (2008). *Social change in the United Arab Emirates: Challenges of migration and Emiratisation*. Singapore: Middle East Institute.

Kirk, J., & Miller, M. (1986). *Reliability and Validity in Qualitative Research*. London: Sage.

LeCompte, M. D., & Goetz, J. P. (1982). Problems of reliability and validity in ethnographic research. *Review of educational research*, 52(1), 31-60.

Koen, J., Klehe, U.C., & Van Vianen, A. (2012). Job-search and employability after compulsory reemployment courses: The role of choice, usefulness and quality of motivation. In *Proceedings of the IAEVG International Conference: Career Guidance for Social Justice, Prosperity and Sustainable Employment – Challenges for the 21<sup>st</sup> Century* (October 3-6). Mannheim: HdBA, University of Applied Labour Studies.

Koji, H. (2011). Controversies over labour naturalisation policy and its dilemmas: 40 years of Emiratisation in the United Arab Emirates. *Kyoto Bulletin of Islamic Area Studies*, 4(1&2), March, 41-61.

Kornblum, W. (2012). *Sociology in a changing world* (9th ed.). Belmont: Cengage.

Kothari, C.R. (2004). *Research methodology: Methods and techniques* (2nd ed.). New Delhi: New Age International.

Krapp, A., & Lewalter, D. (2001). Development of interests and interest-based motivational orientations: A longitudinal study in vocational school and work settings. In S. Volet & S. Jarvela (Eds), *Motivation in learning contexts: Theoretical advances and methodological implications*. Oxford: Elsevier Science.

Kreitner, R. (2007). *Management* (10th ed.). Boston: Houghton Mifflin.

Kronberg, I. (2003). *Employee satisfaction on cruise ships*. Norderstedt: GRIN Verlag.

Krosnick, J.A., & Presser, S. (2010). Question and questionnaire design. In P.V. Marsden & J.D. Wright (Eds), *Handbook of survey research* (2nd ed.). Bingley: Emerald Group.

Kumar, C.R. (2008). *Research methodology*. New Delhi: APH Publishing.

- Kuvaas, B. (2008). A test of hypotheses derived from self-determination theory among public sector employees. *Employee Relations*, 31(1), 39-56.
- Lam, C.F., & Gurland, S.T. (2008). Self-determined work motivation predicts job outcomes, but what predicts self-determined work motivation? *Journal of Research in Personality*, 42, 1109-1115.
- Lana, R.E. (2009). Pretest sensitization. In R. Rosenthal & R.L. Rosnow (Eds), *Artifacts in behavioral research*. New York: OUP.
- Landy, F.J., & Conte, J.M. (2010). *Work in the 21<sup>st</sup> century: An introduction to industrial and organizational psychology* (3rd ed.). Hoboken: John Wiley and Sons.
- Latham, G.P. (2007). *Work motivation: History, theory, research and practice*. London: Sage Publications.
- Latham, G.P., & Locke, E.A. (1979). Goal setting – a motivational technique that works. *Organizational Dynamics*, 8(2), 68-80.
- Latham, G.P., & Pinder, C.C. (2005). Work motivation theory and research at the dawn of the twenty-first century. *Annual Reviews Psychology*, 56, 485-516.
- Lavigne, G.L., Vallerand, R.J., & Miquelon, P. (2007). A motivational model of persistence in science education: A self-determination theory approach. *European Journal of Psychology and Education*, 22(3), 351-369.
- Lee, M. Y., & Zaharlick, A. (2013). *Culturally Competent Research: Using Ethnography as a Meta-framework*: Oxford University Press.
- Lefrere, P. (2007). Competing higher education futures in a globalising world. *European Journal of Education*, 42(2), 201-212.
- Lentz, C.A. (2009). *The refractive thinker: An anthology of higher learning volume II: Research methodology*. New York: Lentz Leadership Institute.
- Lewis, J., Lewis, M., Packard, T., & Souffle, F. (2001). Designing and using information systems. In *Management of human service programs* (3rd ed.). Pacific Grove: Brooks/Cole.
- Lewis, M. (2012). *Applied statistics for economists*. Oxon: Routledge.
- Lichtman, M. (2010). *Understanding and evaluating qualitative educational research*. Thousand Oaks: Sage.
- Lindell, M.K., Prater, C., & Perry, R.W. (2007). *Introduction to emergency management*. Hoboken: John Wiley.
- Lincoln, & Guba, E. G. (1985). Establishing trustworthiness. *Naturalistic inquiry*, 289-331.

- Locke, E., Shaw, K., Saari, L., & Latham, G. (1981). Goal setting and task performance, 1969-1980. *Psychological Bulletin*, 90, 125-152.
- London, M., & Mone, E.M. (1987). *Career management and survival in the workplace*. San Francisco: Jossey-Bass.
- Low, L. (2011). United Nations expert group meeting on the challenge of building employment for a sustainable recovery. In *Session on Macroeconomic Frameworks and Employment Creation, 23-24 June*, Geneva: Division for Social Policy and Development, International Labour Organisation.
- Luyckx, K., Soenens, B., Goossens, L., & Vansteenkiste, M. (2007). Parenting, identity formation and college adjustment: A mediation model with longitudinal data. *Identity – An International Journal of Theory and Research*, 7, 309-331.
- Luyckx, K., Vansteenkiste, M., Goossens, L., & Duriez, B. (2009). Basic need satisfaction and identity formation: Bridging self-determination theory and process-oriented identity research. *Journal of Counseling Psychology*, 56(2), 276-288.
- Madsen, S.R., & Cook, B.J. (2010). Transformative learning: UAE, women, and higher education. *Journal of Global Responsibility*, 1(1), 127-148.
- Mahani, S., & Molki, A. (2011). Factors influencing female Emirati students' decision to study engineering. *Global Journal of Engineering Education*, 13(1), 26-31.
- Makela, M.M., & Turcan, R.V. (2007). Building grounded theory in entrepreneurship research. In H. Neergaard & J.P. Ulhoi (Eds), *Handbook of qualitative research methods in entrepreneurship*. Glos: Edward Elgar.
- Marescaux, E., De Winne, S., & Sels, L. (2010). *HRM practices and work outcomes: The role of basic need satisfaction*. University of Leuven. Retrieved from [https://lirias.kuleuven.be/bitstream/123456789/268781/1/MO\\_1003.pdf&embedded=true](https://lirias.kuleuven.be/bitstream/123456789/268781/1/MO_1003.pdf&embedded=true). [Accessed 20/12/12].
- Marquis, B.L., & Huston, C.J. (2009). *Leadership roles and management functions in nursing: Theory and application* (6th ed.). Philadelphia: Lippincott Williams and Wilkins.
- Marshall, C., & Rossman, G.B. (2011). *Designing qualitative research* (5th ed.). Thousand Oaks: Sage.
- Martin, S.L., & Solomon, W.M. (2012). United Arab Emirates: Developing the local workforce in a rapidly growing economy. In J.C. Hayton, M. Biron, L.C. Christiansen and B. Kuvaas (Eds), *Global human resource management casebook*. Oxon: Routledge.
- Mashood, N., Verhoeven, H., & Chansarkar, B. (2009). Emiratisation, Omanisation and Saudisation: Common causes: Common solutions? *Proceedings of the Tenth International Business Research Conference, Crowne Plaza Hotel, Dubai, 16-17 April*.
- Maslow, A.H. (1954). *Motivation and personality*. New York: Harper and Row.

- Maxwell, J.A. (2005). *Qualitative research design: An interactive approach* (2nd ed.). Thousand Oaks: Sage.
- Maxwell, J.A. (2008). Designing a qualitative study. In L. Bickman & D.J. Rog (Eds), *The SAGE handbook of applied social research methods*. Thousand Oaks: Sage.
- Maxwell, R. (2008). Sticking the boot in the role of goal setting in motivational intervention programmes. *Social Policy of New Zealand*, 33, 15-31.
- McCary, A. (2009). *Hackman and Oldham's job characteristics model* [Online Image]. Retrieved from <http://www.docstoc.com/docs/11899892/Hackman-Oldhams-Job-Characteristics-Model> [Accessed 20/12/13].
- McLean, M. (2010). Citizens for an unknown future: Developing generic skills and capabilities in the Gulf context. *Learning and Teaching in Higher Education: Gulf Perspectives*, 7(2), 9-31.
- Mellahi, K., & Wood, G. (2002). Desperately seeking stability: The making and remaking of the Saudi Arabian petroleum growth regime. *Competition and Change*, 6(4), 345-362.
- Mertens, D.M. (2010). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (3rd ed.). Thousand Oaks: Sage.
- Meyer, J. ., & Gagne, M. (2008). Employee engagement from a self-determination theory perspective. *Industrial and Organizational Psychology*, 1, 60-62.
- MEYI (2009). *Missed by the boom, hurt by the bust: Making markets work for young people in the Middle East*. Washington, DC: Middle East Youth Initiative, a Joint Project of the Dubai School of Government and the Wolfensohn Center for Development at Brookings.
- Miles, M., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*: Sage Publications, Incorporated.
- Miles, M., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook*: Sage.
- Miller, K. (2011). Cognitive interviewing. In J. Madans, K. Miller, A. Maitland & G. Willis (Eds), *Question evaluation methods: Contributing to the science of data quality*. San Francisco: Wiley.
- Minbaeva, D. (2008). *HRM practices affecting extrinsic and intrinsic motivation of knowledge receivers and their effect on intra-MNC knowledge transfer*. SMG Working Paper No. 12, March 10, Center for Strategic Management and Globalization, Copenhagen Business School.
- Miner, J.B. (1990). The role of values in defining the 'goodness' of theories in organizational science. *Organizational Studies*, 11, 161-178.

- Monette, D.R., Sullivan, T.J., & Dejong, C.R. (2011). *Applied social research: A tool for the human services* (7th ed.). Belmont: Brooks/Cole-Thomson Learning.
- Montana, P.J., & Charnov, B.H. (2008). *Management* (4th ed.). Hauppauge: Barron's Educational Series.
- Mooi, E., & Sarstedt, M. (2011). *A concise guide to market research: The process, data and methods using IBM SPSS statistics*. Heidelberg: Springer-Verlag.
- Moore, L. (2012). Worldly leadership through local knowledge: Discovering voices of Emirati women leaders. In S. Turnbull, P. Case, G. Edwards, D. Schedlitski & P. Simpson (Eds), *Worldly leadership: Alternative wisdoms for a complex world*. Hampshire: Palgrave Macmillan.
- Morris, M. (2005). Organisation, social change and the United Arab Emirates. In *Proceedings of the Social Change in the 21<sup>st</sup> Century Conference*, Centre for Social Change Research, Queensland University of Technology, 28 October.
- Morris, S.S., Wright, P.M., Trevor, J., Stiles, P., Stahl, G.K., Snell, S., Paauwe, & Farndale, E. (2009). Global challenges to replicating HR: The role of people, processes, and systems. *Human Resource Management*, 48(6), 973-995.
- Mount, M.K., Barrick, M.R., Scullen, S.M., & Rounds, J. (2005). Higher order dimensions of the big five personality traits and the big six vocation interest types. *Personnel Psychology*, 58, 447-478.
- Moussly, R. (2012). Blacklist seeks to deter Emirati job aspirants from being fussy. *Gulfnews.com*, 10 February. Retrieved from <http://gulfnews.com/news/gulf/uae/education/blacklist-seeks-to-deter-emirati-job-aspirants-from-being-fussy-1.978402> [Accessed 27/05/12].
- Mullins, L.J. (1995). *Hospitality management – A human research approach* (2nd ed.). London: Pitman.
- Murthy, S.N., & Bhojanna, U. (2008). *Business research methods* (2nd ed.). New Delhi: Excel Books.
- Nelson, C. (2004). *UAE national women at work in the private sector: Conditions and constraints*. Dubai, UAE: Centre for Labour Market Research & Information (CLMRI), TANMIA.
- Newman, B.M., & Newman, P.R. (2009). *Development Through Life: A Psychosocial Approach*. Belmont: Cengage Learning.

Niemiec, C.P., & Ryan, R.M. (2013). What makes for a life well lived? Autonomy and its relation to full functioning and organismic wellness. In S. David, I. Boniwell & A. Conley Ayers (Eds), *The Oxford handbook of happiness*. Oxford: OUP.

Onwuegbuzie, A.J., & Collins, K.M.T. (2010). An innovative method for stress and coping researchers for analyzing themes in mixed research. In K.M.T. Collins, A.J. Onwuegbuzie & Q.G. Jiao (Eds), *Toward a broader understanding of stress and coping: Mixed methods approaches*. Charlotte: Information Age Publishing.

Onwuegbuzie, A.J., & Combs, J.P. (2010). Emergent data analysis techniques in mixed methods research: A synthesis. In A. Tashakkori & C. Teddlie (Eds), *The Sage handbook of mixed methods in social and behavioural research* (2nd ed.). Thousand Oaks: Sage.

Onwuegbuzie, A.J., Jiao, Q.G., & Bostick, S.L. (2004). *Library anxiety: Research methods in library and information studies No. 1*. Oxford: Scarecrow Press.

Osterloh, M., & Frey, B. (2007). Does pay for performance really motivate employees? In A. Neely (Ed.), *Business performance measurement: Unifying theory and integrating practice* (2nd ed.). Cambridge: CUP.

Paler-Calmorin, L., & Calmorin, M.A. (2008). *Research methods and thesis writing* (2nd ed.). Quezon City: Rex Printing.

Parker, S.L., Jimmieson, N.L., & Amiot, C.E. (2010). Self-determination as a moderator of demands and control: Implications for employee strain and engagement. *Journal of Vocational Behavior*, 76, 52-67.

Pashaeizad, H. (2010). A glance at the characteristics of mixed methods and importance of its applications in LIS researchers. In A. Katsirikou & C.H. Skiadas (Eds), *Qualitative and quantitative methods in libraries: Theory and applications*. Singapore: World Scientific Publishing.

Patton, M.Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks: Sage.

Pech, R. (2009). Emiratisation: Aligning education with future needs in the United Arab Emirates. *Contemporary Middle Eastern Issues*, 2(1), 57-65.

Peterson, J.E. (2009). Life after oil: Economic alternatives for the Arab Gulf states. *Mediterranean Quarterly*, 20(3), 1-18.

Piazza, T. (2010). Fundamentals of applied sampling. In P.V. Marsden & J.D. Wright (Eds), *Handbook of survey research* (2nd ed.). Bingley: Emerald Group.

Pinder, C.C. (1998). *Work motivation in organizational behavior*. Upper Saddle: Prentice-Hall.

Pintrich, P.R., & Schunk, D. (2002). *Motivation in education: Theory, research and applications* (2nd ed.). Upper Saddle: Prentice-Hall.

Playfoot, J., & Hall, R. (2008). *Effective education for employment: A global perspective*. UK: White Loop and Edexcel.

Polit, D., & Hungler, B. (1995). *Nursing Research: Principles and Methods*, JB Lippincott.

Rainey, H.G. (2009). *Understanding and managing public organizations* (4th ed.). San Francisco: John Wiley and Sons.

Randeree, K. (2009). Strategy, policy and practice in the nationalisation of human capital: Project Emiratisation. *Research and Practice in Human Resource Management*, 17(1), 71-91.

Randeree, K. (2012). *Workforce nationalization in the Gulf Cooperation Council states*. Occasional Paper No. 9, Center for International and Regional Studies Georgetown University School of Foreign Service in Qatar.

Rees, C.J., Mamman, A., & Bin Braik, A. (2007). Emiratization as a strategic HRM change initiative: Case study evidence from UAE Petroleum Company. *International Journal of Human Resource Management*, 18(1), 33-53. In D.M. Mcinerney & S.V. Etten (Eds), *Big theories revisited*. Charlotte: IAP.

Reeve, J., Nix, G., & Hamm, D. (2003). Testing models of the experience of self-determination in intrinsic motivation and the conundrum of choice. *Journal of Educational Psychology*, 95(2), 375-392.

Richey, R.C., & Klein, J.D. (2007). *Design and development research*. Mahwah: Lawrence Erlbaum.

Rieger, G., Taschuk, M., Tsui, Y., & Fedosejevs, R. (2003). Comparative study of laser-induced plasma emission from microjoule picosecond and nanosecond KrF-laser pulses. *Spectrochimica acta part B: Atomic spectroscopy*, 58(3), 497-510.

Ritzer, G., & Ryan, J.M. (2010). *The concise encyclopedia of sociology*. Oxford: Wiley-Blackwell.

Robbins, S.P. (2005). *Organisational behaviour* (11th ed.). Upper Saddle River: Pearson-Prentice-Hall.

Rollinson, D. (2005). *Organisational behaviour and analysis. An integrated approach* (3rd ed.). London: Prentice Hall.



Rosenstiel, L., Kehr, H.M., & Maier, G.W. (2000). Motivation and volition in pursuing personal work goals. In J. Heckhausen (Ed.), *Motivational psychology of human development: Developing motivation and motivating development*. Amsterdam: Elsevier Science.

Roudi, F. (2011). Youth population and employment in the Middle East and North Africa: Opportunity or challenge? In *Proceedings of the United Nations Expert Group Meeting on Adolescents, Youth and Development*, 21-22 July 2011, United Nations Secretariat, New York.

Rubin, A., & Babbie, E. (2010). *Essential research methods for social work* (2nd ed.). Belmont: Brooks/Cole-Cengage Learning.

Rubin, A., & Babbie, E. (2011). *Research methods for social work* (7th ed.). Belmont: Brooks/Cole-Cengage Learning.

Russel, C.D. (2012). Gender, academic achievement, and meanings of schooling in Ras al Khaimah, United Arab Emirates (Unpublished Ph.D. dissertation). Columbia University, New York.

Ryan, R.M. (1995). Psychological needs and the facilitation of integrative processes. *Journal of Personality*, 63, 397-427.

Ryan, R.M., & Deci, E.L. (2000a). Self-determination theory and the facilitation of intrinsic motivation, self-development and well-being. *American Psychologist*, 55(1), 68-78.

Ryan, R.M., & Deci, E.L. (2000b). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268.

Ryan, R.M., & Deci, E.L. (2008). Self-determination theory and the role of basic psychological needs in personality and the organization of behaviour. In John, O.P. Ryan, R.M., & Sapp, A.R. (2007). Basic psychological needs: A self-determination theory perspective on the promotion of wellness across development and cultures. In I. Gough & J.A. McGregor (Eds), *Wellbeing in developing countries: From theory to research*. Cambridge: CUP.

Saad, K. (2011). *Emotionally smart makes you more motivated: Associations between emotional intelligence, motivation, and work outcomes in police source handlers* (Unpublished Ph.D. thesis). School of Psychology, Faculty of Social Sciences, University of Ottawa.

Salehi-Isfahani and Dhillon, N. (2008). *Stalled youth transitions in the Middle East: A framework for policy reform*. Middle East Youth Initiative Working Paper: Stalled Youth

Transitions in the Middle East, No. 8, Wolfensohn Center for Development, Dubai School of Government, UAE.

Samulewicz, D., Vidican, G., & Aswad, N.G. (2010). *Expanding women's participation in science, technology and engineering: The case of the United Arab Emirates*. Paper submitted to the 8th Triple Helix Conference, 20-22 October 2010, Madrid.

Sansone, C., & Harackiewicz, J.M. (2000). *Intrinsic and extrinsic motivation: The search for optimal motivation and performance*. San Diego: Academic Press.

Schermerhorn, J.R. (2010). *Exploring management* (2nd ed.). Hoboken: John Wiley.

Schermerhorn, J.R., Hunt, J.G., & Osborn, R.N. (2011). *Organizational behavior* (12th ed.). Hoboken: John Wiley.

Schiphorst, F. (2004). *Voice from the shop floor: The impact of the multicultural work environment on UAE national employees*. Dubai, United Arab Emirates: Centre for Labor Market Research and Information (CLMRI).

Seidman, I. (2006). *Interviewing as Qualitative Research: A guide for Researchers in Education and the Social Sciences*, New York, 3rd Edition, Teacher College.

Sekaran, U., & Bougie, R. (2010). *Research methods for business: A skill building approach*. Hoboken: John Wiley.

Sessa, V.I., & London, M. (2006). *Continuous learning in organisations*. Mahwah: Lawrence Erlbaum.

Shah, N.M. (2008). *Recent labor immigration policies in the oil-rich Gulf: How effective are they likely to be?* International Labour Office, ILO Regional Office for Asia and the Pacific, Asian Regional Programme on Governance of Labour Migration.

Shaheen, K. (2010). Emirati job demands too high, say experts. *The National*, 19 April. Retrieved from <http://www.thenational.ae/news/uae-news/emirati-job-demands-too-high-say-experts> [Accessed 27/05/12].

Shallal, M. (2011). Job satisfaction among women in the United Arab Emirates. *Journal of International Women's Studies*, 12(3), 114-134.

Shaw, K.E. (2003). Technical education in an Arab-European dialogue: An educational bridge. *Prospects*, 33(4), 439-451.

Shediak, R., & Samman, H. (2010). *Meeting the employment challenge in the GCC: The need for a holistic strategy*. Dubai, UAE: Booz and Company, Ideation Center.

- Sheldon, K.M., & Filak, V. (2008). Manipulating autonomy, competence, and relatedness support in a game-learning context: New evidence that all three needs matter. *British Journal of Social Psychology*, 47, 267-283.
- Sheldon, K.M., Turban, D.B., Brown, K.G., Barrick, M.R., & Judge, T.A. (2003). Applying self-determination theory to organizational research. In J.J. Mortocchio & G.R. Ferris (Eds), *Research in personnel and human resource management* (Vol. 22). Oxford: Elsevier.
- Shields, J. (2007). *Managing employee performance and reward: Concepts, practices, strategies*. Cambridge: CUP.
- Sigelman, C.K., & Rider, E.A. (2012). *Life-span human development*. Belmont: Cengage Learning.
- Sims, R.R. (2006). *Human resource development: Today and tomorrow*. Charlotte: Information Age Publishing.
- Sinclair, K. (2013). Emiratis are the UAE's most valuable resource, says Sheikh Khalifa. *The National*. 26 June. Retrieved from <http://www.thenational.ae/news/uae-news/emiratis-are-the-uaes-most-valuable-resource-says-sheikh-khalifa>. [Accessed: 30/06/13].
- Singerman, D. (2007). *The economic imperatives of marriage. Emerging practices and identities among youth in the Middle East*. Middle East Youth Initiative Working Paper: Stalled Youth Transitions in the Middle East, No. 6, Wolfensohn Center for Development, Dubai School of Government, UAE.
- Sirois, F.M. (2007). Procrastination and motivations for household safety behaviours: An expectancy value perspective. In L.V. Brown (Ed.), *Psychology of motivation*. New York: Nova.
- Soenens, B., & Vansteenkiste, M. (2005). Antecedents and outcomes of self-determination in 3 life domains: The role of parents' and teachers' autonomy support. *Journal of Youth and Adolescence*, 34(6), 589-604.
- Somekh, B. (2007). *Pedagogy and learning with ICT: Researching the art of innovation*. Oxon: Routledge.
- Srivastava, S.K. (2005). *Organizational behaviour and management*. New Delhi: Sarup and Sons.
- Steers, R.M., Mowday, R.T., & Shapiro, D.L. (2004). Introduction to special topic forum: The future of work motivation theory. *The Academy of Management Review*, 29(3), 379-387.

- Sturm, M., Strasky, J., Adolf, P., & Peschel, D. (2008). *The GCC countries – Economic structures, recent developments and role in the global economy*. ECB Occasional Paper, Number 2.
- Suliman, A.M.T. (2006). Human resource management in the United Arab Emirates. In P.S. Budhwar & K. Mellahi (Eds), *Managing human resource in the Middle East: Human resource management in the United Arab Emirates*. London: Taylor & Francis.
- Suliman, A.M., & Al-Sabri, N. (2009). Surviving through the global downturn: Employee motivation and performance in healthcare industry. *The Open Business Journal*, 2, 86-94.
- Swanson, R.A., & Holton III, E.F. (2005). *Research in organizations*. San Francisco: Berrett-Koehler.
- TANMIA (2004). *Human resource report 2005*. Dubai: National Human Resource Development and Employment Authority.
- TANMIA (2006). *Employment and human resource report*. Dubai: National Human Resource Development and Employment Authority.
- Teddlie, C., & Tashakkori, A. (2009). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in social and behavioral sciences*. Thousand Oaks: Sage.
- Thakur, M., Burton, G.E., & Srivastava, B.N. (2007). *International management: Concepts and cases* (9th ed.). New Delhi: Tata McGraw-Hill.
- Thierry, H. (1990). Intrinsic motivation reconsidered. In U. Kleinbeck, H.H. Quast, H. Thierry & H. Hacker (Eds), *Work motivation*. Hillsdale, NJ: Lawrence Erlbaum.
- Thomas, J.R., Nelson, J.K., & Silverman, S.J. (2011). *Research methods in physical activity* (6th ed.). Leeds: Human Kinetics.
- Toledo, H. (2006). The problems and prospects of Emiratization: Immigration in an imperfect labor market. *Dubai Economic Research Awards*, Dubai, UAE.
- Tong, Q. (2010). *Wages structure in the United Arab Emirates*. Dubai, UAE: Institute for Social and Economic Research (ISER), Zayed University.
- Treiman, D.J. (2009). *Quantitative data analysis: Doing social research to test ideas*. San Francisco: John Wiley.
- Tremblay, M.A., Blanchard, C.M., Villeneuve, M., Taylor, S., & Pelletier, L.G. (2009). Work extrinsic and intrinsic motivation scale: Its value for organizational psychology research. *Canadian Journal of Behavioural Science*, 41(4), 213-226.

*UAE Yearbook* (2010). London: Trident Press.

Vallerand, R.J. (1997). Toward a hierarchical model of intrinsic and extrinsic motivation. In M.P. Zanna (Ed.), *Advances in experimental social psychology*, San Diego: Academic.

Vallerand, R.J., & Ratelle, C.F. (2002). Intrinsic and extrinsic motivation: A hierarchical model. In E.L. Deci & R.M. Ryan (Eds), *Handbook of self-determination research*. Rochester: URP.

Van Den Broeck, A., Vansteenkiste, M., & De Witte, H. (2008). Self-determination theory: A theoretical and empirical overview in occupational health psychology. In J. Houdmont & S. Leka (Eds), *Occupational health psychology: European perspectives on research, education and practice* (Vol. 3). Nottingham: NUP.

Van Den Broeck, A., Vansteenkiste, M., De Witte, H., & Lens, W. (2008). Explaining the relationships between job characteristics, burnout and engagement: The role of basic psychological need satisfaction. *Work and Stress*, 22(3), 277-294  
Van Den Broeck, A., Vansteenkiste, M., Lens, W., & De Witte, H. (2010). Unemployed individuals' work values and job flexibility: An explanation from expectancy-value theory and self-determination theory. *Applied Psychology: An International Review*, 59(2), 296-317.

Van Hoof, E.A.J., Born, M.P., Taris, T.W., Van Der Flier, H., & Blonk, R.W.B. (2004). Predictors of job search behavior among employed and unemployed people. *Personnel Psychology*, 57(1), 25-59.

Vansteenkiste, M., Lens, W., & Deci, E.L. (2006). Intrinsic versus extrinsic goal-contents in self-determination theory: Another look at the quality of academic motivation. *Educational Psychologist*, 41, 19-31.

Vansteenkiste, M., Lens, W., De Witte, H., & Deci, E.L. (2004). The why and why not of job search behaviour: The relation to searching, unemployment experience and well-being. *European Journal of Social Psychology*, 34, 345-363.

Vansteenkiste, M., Lens, W., De Witte, H., & Feather, N.T. (2005). Understanding unemployed people's job search behaviour, unemployment experience and well-being: A comparison of expectancy-value theory and self-determination theory. *British Journal of Social Psychology*, 44, 269-287.

Vansteenkiste, M., Neyrinck, B., Niemiec, C., Soenens, B., De Witte, H., & Van Den Broeck, A. (2007). On the relations among work value orientations, psychological need satisfaction and job outcomes: A self-determination theory approach. *Journal of Occupational and Organizational Psychology*, 80, 251-277.

Vansteenkiste, M., Niemiec, C.P., & Soenens, B. (2010). The development of the five mini-theories of self-determination theory: A historical overview, emerging trends, and future directions. In T.C. Urdan & S.A. Karabenick (Eds), *The decade ahead: Theoretical perspectives on motivation and achievement*. Bingley: Emerald Group.

- Vansteenkiste, M., & Sheldon, K.M. (2006). There's nothing more practical than a good theory: Integrating motivational interviewing and self-determination theory. *British Journal of Clinical Psychology*, 45, 63-82.
- Vansteenkiste, M., Sierens, E., Soenens, B., Luyckx, K., & Lens, W. (2009). Motivational profiles from a self-determination perspective: The quality of motivation matters. *Journal of Educational Psychology*, 101(3), 671-688.
- Vialle, W., Lysaght, P., & Verenikina, I. (2005). *Psychology for educators*. Victoria: Cengage Learning.
- Vogt, W.P., Gardner, D.C., & Haeffele, L.M. (2012). *When to use what research design*. New York: Guilford Press.
- Volk, K. (2011). Technology education is more than just computers. In *Conference Proceedings, Papers from the Second Annual Symposium of the Gulf Comparative Education Society*, 16-17 March, Ras Al Khaimah, UAE.
- Vroom (1964). *Work and motivation*. New York: John Wiley.
- Walters, T.N., Kadragic, A., & Walters, L.M. (2006). Miracle or mirage: Is development sustainable in the United Arab Emirates? *Middle East Review of International Affairs*, 10(3), 77-91.
- Wanberg, C.R., Kanfer, R., & Rotundo, M. (1999). Unemployed individuals: Motives, job-search competencies and job-search constraints as predictors of job seeking and reemployment. *Journal of Applied Psychology*, 6, 897-910.
- Wanberg, C.R., Zhu, J., & Van Hooft, E.A.J. (2010). The job search grind: Perceived progress, self-reactions, and self-regulation of search effort. *Academy of Management Journal*, 53(4), 788-807.
- Wehmeyer, M.L. (2005). Self-determination and individuals with severe disabilities: Re-examining meanings and misinterpretations. *Research and Practice for Persons with Severe Disabilities*, 30, 113-120.
- Weidman, J.C. (2011). Linking higher education reform to labour market demand in the Gulf states: A slippery slope? In *Conference Proceedings, Papers from the Second Annual Symposium of the Gulf Comparative Education Society*, 16-17 March, Ras Al Khaimah, UAE.
- Weiss, M.R., & Amorose, A.J. (2008). Motivational orientations and sport behaviour. In T.S. Horn (Ed.), *Advances in sport psychology* (3rd ed.). Leeds: Human Kinetics.
- Wellington, P. (2011). *Effective people management*. London: Kogan Page.
- Werner, A. (2004). *A guide to implementation research*. Washington, DC: Urban Institute Press.

- Werner, J.M., & DeSimone, R.L. (2012). *Human resource development* (6th ed.). Mason: South-Western.
- Wigfield, A., & Eccles, J.S. (Eds) (2002). The development of competence, beliefs, expectancies for success, and achievement values from childhood through adolescence. In *Development of achievement motivation*. San Diego: Academic Press.
- Wigfield, A., Tonks, S., & Eccles, J.S. (2004). Expectancy value theory in cross-cultural perspective. In D.M. Mcinerney & S.V. Etten (Eds), *Big theories revisited*. Charlotte: Information Age Publishing.
- Wilkins, S. (2001a). Human resource development through vocational education in the United Arab Emirates: The case of Dubai Polytechnic. *Journal of Vocational Education & Training*, 54(1), 5-26.
- Wilkins, S. (2001b). International briefing 9: Training and development in the United Arab Emirates. *International Journal of Training and Development*, 5(2), 153-165.
- Willemyns, M. (2008). The rapid transformation of Emirati managers' values in the United Arab Emirates. In *Proceedings of the Academy of World Business Marketing and Management Development*, University of Wollongong in Dubai, UAE.
- Wilson, R.A., & Keil, F.C. (Eds) (2001). *The MIT encyclopedia of the cognitive sciences*. Bradford: MIT.
- Winefield, A.H., Tiggemann, M., & Winefield, H.R. (1992). Unemployment distress, reasons for job loss and causal attributions for unemployment in young people. *Journal of Occupational and Organizational Psychology*, 65, 213-218.
- Wood, M.J., & Ross-Kerr, J.C. (2011). *Basic steps in planning nursing research: From question to proposal* (7th ed.). London: Jones and Bartlett.
- Woods, S.A., & West, M.A. (2010). *The psychology of work and organizations*. Hampshire: Cengage Learning.
- World Economic Forum (2007). *The United Arab Emirates and the world: Scenarios to 2025*. Geneva: World Scenario Series.
- Yin, R. (2011). *Qualitative research from start to finish*. New York: Guilford Press.
- Yousef, D.A. (2000). Organizational commitment as a mediator of the relationship between Islamic work ethic and attitude toward organizational change. *Human Relations*, 53(4), 513-537.
- Yousef, T., & Kabbani, N. (2012). A growing Gulf: Public and private sector initiatives and the realities of youth employment outcomes. In *Proceedings of Workshop No. 5*, Gulf Research Centre, Cambridge.

Zaman, S. (2012). 2013 dedicated to Emiratisation. *Gulf News*. 27 November. Retrieved from <http://gulfnews.com/news/gulf/uae/society/2013-dedicated-to-emiratisation-1.1111015>. [Accessed: 05/05/13].

Zikmun, W.G., & Babin, B.J. (2007). *Exploring marketing research* (9th ed.). Mason: Thomson Higher Education.



## APPENDICES

### Appendix 1: Interview and Questionnaire consent Forms

#### Consent Form for:

**“Exploration of the Challenges of Emiratisation in UAE in the 21<sup>st</sup> Century”.**

Please tick the appropriate boxes		YES	NO
I have read and understood the project information sheet dated <b>DD/MM/YYYY</b> .		<input type="checkbox"/>	<input type="checkbox"/>
I have been given the opportunity to ask questions about the project.		<input type="checkbox"/>	<input type="checkbox"/>
I agree to take part in the project. Taking part in the project may include being interviewed and recorded (audio or video).		<input type="checkbox"/>	<input type="checkbox"/>
I understand that my taking part is voluntary; I can withdraw from the study at any time and I do not have to give any reasons for why I no longer want to take part.		<input type="checkbox"/>	<input type="checkbox"/>
<b>Select only one of the next two options:</b>			
<input type="checkbox"/>	I would like my name used where what I have said or written as part of this study will be used in reports, publications and other research outputs so that anything I have contributed to this project can be recognised.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	I do not want my name used in this project.	<input type="checkbox"/>	<input type="checkbox"/>
I understand my personal details such as phone number and address will not be revealed to people outside the project.		<input type="checkbox"/>	<input type="checkbox"/>
I understand that my words may be quoted in publications, reports, web pages, and other research outputs but my name will not be used unless I requested it above.		<input type="checkbox"/>	<input type="checkbox"/>
I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of that data and if they agree to the terms I have specified in this form.		<input type="checkbox"/>	<input type="checkbox"/>
I understand that other researchers may use my words in publications, reports, web pages, and other research outputs according to the terms I have specified in this form.		<input type="checkbox"/>	<input type="checkbox"/>
I agree to assign the copyright I hold in any materials related to this project to <b>Ismail AlBloushi</b>		<input type="checkbox"/>	<input type="checkbox"/>

\_\_\_\_\_  
Name of Participant                      Signature                      Date

\_\_\_\_\_  
Researcher                                      Signature                      Date

Email: i.albloushi@edu.salford.ac.uk

## Appendix 2: Interview Schedule for Non-Emirati CEO's

### INTERVIEW SCHEDULE FOR NON-NATIONAL CEOS

Preamble to the interview: This research is part of a PhD study into the motivation of Emirati nations to seek/accept work in the private sector, and the efforts made by the private sector to motivate Emirati nationals in this respect. Your responses are confidential to the research process and your organisation will not be named in the PhD thesis. The questions are intended to obtain your understanding of three main issues: Emiratisation, the motivation of Emirati nationals towards the private sector, and your organisation's HR policies concerning the recruitment and retention of Emirati nationals.

**All responses will remain anonymous, and the data obtained will be used for research purposes only.**

**Q1. How long have you been in your current position?**

Up to 3 years		3-5 years	
5-7 years		7-10 years	
10 years or over		Other(please state)	

**Q2 Before occupying this position were you in a similar position in a different country where the localisation of labour was an important issue.**

Yes ☐ / No ☐

**Q3 Before occupying this position were you lower down the organisational hierarchy but still working for this company in the UAE?**

Yes ☐ / No ☐

**Q4 What is your understanding of the key reasons for requiring private sector organisations to provide a quota of positions for Emirati nationals?**

**Q5 What is the overall percentage of Emirati nationals in your workforce?**

**Q6 What mechanisms do you have for comparing the job performance of Emirati nationals with that of expatriates occupying the same positions?**

**Q7 What do these mechanisms tell you about the relative performance of Emiratis?**

**Q8 In what jobs do Emirati nationals appear to be performing best, and what are the reasons for that?**

**Q9 In these jobs are they as good as expatriates, better or worse? Please explain your answer.**

**Q10 In your experience what are the three areas where Emiratis are high performers than expatriates?**

**Q11 In your experience what are the three areas where expatriates are low performers than expatriates?**

**Q12 Does your organisation have difficulty in recruiting Emirati nationals?**

Yes ☐ Please go Q13 / No ☐ Please go Q14

**Q13 If Yes, what are the reasons?**

**Q14 If No, what is it about your job offer that you think motivates Emiratis to apply to work in your organisation?**

**Q15 What other general comments would you like to make about the contribution of Emirati nationals in the UAE workforce?**

**Q16 How do you think that contribution can be enhanced?**

**Thank you for your participation.**  
Are there any questions you would like to ask me?

## Appendix 3: Questionnaire for Unemployed Emirati Nationals

### QUESTIONNAIRE FOR UNEMPLOYED EMIRATI NATIONALS

The purpose of this questionnaire is to obtain information for a PhD research project conducted in the motivations of Emirati nationals to take up employment in the private sector in technical occupations.

The questionnaire is in four sections. Section 1 relates to your personal circumstances including those concerning your current unemployment, Section 2 asks about your individual motivation towards a job, Section 3 asks for your perceptions about work in the private sector, and Section 4 offers you the chance to add anything else you think might be relevant to this subject.

**Your participation is requested and appreciated. All responses will remain anonymous, and the data obtained will be used for research purposes only.**

#### Section1: Demographic Information

Please place a **Tick in the box** which describes your circumstances

**Q1.1** Please indicate your age.

Under 20		20-25 years	
26-30 years		31-35 years	
36-40 years		41 and over	

**Q1.2** Please indicate your highest level of education.

General Secondary Certificate Art Section	
General Secondary Certificate Science Section	
Technical Secondary Certificate	
Technical and Vocational Institute Certificate	
Institute of Applied Technology Certificate	
Diploma	
Higher Diploma	
Bachelor's Degree	
Other, please specify .....	

**Q1.3** Please indicate your marital status.

Single		Married	
Divorced		Widowed	

**Q1.4** Please indicate how long you have been unemployed.

0-3 months	
------------	--

3-6 months	
------------	--

6-9 months	
------------	--

9 months-1 year	
-----------------	--

1-2 years	
-----------	--

2 years or longer <b>Please go to Q1.5</b>	
---	--

**Q1.5** If you have been unemployed for more than 2 years, how long has this period been?  
.....

**Q1.6** Have you ever applied for a technical job in the private sector?

Yes ☐ **Please go to Q1.7** / No ☐ **Please go to Q1.10**

**Q1.7** If yes, have you ever been offered a technical job in the private sector?

Yes ☐ **Please go to Q1.8** / No ☐ **Please go to Q1.10**

**Q1.8** If yes, have you ever accepted a technical job in the private sector?

Yes ☐ **Please go to Q1.9** / No ☐ **Please go to Q1.10**

**Q1.9** If yes, please say why you are now unemployed  
.....

**Q1.10** Who is supporting you financially whilst you are unemployed? Please tick all that apply.

Parents	
---------	--

Brothers/Sisters	
------------------	--

Spouse	
--------	--

Spouse's Parents	
------------------	--

The State	
-----------	--

Other (please state)	
----------------------	--

**Q1.11** How long do you think you can continue to remain unemployed before being forced to take a job that you do not want?  
.....

**Q1.12** Do you have a spouse to support? Yes ☐ / No ☐

**Q1.13** Do you have children to support? Yes ☐ / No ☐

## Section 2: Your Personal Orientation towards Work

Please read the following statements and indicate your strength of agreement in respect of each one, where **1 = strongly agree**, **2 = agree**, **3 = disagree**, and **4 = strongly disagree**.

1 = Strongly agree	2 = Agree	3 = Disagree	4 = Strongly disagree	1	2	3	4
2.1 The level of salary is more important to me than any other aspect of the job							
2.2 Job security is more important to me than any other aspect of the job							
2.3 Personal status within the organisation is more important to me than any other aspect of the job							

2.4 Personal prestige within my social circle is more important to me than any other aspect of the job				
2.5 Being part of an organisational culture that reflects my national culture is more important to me than any other aspect of the job				
I would be attracted to a technical job in the private sector if the job offered me:				
2.6 A salary comparable with that in the public sector				
2.7 Security through a permanent contract				
2.8 The chance to progress upwards in the organisation				
2.9 The ability to fulfil my cultural/religious duties				
2.10 The chance to act on my own initiative				
2.11 The chance to work as part of a team				
2.12 The chance to improve my skills through training and education				
2.13 The chance to move around departments to learn more of the business				
2.14 The chance to improve my English language skills through structured efforts				
2.15 Regular feedback on my performance				
2.16 A mentoring/coaching system				
2.17 A promotion system based on performance				
2.18 Variety in my job				
2.19 A comfortable work environment				
2.20 Recognition for a job well done through appropriate rewards				
2.21 The chance to achieve a healthy work/life balance				
I am not attracted to a technical job in the private sector because I do not think this would:				
2.22 Provide me with the level of salary I think I deserve				
2.23 Provide me with any job security				
2.24 Give me the chance to progress my career				
2.25 Allow me to fulfil my cultural/religious duties				
2.26 Reflect well on me in respect of my social circle				
2.27 Be acceptable to my parents				
2.28 Be acceptable to my extended family				
Other reason(s):				

**Q2.29** What is your ideal job?

.....

**Q2.30** Do you think you will ever obtain such a job?

Yes ☐ Please go to Q2.31 then Q2.32 / No ☐ Please go to Q2.33

**Q2.31** If Yes, how do you think you are qualified for that job?

.....

**Q2.32** If Yes, but you are not yet qualified for that job, what steps will you take, and when, to make yourself qualified?

.....

**Q2.33** If you think you will never obtain your ideal job, what job will you settle for?

.....

### Section 3: Your Experience of Technical Jobs in the Private Sector

**Q3.1** Do you have friends/family who work in the private sector?

Yes ☐ / No ☐

**Q3.2** Do you have friends/family who work in technical jobs in the private sector?

Yes ☐ / No ☐

**Q3.3** What do they tell you about their experiences in the private sector?

.....

**Q3.4** Are they happy in their jobs in the private sector?

Yes ☐ Please go to Q3.5 / No ☐ Please go to Q3.6

**Q3.5** If Yes, what is it about their jobs they like?

.....

**Q3.6** If No, what is it about their jobs they don't like?

.....

**Q3.7** If you have friends/family who work in the private sector in technical jobs, do you think any less of them than friends/family who work in the public sector?

Yes ☐ Please go to Q3.8 / No ☐ Please go to Q3.9

**Q3.8** If Yes, why?

.....

**Q3.9** If No, why?

.....

**Q3.10** Do you think it is important to engage more Emiratis in the private sector and reduce the reliance on expatriate workers?

Yes ☐ Please go to Q3.11 / No ☐ Please go to Q3.12

**Q3.11** If Yes, why?

.....

**Q3.12** If No, why?

.....

<b>Section 4: Anything else you would like to say</b>
---

**(all information is anonymous and treated confidentially)**

.....  
.....  
.....  
.....  
.....  
.....

**Thank you for your participation.**

**Your views are valuable to the process of Emiratisation.**

## Appendix 4: Questionnaire for Employed Emirati Nationals

### QUESTIONNAIRE FOR EMIRATIS EMPLOYED IN TECHNICAL JOBS IN THE PRIVATE SECTOR

The aim of this questionnaire is to obtain information for a PhD research project conducted into the motivations of Emirati nationals to take up employment in the private sector in technical occupations.

The questionnaire is in four sections. Section 1 relates to your personal circumstances including those concerning your current employment, Section 2 asks about your individual motivation towards a job, Section 3 asks for your perceptions about work in the private sector, and Section 4 offers you the chance to add anything else you think might be relevant to this subject.

**Your participation is requested and appreciated. All responses will remain anonymous, and the data obtained will be used for research purposes only.**

#### Section1: Demographic Information

Please place a **Tick in the box** which describes your circumstances

**Q1.1** Please indicate your age.

Under 20		20-25 years	
26-30 years		31-35 years	
36-40 years		41 and over	

**Q1.2** Please indicate your highest level of education.

General Secondary Certificate Art Section	
General Secondary Certificate Science Section	
Technical Secondary Certificate	
Technical and Vocational Institute Certificate	
Institute of Applied Technology Certificate	
Diploma	
Higher Diploma	
Bachelor's Degree	
Other, please specify .....	

**Q1.3** Please indicate your marital status.

Single		Married	
Divorced		Widowed	

**Q1.4** Please indicate the longest you have been unemployed in the past.

0-3 months		3-6 months	
6-9 months		9 months-1 year	
1-2 years		2 years or longer	

**Q1.5** What is your current job title?

.....

**Q1.6** Is this your first job in the private sector?

Yes ☐ / No ☐

**Q1.7** Did you have a period of unemployment before accepting your current job?

Yes ☐ Please go to Q1.8 then Q1.9 / No ☐ Please go to Section 2

**Q1.8** If you were unemployed for any time, please indicate how long that period lasted.

0-3 months		3-6 months	
6-9 months		9 months-1 year	
1-2 years		2 years or longer	

**Q1.9** And during that period, who supported you financially? Please tick all that apply.

Parents		Brothers/Sisters	
Spouse		Spouse's Parents	
The State		Other (please state)	

## Section 2: Your Personal Orientation towards Work

Please read the following statements and indicate the strength of agreement you feel in respect of each one, where **1 = strongly agree, 2 = agree, 3 = disagree, and 4 = strongly disagree**.

<b>1 = Strongly agree    2 = Agree    3 = Disagree    4 = Strongly disagree</b>	1	2	3	4
2.1 The level of salary is more important to me than any other aspect of the job				
2.2 Job security is more important to me than any other aspect of the job				
2.3 Personal status within the organisation is more important to me than any other aspect of the job				
2.4 Personal prestige within my social circle is more important to me than any other aspect of the job				
2.5 Being part of an organisational culture that reflects my national culture is more important to me than any other aspect of the job				
<b>My current job offers me:</b>				
2.6 A salary comparable with that in the public sector				
2.7 A salary that I think I deserve considering my qualifications				
2.8 Job security through a permanent contract				
2.9 The chance to progress upwards in the organisation				
2.10 The chance to become attractive to other organisations				
2.11 The chance to act on my own initiative				
2.12 The chance to work as part of a team				



2.13 The chance to improve my skills through training and education				
2.14 The chance to move around departments to learn more of the business				
2.15 The chance to improve my English language skills through structured efforts				
2.16 Regular feedback on my performance				
2.17 A mentoring/coaching system				
2.18 A promotion system based on performance				
2.19 Variety in my job				
2.20 A comfortable work environment				
2.21 Recognition for a job well done through appropriate rewards				
2.22 The chance to achieve a healthy work/life balance				
2.23 The ability to fulfil my cultural/religious duties				
<b>My current job:</b>				
2.24 Reflects well on me within my social circle				
2.25 Is acceptable to my parents				
2.26 Is acceptable to my extended family				

**Q2.27** Please describe your ideal job?

.....

**Q2.28** Are you in your ideal job at the moment?

Yes ☐ Please go to Q2.29 / No ☐ Please go to Q2.30

**Q2.29** If Yes, where do you see yourself in five years' time in employment terms?

.....

**Q2.30** If No, what steps will you take, and when, to try to obtain that ideal job?

.....

### Section 3: Your Experience of Technical Jobs in the Private Sector

**Q3.2** Do you have friends/family who work in the private sector?

Yes ☐ / No ☐

**Q3.2** Do you have friends/family who work in technical jobs in the private sector?

Yes ☐ / No ☐

**Q3.3** Is their experience of work in the private sector the same as yours?

Yes ☐ / No ☐

Please explain your answer

.....

**Q3.4** Would you recommend working in a technical job in the private sector to a friend or family member?

Yes ☐ / No ☐

Please explain your answer

.....

**Q3.5** Do you think it is important to engage more Emiratis in the private sector and reduce the reliance on expatriate workers?

Yes ☐ Please go to 3.6 / No ☐ Please go to Q3.7

**Q3.6** If Yes, why?

.....

**Q3.7** If No, why?

.....

**Q3.8** Please list the five things that are most important to you about your job, in order of their importance to you:

1	
2	
3	
4	
5	

**Q3.9** Please list anything you dislike about your job, in order of importance:

1	
2	
3	
4	
5	

**Q3.10** Have you ever worked in the public sector?

Yes ☐ Please go to Q3.11 / No ☐ Please go to Section 4

**Q3.11** If Yes, how does your current job compare?

.....

<b>Section 4: Anything else you would like to say</b>
---

**(all information is anonymous and treated confidentially)**

.....

.....

.....

**Thank you for your participation.**

**Your views are valuable to the process of Emiratisation.**