

**Strategic framework for individual target
setting and team effectiveness in the
Government of Abu Dhabi**

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TO MY PRINCESS MAHRAH

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ABBREVIATIONS

ADAEP	Abu Dhabi Award for Excellence in Government Performance
ADEP	Abu Dhabi Excellence Programme
ADG	Abu Dhabi Government
ADIA	Abu Dhabi Investment Company
ADNOC	Abu Dhabi National Oil Company
ADPMF	Abu Dhabi Performance Management Framework
AED	United Arab Emirates Dirham
CIPD	Chartered Institute of Personnel and Development
DC	Developing Countries
DED	Department of Economic Development
DOI	Digital Opportunity Index
EC	The Emirate of Abu Dhabi Executive Council
EFQM	European Foundation for Quality Management model
EPI	Environmental Performance Index
GCC	Gulf Cooperation Council
GCI	Global Competitiveness Index
GDP	Gross Domestic Product
GNI	Gross National Income
GSEC	Abu Dhabi Government General Secretariat of the Executive Council
HRM	Human Resources Management
ICT	Information Telecommunication Technology
IMD	Institute for Management Development
IMF	International Monetary Fund
IRENA	International Renewable Energy Agency
KPIs	Key Performance Indicators
LGO	Learning Goal Orientation
MBO	Management-By-Objectives
OPEC	Organization of the petroleum Exporting Countries
PGO	Performance Goal Orientation
PM	Performance Management

PMF	Performance Management Framework
PRP	Performance-Related Pay
SD	Sustainable Development
SMART	Specific, Measurable, Appropriate, Relevant and Time Bounded
SOEs	State-Owned Enterprises
UAE	United Arab Emirates
WEF	World Economic Forum
WoG	Whole of Government

ABSTRACT

Developed countries has long been paying attention to performance management (PM) field. Team and individual performance were always part of PM framework that were an area for research and development. Countries as well as organizations have increased their reliance on teams which is part of a basic aspect of modern organizational life; less work assignments fully performed by one individual alone. It is naturally the result of cost cutting pressure and improving efficiency to enable the public sector to remain competitive on a global scale. However, when diving deep into the team performance and specifically individual performance within the team, it is not clear if the individual target setting is linked with the team target and how it effects the overall performance either for the team or organization. Much research has been conducted on individual target settings, and increasingly on team targets. However, not enough research has been conducted on exploring and evaluating individual targets linked to the team target.

Abu Dhabi as a city is becoming well recognized and its economy is strong and globally recognized to be a driver. It is also evident that Abu Dhabi Government (ADG) is putting lots of efforts in building sustainable knowledge based economy. As ADG has gone through transformation during the past few years. As a result, PM are an area of attention to which it facilitate the efforts to be efficient and more developed government. As any modern government, cross functional teams were created between ADG organizations to achieve different deliverables that can't be achieved by individuals or an organization alone. Despite the fact that ADG is using PM as an important method to improve and sustain growths, it is faced with a number of challenges that could affect the performance of the different teams to deliver their targets in more effect way.

This study therefor aims to investigate the effect of individual target setting on team effectiveness and overall performance in ADG and propose strategic approach to improve individual performance within teams. This aim was achieved by conducting qualitative and quantitative methods of data collection targeting to explore how the main variables of target setting are associated with the attitudes and opinions of individuals working in teams.

The study reveals that despite the growing emphasis on the important of PM and the role of individual target setting within teams in enhancing the organisations capabilities and the overall operational excellence, the study shows how individual target setting with teams impact on overall performance of various organisations within ADG.

CHAPTER 1 - INTRODUCTION

1.1 INTRODUCTION AND BACKGROUND

Abu Dhabi Government (ADG) envisages on being a world class government by providing its citizens with the best access to knowledge and services in the most efficient, effective and economic way. In support of this vision, ADG has placed considerable focus on comprehensive strategic planning exercise and has therefore attempted numerous performance management (PM) programs within its various entities and agencies.

The scope of this study is very relevant to the current work behaviour in organisations today as teamwork has become an essential business function to enhance performance in all government entities.

Abu Dhabi, where the focus of this research is going to be, is the Capital and the largest of the seven emirates of United Arab Emirates. It shares its borders with the Kingdom of Saudi Arabia, Oman and the Arabian Gulf. The official religion of the state is Islam, and that considerably influences the lives of not only the residents but also the way businesses operate in Abu Dhabi. The UAE national comprise only about 20%, around 440,000 of the total population of 2.12 million (Abu Dhabi Government, 2013). The local economy is considerably strong and has largely remained shock-proof during the financial crisis despite declining revenue from oil imports; a GDP of \$152 billion (ADG Statistical Centre, 2011) - where oil exports contribute to nearly 60% of this total GDP. In terms of employment, of the total employed labour force of 1.4 million in both public and private sector, about 15% is that of females while the representation of locals is about 9%.

These facts presented above pose some of unique challenges to local organisations working in the Abu Dhabi. These include:

- The impact of strong religious values on legislations and governance structures.
- Under-representation of females and nationals in the work force.
- A population with a vast majority of foreign immigrants, bringing their own different social, cultural and religious values to the country.

The public service authorities in Abu Dhabi are continuously focused towards improving their services but are naturally faced with a number of challenges, essentially arising from Abu Dhabi's complex work environment. Even though few organisations might be conducting best management practices as an organisational performance management initiative, they require a structured approach towards the process; a framework that is compatible with the diverse, multi-cultural, multi-ethnic workforce of Abu Dhabi.

Researchers have long been interested in the study of teamwork in organisations as fostering teamwork is a priority for the global leaders (CIPD, 2009). The benefits are clear: *increased productivity, improved customer service, more flexible system and employee empowerment*. Team effectiveness can be broadly defined by performance, member satisfaction, and team viability and teamwork is connected to on higher levels of performance as well as the increased job rotation and integration of new tasks (Rolfsen 2013 and Rolfsen and Langeland 2012).

Much research has been conducted on individual target settings, and increasingly on team targets. However, not enough research has been conducted on exploring and evaluating individual targets linked to the team target (Shields, 2007). With an increase in teams, especially as a result of cost cutting in the public sector to remain competitive on a global scale, it is important to understand the implications and links of the individualistic culture within a collectivist environment. The right degree of knowledge, skill and attitude are essential ingredients for high performance in all fields of human endeavour. However, when the goal can only be reached when people work together in a team, their individual talents alone are not enough. What matters most is the intangible element often referred to as '*chemistry*' or the extent to which people '*gel together*'.

Organizations have increased their reliance on teams from the early 1980s to the present (Al-Rawi, 2008, Ilgen, 2006). A basic aspect of modern organizational life is there are less work assignments fully performed by one individual alone. ADG is working with the same concept as show in Figure 1.1 ADG cross entities teams. The figure shows sample of some cross entities teams that were created in ADG from team members that comes from different ADG entities.

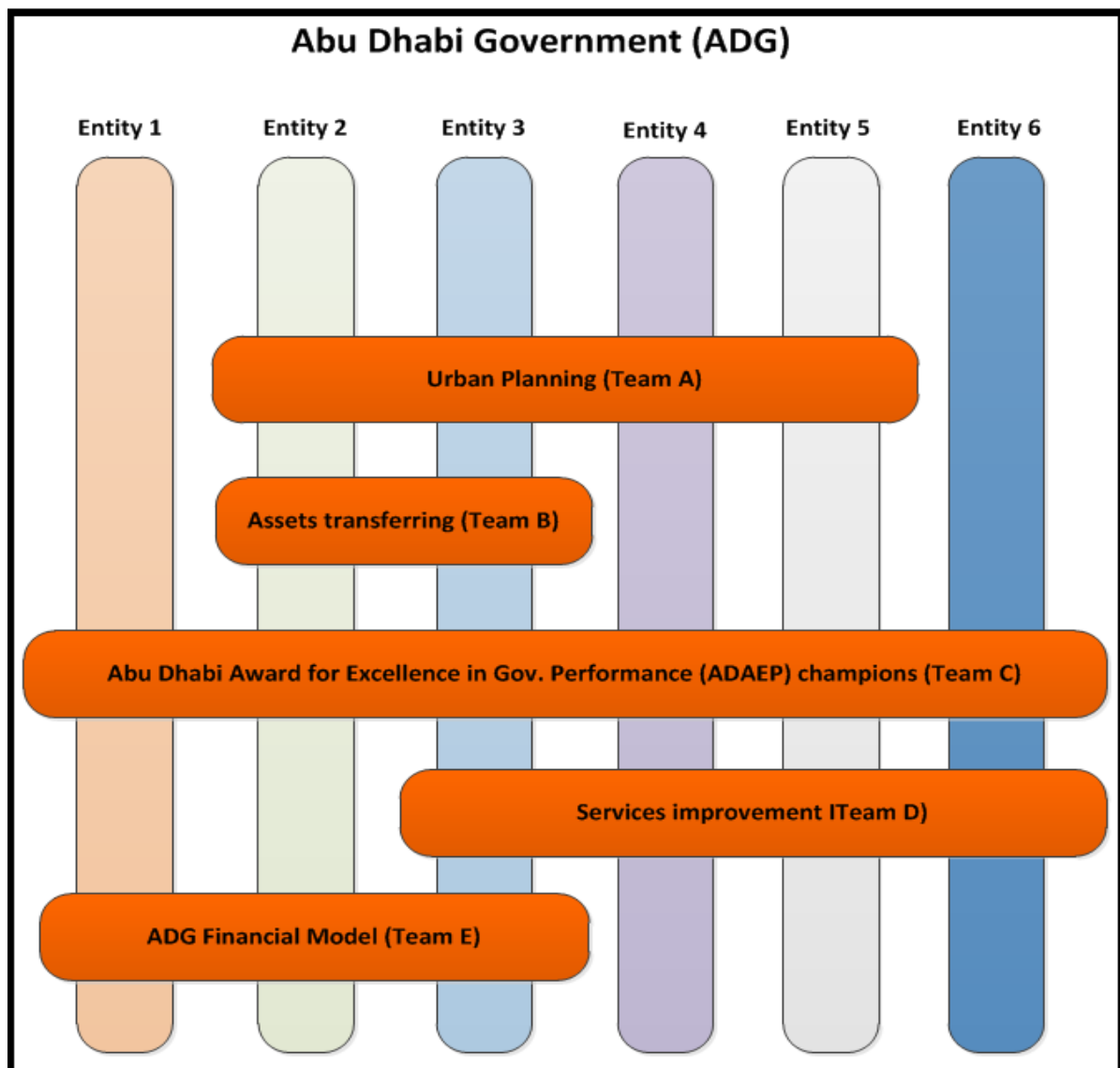


Figure 1.1: ADG Cross Entities Teams

Like individuals, these teams need to be developed as well as managed in order to benefit the organizations. Formally or informally, there is usually one leader role to guide the functioning of the teams in organizations today, in spite of the fact that many

teams which are “self-managed” (Zaccaro, Rittman & Marks, 2001) are usually given specific goals and left alone. Given the prevalence and the potential impact of leadership in teams, it is important that both researchers and practitioners have a better understanding of the relationship between team targets, team leadership, team cohesion, and team effectiveness outcomes.

Teamwork is defined as a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable. These include being a team player, participation propensity, cooperative behaviour, and leadership. Essentially, there are two major issues to consider when people come together in a work group or team within an organisation:

- The *first* issue, and frequently this is the only one the group considers, is the task and the problems involved in getting the job done.
- The *second* issue and the one least considered by the group/team, is the process of group work itself: the mechanisms by which the group acts as a unit and not as a loose rabble. Without due attention to this process the value of the group and human capital of the organisation can be diminished or even destroyed. Effective explicit management of this process can enhance the worth of the group to be many times the sum of the worth of its individuals. This then leads to synergy, which in turn engenders a positive organisational culture and makes group work attractive in organisations despite the possible problems (and time spent) in group formation. The right degree of knowledge, skill and attitude are essential ingredients for high performance in all fields of human endeavour.

Several scholars such as Brannick and Prince (1997); Kozlowski and Ilgen (2006) argue that since teams are characterized by a collection of, at a minimum, two or more individuals, there must be member task specialization, and members must interact or coordinate in order to achieve a common goal or outcome. As such there are usually differentiated roles and tasks to be performed. In the end, the overall purpose of

“teams” is to achieve tasks members cannot fulfill as individuals, and they must be able to work effectively and efficiently together.

Meanwhile Performance management (PM) is considered ‘one of the best ways of determining the effectiveness of an organisation is by examining its employees’ performance. If an organisation is not achieving its desired business goals and objectives, it could be because employees are not performing adequately’ (Boughton et al, 1999; 14). According to Lewis et al (2007), “PM” refers to a range of activities that are in place to enhance organisational performance however for Williams (1998) and Copeland et al (2005) performance management is difficult to define. This is because ‘PM involves issues to which there is no “off the shelf” or one-size-fits-all response’ (Beardwell et al, 2007; 495). The Chartered Institute of Personnel and Development (CIPD, 2009) summarise PM as a process that involves managing individuals and teams in order to achieve a high level of performance in accordance with the organisations objectives.

According to Armstrong and Baron (2005) PM is largely about managing expectations which transpire into an agreed set of objectives. Such objectives include on-going role objectives, targets, tasks/projects, values and behaviour (Armstrong and Baron, 2005).

Mckinsey stated in one of their reports (making it work in government) based on a study of the U.S. government – organizations that make PM a priority have had dramatic improvements in their performance, enhancing their ability to deliver their public service objectives.

Performance management has been increasingly used in work places since organisations have become more competitive on a global scale. As a result individual employee performance has been increasingly examined as a contributor to an organisation achieving its business goals. And while many organizations are great at managing the materials and machinery of the organization, they fall very short in being able to manage the human side of their business. If members in the organization don’t take personal responsibility for their own actions, decisions, and results, then they won’t be able to build trust.

1.2 CHALLENGES TO TRANSFORMATION IN PUBLIC SECTOR

A precise definition of Public Sector enterprises is difficult to establish since drawing a clear distinction between a public and a private entity can be confusing. In simplistic terms, an organisation offering its services to the public without discriminating between customers based on their ability to afford, and at a price that does not generate profits for the company, is essentially a public service firm (Flynn, 2007).

The services offered to the public may vary but across the board, public sector organisations are stereo-typed for their inefficiencies and bureaucratic decision making procedures. The image of public sector globally, particularly in terms of its "efficiency" and "value for money" has been a much debated subject over the past couple of decades and since public sector performance is a critical indicator for any economy due to three fundamental reasons (Thornhill, 2006):

- It tends to be one of the major employers for a country's workforce. In the UAE, 29% of the entire employed workforce are working for Public Service authorities and for Abu Dhabi in specific, it represents 23% (Abu Dhabi Council for Economic Development, 2012).
- It provides both business (roads, infrastructure) and social services (education, health, unemployment benefits)
- It is the main economic driver and bigger spender (Abu Dhabi Statistical Centre ,2012)

It is therefore not surprising that the customers of these public sector organisations - the masses, demand greater efficiencies and improved spending. Under an increasing pressure therefore, public sector organisations have been focussed on transforming their services. In Abu Dhabi for example, many improvement initiatives were announced such as the establishment of new services entities (Abu Dhabi Agenda ,2008). Another example in the UK, a number of improvement initiatives launched such as "Best Value" (launched in 1999) and league tables for Health Services and Primary Education Providers have been focussed around making public service organisations

more agile and responsive; increasingly efficient and less bureaucratic than they used to be in the past (Marr & Creelman, 2011).

Any transformation initiative to reform public sector organisations is often more challenging than a similar attempt to improve performance in private sector. This is often due to the fact that public sector organisations are expected to deliver outcomes that are often politically motivated, whilst dealing with the reduced spending, a public with rising expectations, and an ever increasing costs to serve (Doyle, et al., 2000). R. Parker and L. Bradley, in their study on 6 public sector entities in Australia, concluded that the difference between public and private sector organisations is due to the resource availability to both organisation, the clear distinction between their aspirations and goals and influencing political constraints on public sector entities, which are not found in private sector organisations (Parker & Bradley, 2000).

In another similar research carried out on transformation of public sector in Australia, K. Brown et.al. supported the above argument by suggesting that any attempt to implement private sector managerial practices within public sector, without accommodating the cultural aspect peculiar only to public sector enterprises, is doomed for failure. More specifically, the study emphasised on the bureaucratic elements within such organisations and concluded that commitments to adopt private-sector styled practices were often found to be merely "ideological" (Brown, et al., 2003).

Since the financial crisis of 2008/9, government spending on provision of public and welfare services such as housing benefits, law enforcement and provision of security, health and educational services, has been continuously declining and the emphasis has been on "delivering more for less" (Marr & Creelman, 2011). In the United States of America, the American Recovery & Reinvestment Act of 2009 (ARRA) promises increased accountability, transparency and efficiencies of public service organisations as they were provided surplus cash, going in billions, to be able to continue providing services to an economy that was severely impacted by the crisis.

Even though the common perception is that private sector entities tend to be more productive than their public sector counterparts, the typical stereotypes on the performance of public sector were questioned by L Herculeous and R Johnston, who

investigated the cases of two of the most successful public enterprises - Singapore International Airlines and National Library Board - Singapore. Even so in the case of these comparatively much successful public entities, the success is largely attributed to the effective use of technology - to continuously innovate, and continuously reinvent themselves in changing circumstances rather than waiting for a crisis; thus a more proactive approach to organisational learning (Heracleous & Johnston, 2009).

A report recently published by the United Nations on the performance of Public Sectors worldwide, reiterates the point that the performance of any institution, whether public or private, relies on the ability of its' workforce and the organisation as a whole to be responsive to rapidly changing environment (United Nations, 2005). It criticises the conventional, top-down, bureaucratic approach towards transformation, suggesting that public-sector entities need to shift from compliance to commitment; a prerequisite for any sustainable and effective organisational change.

Public service organisations require an organisational performance framework that focuses on "people" as a source of sustainable competitive advantage. A number of previous studies have supported this argument. For instance, in the early 1990s, the concept of achieving "excellence through people" was advocated by the notable authors on the subject of organisational learning such as Senge (1993) and Storey (1995). The concept was based on the principles that in the modern era, the acquisition of skills, critical resources, groundbreaking technology and improved processes are no longer a source of competitive advantage; it is the people working for an organisation.

While Senge and Storey did not attempt to distinguish between private and public sector organisations in their research, Deborah B. and Liz K. (2005) studied individuals from both sectors to understand the role of developing human potential and as a benefit, improving organisational agility. They concluded that if individuals' uniqueness is not appreciated during an organisational learning process that is aimed at transforming the organisation, all employees in an organisation would share similar views, thereby stagnating growth (Blackman & Lee-Kelly, 2006). This reiterates two points; individuals remain central to any organisational transformation process; their individuality, induced as part of their organisational culture - particularly in the case of

public sector organisations, needs to be accommodated while applying an organisational performance framework.

While there is a scarcity of primary research conducted on the Public Sector of the United Arab Emirates, a study conducted to investigate possible reengineering of business processes within one of the public sector organisations revealed that the structure of such organisations is fundamentally hierarchical, very bureaucratic in nature where decision making is centralised and reluctance of those key decision-makers to relinquish authority is deemed as one of the most critical barriers to any organisational change initiative (Hesson, 2007). Even though it is not possible to generalise about the organisational cultures of public sector organisations in UAE based on one study, it does give some indications. More importantly however, it emphasises on the need to conduct this study in UAE as there are very few primary investigations that have been done to understand UAE public sector in its entirety.

1.3 OFFICE OF ABU DHABI EXCELLENCE PROGRAMME

The Emirate of Abu Dhabi Executive Council (EC) is the local executive authority of the Emirate (which is equivalent to the prime minister office in the federal level). Upon the directives of His Highness Sheikh Khalifa Bin Zayed (UAE President and Ruler of Abu Dhabi) in November 2004, General Sheikh Mohammed Bin Zayed Al Nahyan became the Crown Prince of Abu Dhabi. He immediately assumed a wide range of political, economic and legislative responsibilities in the Emirate. In December 2004, he became the Chairman of the Executive Council. EC membership is formed by chairmen of the local government entities and other members appointed by the Ruler. According to ADG official website (2010), ADG consists of 22 Government entities along with the sectors committees and the Courts bodies. On top of that, there are 19 State-Owned Enterprises (SOEs) that follow the private sector law but owned 100% by ADG (See Figure 1.2 for ADG structure).

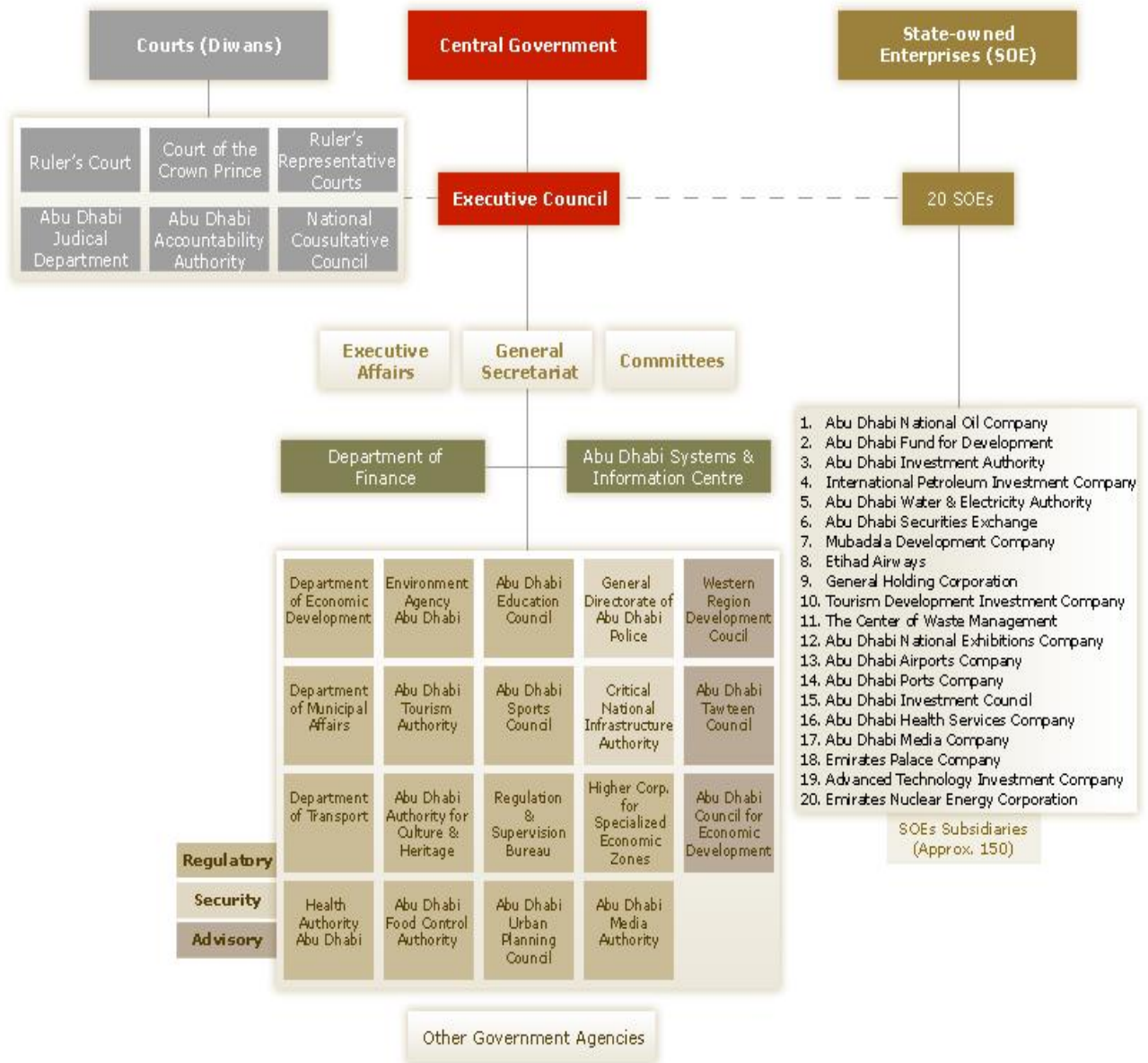


Figure 1.2: ADG Structure (Source: ADG official website ,2010)

The structure of ADG shows that Abu Dhabi economy is not only being driven by the 21 government entities, it is also being affected by the work from the SOEs. This unique structure will be taken into count while undertaken this research as the SOEs like Abu Dhabi National Oil Company and Mubadalah Development Company are contributing heavily in Abu Dhabi's economy while they operates with a private sector law and owned 100% by the government of Abu Dhabi. Figure 1.3 illustrates the relationship between ADG and Government entities and Figure 1.4 provides details of the roles of the different sub-sectors of ADG sectors.

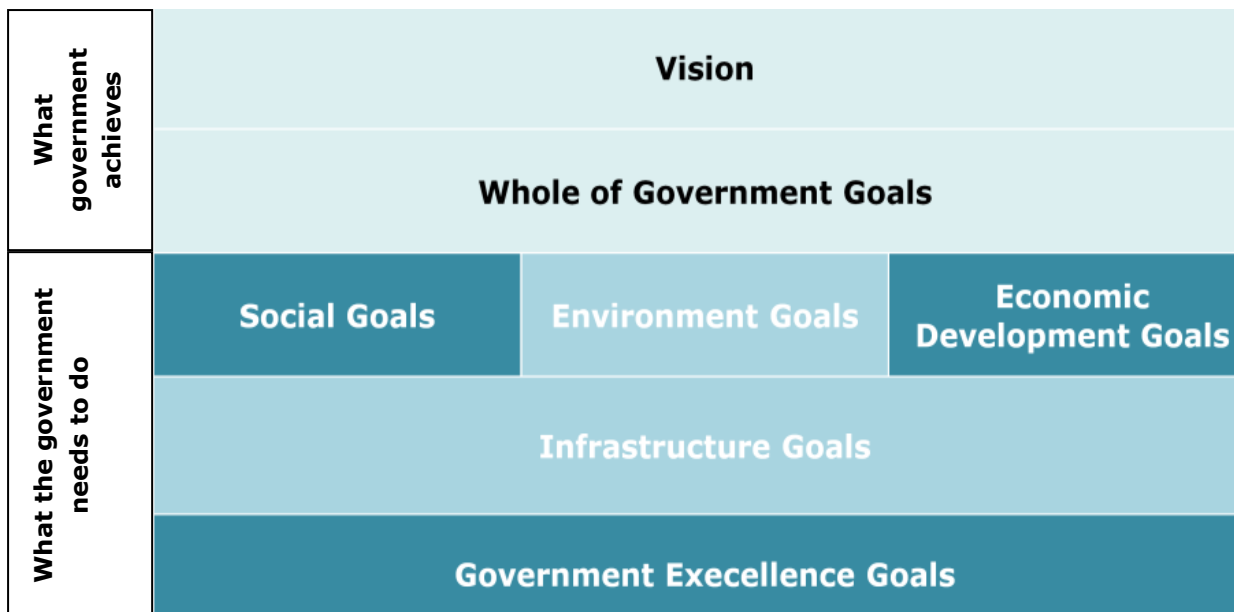


Figure 1.3: The Five dimensions relationship between ADG and Government Entities (Source: GSEC Performance Management ,2009)

Abu Dhabi continues on the journey of development, building upon the legacy of the late Sheikh Zayed bin Sultan Al Nahyan and the vision of His Highness Sheikh Khalifa bin Zayed Al Nahyan, current Ruler of Abu Dhabi. The Vision for Abu Dhabi sets out aspirations for that journey and reflects the determination to become one of the world's leading economy. In August 2007, ADG outlined its pathway to the future in the new policy agenda with the 2030 vision to be among the best five governments in the world. The document identifies key goals and provides a policy framework for government agencies and departments to utilize. The policy agenda represents the primary source of information on the government's goals, policy direction and proposed programmes. It also contains definitions of the roles that many public and private entities will play in the social and economic development of Abu Dhabi, as well as many opportunities where the private sector will engage with the public sector.

Economic Development	Infrastructure & Environment	Social Development	Human Capital Development
<ul style="list-style-type: none"> • Business Environment • Manufacturing • Tourism • Media • Financial Services • Oil and GAS 	<ul style="list-style-type: none"> • Transport • Urban Development • Utilities (water, electricity & sewage) • Communication & Systems • Environment 	<ul style="list-style-type: none"> • Culture, Heritage & Sport • Justice, Safety & Security • Healthcare • Food, Agriculture & Sustainability • Social Services • Pensions • Religious Affairs 	<ul style="list-style-type: none"> • Educational • Vocational and Technical Training • Emiratization • Demographics • Civil Services & Human Capital in the Government Sector

Government Excellence		
<ul style="list-style-type: none"> • Government structure and Entity classification • Government legislation process • Government Systems & Information 	<ul style="list-style-type: none"> • Government Financial Affairs • Government Procurement Systems • Accountability and Corruption 	<ul style="list-style-type: none"> • Government Strategic Planning and Performance Management • Government Media and Communication • Statistics

Figure 1.4: Roles and sub-sectors of ADG sectors (Source – www.ecouncil.ae)

In 2007, the European Foundation for Quality Management (EFQM) model was introduced to the public sector in the Abu Dhabi through the Award for Excellence in Government Performance Office (ADAEP). In 2011, under the auspices of ADG General Secretariat of the Executive Council (GSEC), a dedicated office has been established to organise and develop all aspects of excellence in government performance to effectively deliver the aims and objectives of ADG excellence programme to add sustainable value improvement to the performance of government operations. Office of Abu Dhabi Excellence Programme (ADEP) provides a major platform in supporting the Vision for ADG. The move towards establishing ADEP came as a natural response to the inevitable need for change required by the government leadership to achieve excellence in organizational performance in terms of the services given to all stakeholders.

1.4 AIM AND OBJECTIVES

1.4.1 Aim

The aim of this research **is to** investigate the effect of individual target setting on team effectiveness and overall performance in ADG and propose strategic approach to improve individual performance within teams.

1.4.2 Objectives

This aim can be achieved by the following objectives:

- Develop an understanding of ADG structure and performance frameworks.
- Critical review of existing models of target settings for individuals and teams within the public and private sectors.
- Undertake an in-depth analysis of individual and team target setting frameworks in ADG.
- Identify key success factors for individual performance within teams to achieve excellence in ADG.
- Develop a comprehensive framework for individual performance within teams in ADG.

1.4.3 Methodological Steps

The methodology adopted to achieve the research aim and objectives consists of a multi-method approach: literature review, survey and interviews. These are discussed in detail in the Methodology section but are briefly outlined here to provide some context.

In investigating the research questions of this study by reviewing the extant literature, both in theory as well as practice in the context of Abu Dhabi and UAE on various subjects such as team work, team work models and frameworks as well as the indicators of effective teams.

The literature review will also examine team and teamwork as well as performance management (PM) within organizations. Critical review to the various theories, models and frameworks relating to target setting and performance management within organisation will take place. Thus, the following will be explored:

- *team work and target setting,*
- *the nature of the team work in organisations*
- *the use and importance of targets,*
- *the effects of individual targets,*
- *performance management in ADG*

Also, The target settings and how individual or team only targets contribute to the overall performance of the organisation will be studied. In doing so, will critically examine the effects of individual targets on the organisation's overall team performance; how individual targets are linked to team targets and how targets are measured; and the difference in target setting in industry sectors.

The study will follow both the positivistic and phenomenological paradigms to investigate both the set of quantitative indicators reflecting performance within ADG as well as putting more emphasis on subjective assessments of performance by management and employees in ADG.

The study will use a deductive and descriptive approach. It also adopt a mixed methods approach (triangulation) for data collection for the semi – structured questionnaires and interviews. This approach will help to overcome the weaknesses and biases which can arise from the use of only one method (quantitative or qualitative) to collect data from both primary and secondary sources.

The study will attempt to carry out such analysis by considering all these factors and sub-factors which will be identified from the literature. However, given the nature of the research gaps, these various factors and sub-factors will be used to develop a conceptual framework for the study. Accordingly the following research questions have been identified:

- What are the major trends of team effectiveness in ADG?
- What determines the dynamics of teams in ADG?
- Why does the team target setting Varies within ADG?
- Can team performance improve the organisation excellence across ADG?

Research Techniques for Data Analysis:

Based on the results of the research, key factors for individual target setting within teams will be examine and to propose a framework for ADG.

1.5 A GUIDE TO THE THESIS

This thesis has been organised in eight Chapters. Also, figure 1.5 provides a diagrammatic representation of the various chapters in the thesis. A brief summary of each chapter is presented below:

Chapter 1

Includes background to the study including aims, objectives and structure as well as a brief summary of ADG performance management and improvement programme.

Chapter 2

This Chapter will provide a brief overview of Abu Dhabi in order to give a clear understanding of the study area which will be the main focus of the data collection for the study. It will try to answer the questions of; what is the city of Abu Dhabi? where is Abu Dhabi in the global economy? why Abu Dhabi? what are ADG efforts in term of improvement locally and globally?

Chapter 3 & 4

This chapter will serve as the initial step in investigating the research questions of this study by reviewing the extant literature, both in theory as well as practice in the context of Abu Dhabi and UAE on various subjects such as team work, team work models and frameworks as well as the indicators of effective teams. Also, it will examine target settings and how individual or team targets contribute to the overall performance of the organisation.

Chapter 5

The chapter will review and justify the approach used to conduct this research. The research objectives are achieved through exploring secondary research and conducting primary research

Chapter 6

This Chapter will cover the research results based on the fieldwork study that was conducted in ADG.

Chapter 7

The aim of this chapter is to analyse the results of the field study and present a review of the major findings. Several findings concerning target settings for individuals within teams in ADG have been generated in this research. The research objectives will be based on the structure of this chapter in order to answer the research questions.

Chapter 8

This chapter will summarise the research, and evaluate it against the research objectives. The conclusions are presented along with the recommendations. The last section of the chapter will cover the limitation of the study and suggest recommendations for future research

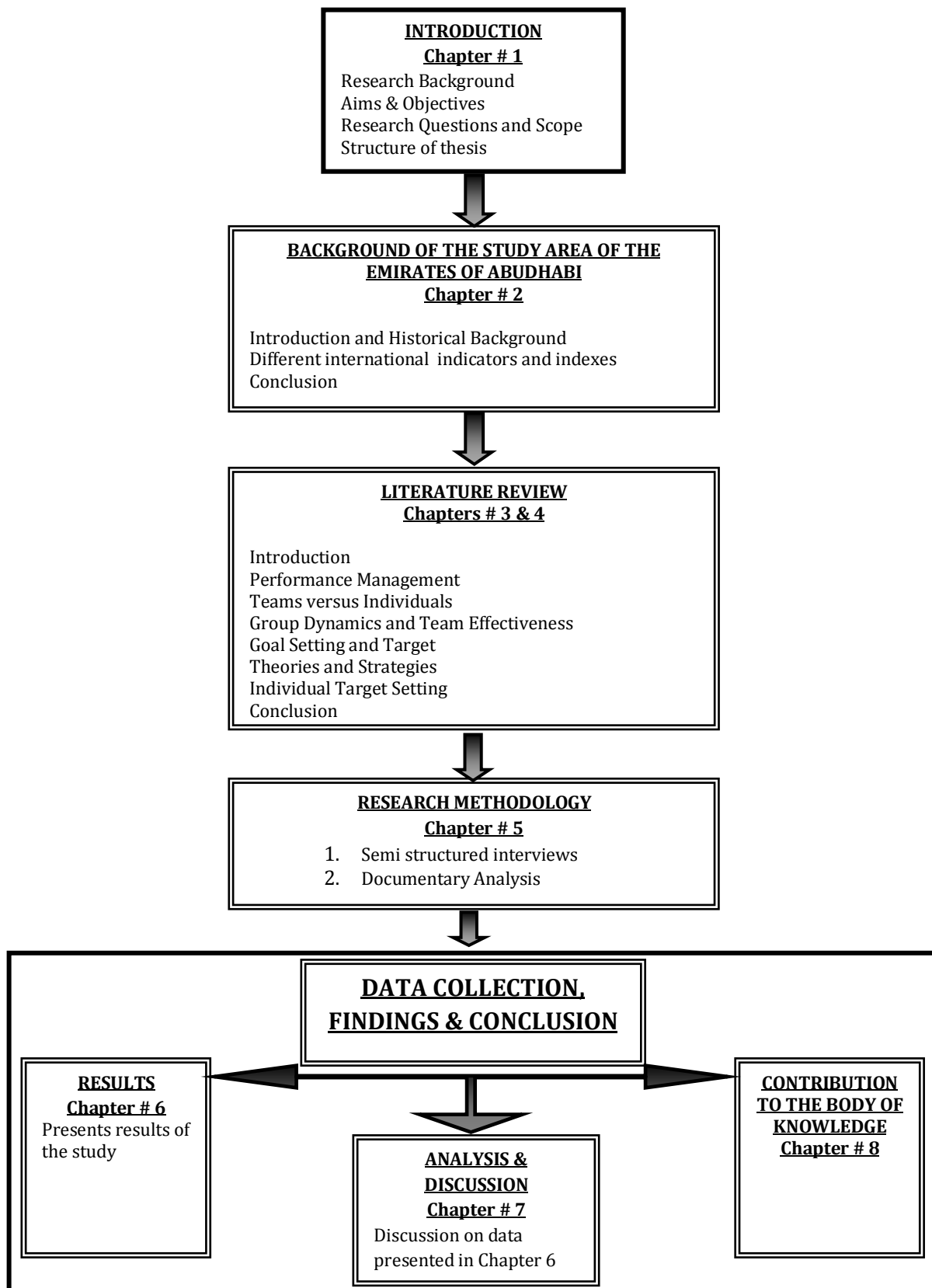


Figure 1.5: Structure of the Thesis

CHAPTER 2 - BACKGROUND OF STUDY AREA

2.1 INTRODUCTION

This chapter will provide an overview of Abu Dhabi as a city and an understanding of the different efforts of Abu Dhabi Government (ADG) as a fast forward government and its investment to improve its resources to become more efficient to drive business to grow stronger. Therefore this chapter will give an overview about the economic and social indicators to achieve sustainable growth in Abu Dhabi.

2.2 GENERAL BACKGROUND TO ABU DHABI

Situated in the North East coast of the Arabian Peninsula on the entrance of the Arabian Gulf, Abu Dhabi is the capital of the United Arab Emirates (UAE) and the largest of the seven Emirates which forms the federation of the UAE. With India and the rest of Asia to the East and Europe to the West, the UAE and Abu Dhabi lie at the crossroads of the world. According to ADG Statistical Centre (2011), Abu Dhabi covers 82 per cent of total area of the UAE (83600² Km) and is divided into three administrative regions: City of Abu Dhabi; The Eastern region with Al Ain as its largest city; and The Western region, where Bida' Zayed is the largest city

Abu Dhabi is the most populated of all Emirates with 24 per cent of the total UAE population living in Abu Dhabi which is 2 million. Abu Dhabi is the centre of government and business life in the UAE and possesses 10% of world's oil, 5% of world's gas reserves and produces 90% of the oil in the UAE¹. In 2007, an article on CNN Money² stated Abu Dhabi to be the richest city in the world sitting on one tenth of the world's oil.

¹For details see: http://www.aldar.com/about_abu_dhabi.en

²For details see: http://money.cnn.com/magazines/fortune/fortune_archive/2007/03/19/8402357/index.htm.

The UAE is a member of the Gulf Cooperation Council (GCC) allowing Abu Dhabi to have vast significant benefits to the Gulf markets. Abu Dhabi welcomes diverse cultures of different ethnic backgrounds giving the city a vast openness to business. From a land covered in desert sand, Abu Dhabi has undergone massive growth and tremendous transformation over the last 40 years since the formation of UAE in 1971. Today, Abu Dhabi has become a modern and dynamic global player.

2.2.1 Policy Agenda 2007-08

In 2005, the ADG commenced a massive Government restructuring program with the aim of boosting efficiency and improve Government productivity to ensure better services to the citizen.

In 2009, ADG Policy Agenda 2007-08 (Abu Dhabi Executive Council ,2009)was launched where key goals and Government initiatives outlined the development across a range of entities portfolios. It was also a guideline to ensure Government is an enabler of economic growth rather than a barrier to it. It also identified the role of several entities to play in the further social and economic development of Abu Dhabi and identified opportunities of further improvement. The purpose of the review was to make Government more responsive to the needs of a growing population, and better able to sustain and prolong economic growth.

As a result, there was evidence of overlapping and inappropriately allocated responsibilities while the size of the public employees within these and other entities had grown beyond what was required to deliver services efficiently.

Consequently, accountability for performance was not as central to the culture of Government as it should be. With the desire to improve customer service for citizen, a new culture of accountability has become a hallmark of the reform. As a result, Seven existing entities were restructured to form new entities within existing ones:

- Abu Dhabi Tourism Authority (ADTA)
- Environment Agency – Abu Dhabi (EAD)
- Health Authority – Abu Dhabi (HA-AD)
- Abu Dhabi Food Control Authority (ADFCA)

- Private Housing Loans Authority (DOF)
- Social Care and Minors Affairs Authority (MAF)

On the other hand, the Abu Dhabi e-Gov strategy was launched to provide a stronger focus on improving the interaction between citizen and ADG. Technology will facilitate a more 'customer-centric' experience for interactions with Government, while delivering services in a more efficient and cost-effective way.

With these changes, it was important to create cross functional teams that are able to achieve different deliverables. Many teams were capable of delivering the agreed targets as a group yet there was no measurement of the individual effectiveness with these teams. Some of the teams as shown in Figure 2.1 Cross entities teams are urban planning team, asset transferring team and Abu Dhabi Award for Excellence in Government performance (ADAEP) team.

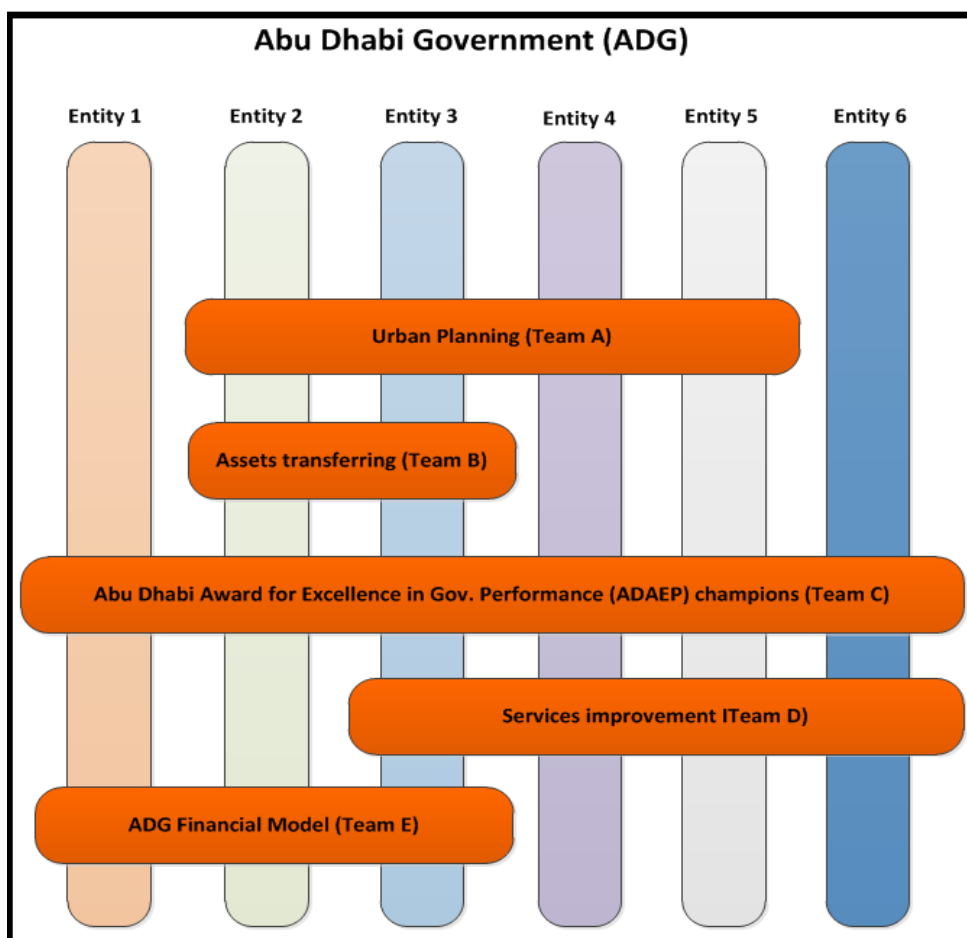


Figure 2.1: ADG Cross Entities Teams

2.2.2 Economic Development

According to the Policy Agenda, The Emirate of Abu Dhabi (Mapping the Road Ahead); Abu Dhabi has enjoyed GDP growth over 10% per year in recent years. It has one of the highest GDP per head figures in the world at more than US\$ 71,225 in 2008. Productivity, measured as GDP per worker is one of the highest in the world at approximately US\$110,000 per worker in 2007 (see Figure 2.2) which is due to a significant contribution of oil to the economy.

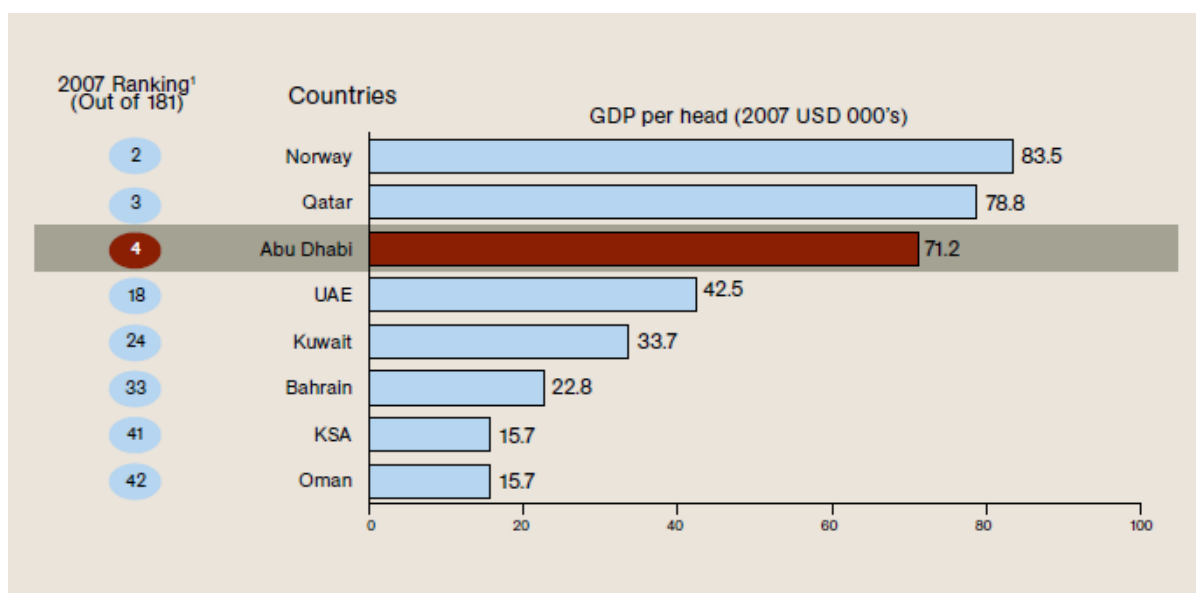


Figure 2.2: International comparison per head (Source: IMF World Economic Outlook, 2008; DED, 2008)

The Policy agenda also claims that oil contributes to approximately 60% of the GDP, with the economy moving broadly in line with global oil prices, this has been a positive impact to Abu Dhabi in the recent years (see Figure 2.3). With almost 8% of the world's total oil reserves, and average daily production in excess of 2.7 million barrels per day, Abu Dhabi is one of the top ten oil producers, and the fourth largest oil producers in OPEC.

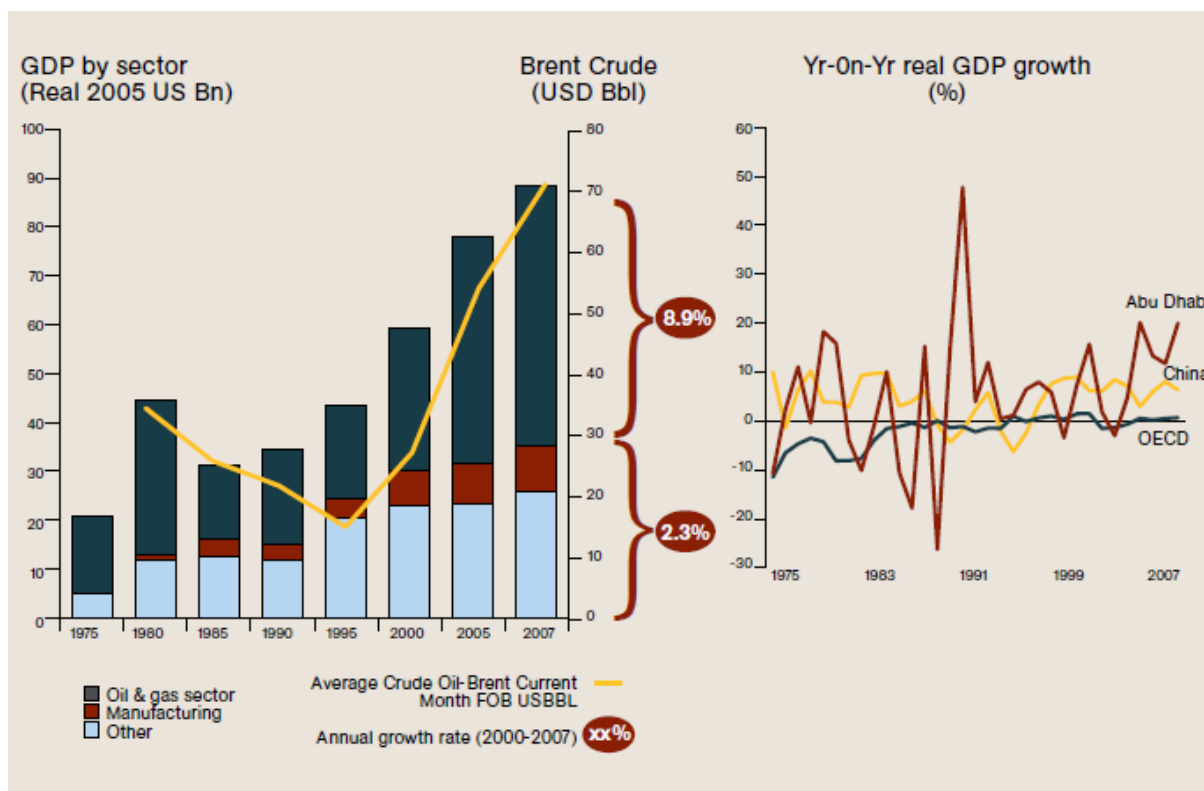


Figure 2.3: Economic growth by sector and year – on - year real GDP growth
(Source: ADG Report, Economic Vision 2030)

The non - oil economy has also grown in recent years. In terms of productivity measured as non – oil GDP per non-oil worker, Abu Dhabi places well relative to developing countries (DCs). However, it is at a lower range of developed economies and has reduced in recent years (approximately 3 % per year from 2000 – 2007), as the population growth that accompanied the construction boom in Abu Dhabi has outpaced growth non – oil economy. Thus non – oil productivity for 2008 was approximately US\$49,000 (Figure 2.3).

2.2.3 Social Development

Abu Dhabi oversees its future by tackling social challenges and developing a future of high aspirations. Education is one of the key achievement and enabler's of Abu Dhabi's vision to develop a knowledge based economy. Referring to The Policy Agenda 2009, the educational standard for the proportion of school age children enrolled up to secondary school level is in line with international benchmarks, the government

however has recently begun a large reform of the educational system. The reforms cover the entire education experience in the Emirate and will address several key challenges. For example, tertiary enrolment is significantly below international levels, with an average of 23% of the tertiary – age population enrolled in Abu Dhabi, compared with around 70% for developed economies. Historically, the enrolment level for males was even lower at 13% (compared with 40 % enrolment for females). In the school system, around two - thirds of staff in the Abu Dhabi system has university degrees. Average expenditure on education per student as a percentage of GDP has historically been around 15% of GDP per head in the UAE, compared with a figure closer to 22% in developed countries. However, Abu Dhabi is also facing the following four macro-economic issues, for which education is a central solution:

- Limited economic diversification – oil and gas accounted for at least 60% of Abu Dhabi's GDP in 2007.
- Low worker productivity in the non – oil sector, currently at over 40% below the developed economy average.
- Workforce educational levels and skills are generally low compared with transformational economies such as Singapore. Only 20% of the Abu Dhabi workforce has attained a tertiary level qualification.
- Poor participation of Nationals in the private economy.

As of ADG Labour Force Survey (2008) less than 10% of Nationals had participated in the private economy. One of the reasons for this was the different incentive structure that exists between the public and private sectors. Employer feedback has also suggested that Nationals, especially men, have mismatched technical, managerial and operational skills to those sought by the private sector (Figure 2.4).

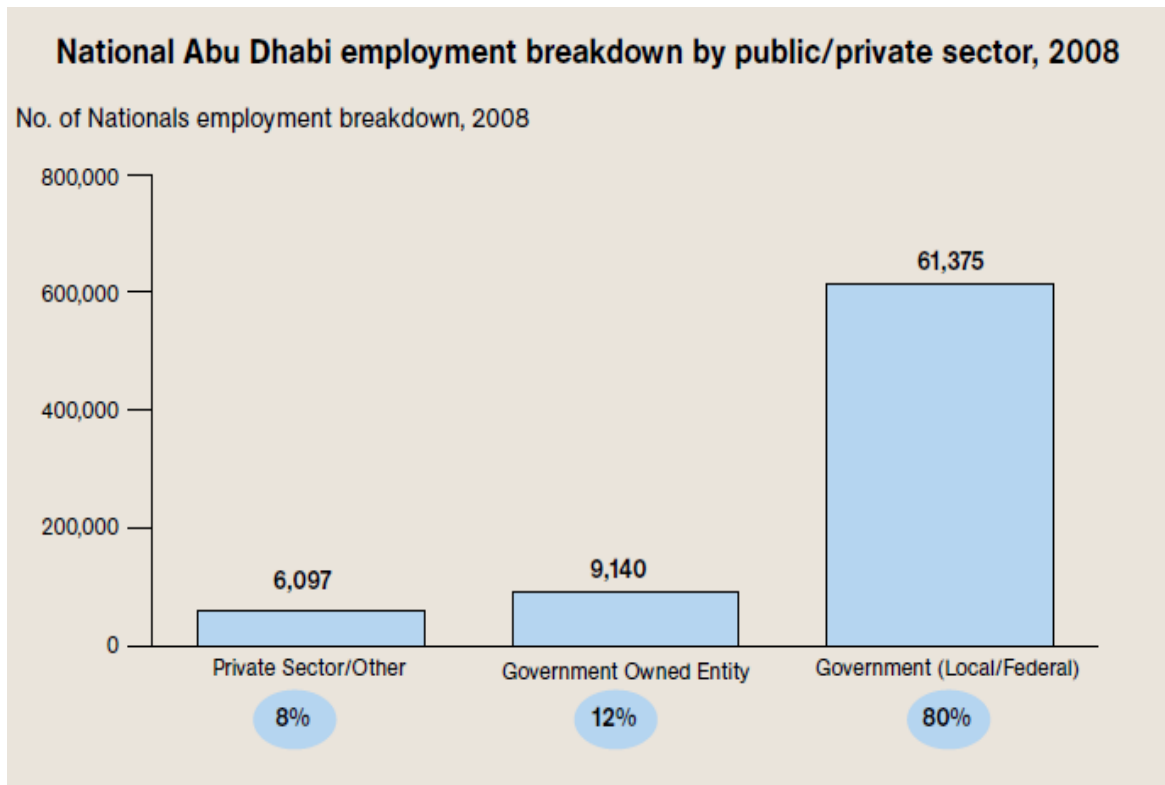


Figure 2.4: Estimated National employment per sector (Source: ADG Labour Force Survey, 2008)

According to the Policy Agenda, in regards to the current international comparison, Abu Dhabi is not on par with best practices in tertiary education and a large proportion of Nationals gain their tertiary degree in a foreign country. It would be beneficial for Abu Dhabi to be able to educate its population at home and secure the significant secondary benefits from the knowledge clusters and innovation centres that surround these education institutions. The implications for Abu Dhabi include the improvement of the supply of National talent by lifting education standards. Moreover the government has begun in investing heavily in training Nationals in needs of private sector work, with over 1 billion AED invested in the past two years to train graduates students in this regard.

2.2.4 Ethics and Religious Values

Similar to other Arab countries in the Gulf region, the social systems in UAE are derived from core values, ethics and behaviours originated from the Quran. Quranic principles

and the teachings of Prophet Mohammad serve as a religious and cultural habitat which portray the guidance for individuals in conducting their daily activities (for more discussion see Mellahi, 2003; Henry and Springborg, 2001; Smith, 2006; Schlumberger, 2000).

Ali (1996) stresses that Islam is one of the most influential forces in the Arab World, moulding and regulating individual and group behaviour and outlooks. Islamic and Bedouin values and traditions are therefore the core components of the Arabic social system, which are very different from the cultural values and social attitudes compared to the rest of the world. Furthermore, Islamic values and teaching put strong emphasis on obedience to leaders. In addition to Islamic teaching, tribal and family traditions have a strong impact on individual behaviour.

The rate of change in UAE has been perhaps one of the fastest in the world and this has led to very unique social, political and human resources issues in the country, as economic growth has affected all spheres of life. High dependence on an expatriate workforce has been one of the unintended consequences of the socio-economic changes in the UAE. Moreover according to ADG Statistical Centre (2011), UAE's population has been growing at an average rate of 6.3% per year for the last few decades, resulting in an increase from just 1m in 1980 to at least 5.2m in 2007. In 2010, the population jump to 8.2m out of which 7.3M are expatriates and less than one million (around 12 % of the total population) are the UAE National.

2.3 ABU DHABI INTERNATIONAL PERFORMANCE

ADG aspires to provide the highest standards of excellence including efficient, effective, quality accessible services for its people following the directions of the Policy Agenda these includes:

- Accountable and open administrative practices
- Customer - centric government services

- World - class technology platforms for accessing government; and financial fiscal management to deliver the best possible public services at the best possible price

In global comparison of Abu Dhabi's performance in these areas is provided by the Institute for Management Development (IMD), 2007, global competitiveness survey – the Government efficiency index – in which Abu Dhabi was ranked 22nd of 55 countries surveyed in 2007 (Figure 2.5). Areas of particular strength on that index are public finance and fiscal policy.

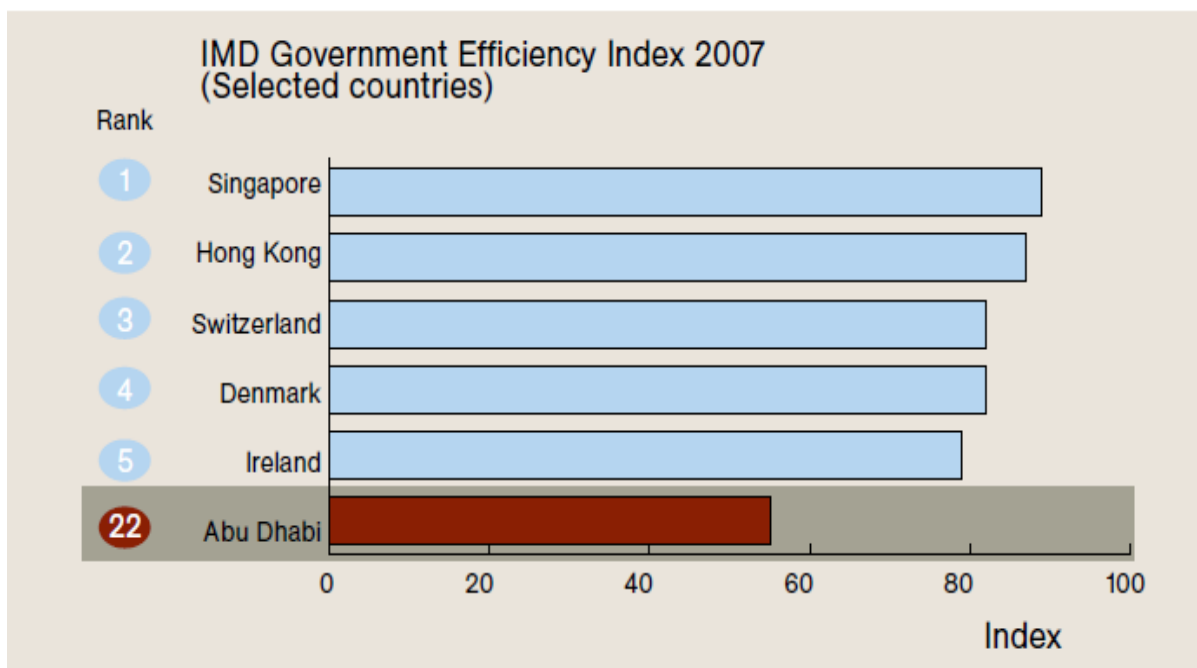


Figure 2.5: Abu Dhabi Government currently ranked 22nd in the world on IMD Government efficiency index (Source: *The Emirate of Abu Dhabi 2007*; IMD ,2007)

Recently ADG established the Abu Dhabi Award for Excellence in Government Performance, where all government entities are entitled to participate. The award is based on entity submissions that detail all key enablers and entity results require proof that the entity is instituting innovation and learning. Additionally, the Government is in the process of implementing a robust strategic planning and performance management framework for the whole government.

2.3.1 Global Competitiveness Index (GCI)

The Global Competitiveness Index (GCI) is the main competitiveness indicator used by the World Economic Forum (WEF) to assess the competitiveness of nations. GCI extends and deepens the concepts and ideas underpinning the earlier Growth Competitiveness Index developed by Jeffrey Sachs and John McArthur in 2001 (also see Shetty and Buehler, 1991). Competitiveness is defined as a set of factors, policies, and institutions that determines the level of productivity in a country and productivity describes how efficiently available resources are used and therefore the growth performance of an economy (Hanouz et al, 2007).

According to IMD World Competitiveness index (2007), Abu Dhabi continues to be a competitive economy (see Figure 2.6), ranking 27th in a group of 55 major economies measured in 2007 and Abu Dhabi is a major contributor to the position of the UAE, the 31st of 134 countries and third in the GCC according to the WEF Global Competitiveness Report (2008).

According to the recent GCI rankings published in World Economic Forum Report 2012 and the Arab World Competitiveness Report 2007, UAE is the most competitive economy in the Arab world followed by Qatar and Kuwait. Moreover the WEF 2012 report ranked the UAE in the 27th position worldwide with the country maintaining an overall competitiveness that demonstrates high quality of infrastructure (8th), highly efficient goods market (10th), strong macroeconomic stability (11th), some positive aspects of its institutions (8th) and high government efficiency (5th). However in terms of “Basic Requirements” for global competitiveness which include macroeconomic environment and availability of infrastructure, and based on the GCR for 2011-2012, the UAE ranked among the top 10 countries in the world, above the Republic of Korea and the rest of the GCC countries.

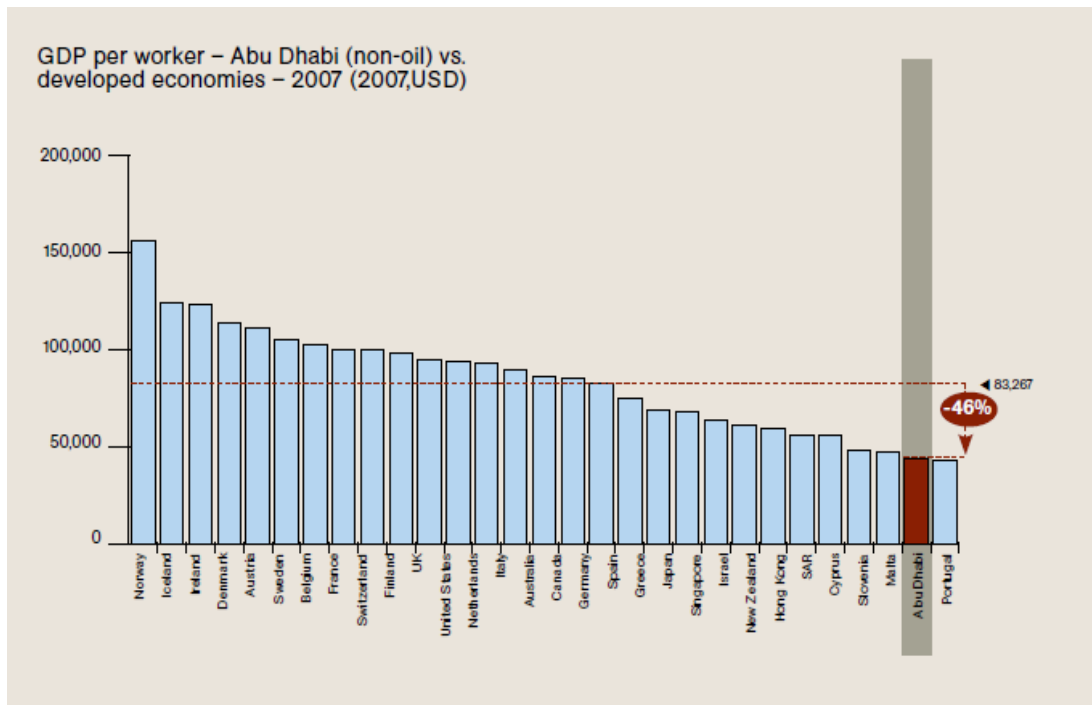


Figure 2.6: Labour productivity in Abu Dhabi and developed economies (Source: ADG Department of Economic Development ,2008)

In terms of ease of doing business, Abu Dhabi has markedly improved its ranking in recent years – rising 69th in 2006 to 46th in the world – in the World Bank’s 2009 (Doing Business) report. In the labour force, ADG continues to implement programmes to encourage and support further participation of UAE Nationals.

2.4 SUMMARY

This chapter showed that Abu Dhabi as a city is becoming more and more recognized and its economy is strong and globally recognized to be a driver. It is also evident that ADG is putting lots of efforts in building sustainable knowledge based economy. On the other hand, ADG has gone through transformation during the past few years which facilitate the efforts to be efficient and more developed Government.

The public service entities in Abu Dhabi are continuously focused towards improving their services but are naturally faced with a number of challenges, essentially arising from Abu Dhabi's complex work environment. These entities have increased their reliance on cross functional teams which is facing challenges to deliver in an effective manner. Even though few organisations might be conducting best management practices as an organisational performance management initiative, they require a structured approach towards the process and compatible with the diverse, multi-cultural, multi-ethnic workforce of Abu Dhabi.

The following Chapters (3 and 4) establish the research in the context of a literature review. The first part of the review will cover individual target settings theories and concepts and the second part of the review will cover various factors and indicators for team effectiveness.

CHAPTER 3 - LITERATURE REVIEW

3.1 INTRODUCTION

This chapter will serve as the initial step in investigating the research questions of this study by reviewing the extant literature, both in theory as well as practice in the context of Abu Dhabi and UAE on various subjects such as team work, team work models and frameworks as well as the indicators of effective teams.

The literature review will also examine team and teamwork as well as performance management (PM) within organizations. The chapter will also critically review the various theories, models and frameworks relating to target setting and performance management within organisation. However it is clear from the outset, that there are limitations on the availability of literature specifically focusing on the UAE performance management, target setting and team effectiveness.

The literature review will explore and describe the existing literature on target setting as a PM tool. The main focus is on how individual targets in team contribute to the overall team's performance. Thus, the following will be explored:

- *team work and target setting,*
- *the nature of the team work in organisations*
- *the use and importance of targets,*
- *the effects of individual targets,*
- *performance management in ADG*

For the purpose of this study, several sources have been consulted, including refereed journals, online databases and governmental reports and statistics.. It is also important in this chapter to explore several conceptual issues relating to organisational culture, motivation and group dynamics.

It is worth mentioning that target and goal are of the same nature and refer to the same meaning and will be referred to as per the literature.

3.2 UNDERSTANDING TEAM AND TEAMWORK

Researchers have long been interested in the study of teamwork in organisations as fostering teamwork is a top priority for many leaders (Nelson, 1995). Allen and Hecht (2004) provide a comprehensive review of the findings on team versus individual performance.

In most definitions, teamwork appears related to a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable (Kraft, 1999). Yarbrough (2002) and Hersey et al (2001) outlines several factors that need to be noted when defining teamwork. These factors include issues such *everyone in the team is expected to participate actively and positively in the team meetings and projects, he/she trusts the judgment of others, members are carefully listened to and receive thoughtful feedback and the team is willing to take risk.*

For Michalski and King (1998), all teams are groups of individuals but not all groups of individuals necessarily demonstrate the cohesiveness of a team. Teams outperform individuals because teams generate a special energy. This energy develops as team members work together fusing their personal energies and talents to deliver tangible performance results.

Rolfesen (2013) and Rolfesen and Langeland (2012) argue that teamwork is connected to debates on higher levels of performance as well as the increased job rotation and integration of new tasks. Moreover Rolfesen (2013) argues that the governance dimension concerns the extent to which power is delegated to teams, the selection of team leaders, and the relationship between the team and the wider organizational governance, which is often conceptualized as autonomy.

Teams can be more effective than individuals due to either social facilitation effects (Allport, 1920; Travis, 1925) or enhanced understanding of complex decisions (Hackman and Morris, 1975; Laughlin, 1980). Teams also help organisations to increase productivity, improve customer service as well as more flexible system and employee

empowerment (Nelson, 1995). Moreover an effective team has clear benefits for the institution, the individual team members and, importantly, for their clients.

The ability of the informal group to motivate an individual at work should not be underestimated (Pettinger 2001). Working in-groups is one of the main activities of Institution-wide Quality Improvement but when handled poorly it can be time consuming, frustrating and ineffective. However, when groups work well it can be a stimulating and rewarding experience. We are not all naturally good at working together but although it is not an easy process, there are ways in which the institutions' directors can improve the effectiveness of the groups and teams. They can also, as outsiders, help groups by being an effective facilitator to them.

Moreover the willingness to take risk (Tepper and Hooble, 2001) is one of the definitions of teamwork and has played a role in many conceptualizations. The idea of being vulnerable as a leader or a team member conjures up images of weakness and ineptitude. For instance, Osborn and Moran (2000) refer to teamwork as the concept of people working together cooperatively in the organization. We often see vulnerability as a weakness, but we forget that when a person is vulnerable in the sense that he/she is open to criticism, he/she is in fact exceptionally strong. Having the courage to face candid feedback takes great strength; this confidence tends only to be found in people who possess sufficient self-belief to weigh up the value of any criticism levelled against them. However, for Luhmann (1979) risk is a prerequisite in the choice to trust. The reverse of this often manifests itself in managers or leaders who avoid candid feedback by pronouncing their own opinions with such vigour that no one else would dare to question them. In doing this they immediately weaken the team, as decisions can only be made from the top without drawing on the views, experiences and opinions of those they are working with. Effective managers are able to combine the need for decisive, clear and confident direction with openness and accessibility. They also appreciate that authority comes as much from asking the right questions as from giving the right answers.

Teamwork is also contingent to a certain situation and tends to be based not only on personal information, but also on non-personal information. LaFasto and Larson (2001)

argue that teamwork involves not only reinforcing individual capabilities but also creating participation and involvement, distributing the workload and generating a diversity of ideas. Teams have become the latest management obsession with managers striving to set up efficient teamwork procedures in their organizations.

3.2.1 Team development

Many scholars such as Zenger et al (1994), Van Amelsvoort and Benders (1996), Katzenbach and Smith (1993), Tuckman (1965) and Tuckman and Jensen (1977) describe the process of team development in terms of distinct phases. Team formation is therefore involves a number of critical decisions which includes *selecting the right teamwork members, identifying the functions required to support a team's assignment, and determining the team's size*. According to Kuipers and Stoker (2009) review of the literature of team development, the field can be divided into three main approaches: *phase, recurring phase and process models*. However Tuckman's (Tuckman, 1965; Tuckman and Jensen, 1977) group development theory is considered as the most commonly used and cited approach in the literature (Miller, 2003) regarding team development. This describes five stages of team development which includes: *forming; storming; norming; performing and adjourning* as show in Figure 3.1

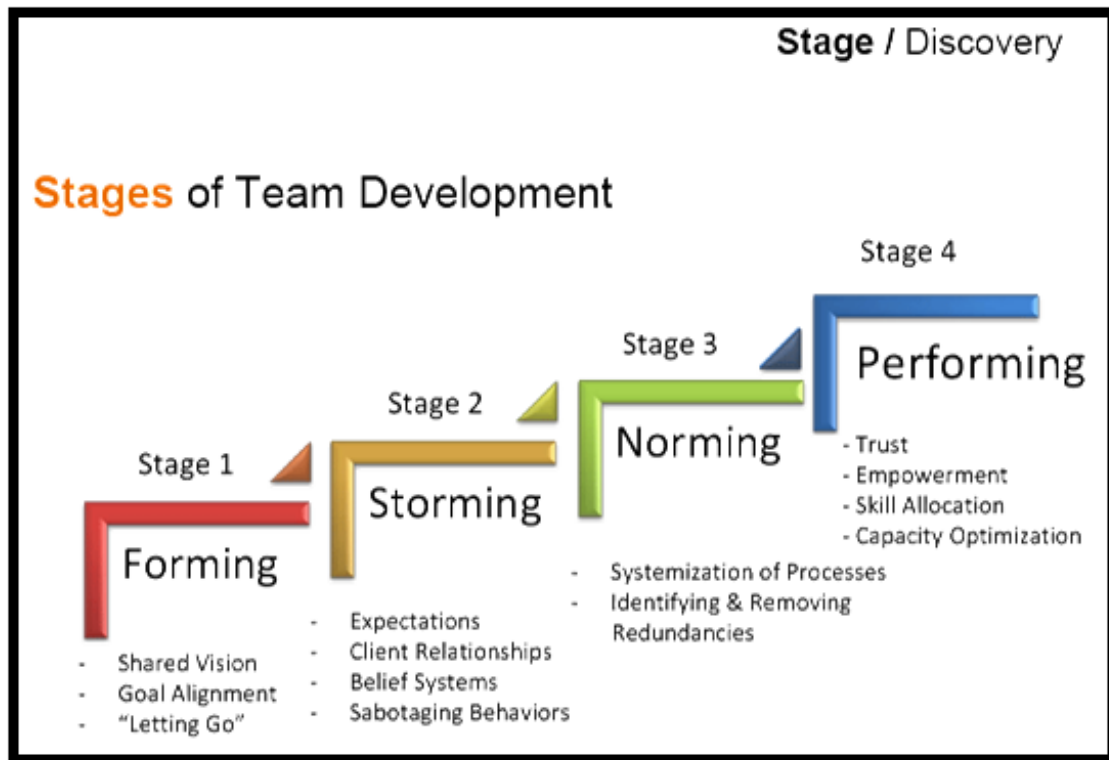


Figure 3.1 Team Development stages (Source (Kuipers and Stoker, 2009))

Other similar phase models have also been developed (see Kuipers and Stoker, 2009, for a more full review) with the same authors concluding that, "*the various linear phase models can indeed all be seen as refinements of the original model by Tuckman (1969)*" (Kuipers and Stoker, 2009).

Within the various models of "phased" team development, scholars have attempted to relate team performance to the developmental phase being experienced. For example, Katzenbach and Smith (1993) have developed a "*learning performance curve*" to explain team performance at different stages in the development cycle, and Dunphy and Bryant (1996) established connections between team attributes and team performance. Tuckman's model (Tuckman, 1965; Tuckman and Jensen, 1977) suggests that as the team moves through the stages of development members are concerned with resolving both inter-personal relationships and task activities.

During the *forming stage*, members complete initial assessments of inter-personal relationships and norms, and attempt to identify the nature and extent of required task activities. The *storming stage* is characterised by intra-group conflict in respect of both

inter-personal relationships (as behaviour norms and leadership have yet to be established) and task activities (caused in part by emotional resistance to the perceived imposition of task responsibilities). During *norming* (the stage at which social identity starts to emerge - Tajfel and Turner, 1986), inter-personal activities focus on developing team cohesion and defining required and acceptable member behaviours. Finally, the *performing stage* is characterised by the development of a sub-culture within which members work collectively with a minimum of emotional interaction (Miller, 2003). It can be argued that the level of conflict experienced during the forming and norming stages, and the time taken to complete these stages will increase with increased member diversity, as the range of experiences, perspectives and patterns of inter-personal behaviour to be reconciled will be greater.

3.2.2 Group dynamics and leadership

When individuals come together in teams, their differences in terms of power, values, and attitudes contribute to the creation of conflict. As a result, an enormous variety of approaches and definitions have emerged across disciplines, appearing sometimes ignoring each other's contributions, therefore, most methods of resolving conflict stress the importance of dealing with disputes quickly and openly (Thamhain and Wilemon, 1975). Conflict is not necessarily destructive, however when managed properly, conflict can result in benefits for the team. Recognizing that teamwork reflects a multitude of roles, teams will need to face up to the downside of greater empowerment, therefore functions and levels of analysis have been a turning point for theory and research on this topic.

Many problems associated with the relationships between people of different cultures stem from variations in norms, values and beliefs. At its deepest level, however, culture comprises a set of basic assumptions that operate automatically to enable groups of people to solve the problems of daily life without thinking about them. In this way, culture is that which causes one group of people to act collectively in a way that is different from another group of people. We often tend to equate culture with nationality. Whilst most nation states have their own national cultural characteristics, some countries are typified by two or more cultural groups. Each of these groups has their own customs and behaviour.

An effective team would have clear, co-operative goals to which every team member is committed; accurate and effective communication of ideas and feelings; distributed participation and leadership; appropriate and effective decision-making procedures; productive controversies; a high level of trust, acceptance and support among members; a high level of cohesion; constructive management of power and conflict and adequate problem-solving procedures (see Hughes 1998, Joyce 1999 and Pettinger 2001). Therefore each organization management needs to define the role of team leadership. Although members can share or rotate leadership responsibility, the individual(s) assuming formal leadership must understand the requirements of the position. Clear boundaries for the trust concept are necessary in order to understand what is meant by teamwork and how to define it. As a consequence, the bedrock of traditional hierarchy is being relentlessly undermined in the process. So thoughtful organizations will inevitably feel the need to change the way its managers approach their jobs.

An effective leader must maintain a team's focus on its assignment while establishing positive relations with team members. It is very important for team members to have common targets for team achievement, as well as to communicate clearly about the individual targets that they may have. Indeed, sharing targets is one of the definitional properties on the concept 'team'. A simple, but useful, team building task is to assign a newly formed team, the task of producing a mission and targets statement. For any real value to be gained from teamwork development initiatives, organization must be able to get members to recognize a whole range of contributions made by different team members. Only then will they be able to think about how best they can exploit this potential and work effectively together to ensure that everyone plays to his/her strengths and maximizes the team's effort.

Working together as teams to establish specific performance objectives help transform a team from a group of individuals into a committed group. Before a team begins formal work on its assignment, it is critical that executive management clarify the reason for the team's existence. Furthermore, team members must understand how management expects them to support the team and why they were selected as members.

3.2.3 Groupthink

The term groupthink (Janis, 1972, 1982) refers to a defective decision-making process on the part of team members, whereby the team pre-maturely converges on a single option, while simultaneously closing off alternative sources of information and courses of action. Taras (1991) argues that the process is underpinned by high levels of individuals' attraction to the group (high-social identity; Tajfel and Turner, 1986, p. 403), to the extent that a given individual will "*express concurrence with a decision perceived to be the group's rather than voice dissent and suffer the real or imagined consequences*". Groupthink has a number of antecedent conditions, and prime among these are: high levels of group cohesion; "insulation" or structural separation from other groups and teams (for example, contexts in which the group does not have to coordinate or operate in a sequential process with other teams); team member homogeneity and the absence of impartial leadership and norms or rules requiring that systematic information search and analysis is carried out in pursuit of team activities (Janis, 1972, 1982). Given these antecedents, it is apparent that homogenous groups offer much greater potential for the development of groupthink, whereas the range of diverse opinions and experiences apparent in heterogeneous teams may be more likely to result in a more critical and analytical approach to team activities (explaining, in part, why heterogeneity has been shown to be associated with creativity and idea generation in teams - see, for example, Stewart and Johnson, 2009; Van Knippenberg *et al*, 2004, argue that heterogeneity may prevent the team from rushing to converge on an apparent consensus).

3.3 EVALUATING TEAMWORK PERFORMANCE AND EFFECTIVENESS

According to Zhou and George (2001) high performance teams do not result from spontaneous combustion. They are grown, nurtured and exercised. It takes a lot of hard work and skill to blend the different personalities, abilities, and visionary leader, a leader whose job is not to control, but to teach, encourages, and organises when necessary.

Throughout the literature review, a variety of behaviours has appeared indicative of teamwork including interdependence (Rousseau, 2001), goal specification (Besser, 1995), cohesiveness (Latham, 2001), roles and norms (VandeWalle et al, 2001), communication (Clampitt et al, 2000), and trust (Bryant and Harvey, 2000). The relative importance of each form of behaviour depends upon the nature and context of the work relationship. Interdependence is the issue of how each member's outcomes are determined, at least in part, by the actions of the other members. Functioning independently of other team members or competing with them should lead to sub optimal outcomes for the entire team. Effective interpersonal communication is vital to the smooth functioning of any task team. Every team has to develop an effective communication network. Norms will develop governing communication (Baron and Byrnnne, 1991).

Target specification and cohesiveness is referring to the attractiveness of team membership. In task oriented teams the concept can be differentiated into two sub concepts, social cohesiveness and task cohesiveness. Social cohesiveness refers to the bonds of interpersonal attraction that link team members. Nevertheless, the patterns of interpersonal attraction within a team are a very prominent concern. Task cohesiveness refers to the way in which skills and abilities of the team members mesh to allow effective performance (Arthur and Aiman-Smith, 2001).

Trust is difficult to create in a competitive environment and most companies provide a competitive environment. One of the problems with solving a trust issues is that the manager never know what the underlying issues are if people are not willing to share them. This is often the case, particularly in a multi-person setting. Even if trust exists and team members are willing to engage in constructive conflict, some people will naturally try to avoid conflict at all costs. Team members have to trust the people and process, and team members have to be willing to contribute to team debates in other words they have to be willing to engage in constructive conflict on the work itself (Smith,1999).

In line with several of these multi-dimensional conceptualizations of teamwork, we propose that teamwork is not only a psychological state based on expectations and on

perceived motives and intention of others, but also a manifestation of behaviour towards others (Costa et al, 2001).

Understanding each other is essential for teamwork. The critical point is to understand the weaknesses and strengths of each member. The issue is how to reveal the potential abilities of members, how to actualize their power, and how to use these to add to team strengths and compensate for team weaknesses. Amabile (1998) argues that when team members compete with each other, disclosing weaknesses and nulling strengths in the process, teamwork ends and the cause is ruined. Researchers usually assess effectiveness in teamwork is by the mutual respect of other's values and standards. Every member holds distinct values and standards. These standards and values are not ways of criticizing others, or to pigeon-hole them. All values and standards are useful in a colourful and dynamic organization. Teamwork always elevates members, enhancing and complementing their personalities and their abilities (Meyer, 2001).

Certainly when organization can implement teamwork well, then there is need to call for unity, and there is no need for individuals to look for position. Greg et al (1999) identify a positive relation between the availability of certain organizational resources and effective team leadership. However, individuals or groups that want to influence members of organizations in this fashion are used to using the word 'unity' and 'stability of organization' to their own advantage. Teamwork on the other hand, is a collective leadership system. The aim or targets of an organization are undertaken by all members do not depend upon a single person or group.

The building of unity in a team of individuals will be crucial to the success of the organization. If unity is disrupted by difficult relationship discord, a team will not experience the benefit of accomplishing its targets. Carrie (1985) examines a number of organizational benefits that can result from the successful use of sourcing teamwork, and the highest perceived benefit is found to be the ability to bring greater knowledge and skill together at one time. A solid cooperative team can create an environment for learning, serving and growing together. William (1999) argues that creating a team whose members have heterogeneous skills, backgrounds, and experiences increases the probability that each member can contribute the knowledge and skill required to

support sourcing team assignments. Unique contributions by individual members, in turn, increase the likelihood that a team will benefit from dynamic cross-functional interaction.

One explanation can be related to the fact that in most empirical studies teamwork has been conceptualized as a psychological state, such as belief or an attitude towards a known individual or group of individuals in opposition to teamwork as a multidimensional or multi-component construct.

The problem in clarifying the reality of high performance teamwork is trying to find consensus about what they are. Researchers of the phenomenon use various phrases to describe its features: intelligence and skills, self-managed teams, merit and performance. However, the most common characteristics (Byrne 1999, Galagan, 1994) appear to be collaboration among teams, between employee and management which will result in empowering workers with high skill levels.

3.4 PERFORMANCE MANAGEMENT

In this part of the literature review, the use of performance management and the tools and procedures used by organisations whilst striving to improve performance will be explored. This may highlight how target setting are part of a process, rather than a standalone tool an organisation uses to improve performance. Target setting will then be reviewed in order to understand their use in the workplace.

3.4.1 What is performance management?

White (1994) defines performance as realizing specific outcomes through managing organization portfolios of people, processes and programs. The umbrella term “*performance management*” refers to a range of activities that are in place to enhance organisational performance (Lewis et al, 2007). According to Williams (1998) the term ‘came to particular prominence in the late 1980s/early 1990s’ as organisations became ‘concerned with the management of individual performance in a holistic way’

(Armstrong, 2000). Williams (1998) and Copeland et al (2005) agree that PM is difficult to define. This is because 'PM involves issues to which there is no "off the shelf" one-size-fits-all response' (Beardwell et al, 2007; 495).

However, the Chartered Institute of Personnel and Development (CIPD) (CIPD, 2009) summarise PM as a process that involves managing individuals and teams in order to achieve a high level of performance in accordance with the organisations objectives. For Lewis et al, (2007) PM is often aimed at developing and improving employee learning for the future and according to Armstrong and Baron (2005) PM is largely about managing expectations which transpire into an agreed set of objectives. Such objectives include on-going role objectives, targets, tasks/projects, values and behaviour (Armstrong and Baron, 2005).

According to Aaron (2010) numerous research projects have estimated that approximately 40-60 per cent of all governments identify themselves as having implemented an organization-wide PM effort. Meanwhile Mucha (2011) argues that many governments have legislative requirements for either PM or performance budgeting claiming they are practicing PM aren't necessarily doing as much as they might think. At a minimum, there appears to be a misunderstanding about what PM is, causing a mismatch between expectations and reality.

Many organizations approach PM as if it were a stand-alone process like budgeting, purchasing, or human resources, or like a special project - they establish a process with associated rules and requirements (for instance, departments must establish at least two measures and reports must be monthly), and require staff to complete their PM tasks in addition to their normal job responsibilities. This approach separates PM from other essential government processes.

3.4.2 Procedures and tools used to improve performance

Scholars have long established in the literature that high-quality teamwork is a pre-requisite for effective organisational performance and that the effectiveness of any given team depends on the nature of the task and team processes (see Kozlowski and

Ilgen, 2006; Drucker, 2003; Glassop, 2002; Steiner, 1972, 1976; Thompson, 1967; Bamber *et al.*, 1996; Capelli and Neumark, 2001; Sundstrom *et al.*, 2000).

Scholars such as Mathieu *et al.* (2008); Salas *et al.* (2008); Kozlowski and Ilgen (2006) and Tannenbaum *et al.* (1996) have been put forward several factors to have an influence on team performance which can be summarised into team member characteristics, such as experience and diversity (Schippers *et al.*, 2003); team processes (the pattern of interactions between members - see, for example, Edmondson *et al.*, 2007); and team context (the organisational context within which the team has to perform (Anderson and West, 1998).

Bredrup (1995) illustrated that PM was part of a process consisting of three stages: *planning, improving and reviewing*, all of which can apply to any stage of analysis e.g. individual, organisation, team etc (Mabey and Salaman, 1995).

Armstrong and Baron (2005) have since described the PM cycle as a natural process that entails the following processes: *plan, act, monitor and review*. However, whilst PM is mapped out as a cycle, it is actually part of an interconnected process which overlaps e.g. performance planning and review can take place at the same time. Moreover CIPD (CIPD, 2009a) outlines many tools used for PM including:

- *Performance and Development Reviews*
- *Learning and Development*
- *Coaching*
- *Objectives/Goals and Performance Standards*
- *Competences and Competencies Measurement*
- *Pay*
- *Teams*
- *360 degree feedback*

3.5 PERFORMANCE MANAGEMENT IN ABU DHABI GOVERNMENT

According to Abu Dhabi Government (ADG), PM is defined as a process of developing, reporting and managing measures, reporting, Key Performance Indicators (KPIs), targets and weightings to enable successful strategy execution. It is a structured approach of evaluating corporate performance within a boarder strategy execution framework and, through its results; the organization can adapt its strategy and resource allocation accordingly to ensure it meets stated targets.

However PM as described and illustrated in Figure 3.2 is a “static” framework that focuses primarily on describing the relationship between the key components necessary to manage performance effectively. It does not, however, describe the process necessary to transform or evolve government entities into better performing organizations. Hence, a methodology was introduced to enable government entities to improve their PM. The methodology is applicable for at both the Whole of Government (WOG) and entity levels although the outputs of both levels differ.



Figure 3.2: Abu Dhabi Performance Management Framework (ADPMF) (Source: GSEC Performance Management, 2009)

According to the Performance Management Guide (August 2009) by the General Secretariat of Executive Council (GSEC), Emirate of Abu Dhabi, the government of Abu Dhabi has introduced a number of methodologies/models to measure PM through a framework called *Abu Dhabi PM Framework (ADPMF)* to monitor and manage cycles of all government entities. These models include:

- The Performance Management Framework (PMF) “Pyramid” - a model that provides a framework to allow all the key components to manage performance effectively i.e. outcomes, goals, priorities, KPIs and initiatives.
- The "5 Stages" is a dynamic model and is therefore useful in describing the process of developing and implementing strategy and the components of strategy.
- The European Foundation for Quality Management (EFQM) was introduced through the Abu Dhabi Excellence Award Program and uses an iterative, continuous improvement approach to managing the operational aspects of strategy execution.

As illustrated in Figure 3.2 all the above models have been combined into one model referred to as ADPMF. Moreover Table 3.1 provides various terminologies adopted in GSEC Performance Management Guide (August 2009)

Table 3.1: Performance Management Glossary

Vision	Is the overarching purpose that guides the long-term decision-making of the Government
Goals	The translation of the vision into specific and tangible objectives.
Outcomes	<i>Outcomes</i> are the desired effect or impact on communities and the environment of government strategies and actions. <i>Measures</i> how well Outcomes are being achieved.
Priorities	Are known as either <i>Service Delivery</i> or <i>Capability Priorities</i> , where <i>Capability Priorities</i> are further split into <i>Process & Technology</i> and <i>People Development Priorities</i> . These Priority groupings are called – “ <i>Perspectives</i> ”. Priorities are driven by KPIs and Initiatives
Initiatives	Key Performance Indicators (KPIs) enable the monitoring of performance and Initiatives are actions that deliver improved performance.

Source: GSEC Performance Management (2009)

3.6 THEORIES, MODELS AND FRAMEWORKS

However it is clear from the literature review that while much research has been conducted on individual target setting, and increasingly on team targets but little research has explored individual targets setting on team effectiveness. With an increase in teams, especially as a result of cost cutting in companies to remain competitive on a global scale, it is important to understand the implications and links of the individualistic culture within a collectivist environment.

The literature suggests that when it comes to discussion on individual and team targets, these are often interchangeable between goals and objectives. According to Brown (1996; 180) '*different organisations have different words they use for goals*' and that essentially the terminology used does not matter. Similarly, Hale and Whitlam (1998) and Strickland and Thompson (2003) argue that the terminology used between targets/goals/objectives is inconsequential. For Shields (2007) the distinction between goals and objectives is simply semantic. Some organisations use specific goals which tie into measures of performance or as other companies refer to these as objectives or targets (Brown, 1996; 180).

According to Lewis *et al* (2007; 324) '*many PM schemes involve setting employees challenging goals...the opportunity is available for individuals to demonstrate improved performance.*' Objectives that are set for individuals and teams are '*derived from the organisation's strategic objectives, so that work groups and individuals can clearly see what they have to do to make their contribution to the organisation's overall effectiveness*' (Foot and Hook, 2005; 288).

Objectives are devised between the employee(s) and line manager or appraiser with clear performance measures in order to understand whether the anticipated performance goals have been achieved (Armstrong, 2003) and thus contributing to the employee(s) development and organisation's targets (Foot and Hook, 2005). Such measures must relate to financial data, output, impact, reaction or time (Armstrong, 2003).

Similarly, Metzenbaum (2008) states *'to bring a goal to life, progress must be measured'* as without measurement, it is not possible to know how well goals are followed and achieved and according to Locke and Latham (1984) cited by Kakuyama et al (1987), *'to ensure maximum performance, the performance of individuals and groups in relation to goals should be measured.'* Hence, *'performance indicators may be used for an office or team, to set standards and to measure the team's effectiveness in meeting those standards'* (Foot and Hook, 2005; 289).

However, according to Management Today (2008) it is important to *'not confuse measurement with target-setting'* as the most powerful results come from a few clear targets as opposed to hundreds that become confusing. For Kinney (2011) PM requires much more than selecting measures and reporting data. However many researchers and practitioners differentiate between performance measurement and PM (Aaron, 2010). According to Mucha (2011) performance measurement refers to the act of identifying, collecting, and reporting measures, which are used solely as a communication tool for demonstrating effectiveness to external stakeholders. Meanwhile PM refers to a more advanced application of performance measures and data to common processes.

The use of "SMART" objectives has been widely discussed across HRM literature, in the workplace and is favoured by many management consultants (Redman and Wilkinson, 2001). This acronym is referred to in the planning stage of setting goals as it effectively *'identifies what performance means for the jobs in question'* by being Specific, Measurable, Appropriate, Relevant and Time Bounded (Martin, 2008; 61). According to Shields (2007), it is customary to apply this "SMART" criterion when setting goals.

3.6.1 Target formation/setting

Target setting has been described as one of the most stable forms of studies in motivation performance literature, due to its strong theoretical and empirical foundations (Briner et al., 1995; Locke and Latham, 2002). Much of the literature upon target setting, planning and implementation refers to theories of motivation including expectancy theory, equity theory, satisfaction-performance theory, goal-setting theory and reinforcement theory (Borkowski, 2008). However from a management

perspective, it is important to understand '*goal-setting involves building goals, feedback and incentives into the structure of the job*' (Mullins, 2006; 46), thereby increasing workforce performance as '*goals may be used to direct action toward the maximisation of individual performance, group performance, or both*' (Crown and Rosse, 1995).

As seen in the PM cycle, the planning stage is important in establishing employee goals. According to Jones et al (2005) goal-setting theory is mainly applied as part of the performance appraisal. This consists of goals being set for a period of review, monitoring systems for measuring achievement of goals devised, feedback and performance reviewed on goal achievement. Moreover according to Shields (2007), it is customary to apply this "SMART" criterion when setting goals.

3.6.2 Management-by-objectives theory

According to Shields (2007) by the late 1950s, "*Management-By-Objectives*" (MBO), a pioneering system developed by Peter Drucker, refined goal setting and was responsible for highlighting the use of assigning individual performance targets that were aligned with the organisation's objectives. MBO is an approach to goal setting which, according to Mullins (2006) is a system that incorporates a cycle of interrelated activities including planning, setting targets, subordinate participation and reviewing. The use of these activities has led to the implementation of individual performance appraisals. McGregor emphasised the use of goal-setting in this system and according to Mullins (2006; 87) it '*has been adopted in a wide range of organisational settings, in the public as well as the private sector.*'

According to Levinson (1970) cited by Shields (2007; 128) whilst '*MBO ordains that objectives should be set unilaterally by management*', MBO's are more focused on results and therefore Golembiewski (2000; 248) states an '*MBO approach functions better in a more participative environment*', because it has been proven that participation in the goal setting process maximises performance.

3.6.3 Target setting theory

Shields (2007; 128) states '*goal-setting is a refinement of the management by objectives*', and current approaches to goal-setting '*are informed by the process theory of motivation*.' According to Mullins (2006; 150) '*the PM approach draws on a number of theoretical models, of which expectancy theory and goal-setting theory are the most prominent*.'

According to Locke's (1968) revolutionary study on goal setting as cited by Mind Tools (2009), in order to motivate people, clear goal setting is considered one of the most effective tools in improving performance. Latham further studied this research and supported the strong positive relationship between goal-setting and performance. According to Shields (2007), goal setting theory as developed by Locke and Latham is the most influential and current philosophy used for goal setting. The theory was established over nearly four decades of empirical research, and 'it is based on Ryan's (1970) premise that conscious goals affect action' (Locke and Latham, 2002).

As a result of laboratory and field research designs conducted during the 1960's and 1970's, Locke and Latham found people who have specific and challenging goals increase their performance in comparison to those with vague goals. Locke and Latham went on to design a goal setting model from 1990 goal setting theory study as '*although goal setting is a simple concept, it requires careful planning and forethought on part of the manager*' (Borkowski, 2008).

Their theory uses a participatory process (emphasising self-regulation) in setting and evaluating targets, effectively motivating employees rather than top management setting employees targets (Shields, 2007). '*Goal-setting theory places great emphasis on the need for the feedback of information on performance if employees are to be motivated to perform well*' (Mabey at al., 2008), this is in addition to having gained employee acceptance, hence emphasising intrinsic motivation. Yet it appears that there has been little research into the functioning of individuals within teams in regard to goals and performance.

According to Locke and Latham as cited by Borkowski (2008) the following three steps should be followed when setting goals:

1) When setting the goal, it must be specific and measurable, challenging and reachable. However when setting goals for employees with low self-esteem, goals should be set at an easier and attainable level and vice versa for employees with high self-esteem. The critical factor is that employees' view their goals as attainable. In addition, there are also 5 other methods that can be used to determine goals as stated by Locke and Latham, cited by Borkowski (2008) (see Figure 3.3), these include:

- i) Use time-and-motion studies in setting goals.
- ii) Setting goals based on the individual's average past performance (providing it was not severely low).
- iii) Jointly setting and agreeing goals between the supervisor and subordinate (participatory approach).
- iv) Goal determined by external forces.
- v) Individual goals set in accordance with the organisation's long-term goal.

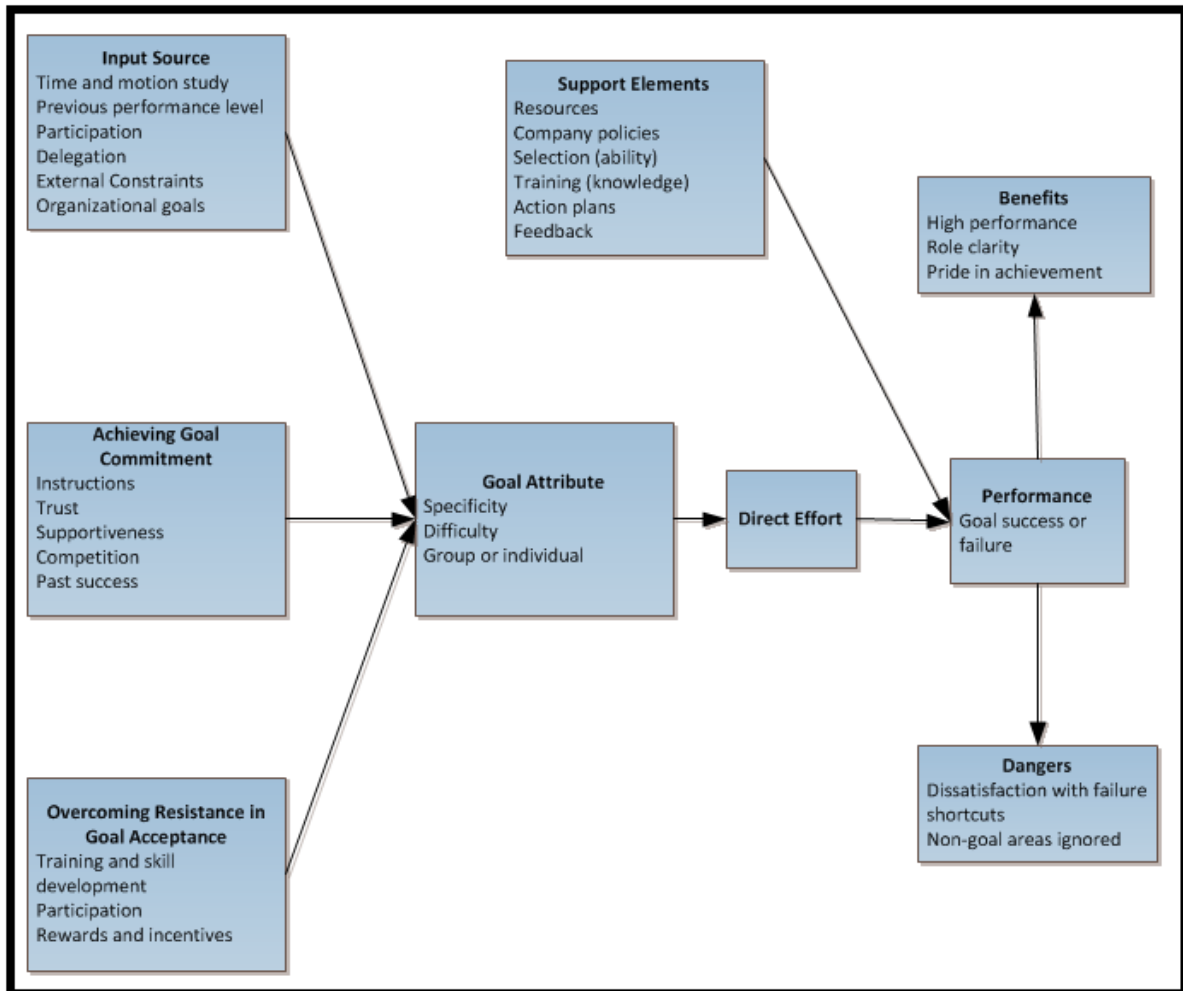


Figure 3.3: Methods used to determine goals (Source: Borkowski , 2008; 136)

- 2) To obtain goal commitment, it is important that subordinates accept goals and remain committed to these in order for goal setting to be successful. In order to achieve acceptance and commitment to goals, rewards such as pay and managers supportiveness can achieve this. Also by participating in the process, this gives the individual a sense of control over their goals
- 3) Providing support elements to employees such as financial resources, equipment and time allows employees reasonable resources to reach their goals. Action plans are also a useful tool to create and agree goals and rewards. In addition they can provide information on a goal status and feedback.

3.6.4 Expectancy theory

Vroom's (1964) published research upon work and motivation created huge interest in the expectancy theory model as it suggested that individuals alter their behaviour in order to attain a goal. It is the satisfaction of this valued achievement that causes them to adjust their behaviour (Mabey et al (1998). This satisfaction in achievement may also come from the fact that in contrast to the goal setting theory, expectancy theory highlights performance outcomes to link with rewards. According to Mabey et al (1998), expectancy theory should be expressed as three factors:

- a) Expectancy: The individual's assessment of alternative behaviours that achieve a result.
- b) Instrumentality: Likelihood of receiving a reward.
- c) Associated satisfaction with reward.

Therefore when planning employee goals, expectancy theory suggests some form of reward is necessary in order to get employees to maximise performance. In addition to Locke and Latham's (1990) well documented and influential goal-setting theory, plus Vroom's expectancy theory model on performance behaviour, Bacal and Max (2004) have provided 10 tips in setting performance goals, these include:

- a) Goals must be specific to the individual and not to the job description, as the same description does not mean employees' do exactly the same tasks. Therefore goals must incorporate individual skills, knowledge and abilities.
- b) The process of participating in goals is more important than the actual goal.
- c) Goals must not just be measurable but meaningful too.
- d) Both supervisor and subordinate must understand how the goal links to the organisation's success.
- e) There must be continual communication on goals; therefore individuals can monitor their own performance.
- f) Individual goals should be set after the organisations and teams are set so they can be linked.

- g) Performance goals should define the results expected rather than how to achieve them (however, this is not always appropriate).
- h) Goals set should guide performance rather than be used to evaluate.
- i) Goals should be limited to a maximum of 10 per employee which should represent a minimum of 80% of the employee's current activities and responsibilities.
- j) It should be expected that goals may have to be modified or deleted as a result of a changing environment.

3.6.5 Target conditions

It is clear from various approaches to goal-setting that there are a range of target setting conditions, such as self-set, participatively set and assigned targets (Latham and Marshall, 2006). According to Locke and Latham (2002) the effects of target setting are very reliable, whether the goals are assigned, self-set or participatively set. In addition, according to Frink et al (1994), these effects are also applicable to groups.

3.6.6 Limitations of target setting

Target setting does not carry a one hundred percent success rate and even Loch and Latham (2006) cited by Shields (2007; 132) state '*goal-setting also has some potentially serious shortcomings.*' According to Shields (2007) the main limitations of goal-setting include having a "results focus" in goals, which can ignore the different behaviours that affect goal achievement, not enough goals and tasks that are not linked to goals are in danger of being ignored. In addition, Shields (2007) says easy goals may be set when it is desired goals will be achieved e.g. when linked to performance-related rewards and if too many goals are set this can cause an increase in stress and anxiety over achieving a variety of goals.

According to Finley and Robbins (2000; 39) '*goal-setting often fails because people get hung up on the long-term aspect of the primary goal*', they also agree that too many assigned goals decrease productivity and that successful team goals assign short-term

and linked goals to the overall team goal. They suggest that if a goal runs beyond six months, this must be broken into shorter term goals so that a team can quickly and successfully achieve goals, increasing team performance and achieving the main goal.

Jones et al (2005: 82) have noted that *'as with all motivational techniques, implementing effective goal-setting requires careful management and is not without its risks.'* According to Jones et al (2005), having studied Locke and Latham's (1990) pioneering goal-setting study and Mitchell's (1997) research, some common issues from goal setting programmes include:

- Setting individuals' specific goals, as these are often hard to define in changing environments
- People have different levels of ability and self-efficacy, therefore it is important to understand an employee's knowledge, skills and abilities appropriate to achieving the goal
- Employees should be given feedback that is accurate and timely

According to Armstrong and Baron (2000) the vision for achievements set out in performance management are often not met in reality because they are designed in a flourish, making the process poorly administered. Hence, it is important to understand how organisations are choosing to plan, set and apply employee goals in aim of achieving successful implementation and planned or exceeded performance outcomes as it is already evidential there is a strong link with employee goals motivating performance outcomes.

In terms of the limitations of goal setting strategies, according to Latham (2006) goal-setting theory replaced expectancy theory by the mid 1980's, this was a major change because this theory did not take into account individual differences. According to Locke and Latham (2002) goal-setting theory contradicts the expectancy theory *'because difficult goals are harder to attain than easy goals, expectancy of goal success would presumably be negatively related to performance.'*

According to Golembiewski (2000; 248) MBO systems concentrate heavily on achieving results and can therefore *'cease to reflect the reality of the job and to focus attention on the important objectives.'* In relation to MBO systems in organisation settings, *'private sector organisations more readily assume that requisite resources will be forthcoming when goals and objectives are agreed upon than unfortunately is often the case in the public sector'* (Kearney, 1979; Odiorne, 1965, cited by Golembiewski, 2000; 248).

However, this is in contrast to earlier findings that state goal setting is effective because it focuses efforts and allocates the appropriate resources to achieve goals. According to Golembiewski (2000), the ability to focus efforts and allocation of resources is often not the case in the public sector. It has been more difficult to implement an MBO system in this sector, which often works in ambiguity, as setting priorities and allocating resources are key activities of an MBO (Golembiewski, 2000).

3.7 SUMMARY

This chapter reviewed the literature, both in theory as well as practice in the context of Abu Dhabi and UAE on various subjects such as the definition of a team, team work, team development. Also theories, models and frameworks were explored. On the hand, ADG performance Management were included.

The literature search showed there is a strong link between individual goals contributing to maximising team performance. Established research on goal setting has on the whole explored the link between individual or team only goals contributing to performance. Some of the it provided an indication of team effectiveness in general. It is also clear from the literature review that target setting is clearly a major part of PM.

The key findings from the extensive literature review will be summarised in the next chapter. Also, the use of targets will be explored in the next chapter.

CHAPTER 4 - TARGET (GOAL) SETTING

4.1 INTRODUCTION

In this chapter, the literature review will be continued to examine target settings and how individual or team targets contribute to the overall performance of the organisation. In doing so this chapter will critically examine the effects of individual targets on the organisation's overall team performance; how individual targets are linked to team targets and how targets are measured; and the difference in target setting in industry sectors.

The key findings from the extensive literature review in this chapter and the previous chapter will be summarised at the end of the chapter.

4.2 Individual Target Setting

Research has shown there are many techniques used for goal setting. This part of the literature review will explore the effects of target setting on individuals.

4.2.1 Target mechanisms

According to Locke and Latham (2002), goal-setting theory primarily concerns the properties of an effective goal, these include specificity and difficulty level; goal effects at the individual, group, and organisation levels; the proper use of learning versus performance goals; mediators of goal effects; the moderators of goal effects; the role of goals as mediators of other incentives; and the effect of goal source (e.g. Assigned vs. Self-Set vs. Participatively Set).

In relation to individual goals, Locke and Latham (2002) comment that individual goals affect individual performance through four mechanisms including goals consisting of a directive function as to direct attention towards only goals. Secondly, they have an

energising function e.g. Locke and Latham have found harder goals lead to an exert in effort over low goals. Thirdly, goals can affect persistence where hard goals result in a prolonged effort and fourthly, goals affect action in individuals e.g. arousal and discovery.

4.2.2 Target commitment/Target moderators

While it is evidential that research has shown specific and difficult targets set for individuals lead to a higher level of performance, Hollenbeck and Klein (1987) state there are a variety of variables that could moderate the relationship between target difficulty and performance. Target commitment was one of the first variables identified by Locke (1968) in which individuals who stopped trying to achieve a difficult task did so because they believed it was too difficult to reach, becoming uncommitted to the target (Hollenbeck and Klein, 1987). Hence, commitment refers to an individual's determination to achieve, and not contemplate giving up on a target.

According to Locke and Latham (2002), the relationship between goals and performance is stronger when people are committed to their goals, and this is most important when goals are difficult. In addition to the importance of commitment, Hollenbeck and Klein (1987) state that goal commitment is essential in the goal-setting process because it can predict performance. However, very few studies have explored goal commitment.

Goal-setting can integrate the goal-setting theory and expectancy theory and Hollenbeck and Klein (1987) devised a model on the factors they believe can 'enhance the commitment to difficult goals', (see Figure 4.1) based on research and findings from the goal-setting research and expectancy theory. Their expectancy theory model of the antecedents and consequences of goal commitment highlights that personal and situational factors can affect attractiveness or expectancy which can all alter the level of commitment towards a goal. In other words, it *'breaks down the antecedents of commitment, first by determining whether they affect the attractiveness or expectancy of goal attainment and second by determining whether they are of a personal or situational nature.'*

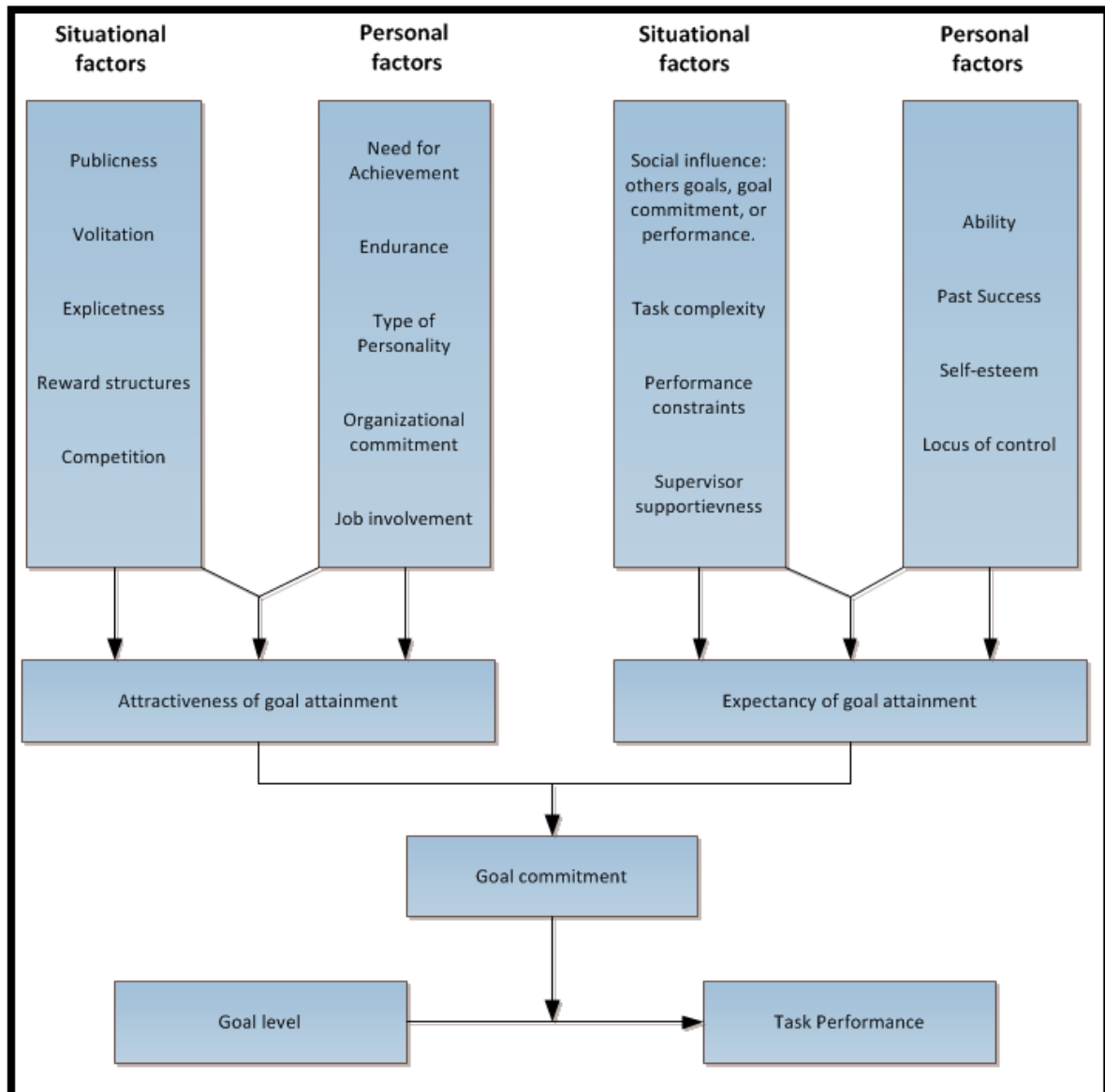


Figure 4.1: Expectancy theory model of the antecedents and consequences of goal commitment (Source: Hollenbeck and Klein ,1987)

4.2.3 Gaining commitment

Locke and Latham (2002) suggest examples of how goal commitment can be attained, such as through making a public commitment to the goal and allowing subordinate participation in setting goals. Whilst research is inconsistent in this participation process, Locke, Latham and Erez studied these results to find that *'an assigned goal is as effective as one that is set participatively, provided that the purpose or rationale for the goal is given'* (Locke and Latham, 2002). In addition, gaining employee commitment of a goal can depend on the individual's belief of the importance of the outcome on achieving

a goal (the expectancy model addressed this) and an individual who possesses a high-level of self-efficacy (believing they will attain the goal) is likely to be highly committed to their goals (Locke and Latham, 2002).

However, according to Hollenbeck and Klein (1987), *'results of studies that have examined monetary incentives, participation, and individual differences show considerable uncertainty with respect to the roles these variables play in the goal-setting process.'* They state financial incentives are not critical to obtaining goal commitment, as this commitment can be obtained through a variety of other means such as peer influence. They also suggest that their model can help to show that by participating in the goal-setting process, this can increase volition, leading to an increase in goal commitment as *'when the subordinate sees his or her input to be low, goal commitment will be low; when this input is perceived to be high, goal commitment will be higher'* (Erez et al., 1985, cited by Hollenbeck and Klein, 1987). In relation to highlighting individual differences in the goal-setting process, Hollenbeck and Klein's (1987) model shows individual differences are *'personal factors that affect goal commitment through attractiveness or expectancy of goal attainment.'* Hence, these differences can be understood by the variables in their expectancy-theory model.

As Hollenbeck and Klein (1987) have summarised, it is important to understand how difficult goals can be before employees become uncommitted to their goals.

4.2.4 Tasrget difficulty and participation

Briner et al (1995) studied goal difficulty and participation as part of the goal-setting process in relation to performance in the work environment. In contrast to previous studies they found that the positive relationship between goal difficulty and performance that has often been found in controlled settings (e.g. Locke and Latham's study) was not replicated. They suggest this is because the majority of goal-setting studies have ignored multiple goal environments, which have only used single goals and 'Locke and Latham (1990) acknowledge that performance with multiple goals is an area rich with research possibilities.'

Whilst many studies have shown inconsistent findings upon the relationship between participation and performance, Briner et al's (1995) study found that supervisors and subordinates believed that by participating in the goal setting process the subordinate's performance increased as a result of having more knowledge of the goal.

4.2.5 Target difficulty, performance and self-efficacy

Locke and Latham's goal-setting theory (1990) states that specific and difficult goals achieve maximised performance. However, very difficult goals do not produce higher levels of performance. According to Gibson (2001) - who studied the efficacy-effectiveness relationships in individual nurses and nursing teams during goal setting and training - *'two decades of research have provided evidence that self-efficacy, a person's belief in his or her capability to perform is related to an individual's task performance.'* Hence, it is not necessarily one's ability, but their belief in achieving that is the critical factor in achieving (e.g. Bandura, 1986).

Briner et al (1995) believe that when people are faced with multiple goals, it is possible they will work towards achieving the less difficult goals but with a higher level of performance because their self-efficacy and level of performance is likely to be lower for more difficult goals. Hence their choice of goal is a primary concern.

According to Locke and Latham (2002), self-efficacy within goal setting is an important concept because those with high self-efficacy will set higher goals and *'are more committed to assigned goals, find and use better task strategies to attain the goals, and respond more positively to negative feedback than people with low self-efficacy.'*

4.2.6 Target orientation/personality

According to Vandewalle (2001) the concept of goal orientation emerged from Dweck's study on school children in the 1980's. Based on challenging problem solving tasks, Dweck found that children approached tasks from two different goals, either from a

learning goal orientation (LGO) or performance goal orientation (PGO). Individuals with a LGO strived to develop their individual ability by learning new skills to complete their task. Those with a PGO were primarily concerned about demonstrating their ability and competence and sought positive feedback and judgement from others around them.

In accordance to goal-setting research, Vandewalle (2001) states it has been found that those with a strong level of LGO approach goals with a high level of self-efficacy, and set challenging goals believing they can develop their skills. On the other hand, those with a strong PGO *'approach a situation without the benefit of hope and optimism, so challenging goals are less likely to appear realistic'* (Vandewalle, 2001).

Hence, performance goal orientation is *'a focus that goal theory predicts would be associated with low performance'* (Locke and Latham, 2002). However, Seijts and Latham's (2001) study found that *'individuals who have a high PGO but are given a specific, difficult learning goal perform as well as those with a learning goal who have an LGO'* (Locke and Latham, 2002). This suggests that specific and difficult assigned goals neutralise goal orientation effects.

Overall, whilst it is not always the case in each situation, *'there is a growing accumulation of evidence that a learning goal orientation has a positive impact on work-related behaviours and performance'* (Vandewalle, 2001).

4.2.7 Implications of individual target setting

Smith and Locke (1990) cited by Briner et al (1995), state the lack of goal setting theory applied to a variety of organisational settings highlights the need to converge *'work on micro and macro goal setting'*, where micro goals refer to single proximal goals and macro goals to multiple distal goals, existing at the individual, team and organisation level as *'goal setting theory may simply not apply to multiple goal environments or where relatively distal goals are set.'*

4.3 INDIVIDUAL TARGET SETTING WITHIN TEAMS

As it is thought that teamwork is often an essential business unit in organisations, it is important to understand how they improve performance. In order to achieve this, it is necessary to understand how individual goals within teams contribute to the overall team performance.

4.3.1 The use of teams

Williams (1998) commented that goal setting and most of the other PM tools are practiced on an individual basis. However, at this time, the use of team working was already on the rise (Ancona and Caldwell, 1992) and team targets were becoming increasingly aligned with the organisation's objectives so that their contribution is reflected (Beyerlain and Jones, 1998). Since then, the use of teams in the work place has steadily increased (DeShon et al, 2004; Gibson, 2001), and there is 'a greater need for employees to work collaboratively, with more emphasis being placed on a variety of team-based structures' (Burke and Cooper, 2006).

Whilst PM concentrates heavily on individual performance, including individual goal setting (Locke and Latham, 1990), *'team PM is given much less attention, both in the literature and in practice...this is surprising given the current attention that is paid to teamwork in organisations'* (Lewis, 2007).

A team can be defined as *'a limited number of people who have shared objectives at work and who co-operate, on a permanent or temporary basis, to achieve those objectives in a way that allows each individual to make a distinctive contribution'* (CIPD, 2009). Foot and Hook (2005) state target setting processes for teams can be the same as for individuals i.e. clear, measurable and aligned with the organisations objectives in which members of the team help to set and agree them.

According to Katzenbach and Smith (1993) *'teams consistently outperform individuals'* as skills are often complementary, hence their combined knowledge helps the team respond to challenges, thus raising performance. Similarly, Management Today (2008)

states 'as a rule, team targets are better than individual targets: and if a member of the team is letting the side down, you can be sure the others will soon be on their case.' Evidence shows that as a result of the increased use in teams, much research '*has supported the link between team goals and team effectiveness*' (Gibson, 2001).

4.3.2 The division of individual targets linking to team targets

Research has demonstrated that there has been much emphasis on the individual's goals and the process of goal setting. But increasingly the team's goals and even 'the issue of individual versus group goal setting is an important one given that people in organizations must balance their individually oriented behaviour with group level concerns'(BNET, 2009).

However, research into how individual goals contribute to a team's performance is far less studied. Research in this area has often involved the psychological aspect of the behaviour and motivation of individuals working in teams (DeShon et al., 2004; Kakuyama et al., 1987; Gibson, 2001) such as Fishbein's (1975) expectancy-value theory that predicts individuals' attitudes from beliefs and values. Other main theories that focus on individuals' behaviours in team settings include equity, role and social loafing (otherwise known as "free riding" on others work) (De Clerq et al., 2008). However, these studies and theories still prove useful from their findings on individual responses to goal setting in team contexts.

4.3.3 Behaviour and personality differences within teams

A team is made up of a variety of personalities, values and behaviours. According to Hale and Whitlam (1998) within a successful team, the key behaviours of team members include: Openness; Trust and Support; Assertive Confrontation; Listening; Questioning; and Sensitivity.

4.3.4 Group efficacy

According to Gibson (2001), similar to self-efficacy, the level of group efficacy (the collective group's perception of their ability to achieve) is related to the group's effectiveness and performance. Whilst being a fairly new construct in team research, this has been recognised as a measurable team attribute.

However, *'group efficacy is distinct from the individual beliefs that group members hold about themselves or the group, because group efficacy arises through group interaction'* (Gibson, 2001). Hence, teams that are made up of the same skill set may not actually hold the same level of group efficacy as different team processes will affect the group's collective belief on ability.

Erez and Earley's (1993) study cited by Gibson (2001) shows *'cultural differences in the level of power distance and individualism-collectivism has been shown to impact goal-setting processes'* where a decrease in goal commitment results from goal-setting training that is directed and brief, which can be damaging to performance.

4.3.5 Individual targets within teams (Target Structures)

4.3.5.1 Background to study

Crown and Rosse (1995) noted that whilst there have been many positive findings on the relationship between goals and performance for individuals and groups, the efficacy of individual goals in contributing to team performance has remained vague. A variety of goal structures including egocentric individual goals (individual goals that maximises individual output), groupcentric individual goals (individual goals maximises individual's contribution to the group) and group goals were therefore explored, alone and in combination on an interdependent non-summative task using sixty intact groups. These structures were explored (all of which goal conditions were specific and difficult) in order to *'show that the focus of individual goals may be critical to groups' performance'* (Crown and Rosse, 1995).

Crown and Rosse's (1995) study tested the effects of effort on goal condition and individual contribution towards achieving the group goal and the goal condition and group performance. They explored task and goal characteristics by exploring the extent of how teams work together (independent/interdependent), the measurement issues (summative/nonsummative) and performance orientation (to explore whether individuals were more committed to their own performance or to the overall groups performance – a multilevel commitment). Crown and Rosse (1995) believed '*assigned goal structures affect group performance via their effect on performance orientation; individual and group strategy; and effort expended*' (see Figure 4.2).

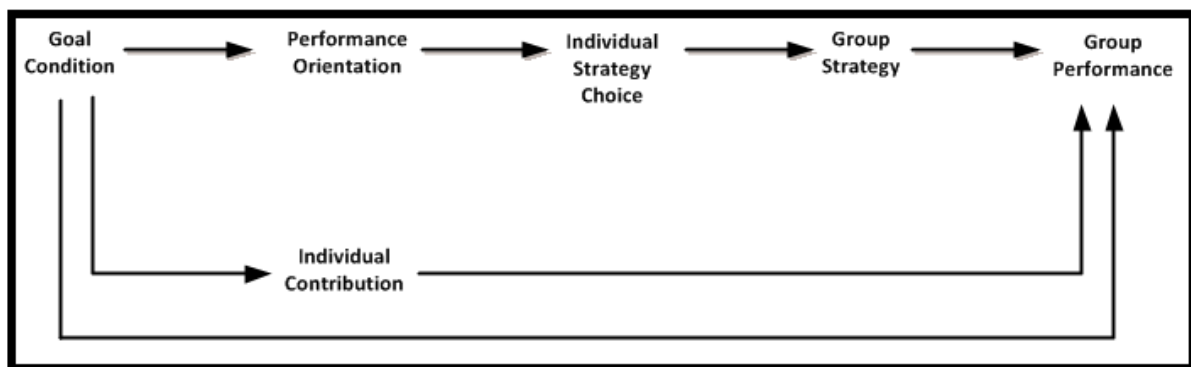


Figure 4.2: Model of the effects of individual and group goals (Source: Crown and Rosse ,1995)

Performance orientation was a variable used which refers to a multilevel commitment in maximising a performance dimension e.g. individual performance. By measuring these goal structures they found that for interdependent tasks, the combination of groupcentric individual and group goals greatly exceeded (by 36%) all other combinations of goal structure in terms of overall group performance. A multiplicity effect was seen where the increase in effort and commitment to increase group performance meant an increase in effort to increase individual contribution, and therefore an increase in effort to achieve group performance. Hence a cooperative rather than competitive strategy between team members is achieved.

This suggests that whilst many authors have stated that group goals increase group performance (e.g. O’Leary-Kelly et al., 1994), Crown and Rosse’s (1995) study found *‘although a group goal given alone produces increased group performance, the gains were not as substantial as when group and groupcentric goals were given in combination.’* Hence to improve group performance, individuals must be committed to both dimensions of performance i.e. group and individual performance (see Figure 4.3) Crown and Rosse (1995).

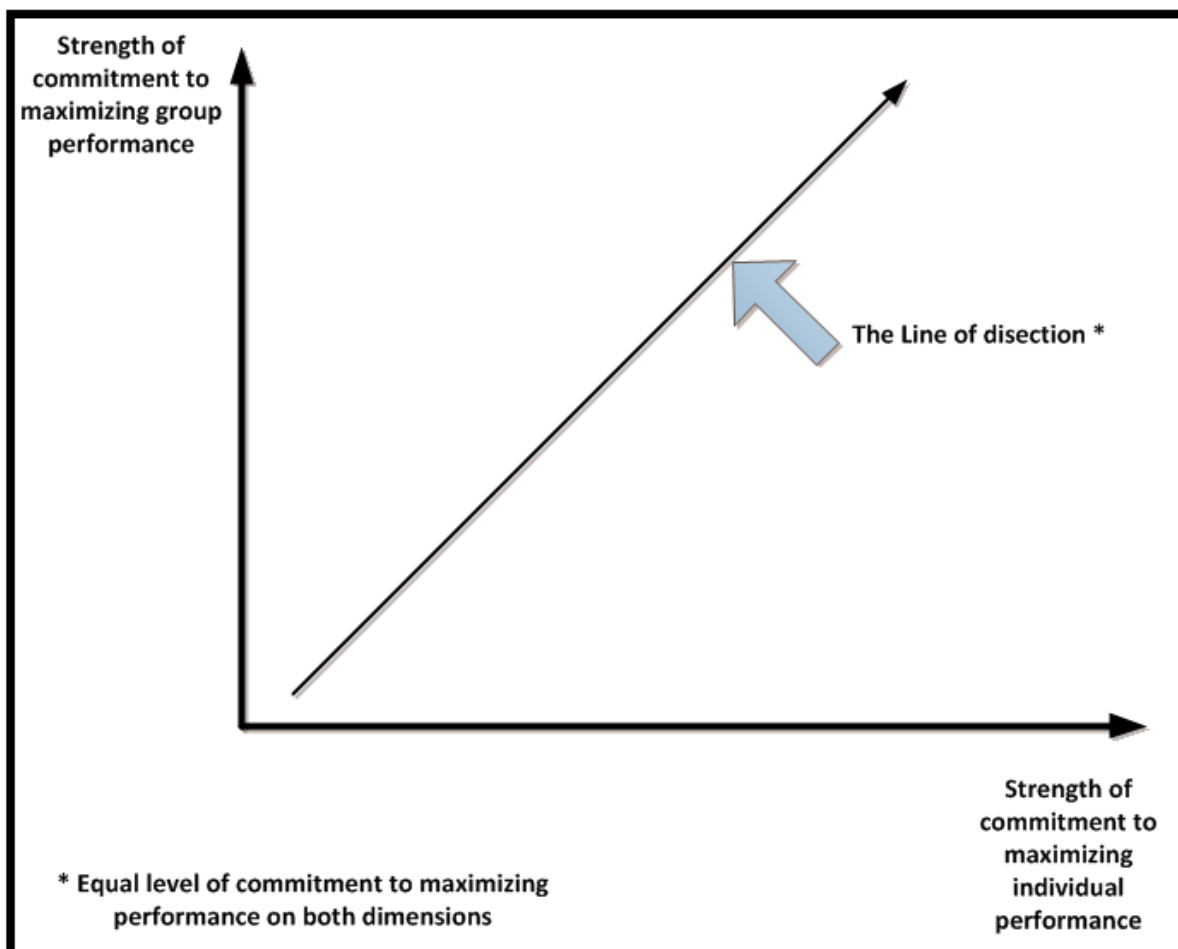


Figure 4.3: Performance Orientation (Source: Crown and Rosse,1995)

4.3.5.2 Strategy development (cooperation VS competition)

Deutsch’s (1949a, 1980) theory of cooperation and competition as cited by Crown and Rosse (1995) *‘contends that a situation in which the goals of individual members are cooperative will promote cooperative behaviour, whereas a competitive social situation will promote competitive behaviour.’* However, according to Crown and Rosse (1995), this theory did not consider the conflicts

between an individual's group and individual's goals, just the shared goals between the group. This is an important dimension because cooperation within a group increases group productivity than if there were intra-competition among team members.

Mitchell and Silver (1990) cited by Crown and Rosse (1995) found that *'groups using cooperative strategies outperformed those utilising competitive strategies.'* Hence this should be illustrated in interdependent tasks. However, this is an important finding as employees are most often asked to work as a team, but are usually rewarded as an individual which promotes competitive behaviour (Boughton et al., 1999).

4.3.5.3 Individual and group effort

Whilst it has been well documented that goals can direct and increase an individual's effort, Crown and Rosse (1995) believe group performance is maximised when groupcentric goals are set alongside the group goals. One of their most significant findings on this goal combination was the effect on effort where Crown and Rosse (1995) saw a multiplicative effect: *'the increase in effort expended toward group performance facilitated an increase in effort expended toward individual contribution, followed by a subsequent increase in effort expended toward group performance.'* Hence this increases the group's efforts and avoids social loafing.

Williams, Nida, Bacca, and Latane (1989) cited by Crown and Rosse (1995) *'found that individual effort on group activity increased when the identifiability of individual performance was high, and decreased when individual output was not identified...therefore, the addition of a groupcentric individual goal to a group goal may provide group members with a sense of accountability.'* According to Crown and Rosse (1995) when individuals can identify a part of a group task as their own, whilst still contributing to the overall team performance, their effort is maximised leading to increased team performance.

4.3.5.4 Commitment

Crown and Rosse (1995) found that groups with the highest performance results were not those that were just committed to the team's performance but were made up of individuals who had high levels of commitment to individual and group performance, as well as having a slightly more dominant commitment to group performance. Figure 4.4 shows Crown and Rosse's (1995) interpretation of the area of maximum benefit which illustrates the closer individuals fall into that area, the higher the individuals contribution is to the group and the higher the group's performance. Crown and Rosse (1995) state that '*individuals committed to the group, but also committed to maximising their own performance may have outperformed others due to an increased level of effort that served to reduce social loafing.*'

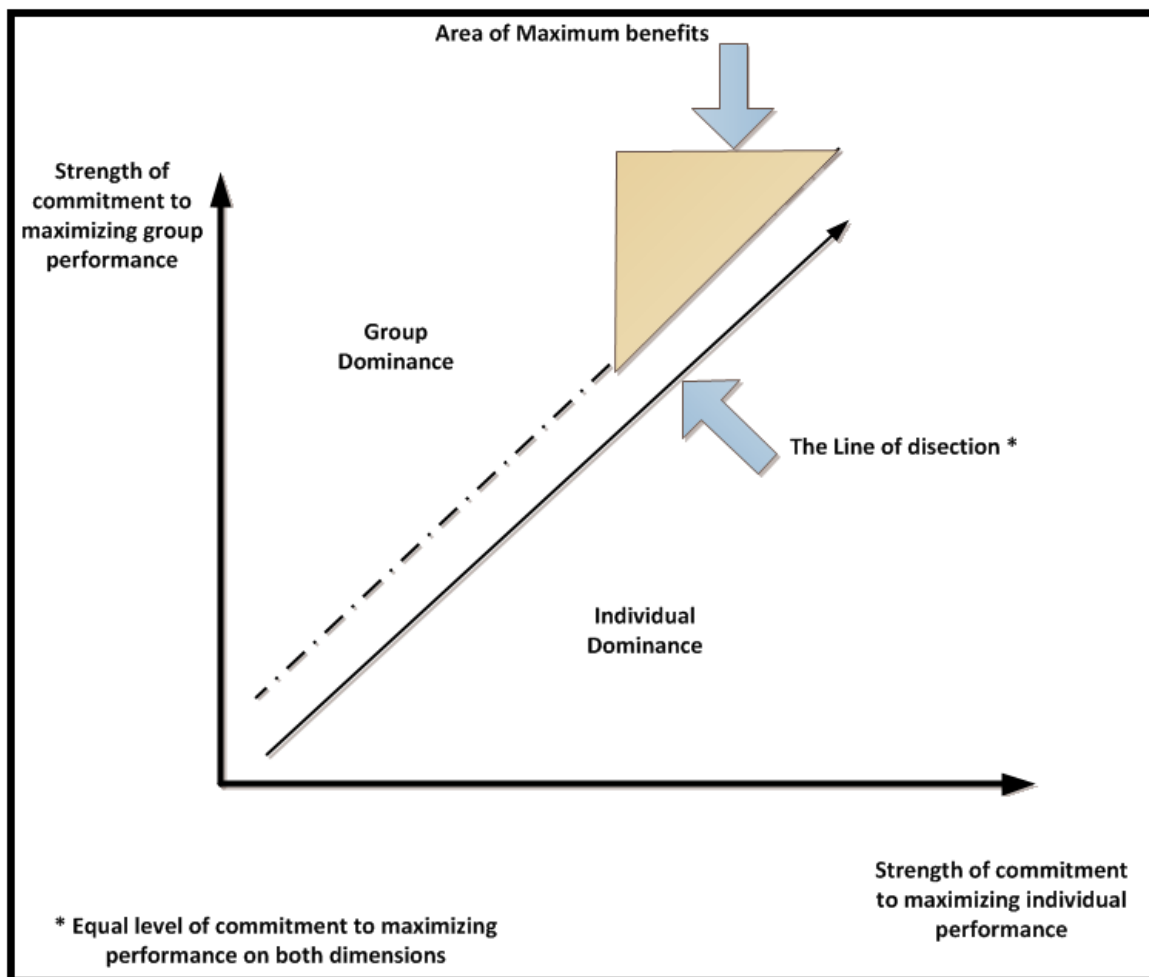


Figure 4.4: Performance Orientation: The area of maximum benefit
Source (Crown and Rosse ,1995)

4.3.5.5 Limitations

Crown and Rosse (1995) noted a cultural limitation of their study. Groupcentric goals can be either strengthened or weakened '*depending on the collectivity or individuality of the culture...what has yet to be demonstrated for group goal setting studies is the possible moderating role of the trait-level variable of collectivism.*' Triandis (1985) cited by Crown and Rosse (1995) referred to this as "*allocentrism.*" This study also only examined group production tasks and therefore further studies need to be undertaken in order to broaden understanding.

As Crown and Rosse (1995) have noted, a limitation to their study is that it only explored group production tasks, hence they suggest before applying the relationship between groupcentric individual goals and group goals to performance, other studies should be conducted. Crown and Rosse (1995) state the benefits of having groupcentric individual goals may be further strengthened or even weakened depending as a result of either a collectivist culture or individualistic culture, which they say could '*moderate the performance orientation-group performance relationship.*'

4.3.6 Effects of group target setting

Similar to Locke and Latham's findings on individual goals, Kakuyama et al (1987) state the study of group goals have primarily dealt with goal clarity where specific goals lead to increased group performance and goal difficulty – difficult goals increase group performance more than vague and easy goals. At the time of their writing they stated that the literature had not yet explored whether it is a group goal or individual goal that leads to better performance.

Kakuyama et al's (1987) study compared pairs who set group and individual goals and pairs who set only individual goals. They suggested that as individuals appreciate they cannot achieve the group goal individually, group goals do motivate group members in a similar way to individual goals (Horwitz, 1954). Therefore individuals within teams

should push themselves beyond achieving their individual goal in order to reach their more difficult group goal as close as possible, hence improving performance.

As a result, Kakuyama et al (1987) suggested the increased difficulty of a group goal should increase the acceptance of individual goals within the group as they will feel a responsibility to achieve the group goal. *'This would motivate them to exert extra effort so that their performance would not cause the failure of the group...thus, group goal setting should lead to higher performance than individual goal setting alone wherein goal acceptance is higher.'*

Similar to other writers (e.g. Crown and Rosse, 1995), Kakuyama et al (1987) state it is important to have specific and challenging group goals as otherwise free riding on others efforts can cause a loss of motivation to both parties. Kakuyama et al's (1987) study found that a specific team goal for members within a team led to higher overall performance and increased productivity than for individuals with only individual goals. One mechanism that they found increased group performance was goal difficulty where individuals within groups attempted to achieve higher goals than individuals on their own (hence improving performance). In addition a second mechanism found was an increased level of group acceptance of individual goals as those within groups exceeded their goals, whilst those as just individuals merely attempted to meet their individual goal (an equal level of individual goals given to both groups). However, Kakuyama et al (1987) studied teams of pairs. Hence, goal acceptance may have been higher than if tested on larger groups, and within a different cultural context.

4.3.7 Individual and team regulatory processes

DeShon et al (2004) claim that the most recent literature on goals in teams has studied individual or team goals on performance. As DeShon et al (2004) states *'the absence of both individual and team goals in this research severely limits its generalisability to many team performance settings.'* Therefore, DeShon et al (2004) state *'the application of individual-level principles to teams has proven difficult, leading to conflicting findings.'* They state that research up to the present day of their study had either explored *'the effect of team goals and team feedback on individual-level outcomes—ignoring the fact*

that individuals are functioning in a team context—or the effect of team goals and team feedback on team-level outcomes—ignoring the impact of the manipulations on the individuals nested within the teams.' Hence, the functioning of multiple goals in team settings is still limited.

DeShon et al (2004) developed a '*multilevel, multiple-goal model of individual and team regulatory processes that affect the allocation of resources across individual and team goals resulting in individual and team performance.*' This was tested on 237 participants, made up of 79 teams of 3. Their model shows individual and team characteristics and situational factors that affect the process of goals. Like Crown and Rosse's study, DeShon et al (2004) investigated interdependent tasks as these are the sum of team member actions that achieve individual and team goals.

Deshon et al's (2004) study explored two main aspects of teamworking. *Firstly* they examined the multilevel perspective of individual and team performance in training. *Secondly*, their study explored the multiple goal perspective to understand how individual and team actions maximise the team performance on an interdependent task.

Deshon et al's (2004) interdependent task structure examined the weighted actions of team members on achieving both individual and team goals (all of which were compatible). Hence, this required team members to work collectively and cooperatively to overcome problems whilst achieving individual responsibilities.

Deshon et al (2004) found resource allocation depends on the discrepancies between goals and current performance, goal commitment, goal efficacy and the relative difference between individual and team goals. Individual factors such as personality and goal orientation, affect goal setting, goal commitment and the level of efficacy for achieving the goals (effort strategy and performance). Deshon et al (2004) also noted that conflict within teams can occur due to '*reward systems in organisations that encourage team performance but reward individual performance*' (Geber, 1995 cited by DeShon et al, 2004).

Deshon et al (2004) claim a major strength of their study is allowing team members the ability to adapt their goals flexibly in order to achieve their individual and team tasks. According to Steiner's (1972) research as cited by Deshon et al (2004) this is a discretionary task where the quantity of individual resources can be allocated in accordance to reaching the team target, *'such teams typically require each member to assume individual responsibilities or goals, coordinate effort, and provide mutual assistance to other team members to meet broader, but distinct, team objectives.'*

As with many laboratory studies, Deshon et al (2004) note caution over generalising their laboratory design study on an organisational setting. Deshon et al's (2004) theoretical and empirical findings on their multiple-goal, multilevel model has illustrated how individual actions in concert can impact the overall team performance by highlighting the individual and team characteristics impacting regulatory processes and situational factors that underlie levels of performance.

4.4 GOAL SETTING IN INDUSTRY SECTOR – PUBLIC VS PRIVATE

In this part of the literature review, the researcher will explore the differences in goal setting between the public and private sectors in regards to goal difficulty, complexity, self-efficacy, financial incentives and established research, findings and theories.

4.4.1 Target setting differences

According to Shields (2007; 132) goal-setting as a PM technique is one of the most widely used across the public and private sector, for subordinates and management and research has shown *'the degree of transparency, ownership and apparent objectivity associated with goal-setting is particularly beneficial to motivation in public sector service work.'*

However, according to Wright (2001) whilst much research has been published on work motivation, little attention has been paid to work motivation in the public sector as oppose to the private sector. Wright (2001) states 'not only have no consistent sector

4.4.2 Goal difficulty

According to Wright (2001) little research has measured goal difficulty in the public sector, however studies have suggested *'public-sector employees experience the same level of task difficulty (Rainey, 1983) or even greater job challenge (Posner and Schmidt, 1982) than their private-sector counterparts.'*

4.4.3 Multiple goals and self-efficacy

'If goals are too difficult, as may be the case in the public sector where multiple, conflicting goals result in greater procedural constraints, little effort may be expended, since such effort may be viewed as futile' (Wright, 2001). Therefore self-efficacy will decrease which can lead to a compromise of some goals or may *'restrict the ability to reach others'* (Wright, 2001).

4.4.4 Target complexity and ambiguity

According to Wright (2001), goals in the public sector are more ambiguous than the private sector and may be less attainable. This is critical as goal setting theory states goal ambiguity *'weakens the goal-performance relationship because of the greater potential for off-task behaviour'* (Wright, 2001).

Bozeman and Rainey (2000) state *'everyone appears to agree that public managers face more complex, hard-to-measure, ambiguous goals-everyone except the public managers themselves.'* However, from several surveys, spanning over fifteen years, Bozeman and Rainey (2000) found very little difference between public and private managers' ratings on organisation goal clarity and measurability.

Reasons for *'the assertions that public agencies have particularly vague, hard-to-measure, multiple, and conflicting goals are so nearly universal among scholars and observers...The assertions typically refer to the lack of sales and profit indicators and incentives for public*

agencies...simultaneous demands for efficiency and equity or for conservation and development' (Bozeman and Rainey, 2000).

4.4.5 Financial incentives/rewards

When comparing goal setting in the public and private sector, there is a large body of literature on the use of incentives (e.g. Burgess and Ratto, 2003), goal variables and not differing techniques used to set goals and the subsequent effects on employees and performance.

Performance-related pay (PRP) was introduced into the public sector from the private sector in the 1980's. It is based on the *'belief that rewarding high performers by paying them more' focuses attention on the achievement of goals and therefore improves performance whilst encouraging a competitive spirit'* (Farnham, 2000; 358).

However, the CIPD's 2007 annual survey of reward practice found 70 percent of respondents used incentive plans and *'while such approaches are used by a sizeable minority of employers in the public and voluntary sectors, it is in the private sector that activity is focused'* (Hall et al, 2008; 681). This indicates that whilst PRP has been incorporated into public sector work, it is still not as substantially used as that in the private sector.

Whilst this may be accountable to the fact that *'business organisations in the private sector are characterised by being driven by the profit motive and market factors'*, and public organisations, on the whole, being driven by welfare or political goals (Farnham, 2000; 4), Hall et al (2008; 303) found contrasting results in that *'some public and private organisations found that the merit element of pay was too small to motivate staff, and sometimes seen as insulting.'*

The use of incentives and rewards in regards to goal setting seem to be a major difference between public and private sector organisations (Bozeman and Rainey, 2000). Burgess and Ratto (2003) state the use of performance related-incentives in the

public sector are more problematic than that in the private sector '*due to aspects such as multi-tasking, multiple principals, the difficulty of defining and measuring output, and the issue of the intrinsic motivation of workers*' (Burgess and Ratto, 2003).

4.4.6 Management-by-objectives

Similar to PRP, employee appraisals were traditionally used in the private sector organisations before spreading over to the public sector. Appraisals have also changed from a concentration on personal traits to an emphasis on job results which has led to a focus on setting performance goals which can be reviewed. '*This type of performance appraisal system can be seen as an integral component of a larger system of management by objectives or goal-setting in an individual organisation*' (Beaumont, 1993; 75).

According to Wright (2001) over two decades ago '*Perry and Porter (1982) suggested that goal theory may be relevant to the public-sector motivational setting.*' Since then Poister (2003; 205) has stated that '*although the term management by objectives and MBO have not been in vogue for quite some time, MBO-type systems are in fact very prevalent in the public sector, usually under other names*' (Poister, 2003; 205). MBOs have been found to '*be as successful in increasing performance at the group or organisation level in the public sector as it is in the private sector*' (Rodgers and Hunter, 1992).

4.5 SUMMARY

Figure 4.6 indicates the area that Literature areas that were covered. These study areas were set to uncover the study objectives and form deeper understanding in a structural manner.

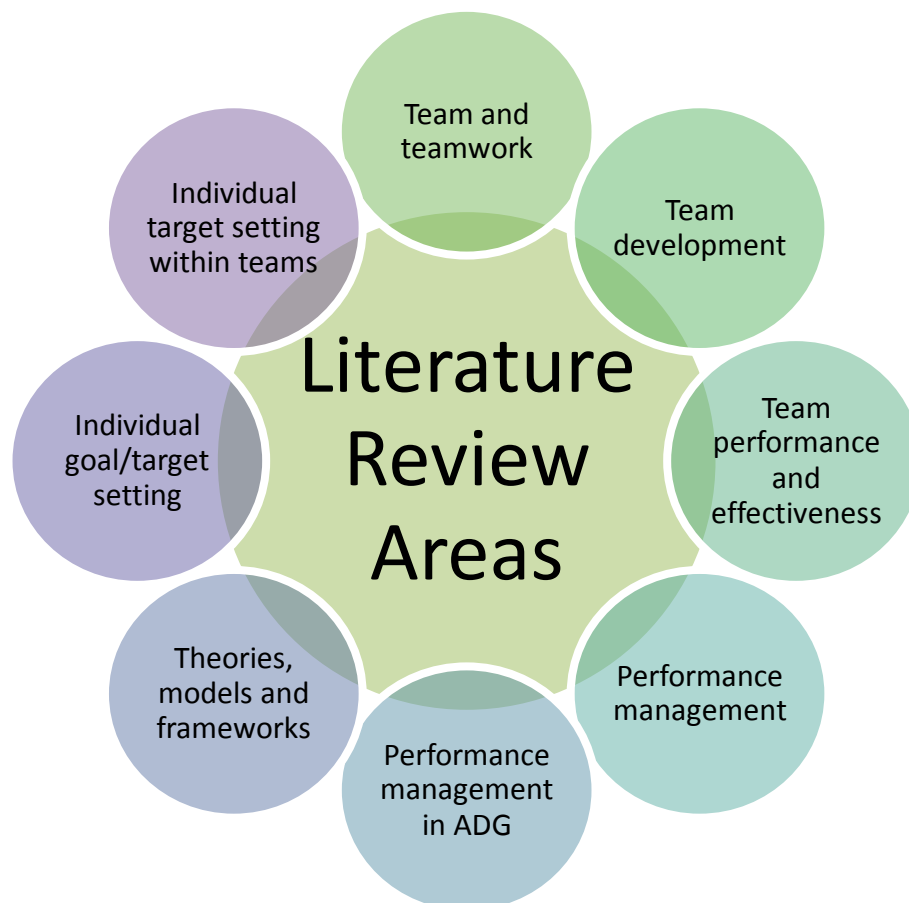


Figure 4.6: Illustration of Literature Review Areas

The key findings from the extensive literature review as resulted from chapter 3 and 4 are summarised in and Table 4.1 which have formed the basis for this study. The literature review in this chapter provided brief about the target setting in public sector and it is also clear that there are many established target setting studies that can guide employee target setting as well as team target setting. However, there are also

limitations of individual target setting within team speciality for public sector and more specifically for ADG.

The key findings were mapped against the research areas to simplify extracting the needed knowledge.

Table 4.1: Key Literature Review Findings

Key Findings	relation to a specific research area	Supporting Authors
Specific and Challenging goals maximise performance and prevent free riding on others efforts when working in teams.	<ul style="list-style-type: none"> Team and Teamwork Team performance and effectiveness 	Aaron, (2010), Bennett and Wright (2010), Marr and Creelman (2011), Mucha (2011), Rolfsen (2013), Rolfsen and Langeland (2012), Locke and Latham (2002), Borkowski (2008), Kakuyama et al., (1987).
Goals should have clear performance measures (defining results expected) which relate to financial, output, impact, reaction or time. However, having a result focus on goals can ignore different behaviours that affect goal achievement and realities of job and when linked to rewards, there is danger difficult goals will be ignored for easier goals. Therefore goals should instead be used to guide performance.	<ul style="list-style-type: none"> Team performance and effectiveness Performance Management 	Marr and Creelman (2011), Armstrong (2003), Metzenbaum (2008), Kakuyama (1987), Mucha (2011), Rolfsen (2013), Rolfsen and Langeland (2012), Foot and Hook (2005), Bacal and Max (2004), Shields (2007), Golembiewski (2000).
Reasonable levels of resources need to be given to employees to meet their goals e.g. Financial, equipment and time.	<ul style="list-style-type: none"> Team performance and effectiveness Theories, Models and frameworks 	Aaron, (2010), Bennett and Wright (2010), Marr and Creelman (2011), Locke and Latham (2002)
Individuals alter behaviour to attain goal because of the satisfaction of achieving and likelihood of receiving an award	<ul style="list-style-type: none"> Theories, Models and frameworks Individual target setting 	Expectancy theory (3 main factors) Locke and Latham (2002).
Participating in goal setting clarifies performance expectations, increases self-efficacy and goal commitment, maximising performance.	<ul style="list-style-type: none"> Team Development Theories, Models and frameworks 	Aaron, (2010), Bennett and Wright (2010), Borkowski (2008), Briner et al., (1995), Latham and Marshall (1982), Bacal and Max (2004).
Assigned goals are as effective as participatively set goals as long as purpose or rationale for goal is given	<ul style="list-style-type: none"> Individual target setting 	Aaron, (2010), Mucha (2011), Rolfsen (2013), Rolfsen and Langeland (2012), Locke and Latham (2002).

Individuals with high self-efficacy self-set higher goals, are more committed to assigned goals, find and use better task strategies to attain goals and respond more positively to negative feedback than those with low self-efficacy	<ul style="list-style-type: none"> • Performance Management • Individual target setting • Individual target setting within teams 	Rolfsen (2013), Rolfsen and Langeland (2012), Gibson (2001), Locke and Latham (2002).
Individual skills, knowledge and abilities should be incorporated into goals as individuals have different levels of ability and self-efficacy.	<ul style="list-style-type: none"> • Performance Management 	Bacal and Max (2004), Jones et al., (2005).
Goal performance is stronger when people are committed (as difficult goals require high level of effort) to their goals. Commitment can be gained through financial rewards, support, participation etc. Personality, goal orientation, personal and situational factors can affect an individual's self-efficacy, goal attractiveness and expectancy which can all alter the level of commitment towards a goal.	<ul style="list-style-type: none"> • Team performance and effectiveness • Individual target setting • Theories, Models and frameworks 	Aaron, (2010), Bennett and Wright (2010), Marr and Creelman (2011), Mucha (2011), Rolfsen (2013), Rolfsen and Langeland (2012), Locke and Latham (2002), Deshon et al., (2004), Hollenbeck and Klein (1987).
Majority of goal setting studies have only used single goals, therefore goal setting theory (the relationship between performance and goals) may not apply to multiple goal environments.	<ul style="list-style-type: none"> • Individual target setting • performance management • Theories, Models and frameworks 	Mucha (2011), Rolfsen (2013), Rolfsen and Langeland (2012), Briner et al (1995), Locke and Latham (1991).
When multiple goals set - individuals may work towards achieving less difficult goals but with a higher level of performance because self-efficacy and level of performance are likely to be lower for more difficult goals	<ul style="list-style-type: none"> • Individual target setting • Individual target setting within teams • performance management • Theories, Models and frameworks 	Bennett and Wright (2010), Rolfsen (2013), Rolfsen and Langeland (2012), Briner et al., (1995).
Individuals with a LGO have a more positive impact on work-related behaviours and performance. However, some research suggests that those with a PGO who are given specific and difficult goals perform as well as individuals with a LGO.	<ul style="list-style-type: none"> • Team performance and effectiveness • Individual target setting • Individual target setting within teams • Theories, Models and frameworks 	Marr and Creelman (2011), Mucha (2011), Rolfsen (2013), Rolfsen and Langeland (2012), Vandewalle (2001), Locke and Latham (2002).
Successful team goals are similar to individual e.g. Clear, measurable and aligned with the organisation's objectives and can be assigned, self-	<ul style="list-style-type: none"> • Team and Teamwork • Individual target setting 	Aaron, (2010), Bennett and Wright (2010), Foot and Hook (2005), Finley and Robbins (2000).

set or participatively set.	<ul style="list-style-type: none"> • Individual target setting within teams 	
Teams consistently outperform individuals as with complementary skills and combined knowledge, teams to respond better to challenges, raising performance. Key team behaviours include openness, trust and support, assertive confrontation, listening, questioning, sensitivity.	<ul style="list-style-type: none"> • Team and Teamwork • Team Development • Team performance and effectiveness • Theories, Models and frameworks 	Mucha (2011), Rolfsen (2013), Rolfsen and Langeland (2012), Katzenbach and Smith (1993), Gibson (2001), Hale and Whitlam (1998).
Level of group efficacy is related to the groups effectiveness and performance	<ul style="list-style-type: none"> • Theories, Models and frameworks 	Aaron, (2010), Gibson (2001).
Efficacy of individual goals contributing to team performance has remained vague	<ul style="list-style-type: none"> • Individual target setting within teams • Theories, Models and frameworks 	Aaron, (2010), Bennett and Wright (2010), Marr and Creelman (2011), Crown and Rosse (1995).
Group performance is maximised by individuals who are committed to both individual and group goals (but have a more dominant commitment to group performance)	<ul style="list-style-type: none"> • Team Development • Performance Management • Team performance and effectiveness • Individual target setting within teams 	Mucha (2011), Rolfsen (2013), Rolfsen and Langeland (2012), Crown and Rosse (1995).
Groups using cooperative strategies outperform those using competitive strategies.	<ul style="list-style-type: none"> • Performance Management • Theories, Models and frameworks 	Bennett and Wright (2010), Marr and Creelman (2011), Rolfsen (2013), Rolfsen and Langeland (2012), Mitchell and Silver (1990) cited by Crown and Rosse (1995).
Providing specific team goals in addition to individual goals cause a multiplicative effect, leading to a more cooperative strategy rather than competitive, maximising both individual and group efforts and minimising social loafing.	<ul style="list-style-type: none"> • Team Development • Performance Management • Individual target setting • Individual target setting within teams • Theories, Models and frameworks 	Aaron, (2010), Bennett and Wright (2010), Marr and Creelman (2011), Mucha (2011), Rolfsen (2013), Rolfsen and Langeland (2012), Crown and Rosse (1995), Kakuyama et al., (1987).
When individuals can identify part of a group task that is their own, their effort is maximised leading to an increase in performance.	<ul style="list-style-type: none"> • Team Development • Performance 	Aaron, (2010), Bennett and Wright (2010), Marr and Creelman (2011), Mucha (2011), Crown and Rosse

	<ul style="list-style-type: none"> Management Individual target setting within teams 	(1995).
Groupcentric goals can either be strengthened or weakened depending on the individuality or collectivity of the culture	<ul style="list-style-type: none"> Theories, Models and frameworks 	Aaron, (2010), Bennett and Wright (2010), Marr and Creelman (2011), Mucha (2011), Crown and Rosse (1995).
Individuals in groups have a higher level of goal acceptance as there is a sense of responsibility to their team and teams attempt to exceed difficult goals so that their performance would not cause the failure of the group, therefore maximise performance.	<ul style="list-style-type: none"> Team and Teamwork Team Development Performance Management Individual target setting within teams 	Aaron, (2010), Bennett and Wright (2010), Marr and Creelman (2011), Mucha (2011), Rolfsen (2013), Rolfsen and Langeland (2012), Kakuyama et al., (1987), Deshon et al., (2004).
Conflict can occur in teams when reward systems encourage team performance but actually reward individual performance	<ul style="list-style-type: none"> Team Development Theories, Models and frameworks 	Marr and Creelman (2011), Mucha (2011), Rolfsen (2013), Rolfsen and Langeland (2012), Deshon et al., (2004), Boughton et al., (1999).
Individual actions in concert can impact overall team performance as a result of individual and team characteristics impacting regulatory processes and situational factors that underlie levels of performance.	<ul style="list-style-type: none"> Team performance and effectiveness Team Development Performance Management Individual target setting within teams Theories, Models and frameworks 	Mucha (2011), Rolfsen (2013), Rolfsen and Langeland (2012), Deshon et al., (2004).
The public sector has weaker relationships between rewards and performance and greater procedural constraints, goal ambiguity and complexity.	<ul style="list-style-type: none"> Theories, Models and frameworks 	Aaron, (2010), Bennett and Wright (2010), Marr and Creelman (2011), Mucha (2011), Rolfsen (2013), Rolfsen and Langeland (2012), Wright (2001), Golembiewski (2000).

Building on the literature and given the nature of the study' gaps, along with the objectives of the study, it is important to understand individual and team target setting as well as identifying the key success factors for individual performance within teams to achieve excellence and the findings above, Table 4.2 includes all the FOUR categories of factors and sub-factors that were determined and to be investigated during the study.

Table 4.2 : Factors and Sub-Factors

Targets Developments	Target setting	Team and teamwork	Team performance and effectiveness
1. Formation & setting 2. Conditions 3. Mechanisms 4. Commitment 5. Orientation personality	6. Individual targets 7. Behaviour & personality differences 8. Group efficacy 9. Target Structures 10. Target difficulty 11. Target complexity & ambiguity 12. Financial incentives & rewards	13. Team development 14. Group dynamics 15. Leadership 16. Group think	17. Roles & responsibilities 18. Objectives & purpose 19. Openness, trust, confrontation & conflict resolution 20. Interpersonal communication & relationships 21. Learning & development 22. Relations & communications 23. Management 24. Leadership 25. Procedures & review 26. Quality & accountability 27. Morale 28. Empowerment 29. Change management 30. Creativity 31. Decision-making 32. Problem solving

The next chapter of the thesis will describe the research method and several measures that will be used.

CHAPTER 5 - RESEARCH METHOD

5.1 INTRODUCTION

The chapter will review and justify the approach used to conduct this research i.e. discuss the research methodology employed to carry out the primary research, including how to address data sampling, collection and techniques used to evaluate findings. The research objectives are achieved through exploring secondary research and conducting primary research. For the purpose of this study, several sources have been consulted, including refereed journals, online databases and governmental reports and statistics. By adopting an analytical and critical approach the researcher will be able to argue any relationships found between existing theories and primary research.

5.2 ESSENCE OF METHODOLOGY IN RESEARCH

Research involves describing, explaining, understanding, criticising and analysing data (Ghauri and Gronhaug, 2003). According to Saunders et al (2007), research is something that people undertake in order to find out things in a systematic way, thereby increasing their knowledge. Two things are important in this definition: '*systematic research*' and '*to find out things*'. And while '*Systematic research*' suggests that research is based on logical relationships and not just beliefs (Ghauri and Gronhaug, 2003), '*to find out things*' suggests there is multiplicity of possible purposes for a research (Saunders et al, 2003). The methodology chapter is the most important aspect of a research paper because it provides the information by which the validity of a study is ultimately judged and authors must therefore provide clear and precise descriptions of how an experiment was done, and the rationale for the specific experimental procedures chosen (Kallet, 2004).

5.2.1 Research Aids in Better Decision Making

In any organisation, managers at all levels need accurate and timely information for managerial decision making. Whether the decisions made are at technical, tactical, or strategic levels, good, accurate, and timely information always leads to a better decisionmaking. Gathering of information is done through a sound and scientific research process. Each year, organisations spend enormous amounts of money for research and development in order to maintain their competitive edge. Accurate information obtained through research leads to enormous benefits. Managers make decisions on a day-to-day basis and ideally, such decisions would be made on the basis of evidence thoughtfully and appropriately gathered. It has been found that managers view research as being important when they have to make important decisions. For instance, some decisions may have great impact to a large number of employees in business enterprises and therefore, management will need significant valuable information. Another example is when management is proposing to have salary increase based on the performance of employees; therefore, it is important to have significant information on the performance of the employees.

5.3 EXPLORING THE RESEARCH PARADIGMS

According to Hussey and Hussey (1997) there are two widely recognised research paradigms; positivist research paradigm and phenomenological research paradigm.

5.3.1 Positivism and Phenomenological Paradigm

Positivism lays emphasis on an objectivist approach to study social phenomena. This paradigm attributes importance to research methods focusing on quantitative analysis, surveys and experiments.

On the other hand, **phenomenological** paradigm is a theoretical view point which believes that individual behavior is determined by the experience gained out of one's direct interaction with the phenomena. Phenomenologists are concerned with what

things mean, rather than with identifying and measuring phenomena. They are particularly interested in the idea that human experience is a valuable source of data, as opposed to the idea that true research or discovery lies in simply measuring the existence of physical phenomena.

For example, if the company performance is an essential aspect of the phenomena being investigated. The study following the positivistic paradigm will ideally use a set of quantitative indicators reflecting performance, such as profit, sales, market share, growth or a relative measure such as return on assets. However, phenomenologists might even use financial key indicators from annual reports, but they would put more emphasis on subjective assessments of performance by management and employees in the context of the company. These subjective assessments can result in a quite different picture of the performance than financial indicators suggest and can even provide hints as to why the company is or is not doing well. Please refer to Table 5.1 for some general differences between positivist and phenomenological paradigms.

Table 5.1: Positivist and Phenomenological Paradigms

Positivist Paradigm	Phenomenological Paradigm
Tends to produce quantitative data	Tends to produce qualitative data
Uses large samples	Uses small samples
Concerned with hypothesis testing	Concerned with generating theories
Data is highly specific and precise	Data is rich and subjective
The location is superficial	The location is natural
Reliability is high	Reliability is low
Validity is low	Validity is high
Generalises from sample to population	Generalises from one setting to another

Source: Hussey & Hussey (1997, p.54)

Moreover Table 5.2 compares the Positivist and Phenomenological Research Paradigm

Table 5.2: Comparing the Positivist and Phenomenological Research Paradigms

	Positivist Research	Phenomenological Research
View of the World	The world is external and objective	The world is socially constructed and subjective
Involvement of the Researcher	Researcher is independent	Researcher is part of what is observed and sometimes even actively collaborates
Researcher's Influence	Research is value-free	Research is driven by human interests
Interpretation	Look at causality and fundamental facts	Focus on meanings
Reasoning	Deductive	Inductive
Approach	Operationalise concepts to encourage objectivity	Try to understand what is happening
Method	Quantitative, Use of statistics to establish an objective view	Qualitative, Multiple methods to establish pattern in different subjective areas

Source: Adapted from Saunders et al (2005)

For this research, the researcher adopted an epistemological stance as shown in Figure 5.1.

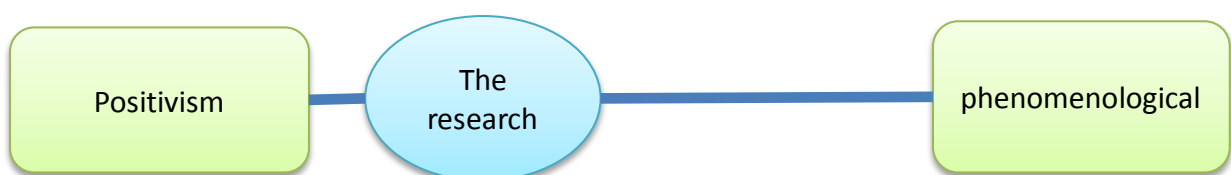


Figure 5.1: epistemological stance

5.3.2 Constructivism Paradigm

According to Mertens (2005, p.12) citing Eichelberger (1989), the constructivist paradigm grew out of the philosophy of Edmund Husserl's phenomenology and Wilhelm Dilthey's and other German philosophers' study of interpretive understanding called hermeneutics. Mertens (2005, p.12) argues that "reality is socially constructed" and that the constructivist approaches to research have the intention of understanding "the world of human experience" (see Cohen & Manion, 1994, p.36).

The constructivist researcher tends to rely upon the "participants' views of the situation being studied" (Creswell, 2003, p.8) and recognises the impact on the research of their own background and experiences. Moreover Creswell argues that constructivists do not generally begin with a theory rather they "generate or inductively develop a theory or pattern of meanings" throughout the research process. The constructivist researcher is most likely to rely on qualitative data collection methods and analysis or a combination of both qualitative and quantitative methods (mixed methods). Quantitative data may be utilised in a way, which supports or expands upon qualitative data and effectively deepens the description.

According to Berger and Luckmann (1967) and Guba and Lincoln (1994), the constructivist philosophy indicates that interpretivism is about contextualised meaning, and that reality is socially constructed. Therefore in order to understand fully the constructivist view on research into social phenomena, there are several philosophical issues that require attention such as ontology, epistemology and methodology.

The constructivist paradigm can be viewed as a set of basic beliefs that deal with first principles. As such, it defines the nature of the 'lived experience', the researcher's place in it, and the range of possible relationships the researcher has to that world and the phenomena that constitute it (Guba and Lincoln, 1994).

The constructivist paradigm, therefore, provides the assumptions, the rules, the direction, and the criteria by which research is conducted (Erlandson et al., 1993).

Perspectives offered by the constructivist paradigm will therefore guide and inform the research in such areas as research strategy and design, data gathering, data analysis, and quality criteria; these will be augmented and supported, where applicable, by references to previous research.

5.4 RESEARCH APPROACH

Before conducting any research, it is important to define the approach that will be used in the study. According to Malhotra et al., 2002 (cited by Polonsky and Waller, 2004) '*the research design is the framework or blueprint for collecting the information needed...in the best possible way*'.

Lewis et al (2007) state the main approaches include *exploratory*, *explanatory* and *descriptive* approaches.

Exploratory research is used to find out answers to problems when the nature of the problem is not clear cut. On the other hand, the purpose of *explanatory research* is to '*establish casual relationships between variables*' of a problem or situation (Lewis et al., 2007; 134).

Descriptive research describes clearly the characteristics and functions of variables in an existing situation or problem already outlined in the literature (Polonsky and Waller, 2004).

5.4.1 Inductive and Deductive Approaches

Research methods in any field of inquiry can involve two types of reasoning namely inductive and deductive. While inductive reasoning employs a more exploratory, open-ended approach, working from specific examples toward development of a theory, deductive reasoning is narrower and focused on testing specific findings.

The inductive reasoning outlines the scientific method. It begins with a central problem or question. Scientists then collect information and observe phenomena, after which they draw conclusions, forming general principles. In economics, researchers seek to answer questions by observing real world economic activities and collecting economic data from the appropriate sources. For example, an economist at a public policy research institution may ask if an increase in the minimum wage raises unemployment rates among low-skilled workers. The researcher then identifies appropriate data sources and collects and analyzes the information. He draws conclusions based on the research question.

A deductive approach to research begins with a general theory or question about a subject of interest. For example, an economist might be interested in the extent to which education influences an individual's earnings. The theory may hold that the more education a person acquires, the more money she earns.

This study will use a descriptive research approach so that the researcher can use primary data to support the patterns uncovered in the secondary research stage. In addition, this study will also use a deductive approach in order to allow the researcher to develop further ideas from the literature key findings and existing theoretical models.

5.5 RESEARCH STRATEGY

Given that the researcher is approaching this study with a deductive and descriptive approach, the research strategies for collecting primary data chosen for this study are case studies (*interviews*) and surveys (*questionnaires*). According to Lewis et al (2007) surveys are typically used in deductive research..

5.6 RESEARCH QUESTIONS

The study will attempt to carry out such analysis by considering all these factors and sub-factors which were identified from the literature (table 4.2. in chapter 4). However, given the nature of the research gaps discussed in Chapter Three, these various factors and sub-factors mentioned above will be used to develop a conceptual framework for the study. It is also apparent from the literature that a number of important team work challenges and constraints need to be investigated in order to understand the dynamics of individual target setting within the team in the context of ADG. Accordingly the following research questions have been identified:

5.6.1 What are the major trends of team effectiveness in ADG?

Therefore the research must identify the most current trends of team effectiveness across as wide a range of sectors as possible within ADG. Also capture a snapshot from data across a range of government's five core sectors so it would be possible to pull out any trends that are running within a specific sector.

5.6.2 What determines the dynamics of teams in ADG?

To examine this, there is a need to pinpoint those hard to find opportunities to achieve rapid improvements. By so doing, managers gain an accurate and detailed insight into the real-life functioning and 'health' of their team. This will help to establish the team's development priorities so that the time invested in the team development activity will have a higher probability of yielding the desired results.

5.6.3 Why does the team target setting Varies within ADG?

This require the research to identify different team target setting schemes within ADG and determine the factors associated with the effectiveness of team target setting within ADG.

5.6.4 Can team performance improve the organisation excellence across ADG?

The research will critically analyse and evaluate the link between teams performance and organization excellence. Moreover critically assess the extent to which the effectiveness of team target setting has been met within ADG.

Data analysis will be informed by theoretical framework presented in Chapters Three and Four as well as data from fieldwork. It is envisaged that in the process, the research will attain to answer its research questions.

5.7 METHOD AND DATA COLLECTION

Qualitative and quantitative methods of research have been viewed by many researchers (Creswell, 2003; Thomas, 2003; and Krathwohl, 1993) as complementary choosing the most appropriate method/s for the investigation. They argue that while some paradigms may appear to lead a researcher to favour qualitative or quantitative approaches, in effect no one paradigm actually prescribes or prohibits the use of either methodological approach. It is therefore become inevitably both approaches need to be applied for an effective research. Paradigms, which overtly recommend mixed methods approaches allow the question to determine the data collection and analysis methods applied, collecting both quantitative and qualitative data and integrating the data at different stages of inquiry (Creswell, 2003).

A qualitative, quantitative or mixed methods approach must be taken in order to focus and conduct a research strategy. Qualitative research is often undertaken in exploratory research where attitudes and opinions are recorded in open ended questions that are useful when the interviewer is unsure of the answers to the questions or when they are hoping to come across new ideas to an issue (Buglear and Fisher, 2007). However Easterby-Smith et al (2002; 135) argue that qualitative research is '*limited by the feasibility of coding and analysis*'. In contrast, quantitative research addresses '*what*

factors or variables influence an outcome' (Creswell, 2003; 75). Quantitative methods quickly gather a range of beliefs on closed or restricted questions which are recorded in tables and graphs as this statistical measure *'lends itself to statistical analysis'* (Hair et al., 2007; 152). This is a pre-structured (closed questions) approach that allows the author to easily quantify and record the research material already found when inputting many respondent views and opinions (Buglear and Fisher, 2007).

5.7.1 Triangulation

For the purpose of this study, the researcher will use a mixed methods approach (a combination of qualitative and quantitative methods) which according to Creswell (2003; 76) *'exists to both understand the relationship among variables in a situation and explore the topic in further depth'*. Bryman (2007) refers to this mixed method approach as triangulation. Triangulation is therefore helps to provide a more complete set of findings than could be arrived at through one method (quantitative or qualitative) alone (see Figure 5.2; illustration of Triangulation approach).

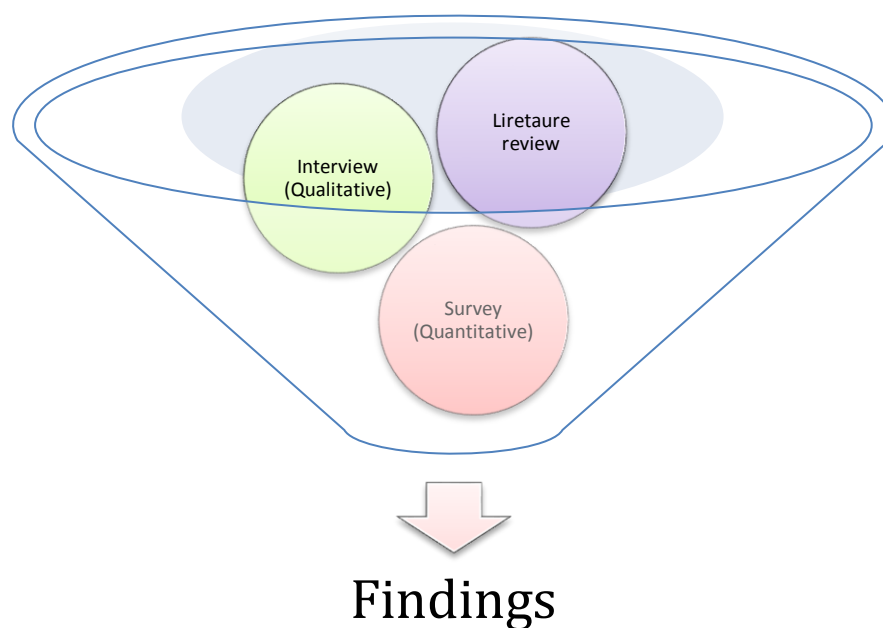


Figure 5.2: Illustration of Triangulation approach

In simple terms, triangulation is an approach to data analysis that synthesizes data from multiple sources to examine existing data quickly to strengthen interpretations and improve policy and programs. By examining information collected by different methods, by different groups and in different populations, findings can be corroborated across data sets, reducing the effect of potential biases that can exist in a single study. However Table 5.3 illustrates the four types of triangulation.

Table 5.3: Types of Triangulation

Types of Triangulation	Definition
Data triangulation	Gathering data through several sampling strategies, so that slices of data at different times and social situations, as well as on a variety of people, are gathered
Investigator triangulation	Use of more than one researcher in the field to gather and interpret data
Theoretical triangulation	Use of more than one theoretical position in interpreting data
Methodological triangulation	Use of more than one method

Source: Denzin (1970)

Moreover Denzin (1970) distinguishes between two types of methodological triangulation; ‘within-method’ and ‘between’ or ‘across’ method. For Denzin, ‘within-method’ approach is confined to one method but uses different strategies within it while ‘between’ or ‘across methods’ approach means combining at least two different methods in one study, reaps the benefits of each approach while also compensating for their weaknesses.

Data collection approaches for qualitative research usually involves direct interaction with individuals on a one to one basis or direct interaction with individuals in a group setting. Qualitative research data collection methods may be time consuming; therefore, data is usually collected from a smaller sample than would be the case for quantitative approaches. The main methods for collecting qualitative data are as follows: *Individual Interviews; Focus Groups; Case Study; Observation Technique; and Projective Techniques*. Qualitative interviews should be fairly informal and participants feel that they are taking part in a conversation or discussion rather than in a formal question and answer situation. There are some basic skills that are required and involved in designing

successful qualitative research approaches which, in turn, requires careful consideration and planning from the researchers' perspective. Researchers can further adopt unstructured, semi structured and structured interviews to obtain qualitative data.

5.7.2 Unstructured Interviews

Unstructured interviews can be referred to as 'depth' or 'in depth' interviews and they have very little structure at all. The aim is to discuss a limited number of topics, sometimes as few as just one or two topics. The interviewer may frame the interview questions based on the interviewee and his/her previous response. In turn, this allows the discussion to cover specific areas in greater detail. They involve the researcher wanting to know or find out more about a specific topic without there being a structure or a preconceived plan or expectation as to how they will deal with the topic. The interviewer may find the subject's thoughts on a particular topic interesting and relevant to the conversation, and the unstructured format allows the interviewer to pursue that line of questioning deeper.

5.7.3 Semi Structured Interviews

Semi structured interviews are sometimes also called focused interviews. There are a series of open ended questions based on the topic areas the researcher wants to cover. The open ended nature of the question defines the topic under investigation and provides opportunities for both interviewer and interviewee to discuss some topics into more detail. Semi structured interviews allow the researcher to prompt or encourage the interviewee if they are looking for more information. This method gives the researcher the freedom to probe the interviewee to elaborate or to follow a new line of inquiry introduced by what the interviewee is saying.

5.7.4 Structured Interviews

Here, the interviewer will ask the respondent the same questions in the same way within a structured schedule. The questions may be phrased in order so that a limited range of responses may be given, that is, 'Do you rate our services as 'very good', 'good' or 'poor'. Moreover, if the interview schedule is too tightly structured, this may not enable the phenomena under investigation to be explored in terms of either breadth or depth.'

The advantages of Structured Interviews includes: lot of details is provided during interviews and the information obtained is comparatively more accurate. Meanwhile the disadvantages Structured Interviews are: it is difficult to generalise since the interviews are non-standardised; the success depends on the interviewer and there may be chances of bias; and finally data analysis is very time consuming since recording all responses may not be possible

5.7.5 Difference between Structured and Unstructured Interviews

Structured interviews involve a fixed set of questions which the researcher asks in a fixed order. Commonly, respondents are expected to choose an answer from a series of alternatives given by the researcher. Unstructured interviews are the opposite. Here, the interviewer has a number of topics to cover but the precise questions and their order grow from the exchange with the respondent. Open-ended answers allow people to say as little or as much as they like.

A structured interview is one in which the interviewer asks each candidate a predetermined set of job-specific questions in the same order without deviation. The interview typically follows a specified time limit. In an unstructured interview, the interviewer may ask questions based on certain general topics as opposed to using a specific list. In many cases, the candidate's answers determine the direction the interviewer follows, and the subject matter could venture into some unplanned areas.

The main tool for data collection used for this study is semi – structured interviews. In an environment like Abu Dhabi, data collection needs to be flexible for a number of reasons key being Arabic and English languages are still widely spoken in Abu Dhabi. For this reason, the research developed interview questions based on the two languages that are widely and commonly spoken in Abu Dhabi – the ‘Arabic’ and ‘English’ Languages. There was also a wide recognition that much data in ADG would be highly tacit, therefore the research methodology took this factor into account.

5.8 SAMPLING TECHNIQUE

According to Easterby-Smith et al (2002; 135), *‘the main aim of sampling is to construct a subset of the population, which is fully representative in the main areas of interest’*. Hence any patterns observed should be replicated in the population.

For the purpose of this study, the research sample include the entire population of Office of Abu Dhabi Excellence Programme (ADEP) champions which is made up of individuals who are members of their entities at appropriate levels within the structure and not consultants or external advisers. Each entity in ADG has designated an Internal Champion to act as the coordinator; communicator and liaison point on all operational matters with ADEP.

According to ADG structure illustrated below in Figure 5.3, ADG consists of 22 Government entities along with the sectors committees and the Courts bodies. On top of that, there are 19 State-Owned Enterprises (SOEs) that follow the private sector law but owned 100% by ADG. As discussed in more details in Chapters 1 and 2, Abu Dhabi economy is being driven by both government entities as well as SOEs. This unique structure will be taken into count while undertaken this research as the SOEs like Abu Dhabi National Oil Company and Mubadalah Development Company are contributing heavily in Abu Dhabi’s economy while they operates with a private sector law.

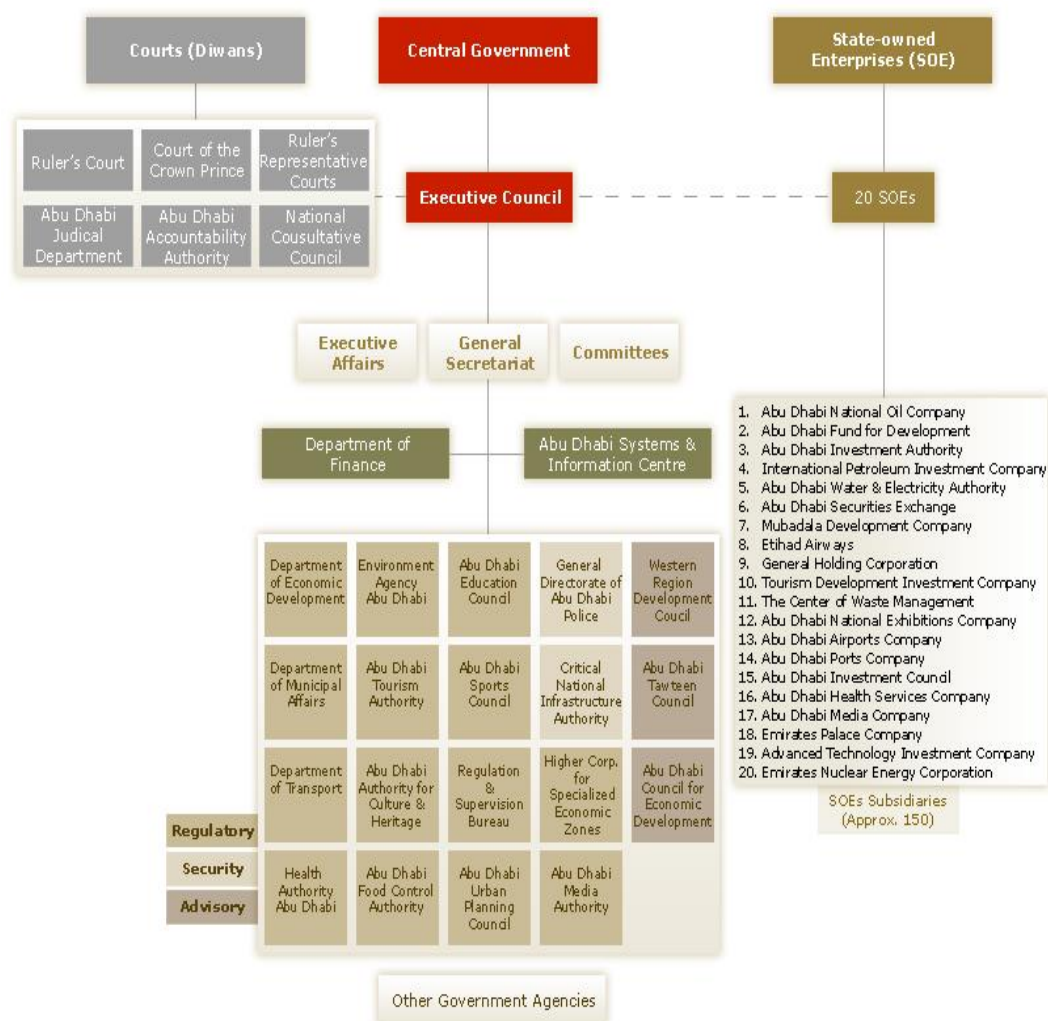


Figure 5.3: ADG Structure (Source: ADG official website ,2010)

Table 5.4 includes all the 41 government entities in Abu Dhabi which are currently participating in ADEP Excellence Programme. The different entities have been categorised based on their size and impact within the ADG. Those which are large size and receive large amounts of central government funding are classified as “*impacter*” entities and the rest which are small in size and receive less funding from central government are classified as “*small*” entities.

Table 5.4: ADG Entities with Champions in ADEP

Impacter	Small Entities
<u>Non-Profit</u>	<u>Non-Profit</u>
1. Abu Dhabi Authority for Tourism and Culture	27. Abu Dhabi Council for Economic Development
2. Abu Dhabi Education Council	28. Abu Dhabi Sports Council
3. Abu Dhabi Food Control Authority	29. Abu Dhabi Quality and Conformity Council
4. Abu Dhabi Retirement Pensions & Benefits Fund	30. Social Welfare & Minor Affairs Foundation
5. Family Development Foundation	31. The Center of Waste Management
6. Health Authority Abu Dhabi	32. Western Region Development Council
7. Khalifa Fund	33. Zayed Higher Organization For Humanitarian Care and Special Needs
8. Tawteen Council	34. Al Ain General Zoo and Aquarium Corporation
9. Abu Dhabi Municipality	35. Critical National Infrastructure Authority
10. Abu Dhabi Police	36. National Rehabilitation Center
11. Abu Dhabi Water & Electricity Authority	37. Regulation and Supervision Bureau
12. Al Ain Municipality	38. Center for Regulation of Transport
13. Department of Economic Development	39. Zayed House for Islamic Culture
14. Department of Municipal Affairs	
15. Department of Transport	<u>Profit (SoE)</u>
16. Environment Agency Abu Dhabi	40. Abu Dhabi Sewerage Services Company
17. Media Zone Authority (TwoFour54)	41. Abu Dhabi Taxi Company (TransAD)
18. Urban Planning Council	
19. Western Region Municipality	
<u>Profit (SoE)</u>	
20. Abu Dhabi Health Services Company (SEHA)	
21. Abu Dhabi Media Company	
22. Abu Dhabi Ports Company	
23. ZonesCorp	
24. Musanada	
25. Abu Dhabi Airports Company	
26. Etihad	

Source: adopted from ADG Official Website and ADEP (2010)

5.9 FACE-TO-FACE INTERVIEW

A face-to-face interview (see Appendix 5-1 – Interviews Questions) will be held with the Heads/Directors of 50% (20) entities participating in ADEP program (see Table 5.4) to provide the researcher with a true public sector organisation perspective on target setting. All heads/directors of entities hold senior management positions in their organisations and are therefore able to explain in depth the organisation's use of target setting for individuals within teams. However while the time of such senior staff will be limited an agreed number of questions will be addressed to test the key findings. This will take place in accordance with ethical issues.

Saunders et al (2007) notes that, questionnaires are usually not good for studies that require a large number of open ended questions and suggests that, for such studies, semi – structured interviews and in – depth interviews are often useful. Standardised and non – standardised questions are more suitable as the researcher can be confident that questions will be interpreted the same way by all respondents (Sanders et al, 2007). An interview will undoubtedly be the most advantageous approach to attempt to obtain data in the following circumstances (Easterby – Smith et al 2002; Healey, 1991; Jankowicz, 2000) cited in Saunders et al 2003):

- *Where there is large number of questions to be answered.*
- *Where the questions are complex or open – ended.*
- *Where the order and logic of questioning may need to be varied.*

According to Saunders et al (2007), a semi – structured or in – depth interview will be most appropriate for the latter two types of situation.

The interview will consist of mainly open ended questions, asking the how, what and why questions (Lewis et al., 2007) as these will encourage the interviewees' to provide extensive answers. A few closed questions will also be asked but the researcher will ensure to adopt Buglear and Fisher's (2007) advice to follow these questions with an open supplementary.

The interviews are semi-structured to collect qualitative data, this will allow for variation in when questions are asked depending on flow of conversation, which will cause the interviewee to open up more, providing in-depth information. Each interview had duration of 30 to 45 minutes. Note taking will be the method to record the interview as in the researcher past experience, when using recording equipment, interviewees are less forthcoming in their information (even when they have already been informed it is confidential). These sets of notes will then be typed up straight after each interview.

Saunders (2007), non – factual questions can either be conducted by the investigator who is in charge or by colleagues he/she has fully shared his thinking. In this light, the researcher identified a number of colleagues in ADG who will assist in this endeavour.

5.10 SURVEY QUESTIONNAIRES

A well-designed and valid questionnaire is most critical to generating actionable data from a dissertation project. Many research projects and dissertations demand the collection of primary data from individuals. Questionnaires are often the best way of gathering such information and views. However, a badly designed questionnaire may get only unusable responses or none at all. No survey can achieve success without a well designed questionnaire. A well-designed questionnaire can make an enormous difference during the analysis stage of the dissertation project. It is important to note that any researcher can write down a list of questions and photocopy it, but producing worthwhile and generalisable data from questionnaires needs careful planning and imaginative design.

As part of this study is descriptive, structured questionnaires (self-completion) as part of this study's primary research presented many questions to be used to identify, test, suggest and validate general patterns found in the literature (Lewis et al., 2007). A questionnaire is one of the important tools for collecting data through primary research. However, there are some important points that should be considered while designing a

questionnaire. The questionnaire is a structured technique for collecting primary data in any research project. It is a series of written or verbal questions for which the respondent provides answers. A well-designed questionnaire motivates the respondents to provide complete and accurate information. Careful consideration should be given to the following:

- Decide on the Required Information
- Decide on the Target Respondents and Ways to Reach Respondents
- Phrasing Questions in the Survey Instrument
- Determine Questionnaire Order and Format
- Decide on the Length of Questionnaire
- Pre-testing the Questionnaire
- Developing Final Survey Form

The validity of questions were designed using content validity which '*provides adequate coverage of the investigation questions*' (Lewis et al., 2007; 366). Questions posed are based on key findings from the literature review which have led to the critical factors. These questions will test the findings by asking, among others:

- *Key team factors that affect performance.*
- *Participation in individual targets.*
- *Team task interdependence.*
- *Level of confidence/commitment/effort.*
- *Success rate of individual targets within teams.*

Whilst reliability was harder to measure, the researcher will minimise issues of reliability by:

- *Pilot testing (questionnaires tested on 2 champions from 5 entities).*
- *Minimising the possibility of participant error by making questions and structure clear, short and mostly closed.*
- *The use of colours to highlight instructions e.g. please circles three.*

- *Observer error and bias will be reduced by planning structured interview questions and only clear answers that were given have been recorded.*

A variety of closed questions including list, category and ranking will be used for quick data gathering. Few questions are open ended so that the researcher could find out overall reasons as to why individuals find advantages or disadvantages to targets rather than guiding the respondent to ticking a yes/no answer, hence reducing data bias. Only few spaces will be allocated for this answer in order not to deter the respondent from answering and to minimise the complication and time for the researcher to record.

The types of data variables to be collected through the questionnaires are mainly opinions, attributes (e.g. public/private sector employment) and some behaviour (e.g. is your team successful) because primary research will examine how the main variables of target setting are associated with individual attitudes working in teams.

5.10.1 Characters of participants

The champions selected for this study come from a diverse of background in terms of gender, income, education level and the type of activities they perform in their entities. However, all champions shared one thing in common: they were engaged in ADEP programme. The champions are virtually anyone in the entity who satisfy the following characteristics:

- *Understands and is committed to the need for improvement.*
- *Is credible and respected within the entity.*
- *Has a good sense of urgency in making things happen.*
- *Understands the entity and its culture.*
- *Is a good communicator and motivator and has the ability to influence at all levels of the entity and make things happen.*
- *Is enthusiastic to play a part in the ADAEP and is a role model in leadership.*
- *Is approachable, accessible and has a positive outlook and belief that things can change*

The key responsibility of the Champion is to provide internal expertise and support to the Executive Leadership of their entity to ensure successful and value adding participation in the ADEP in line with directives and guidelines from the ADEP Office. For the role holder it is an opportunity to be at the heart of his/her entity's drive for excellence and continuous improvement, be an ambassador for his/her entity, assist his/her Director and Executive Team to raise entity performance to new heights and ensure that his/her entity presents a full and fair picture of operations and achievement in the ADEP programme.

5.10.2 Administering the questionnaire

Taking into account time and likely response rate, questionnaires will be conducted with all champions in all the entities mentioned in Table 5.4 participating in ADEP's Excellence Award Scheme. It is not considered necessary to know who the respondents are (i.e. *gender and age attributes*) and so self-administered questionnaires which ensure a higher response rate (*delivery and collection method*) will be delivered to all entities through their official champions/representatives. Questionnaires will be collected 4 days later. A box will be placed in the staff room as a collection point for questionnaires with clear sign stating purpose of research, due back date and that results could be made available once research has been completed (subject to confidentiality). In addition envelopes will be provided so that information could not be distorted once deposited. Hence, respondents could seal their completed questionnaires, knowing their boss would not identify them, enabling more truthful answers for the researcher. On the questionnaire (see Appendix 5.2) there is an opening paragraph stating clearly what the questionnaire is needed for and the respondent is assured of anonymity.

Therefore, sampling will be as per table 5.5

Table 5.5: Sampling

Type of data collection	Number	method
Face to Face interviews	20 Top Management (50 %) from the entities in ADEP	Semi- structures interviews
Questionnaires Survey	123 champions (3 each entity) who : <ul style="list-style-type: none">• Understands and is commitment to the need for improvement.• Is credible and respected within the entity.• Has a good sense of urgency in making things happen.• Understands the entity and its culture.• Is a good communicator and motivator and has the ability to influence at all levels of the entity and make things happen.• Is enthusiastic to play a part in the ADAEP and is a role model in leadership.• Is approachable, accessible and has a positive outlook and belief that things can change	Distributed survey

5.11 DATA ANALYSIS

The first stage of data analysis involved classifying data into meaningful categories which were derived from both, fieldwork data and theoretical framework. According to Saunders et al (2003), the identification of categories will be guided by the purpose of your research as expressed through your research questions and objectives. Another analyst, for example, with a different purpose, may be able to derive different categories from the same data depending on their research objectives (Dey, 1993). Strauss and Corbin (cited in Saunders et al, 2007) suggest that there are three main sources to derive names for these categories:

- *You utilise terms that emerge from your data.*
- *They are based on the actual terms used by your participants.*
- *Or they come from terms used in existing theory and the literature.*

However, the categories that you devise need to be part of a coherent set so that they provide you with a well – structured, analytical framework to pursue your analysis (Saunders et al, 2003). Dey (1993, p. 96-97) states that “*categories must have two aspects, an internal aspect – they must be meaningful in relation to the data – and an external aspect – they must be meaningful in relation to other categories.*” As your analysis develops you will develop a more hierarchical approach to the categorisation of your data, whereby some category codes or labels will be developed and used to indicate analytical linkages between them, and interpretation of, the data emerging (example King, 1998; Strauss and Corbin, 1998).

In order to produce coherent conclusions, a theoretical framework (deductive) will help analyse the data. The researcher has chosen to test the findings for primary research gathered during secondary research.

To maximise the accuracy of data analysis, data will be inputted into a tracker as questionnaires are collected. This will decrease the likelihood of data going missing and any inaccuracies in the data could be filtered to find totals of each variable that could then be transferred into tables, allowing graphs to be produced.

The use of graphs will explore and represent quantitative data found and therefore helping to guide analysis and conclusions.

When using a deductive perspective in analysing qualitative data, Lewis et al (2007) suggest the use of pattern matching for dependent variables where suggested outcomes link to another (e.g. the researcher’s directional findings) or identifying alternative explanations with variables that are interdependent of one another (e.g. the researcher non-directional findings).

Such outcomes and explanations from the qualitative and quantitative primary research will be discussed with secondary findings that will prove/disprove or make suggestions to findings set.

5.11.1 Observation and Document Analysis

As noted earlier, it was envisaged that much data in ADG team effectiveness and individual target setting would highly tacit. Observation and document analysis was therefore considered as additional tools of data collection in this study. It is easy to elicit what people feel, understand and believe about certain things, but less easy sometimes to get a clear picture of what people actually do in terms of activities and behaviour carried out on a daily basis. In this light, in addition to semi – structured interviews, the research also adopted '*observation*' and '*study of documents*' as tools for data collection. Two types of observations were carried out: observer as a participant, and participant as observer. The former enabled for a clear picture of the informal activities and behaviours to be gleaned. The latter allowed for questions to be asked about the nature of the formal types of business activities and behaviours in ADG working environment. Document analysis also became an intrinsic part of this process.

5.12 ETHICAL CONSIDERATIONS

In the context of research, *ethics* refers to the appropriateness of your behaviour in relation to the rights of those who become the subject of your work, or are affected by it (Saunders et al, 2007). Ethical concerns will emerge as you plan your research, seek access to organisations and to individuals, collect, analyse and report your data (Saunders et al, 2007). During data collection stage, (Robson 2002; Sekaran, 2000) one should not try to apply any pressure on intended participants. As cited in Saunders et al (2007), Copper and Schindler (1998) and Robson (2000) postulate that individuals have right to privacy which means that one should have to accept any refusal to take part.

Great level of caution was taken into consideration to make sure that various ethical issues were addressed from the outset of the fieldwork for this study. For a start, the researcher made sure that data collection occurred with consent of the intended participants and their respected entities. After seeking assistance from ADEP and GSEC, the researcher was provided with a letter of introduction to all entities in ADG. The

letter from GSEC and ADEP outlined issues pertaining to the nature of research and request for the excellence champions to participate in the study. The researcher also wrote a letter to GSEC outlining issues pertaining to the implications of taking part in the research and about the use of data to be collected and the way in which the collected data would be reported.

This study also took great caution on ethical issues that would arise in the data collection stage. During the interview stage, (Saunders et al, 2007) great level of control associated with qualitative – based research methods should be exercised with care so that your behaviour remains within appropriate and acceptable parameters. In face to face interviews, you should avoid overzealous questioning and pressing your participant for a response (ibid). Doing so may make the situation stressful for your participant (Sekaran in Saunders et al 2007). One should also make clear to his/her interview participants that they have the right to decline to respond to any questions (Cooper and Schindler, 1998). The nature of questions to be asked also requires consideration. Again, Sekaran (2000) cited in Saunders et al (2007) states that one should avoid asking questions that are in any way demanding to your participants.

Saunders et al (2007) also assert that in face to face interviews it will clearly be necessary to arrange a time that is convenient for your participants; however where you seek to conduct an interview by telephone, you should not to do this at an unreasonable time of the day. In the interview situation, whether face to face or using a telephone it would also be unethical to prolong the discussion when it is apparent that your participants need to attend to the next part of their day's schedule (Zikmund, 2000).

Moreover, while the researcher has previously acknowledged secondary findings through sound referencing including direct quotation and paraphrasing, primary research will also lead to respect for others. The following will be addressed in the study:

- *INFORM: A short introductory paragraph at the top of the questionnaire informs the purpose of research and who the researcher is.*
- *ALLOW REFUSAL: It will not be assumed everyone will want to participate.*
- *RESPECT PRIVACY: The questionnaire will be anonymous – stated in the introductory paragraph.*
- *ATTRIBUTION AND OBTAIN AUTHORISATION: Prior to the face-to-face interviews, it was agreed that information provided by the interviewee will be used only for the purpose of this research.*
- *AVOID SEXISM: For a non-biased response the researcher will avoid sexism i.e. it is not asked to specify gender on the questionnaires.*
- *GIVE THANKS: The researcher recognises all responses are from goodwill, and in recognition, the end of the questionnaire shows this and the entity interview will end with a clear verbal thank you.*

5.13 LIMITATION OF THE RESEARCH METHODS

Five major limitations to the study can be identified. *Firstly*, a population of around 123 champions in this study compared with a larger number of employees in the formal and informal sectors in ADG would be considered relatively small.

Secondly, as already noted, the 123 champions come from Abu Dhabi city. Abu Dhabi has a total of 3 regions (Abu Dhabi, Al Ain and Western Region), making Abu Dhabi region to be a representation of 70 per cent, Al Ain to be 20 and Western Region to be the last 10 per cent.

Thirdly, the population under study is only composed of the champions from the Excellence programme belonging to ADEP. The study will not include champions from other ADEP programmes as they were not available in an organised and formalised way.

Fourthly is the lack of a comparative analysis with other public sector programmes that undergoing similar transformation process in their daily business.

Lastly is a limitation based on the methodology used in the study. Although semi-structured interviews will help to produce substantial data for this study, other tools may be useful to provide a further insight of better understanding of the nature and functioning of teamwork cohesiveness in organisation in different levels. More details of the limits of validity of research are provided in Chapters eight and nine.

5.14 SUMMARY

This study was carried out in ADG. The different entities have been categorised based on their size and impact within the ADG. Those which are large size and receive large amounts of central government funding are classified as “impacter” entities who will be the more focus of the study and the rest which are small in size and receive less funding from central government are classified as “small” entities.

Given that the researcher approached this study with a deductive and descriptive approach, the research strategies for collecting primary data chosen for this study are case studies (*interviews*) and surveys (*questionnaires*). It involved management interviews to gather perceptions on target settings and number of surveys to, identify, test, suggest and validate critical factors gathered from Literature. A qualitative, quantitative or mixed methods approach is used in order to focus and conduct a research strategy For qualitative, semi-structured interviews will be used and the quantitative approach will be done through survey questionnaires.

This study used a descriptive research approach so that the researcher can use primary data to support the patterns uncovered in the secondary research stage. In addition, this study will also use a deductive approach in order to allow the researcher to develop further ideas from the literature key findings. Moreover the study follows both the positivistic and phenomenological paradigms to investigate both the set of quantitative indicators reflecting performance within ADG as well as putting more emphasis on subjective assessments of performance by management and employees in ADG.

The study attempted to carry out such analysis by considering all these factors and sub-factors which were identified from the literature (table 4.2. in chapter 4). However, given the nature of the research gaps discussed in Chapter Three, these various factors and sub-factors mentioned above will be used to develop a conceptual framework for the study. It is also apparent from the literature that a number of important team work challenges and constraints need to be investigated in order to understand the dynamics of individual target setting within the team in the context of ADG. Accordingly the following research questions have been identified:

Table 5.6 provides details of the different data sources for the various research objectives.

Table 5.6: Data Sources for the Research Questions

What are the major trends of team effectiveness in ADG?	What determines the dynamics of teams in ADG?	Why does the team target setting Varies within ADG?	Can team performance improve the organisation excellence across ADG?
Literature Review	Interviews	Interviews	Literature Review
Interviews	Questionnaires	Questionnaires	Interviews
			Questionnaires

Data analysis were classifying data into meaningful categories which were derived from both, fieldwork data and theoretical framework. In order to produce coherent conclusions, a theoretical framework (deductive) is helping analyse the data. To maximise the accuracy of data analysis, data will be inputted into a tracker as questionnaires are collected. This will decrease the likelihood of data going missing and any inaccuracies in the data could be filtered to find totals of each variable that could then be transferred into tables, allowing graphs to be produced. The use of graphs is exploring and representing quantitative data found and therefore helping to guide analysis and conclusions.

Such outcomes and explanations from the qualitative and quantitative primary research are discussed with secondary findings that will prove/disprove or make suggestions to findings set.

Results of the research and data analysis are presented in the next two Chapters (six and seven).

CHAPTER 6 - RESULTS

6.1 INTRODUCTION

This Chapter will cover the research results based on the fieldwork study that was conducted in ADG. The researcher has collected primary data that explores how the main variables of target setting are associated with the attitudes and opinions of individuals working in teams. Questionnaire and interviews results from primary research will be explained in this chapter.

6.2 INTERVIEW SUMMARY

A face-to-face interview at various government entities provided some insightful views (although one sided) into the organisation perspective of goal setting, including reasons for providing individual targets linked to a team, variables involved and benefits found. The key findings are shown below which will be discussed further in the next chapter as part of the analysis. The interview findings have been summarised in Table 6.1.

Table 6.1: Interviews Summary

Questions	Answer
<i>1. Use of team targets, individual targets and/or individual targets linked to team targets?</i>	<ul style="list-style-type: none">➤ Sometime yes and sometime no.➤ No, team is linked only to department.➤ Yes we are using team target and putting lead in every goal which is translated in individual target target.➤ Team target , individuals target and whenever possible in strategic projects, individuals target are lined to the projects.➤ We are in transformation phase and our work is a project base and therefore it is team target.➤ Individual targets only.➤ Individual targets.➤ We use all.
<i>2. More than 1 team at work?</i>	<ul style="list-style-type: none">➤ Yes

<p>3. How are individual targets incorporated into team targets?</p>	<ul style="list-style-type: none"> ➤ Cascading from department and according to strategic initiatives. ➤ Top down approach. ➤ We set a lead individual in every target and it will be his/her individual's target as objectives for performance evaluation. ➤ When setting the strategic plan, the integrated system links all targets together. ➤ Not applicable. ➤ No clear linkage but in other cases each supervisor ensures clear linkage. ➤ When setting individual targets, project targets are considered to ensure the linkage. ➤ Team targets are set and individual target are incorporated through linking together to achieve entity target.
<p>4. Are target self-set, anticipatively set, assigned?</p>	<ul style="list-style-type: none"> ➤ Target usually assigned by higher authority (<i>internally and outside regulatory bodies</i>). ➤ All different types mentioned. ➤ Assigned rather than self-set. ➤ Usually assigned target for the junior levels and self-set for more senior staff. ➤ Assigned targets. ➤ No specific conditions. ➤ Due to the maturity and clear strategic plan, it is mixed approaches. ➤ Self-set, assigned and over all entity strategic targets and plan.
<p>5. Are targets linked to the organisation's target?</p>	<ul style="list-style-type: none"> ➤ Yes and cascading. ➤ Targets are linked to the priorities of the organization. ➤ In most cases yes unless it is special target. ➤ Team target are linked to what direction we receive. ➤ Personal targets are linked to the organisation's target.
<p>6. Do target incorporate individual skills, knowledge and abilities?</p>	<ul style="list-style-type: none"> ➤ Job description (although sometimes are not effectively used) include ability of individual and which training will be taken to close any gaps. Moreover, personal development that could contribute on achieving the job description. ➤ Based on availability of people and then from other people in the organisation to help based on skills. ➤ When decided on team targets, individuals are assigned tasks. ➤ Careful selection to match Skills, knowledge and abilities required by the teams and projects. ➤ Entity target is the main driver. ➤ According to the operation and strategic plan.
<p>7. Do individuals' perceived ability affect their performance?</p>	<ul style="list-style-type: none"> ➤ Yes. ➤ Accountability in self-driven through personal objectives. ➤ Individual push themselves to achieve target. ➤ Yes but depends on the supervisor and the individuals. ➤ No set roles. ➤ Does not apply to all, depends on individuals, managers, training, environment , etc.

<p><i>8. Do target guide performance or do they define results expected?</i></p>	<ul style="list-style-type: none"> ➤ Result oriented and expected. Also results to achieve the entities KPIs. ➤ Define where to spend your time due to many projects. ➤ Performance achievement . ➤ What is important is achieve results. ➤ Mix of both.
<p><i>9. What resources are provided to achieve targets? Are they available?</i></p>	<ul style="list-style-type: none"> ➤ Resources are available but limited and extra resources difficult to get. So it takes time for any additional resources to be made available. ➤ Yes there are predefined resources and also for unexpected events. ➤ Financial resources available, technical support can brought in and management support if needed. ➤ Resources are assigned and provided more if needed. ➤ Limited and according to tight plan but available most of the time. ➤ Resources are planned and available according to the operation and strategic plan of the organisation.
<p><i>10. Are rationales given for assigned targets?</i></p>	<ul style="list-style-type: none"> ➤ Yes. ➤ Sometimes. ➤ Systematic which sometime does not mean rational. ➤ Cascading from vision, mission and the priority of the organisation. ➤ Depends on the project. ➤ As set by job description. ➤ Not all the time and depends on the manager and the individual. ➤ Depends from where the assignment comes from.
<p><i>11. Are targets based on an employee's past performance?</i></p>	<ul style="list-style-type: none"> ➤ No, according to the job description. ➤ No, because a lot of things need to be achieved and you can't be selective. ➤ Yes, most of the time. ➤ Yes, in some cases. ➤ Yes they are to ensure effectiveness. ➤ No, based on career path and increasing the individuals knowledge.
<p><i>12. How do you gain employee acceptance and commitment?</i></p>	<ul style="list-style-type: none"> ➤ By using authority on assigning projects and job description. Also ensure clear explanation is done for each job description to ensure understanding and commitment. ➤ Sometime through pre-explained objectives and sometime through promoting project and sometime through assigning by higher authority. ➤ Taking into account that individual performance within a team is reflected in the annual performance for each individual. ➤ By force, top management assign task using their authority. ➤ Top down approach. ➤ Performance based and target assigned must be achieved.

	<ul style="list-style-type: none"> ➤ Engage and involve but maturity is a key factor. ➤ They are involved during the planning phase. ➤ Workshop and engagement with them communication is a key factor. ➤ Involvement and engagement of the individuals.
<i>13. Do personal and situational factors affect target attainment?</i>	<ul style="list-style-type: none"> ➤ Yes. ➤ Yes, personal life does effect severally. ➤ Yes they do but again, it is more with joiner than senior. ➤ Mostly with female more than male but female are more effected. ➤ Yes of course and female are more and married male. ➤ Not really shown in our organisation. ➤ Projects based and usually these are not shown. ➤ Not very obvious ➤ Depends on the individual ➤ It does effect but depends on the problem itself.
<i>14. With multiple targets, do employees work towards achieving less difficult target at a higher level of performance?</i>	<ul style="list-style-type: none"> ➤ Yes they do. ➤ It depends on the individual, the environment and the support provided. ➤ It varies between projects and another. Quick wins and easy projects usually have higher performance output to show achievement. Long terms and difficult projects are usually with less performance. ➤ No, trying to deliver all of them but can't deliver all of them. ➤ Priorities are set according to the strategic initiatives. ➤ It varies between an individual to another. ➤ No role applies. ➤ Based on the decision of the team leader and supervisor. ➤ Not the case, depends on the operational priorities. ➤ They prefer less difficult with higher level of performance.
<i>15. Do you use reward systems? If so do these reward individual performance, team or both?</i>	<ul style="list-style-type: none"> ➤ Yes and rewards for both when possible. ➤ Only individuals. ➤ No but working on individual reward system. ➤ Team reward. ➤ None. ➤ Team performance only. ➤ Yes both.
<i>16. How do you measure performance?</i>	<ul style="list-style-type: none"> ➤ Performance management system. ➤ Set of objectives with mid and end of year review. ➤ KPIs set for the department and then individual are set objectives. ➤ Competencies, objectives and special assignment are the input for performance system. ➤ We have integrated management system, audit and strategic report which effect departmental performance.

	<ul style="list-style-type: none"> ➤ Based on individual objectives. ➤ Yes against the team target. ➤ Personal assessment and performance system. ➤ Evaluation system and Performance appraisal. ➤ Self-assessment and line manager assessment plus team assessment.
<i>17. Are individual targets an effective way of driving team performance?</i>	<ul style="list-style-type: none"> ➤ Yes, adopting individual targets will drive overall performance. ➤ Yes, it gives value to the team work and it is importance. Also, the individual feels the value of his work. ➤ Yes in most cases. ➤ Yes, it has great influence on affecting the overall entity performance.

Source: Field research data (2013)

6.3 SURVEY QUESTIONS ANALYSIS

6.3.1 Type of Employment and Status

One hundred twenty questionnaires were distributed with seventy three returned. For question 1 and 2, the majority of respondents work in various government departments and full-time (Figure 6.1).

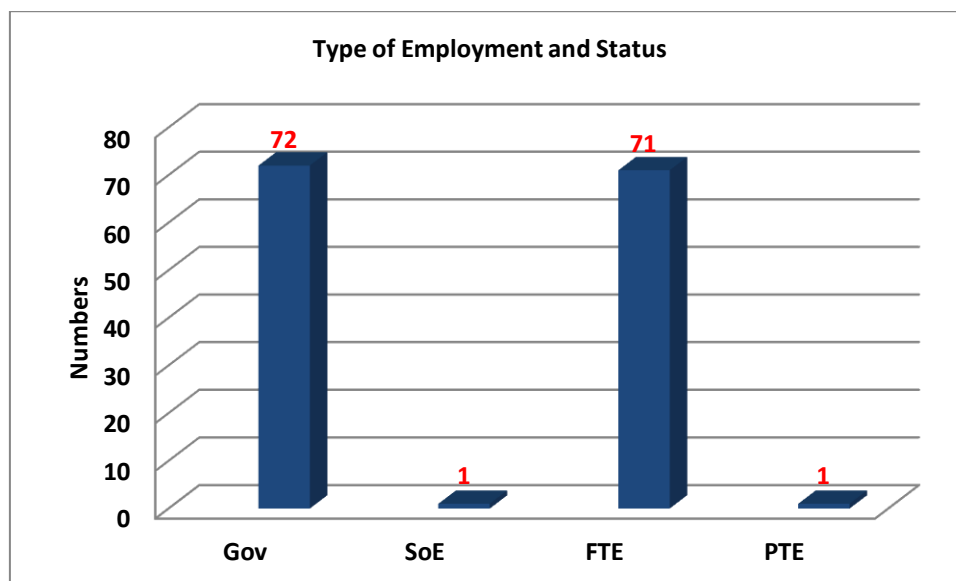


Figure 6.1: Type of employment and status-Source: Field research data (2013)

6.3.2 Target Structure

Whilst for question 3, 73 respondents represented data collected, one was not set targets as part of his/her job had to be discounted. An overwhelming majority of respondents (Figure 6.2) are set both individual and team targets.

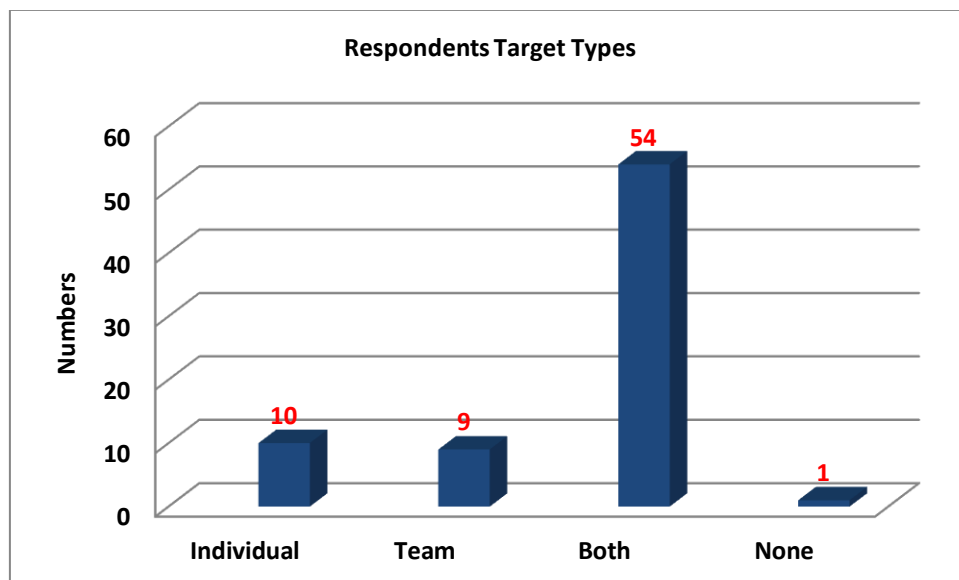


Figure 6.2: Target structure- Source: Field research data (2013)

Any person's attitude to work is shaped strongly by the group to which that individual belongs within the institution. Respondents from various entities in ADG understand both their own and other team members' roles. There is flexibility within the team and a preparedness and ability to help each other. It is also clear from the study that work load is allocated according to individuals' capabilities and skills and there is a good sense among respondents that they have the right expertise and are well balanced as a working team.

6.3.3 Commitment to Achieve Targets

It is clear from the study there is a high level of commitment to achieving targets which is also associated with the clarity of the purpose of the target. It also appears that the confidence levels in achieving targets are medium and high. Personal development, level of support and confidence in ability are also behind the high level of commitment

for employees to achieve the targets set. Moreover the study reveals that individual targets that are set as part of a team target will motivate employees to work more and help to improve their personal development, personalities and values, build capabilities and overall helps individuals to align with the team main target. It is also that personal life has an effect on employees' ability to achieve targets or at least can sometimes do. Interestingly, the study reveals that while employees' personal life impacts on their achievement of targets, by working in a team the majority feel this impact is minimised.

It is clear from Figure 6.3 which represent the result for question 4 and 5; the majority of respondents clearly have a high level of commitment to achieving their targets. An overwhelming majority show when a target is set, the purpose is generally clear, specific and understood.

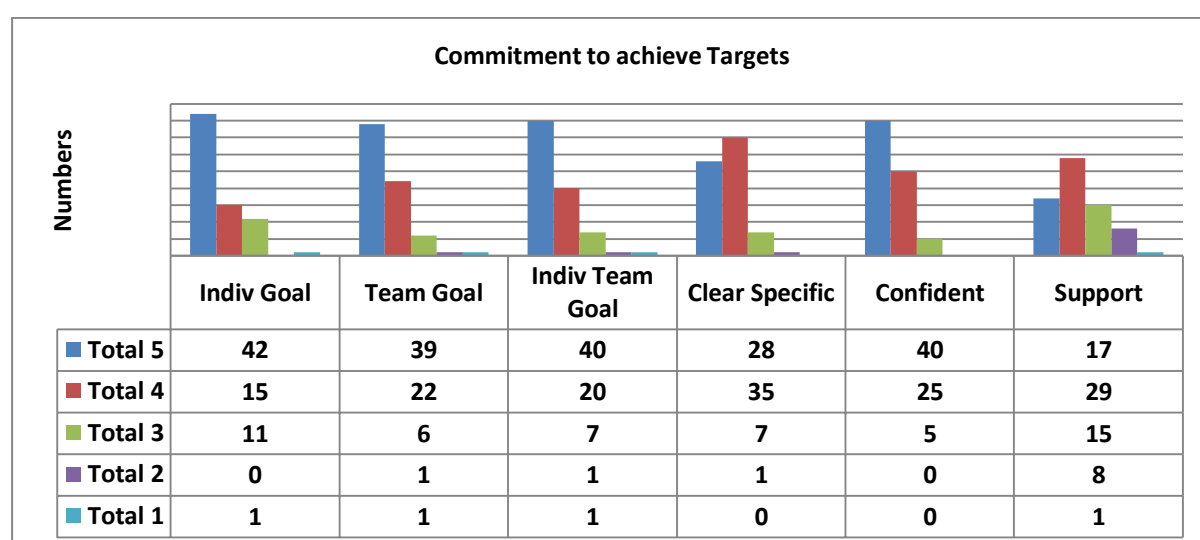


Figure 6.3: Commitment to achieve targets- Source: Field research data (2013)

It is also evident from the study that the wider team objective is made clear when individual target are set as part of a team target and when the group target is set at a high level employees increase their level of individual performance to maximise the team performance. Therefore the sense of responsibility towards the group motivates employees to increase individual performance to maximise the team performance.

The team has a well-communicated 'purpose' and objectives are clearly defined. Team members fully understand their own objectives and the way in which they can

contribute towards achieving the team's targets. There is a good sense that team members are all 'pulling in the same direction'. There is also a good balance between time spent on 'doing' and on necessary 'planning'.

6.3.4 Reasons for Commitment

The results (Figure 6.4) for question 6 reveal that the top three reasons for target commitment were personal development, level of support and confidence in ability. Interestingly no one mentioned peer influence as a reason for his/her level of commitment.

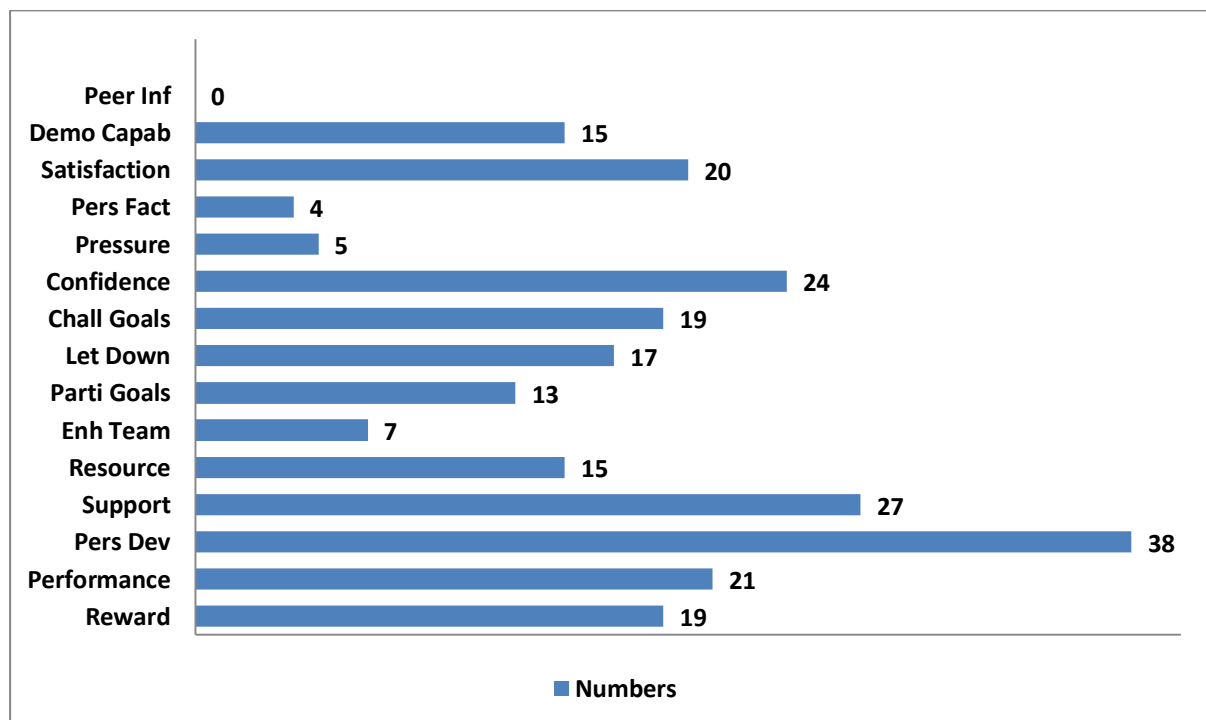


Figure 6.4: Reasons for commitment -Source: Field research data (2013)

The majority of respondents claim their tasks require their team to collaborate. Team members co-operate with, and support one another, helping each other out when the pressure is on. There is good interpersonal communication and relationships within the team are strong. The different interviews reveal that listening to one another is a key strength of the team, as is mutual trust between team members. Team members give

each other appropriate and useful feedback aimed at improving individual and team performance.

The study reveals team members have the resources they need to enable them to carry out their roles. They feel that they have appropriate freedom to make and implement decisions within the remit of their role. There is a good balance between providing direction/supervision and allowing individuals' freedom to act and to genuinely feel empowered. Team members also feel that opportunities exist to contribute towards wider decisions, which affect the whole team. The members of this team generally feel well consulted.

6.3.5 Ability to Complete Targets

In question 7, respondents were asked to what extent they strongly agree (*dark blue*); agree (*red*); neither agree nor disagree (*green*); disagree (*purple*); and strongly disagree (*light blue*) with four statements regarding their abilities to complete the individual targets within a team's targets. Figure 6.5 below illustrates the respondents' answers to the four statements provided in the questionnaires.

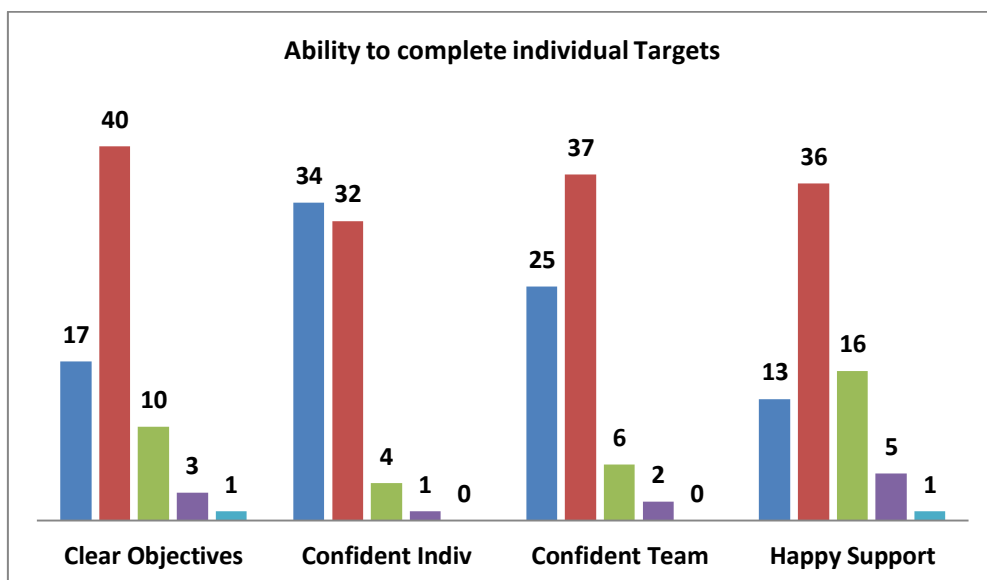


Figure 6.5: Ability to complete Targets- Source: Field research data (2013)

6.3.5.1 Team target clarity

A satisfactory majority of respondents claimed that when they are set an individual target as part of a team target, the wider team objective is made clear.

6.3.5.2 Confidence in target attainment (individual target linked to team)

The majority of respondents claim their confidence levels in achieving their targets were medium and high.

6.3.5.3 Confidence in target attainment (individual/team only)

An overwhelming majority do not feel their confidence levels change between individual, team and individually linked to team targets.

6.3.5.4 Team efficacy

The majority of individual respondents believe their team has confidence in achieving targets. Following this, respondents on the whole believe their team has at least some confidence.

6.3.6 Key Team Factors

From these samples respondents, factors chosen below contribute to individuals attaining their targets as part of a team target in at least some way.

6.3.6.1 Key factors contributing to team performance

Relationships and communication channels between teams in ADG and other parts of the organisation are very good. The team is generally viewed positively by individuals and departments in other parts of the organisation and, where appropriate, by external customers. There is good evidence of effective working relationships and communications with both individuals and other functional teams and departments. Respondents (Figure 6.6) from question 8a believe cooperation is the key factor in maximising team performance. Following

this, respondents believe individual skills and communication maximise team performance. In contrast, individual identity is mentioned by only one respondent.

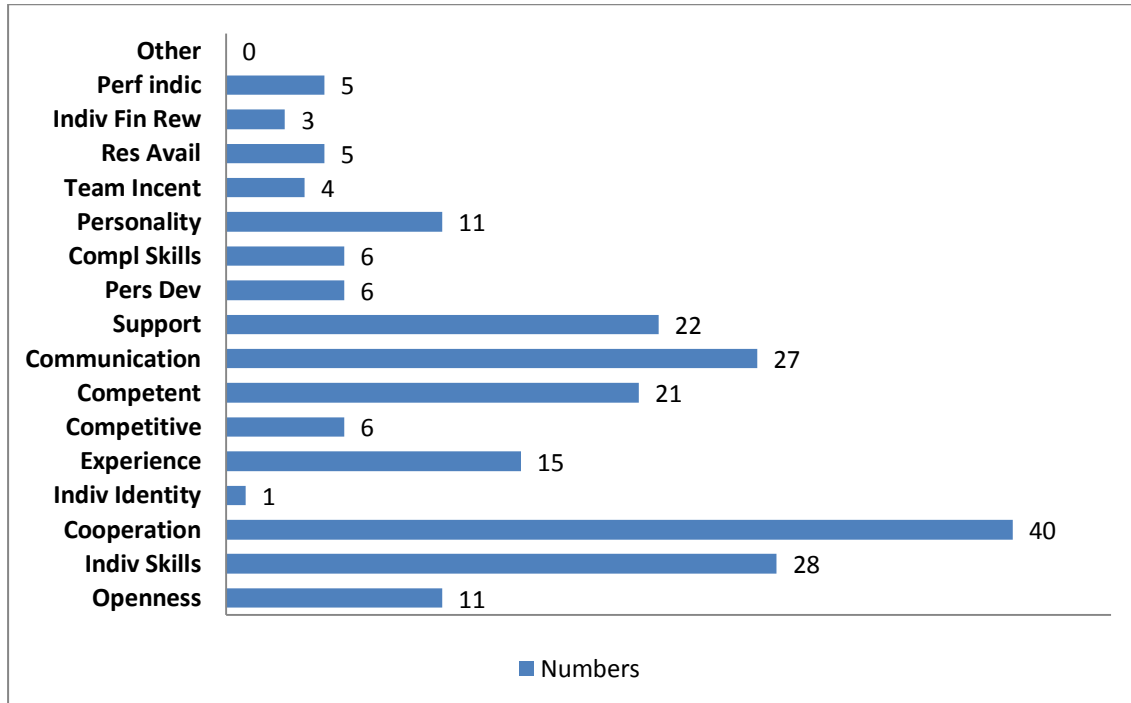


Figure 6.6: Key factors contributing to team performance-Source: Field research data (2013)

6.3.6.2 Non key team factors

In question 8b, each respondent had the opportunity to fill out three reasons in their response and the majority of respondents did in fact fill these out. The majority of respondents (Figure 6.7) believe individual identity does not help the team. Interestingly, the majority of respondents believe financial rewards do not help the team (this supports earlier result which shows financial rewards contribute minimally to target commitment). Moreover almost 20% of the respondents also believe team incentives do not contribute achieving targets.

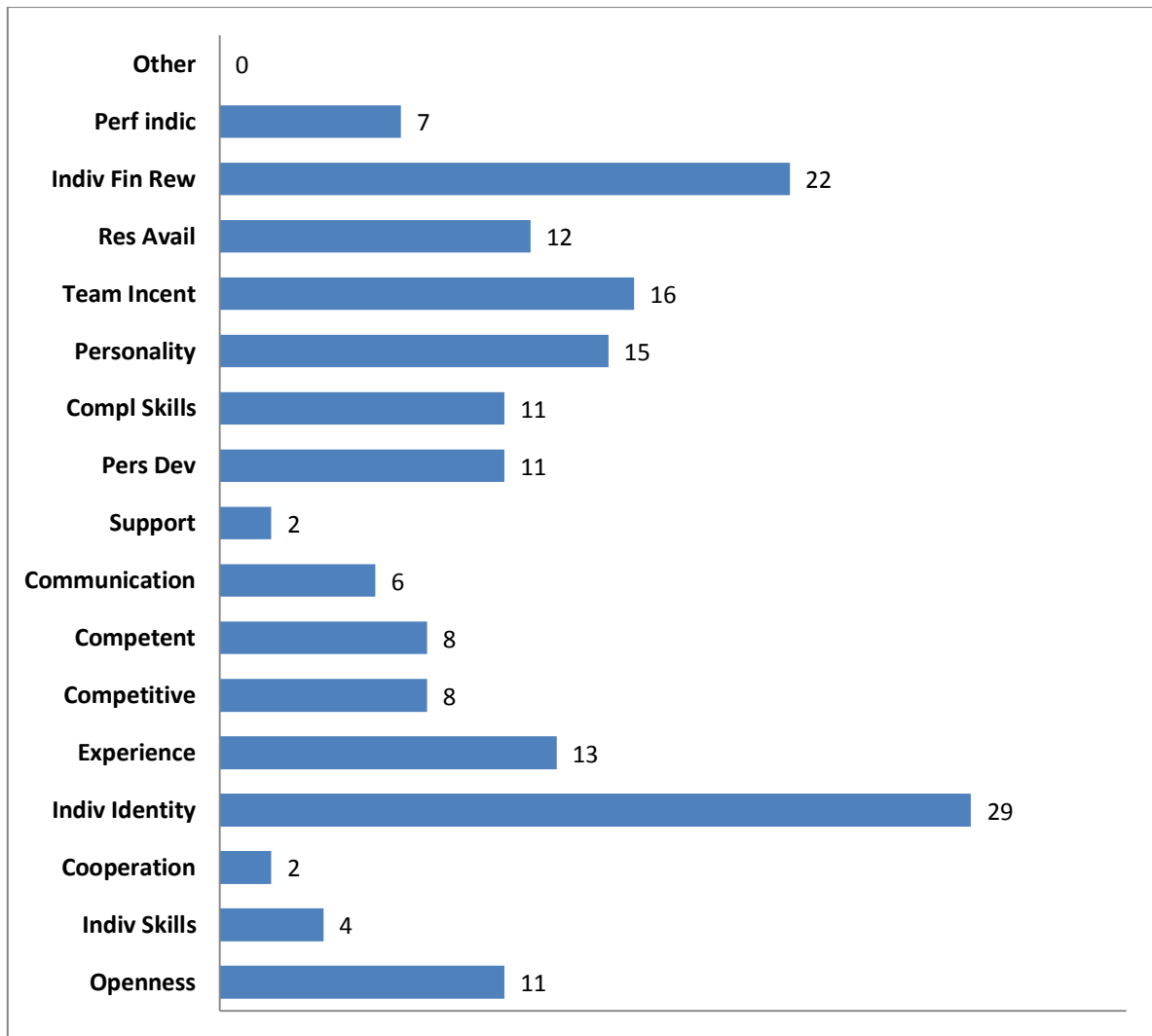


Figure 6.7: Factors not contributing to team performance- Source: Field research data (2013)

6.3.7 Advantages/Disadvantages to Individual Targets linked to a Team Target

The results from question 9 reveal that more than 50% of this study's respondents believe there are both advantages and disadvantages to individual targets that are set as part of a team target. And while there is a large number of participants (30) believe that there are advantages to individual targets that are set as part of a team target, only two respondents believe that there are disadvantages to individual targets that are set as part of a team target.

In this question, each respondent had the opportunity to fill out two reasons in their response and the majority of respondents did in fact fill out both answers. According to the various answers (Figure 6.8), respondents believe that individual targets that are set as part of a team target will motivate them to work more as you feel you are contributing to your team overall targets and targets. Moreover some participants see it as helping them to improve their personal development, personalities and values, build capabilities and overall help individuals to align with the team main target.

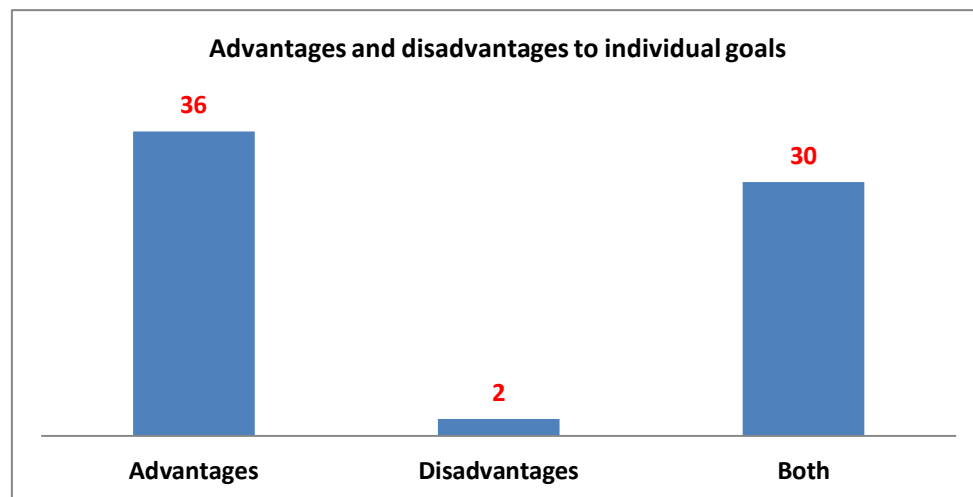


Figure 6.8: Advantages and disadvantages to individual targets- Source: Field research data (2013)

A large number of respondent mentioned motivation, experience and sharing of skills. Other advantages stated by the participants include:

- Consolidate the efforts to achieve higher targets and maximise benefits.
- Ownership of the task by being part of a project.
- Align individual targets to team target as well as creating completion within team.
- Stimulate individual to achieve better performance and enhance team performance.
- Contribution and support from other individuals and cooperation.
- Best result, share skills and knowledge, lessons learned and gain experience.
- Leadership and high sense of commitment.
- Create common culture and productivity.
- Clarity and focus.

- Increased effectiveness.

Meanwhile the respondents also states several disadvantages to individual targets that are set as part of a team target such as some team members may use the team to achieve their own individual targets. Some respondents argue that if too much emphasis is placed upon individual target the overall team targets will suffer due to lack of focus and distraction from potential team achievements. Other disadvantages highlighted by the respondents include:

- Lack of transparency.
- Misunderstanding and sometimes less communication among colleagues which may lead to conflict between team members.
- Unfair competition between team members or some competitive spirits within the team.
- Lack of support.
- Some individuals may depend on others, not everyone is able to shine and may lead to bias.
- depending on the person time availability

6.3.8 Targets Importance

On a rating scale of 1-3 (high to low) respondents showed which targets they believed to be of most value and importance as per question 10 (See Figure 6.9).

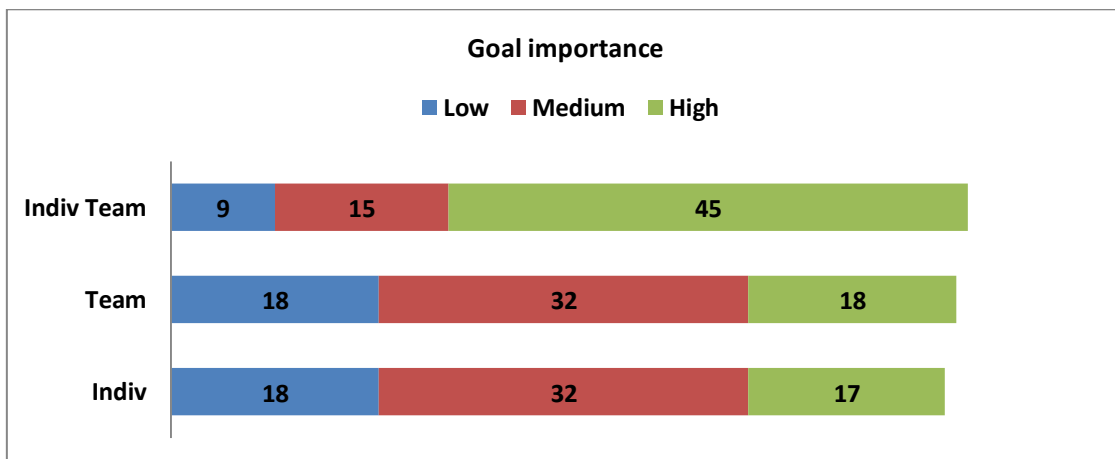


Figure 6.9: Targets importance- Source: Field research data (2013)

The arithmetical mean was used to find the average of all answers as some individuals chose to rate one answer, whereas others would rate all targets as equal importance. Interestingly, it is clear individual targets and team targets are considered almost similarly important to an individual. However individual targets linked to the team targets are considered the least important to an individual.

6.3.9 Personal Life Effect

It is clear the majority of respondents of question 11 (Figure 6.10) feel their personal life has an effect on their ability to achieve targets or at least can sometimes do. Interestingly, whilst the majority of respondents state their personal life impacts on their achievement of targets, by working in a team the majority feel this impact is minimised.

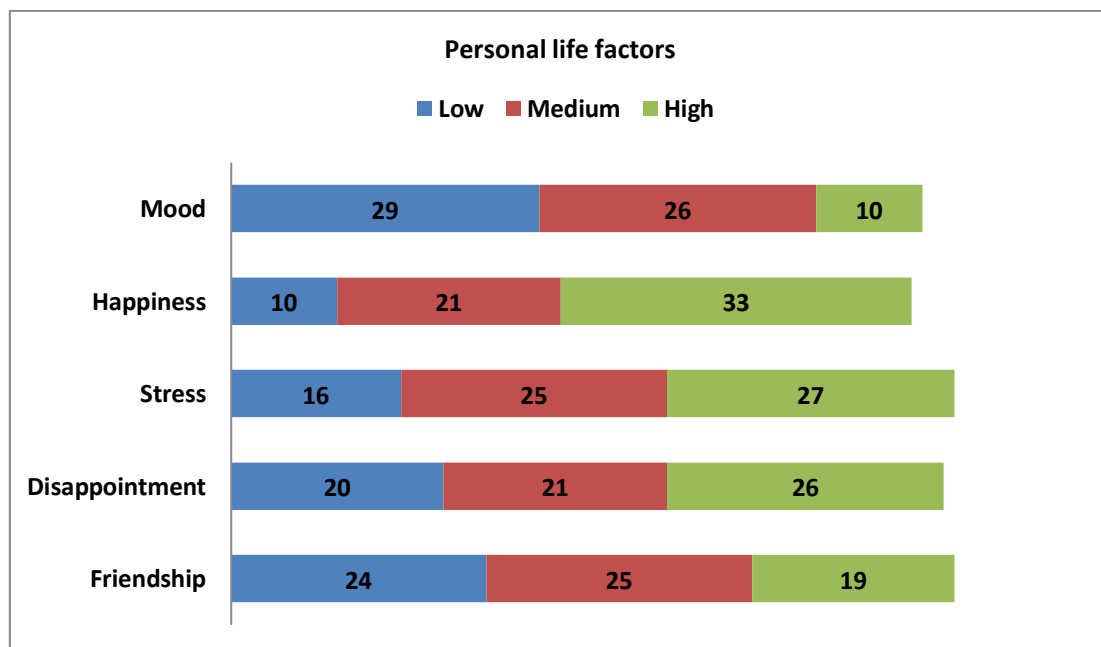


Figure 6.10: personal life effect- Source: Field research data (2013)

6.3.10 Effort Expended Over Difficult Targets

Figure 6.11 below and as per question 12, presents an enlightening and overwhelming majority (58%) claim they work harder for more difficult targets. However while almost third of the respondents stated they give the same level of efforts regardless of target complexity, 29% of respondents compromise on the quality of achievements when dealing with a difficult target set.

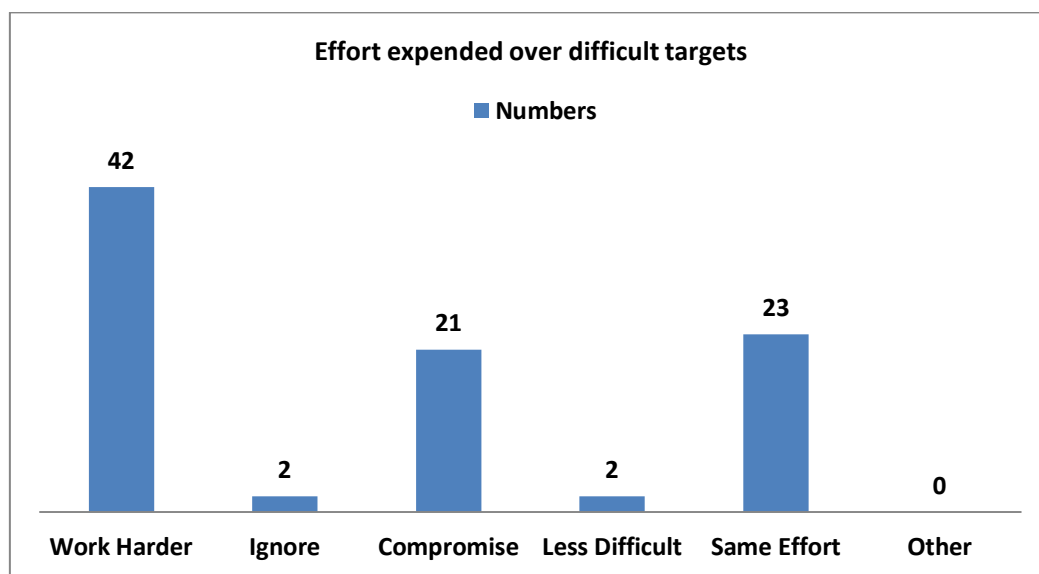


Figure 6.11: effort expended over difficult targets- Source: Field research data (2013)

As mentioned in various parts of the thesis there is a strong team spirit and a feeling of 'belonging' within the team in ADG. This extends to the whole team, including 'management'. People enjoy working in the team and have fun. Even when the pressure is on there's a strong team spirit, which helps to keep individual, and team stress levels lower than they might otherwise be.

6.3.11 Variety of Target Structures

Clearly the majority of respondents (Figure 6.12) take part in setting their targets when there asked in question 13. However, only 8% of the respondents use targets given to them.

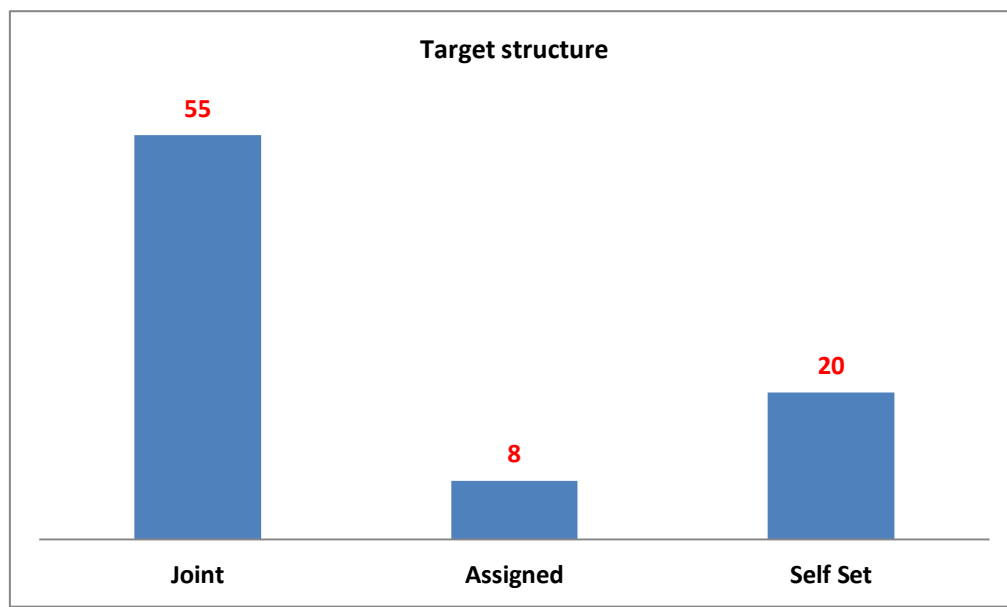


Figure 6.12: Target structure- Source: Field Research data (2013)

6.3.12 Resource_Availability

For question 15, The majority of respondents' (68%) state resources that enable them to achieve their targets are readily available and moreover 36% of the respondents stated that these resources did actually help them to achieve the targets (Figure 6.13).

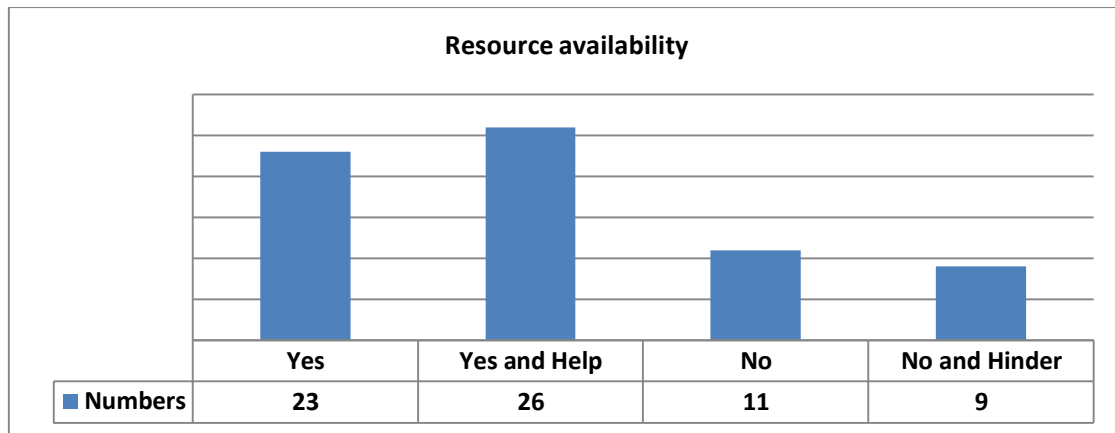


Figure 6.13: resource availability - Source: Field research data (2013)

However 27% of respondents believe appropriate resources are not readily available, 12% of the latter stating this hinders their achievement of targets.

6.3.13 Individual Performance Maximisation for Team Performance

A clear majority (Figure 6.14) state that when their group target is set at a high level they increase their level of individual performance to maximise the team performance. (question 16 and 16a).

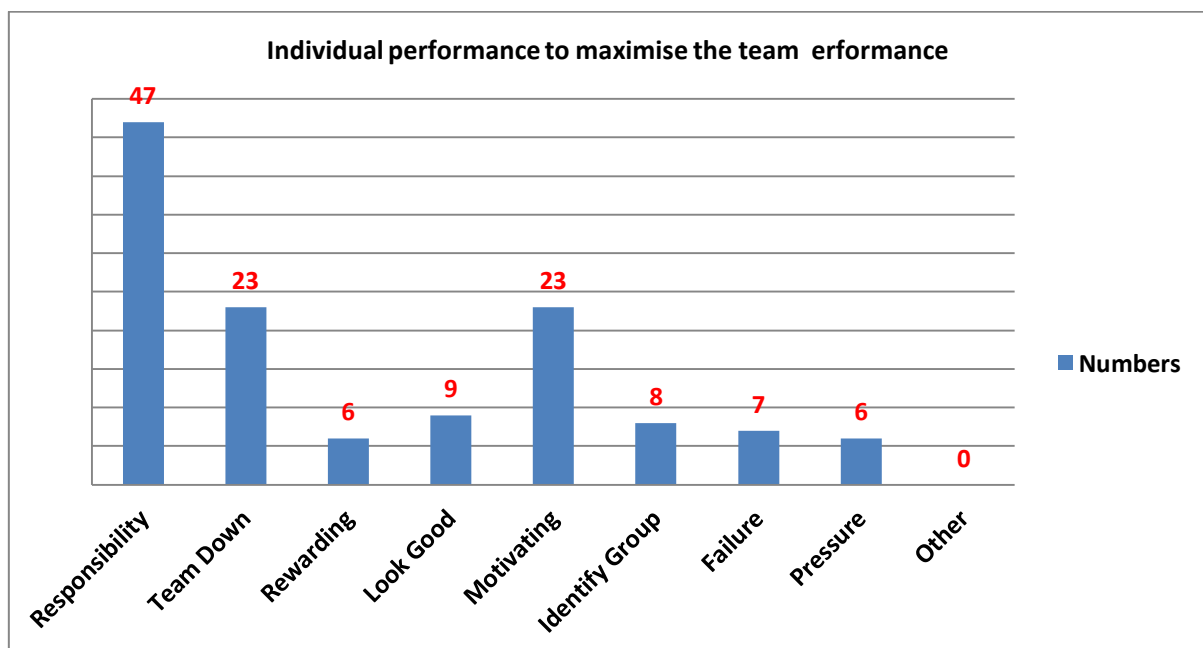


Figure 6.14: Individual performance to maximise the team performance- Source: Field research data (2013)

6.3.13.1 Individual Performance Maximisation for Team Performance

The majority of respondents, list a responsibility to the group, followed by don't want to let the group down and it is more motivating as the main reasons for purposefully increasing individual performance to maximise the team performance.

6.3.13.2 Output, performance, quality and accountability

Productivity in terms of both quality and quantity is good. 'Input' i.e. work and effort, is balanced by a similar amount of 'output' in terms of desired results. Customer feedback (whether internal or external) is good to excellent. Individuals take responsibility and accept accountability for the achievement of their own targets, which means that team targets are generally achieved or even exceeded.

6.3.14 Success of Team

For question 17, A significant majority feel their team is successful in completing targets with only one respondent stating their team is not.

6.3.15 Providing Individual Targets as Part of a Team Target

The study reveals that team members in ADG are open with, and trust one another. Consequently, they are happy to confront any issues that may arise between them, sharing information and feelings openly. Consequently, conflicts and disagreements that do arise are usually resolved successfully.

In question 18, the majority (64%) of respondents believe individual targets as part of a team target maximise team performance and 33% believe individual targets aids team performance. However six respondents feels such targets hinder team performance and only one respondent believe they minimise team performance (see Figure 6.15).

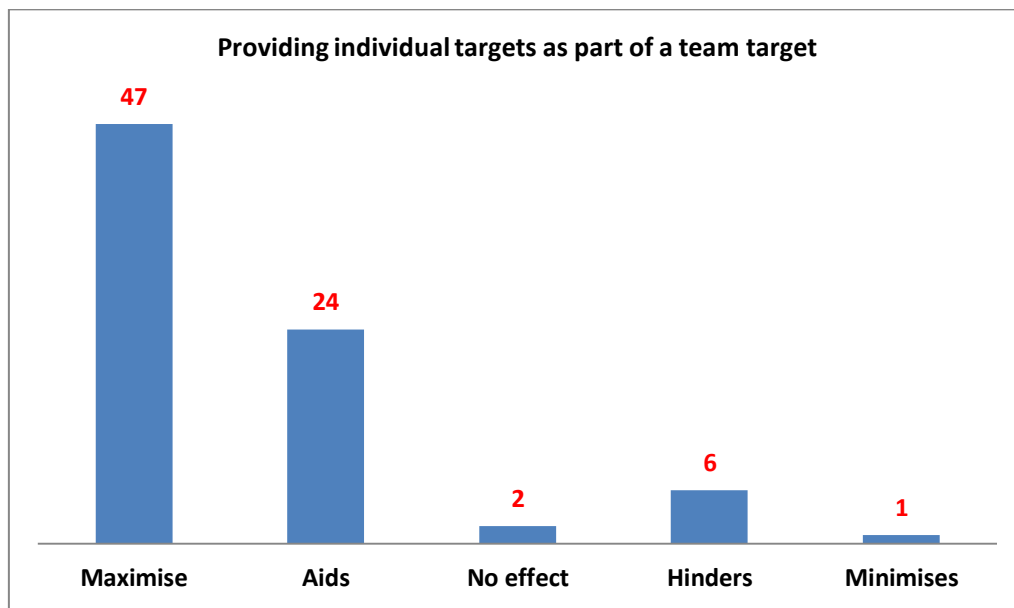


Figure 6.15: Providing individual targets as part of a team target - Source: Field research data (2013)

6.4 SUMMARY

The Importance of this chapter was to measure the explored the key success factors that could affect the team effectiveness when setting targets of the individuals within these teams. The 20 interview questions with 20 of the top management in ADG as well as over 70 responses from the champions of Abu Dhabi Government Excellence Program (ADEP) can be concluded as followings:

There is a strong team spirit and a feeling of 'belonging' within the team in ADG. This extends to the whole team, including 'management'. People enjoy working in the team and have fun. Even when the pressure is on there's a strong team spirit, which helps to keep individual, and team stress levels lower than they might otherwise be. It is also evident from the respondents that the wider team objective is made clear when individual target are set as part of a team target and when the group target is set at a high level employees increase their level of individual performance to maximise the team performance. Therefore the sense of responsibility towards the group followed by don't want to let the group down motivates employees to increase individual performance to maximise the team performance. However some stated that they compromised on the quality of achievements when dealing with a difficult target set.

It appears that the confidence levels in achieving targets are medium and high. Personal development, level of support and confidence in ability are also behind the high level of commitment for employees to achieve the targets set. Moreover, individual targets that are set as part of a team target will motivate employees to work more and help to improve their personal development, personalities and values, build capabilities and overall helps individuals to align with the team main target. It is also that personal life has an effect on employees' ability to achieve targets or at least can sometimes do. Interestingly, the majority feels their personal life impacts on their achievement of targets is minimised.

Team members in ADG are open with, and trust one another. Also, they are happy to confront any issues that may arise between them, sharing information and feelings openly. Consequently, conflicts and disagreements that do arise are usually resolved

successfully. Respondents reveal that the top three reasons for target commitment were personal development, level of support and confidence in ability. Interestingly no one mentioned peer influence as a reason for his/her level of commitment.

Respondents from various participants from entities in ADG understand both their own and other team members' roles while taking part in setting their targets. There is flexibility within the team and a preparedness and ability to help each other. Work load is allocated according to individuals' capabilities and skills and there is a good sense among respondents that they have the right expertise and are well balanced as a working team which were confirmed by showing the importance of resources availability to achieve targets set.

The team has a well-communicated 'purpose' and objectives are clearly defined. Team members fully understand their own objectives and the way in which they can contribute towards achieving the team's targets. There is a good sense that team members are all 'pulling in the same direction'. There is also a good balance between time spent on 'doing' and on necessary 'planning'.

The majority of respondents claim their tasks require their team to collaborate. Team members co-operate with, and support one another, helping each other out when the pressure is on. There is good interpersonal communication and relationships within the team are strong. The different interviews reveal that listening to one another is a key strength of the team, as is mutual trust between team members. Team members give each other appropriate and useful feedback aimed at improving individual and team performance. personal life has an effect on their ability to achieve targets or at least can sometimes do. Interestingly, whilst the majority of respondents state their personal life impacts on their achievement of targets, by working in a team the majority feel this impact is minimised.

Respondents believe cooperation, individual skills and communication is the key factor in maximising team performance. Interestingly, the majority of respondents believe financial rewards do not help the team

Individual targets and team targets are considered almost similarly important. Interestingly, some respondents argue that if too much emphasis is placed upon individual target the overall team targets will suffer due to lack of focus and distraction from potential team achievements. However, respondents believe that individual targets that are set as part of a team target will motivate them to work more as you feel you are contributing to your team overall targets and targets. Moreover some participants see it as helping them to improve their personal development, personalities and values, build capabilities and overall help individuals to align with the team main target. The majority of respondents believe individual targets as part of a team target maximise team performance.

Interpretation of the responses were included in this chapter which help understand the different critical factors for effectiveness for individuals, teams and individuals working in teams.. However, the next Chapter presents analysis of this fieldwork data.

CHAPTER 7 - ANALYSIS AND DISCUSSION

7.1 INTRODUCTION

The aim of this chapter is to analyse the results of the field study and present a review of the major findings. Several findings concerning target settings for individuals within teams in ADG have been generated in this research. The research objectives will be based on the structure of this chapter in order to answer the research questions. These findings are discussed in more details in the following parts of this chapter.

7.2 DISCUSSION OF MAJOR FINDINGS

In order to investigate the effect of individual target setting on team effectiveness and overall performance in Abu Dhabi Government (ADG), an analysis has been conducted using data collected in the field study including face-to-face interviews in 2013. The analysis provided insightful views into the organisation perspective of target setting, including reasons for providing individual targets linked to a team, variables involved and benefits found.

In this study, an in-depth analysis of individual and team target setting frameworks in ADG have been carried out to identify these key success factors for individual performance within teams to achieve excellence in ADG as well as to formulate a solution to the research problem. The study also attempted to further develop an understanding of ADG structure and performance frameworks and finally suggest a framework for individual target setting within teams in ADG. In doing so the study explicate the relationships between team cohesion and team effectiveness outcomes by critically review of existing models of target settings for individuals within teams in the public and private sectors as well as testing several findings derived from a number of theoretical frameworks.

The current advance in the literature regarding the exploitation of targets at levels above and beyond the individual level has opened up many new avenues of research. A number of researchers have suggested that the linkages between targets and performance at the individual level are also present at other organisational levels. Assorted definitions of leadership also add complications to higher organizational levels because there are typically leadership positions in organizations. As a result, various mediators and moderators as well as outcomes other than performance are yet to be identified.

This study explored the relationships between individual targets, team targets and team effectiveness outcomes. The findings of this study suggest that a team target is positively related to team viability and social cohesion. The linkage between team targets and team performance has been suggested and debated. To my knowledge, this study represents a new attempt to investigate the effects of individual target setting on team effectiveness.

7.3 UNDERSTANDING ADG STRUCTURE AND PERFORMANCE FRAMEWORKS

Throughout this study the researcher has been trying to make links between the individual and team targets and the present trends in ADG to make sense of and interpret the results. Of course, it is not as simple as that. In many ways the results pose more questions than they may answer. This is really for two reasons. *First* is the wide spread of entities/teams involved. *Second*, is the relatively simple level at which the study has been carried out. Only few questions trying to gauge the state of each individual was asked. In the full exercise of this nature (as indicated clearly from the literature review), there would be many questions asked around each of the key issues around individual and team targets and this would make it possible to drill into the answers and identify the specific areas where the individual and team was doing well and those where attention was required and exactly what the solutions might be.

The study clearly provides indications of how teams are operating within ADG, in an area where the public perception is of strong union activity and a more “caring” culture. Although things are now changing there seems to remain a view that team leadership could be more effective. This may be related to a historic tendency of reluctance to tackle performance issues and to reward good performers adequately. It may also contribute to the feeling that team procedures are not really reviewed and certain practices continue with little, if any, effort to amend or replace them.

The results also indicate that employees within ADG are clear on what their role and function within the team is and perhaps not too surprising given the slow rate of change that has often typified local government. And whilst the researcher has suggested some reasons in various cases for certain scores these can at best be educated guesses. Without the more detailed examination that a full picture of ADG would give it is impossible to validate the reasons and, more importantly, start to take the necessary actions to improve the performance, effectiveness and efficiency of the team in question. One thing the researcher was keen to discover from the study was what differences, if any, team size played in the way individual setting targets within teams.

Scanning through the various entities of ADG which have taken part in this study, it is clear that most employees in ADG work full-time. It is also evident from the study that employees are set both individual and team targets. The results of this study indicate that, even with a relatively small sample size for a team level study, a number of individual and team targets interactions were found to have positive effects on several team effectiveness outcomes. Specifically, the interactive effects between individual target and a team performance goal were found to positively influence team performance.

The study (*interviews in particular*) reveals that there is sometimes mismatch between individual target orientation and team targets particularly in situations when the individual has a different political agenda than what his or her team may have. Misunderstanding and sometimes less communication among colleagues may lead to conflict between team members. Therefore the study argues that if too much emphasis is placed upon individual target the overall team targets will suffer due to lack of focus

and distraction from potential team achievements. The study also shows that in few cases there is unfair competition between team members or some competitive spirits within the team, in other cases some individuals may depend on others, not everyone is able to shine and may lead to bias.

The study also emphasises the importance of resources that enable employees achieving their targets and provide clear evidence for the usability of these resources to achieve the targets. Moreover the various teams investigated are successful in completing targets within ADG.

The teams are open to change and continuous improvement. There is a climate of constantly seeking new and better ways of doing things. Managers argue that completely new ideas often surface, not just refinements or incremental improvements, though of course this also happens. Moreover they argue that there is a healthy culture of regularly and rigorously challenging the way things are done. The team are aware of, and use, a variety of 'creative thinking tools' and techniques in their discussions and meetings.

The team generally makes good decisions. Their decision-making processes are sound and rigorous. There is consultation and involvement of others outside of the immediate team where and when appropriate. Decisions are usually made in a timely manner, which means that issues are usually resolved quickly. The team are tackling challenges and obstacles that are likely to get in the way of them achieving their targets.

Moreover the study also provides more details about performance management in ADG which include self-assessment and line manager assessment plus team assessment. Other performance management approaches include set of objectives with mid and end of year review; KPIs; competencies, objectives and special assignment; integrated management system; audit and strategic report; personal assessment and performance system as well as performance appraisal.

7.4 INDIVIDUAL AND TEAM TARGET SETTING FRAMEWORKS IN ADG

As the details in previous chapters show there were some distinct differences that did emerge. Looking first at the average results of all interviews for the teams' sizes it is interesting that small teams emerge best rated followed by large teams. This appears to show that the smallest teams are the best performing over all areas. This could be due to the easier communications and more manageable numbers leading to fewer conflicts, less misunderstanding, clearer sight of and appreciation of what others are doing and how they are contributing to the team effort. Large teams possibly score more highly than middle sized because as the team grows beyond a certain size there is a more pressing necessity for things to be coordinated and organised otherwise chaos will obviously ensue. As a consequence they do focus on this whilst the medium sized team is less likely to see the need to do anything about it.

It is therefore appears reasonable to conclude that the fewer the numbers the easier for trust to be built up and for people to know and understand each other a bit better, so as to be able to cooperate well together and to share views, opinions and information readily. Behaving in this way will, unsurprisingly have a positive impact on morale.

Results of the present study suggest that the interaction between a team learning target and individual's learning orientation can positively influence team cohesion. However, can this task cohesion further be the foundation for social cohesion's development so that turnover can be minimized or reduced? Moreover, will teams high in both task cohesion and social cohesion outperform teams high in task cohesion only in all perspectives of team effectiveness as defined in this study? However, with small sized teams the requirement to both implement and regularly review team process and procedure will be less obvious and pressing. Equally, with fewer internal team resources to call upon it is highly likely that less time will be devoted to developing team members. This also seems to hold true for middle sized teams but not for the larger ones where the greater numbers possibly allow people to be released to train and develop.

Moreover this suggests that the size of the team has a direct impact on the way in which it interacts with other teams in the organisation. This indicates that within the teams of larger size relationships and communication channels between this team and other areas of the business may be weak. Individuals and teams from other departments may not regard the team entirely positively, or have mixed views. The team may feel isolated from other parts of the organisation, not knowing what some other people do, or even who they are. There may be a lack of effective cross-team working relationships and communications. Possibly the team has reached such a size that there is a tendency to see itself as completely independent of the rest of the organisation and so to put less effort into creating and maintaining some of the cross functional relationships that can prove so valuable. Similar to other studies, cooperation is identified as the key factor in maximising team performance and more interestingly this study reveals that individual identity does not help the team. The study's respondents claim their tasks require their team to collaborate and that financial rewards and/or team incentives contribute minimally to target commitment.

7.5 DEVELOPING A FRAMEWORK FOR INDIVIDUAL TARGET SETTING WITHIN TEAMS IN ADG

One of the main objectives of this study is to attempt developing an framework that helps organisations excel, but that also takes into consideration the individual targets setting within teams and other related issues.

Managers in ADG various entities are under intense pressure to improve performance across multiple perspectives- cost controls and financial reporting, value creation and information access, employee productivity, customer satisfaction, and long -term strategic partnership. Therefore entities must determine what performance capabilities and outcomes they need. The qualities demanded of high performance workers-the ability to create, extend, and apply knowledge, sophisticated skills, adaptability and flexibility, change management, the ability to work in teams of diverse people -are also those needed to solve the economic and social problems they raise.

Stewart (1993) argues that team workers have the best understanding over how well their team performs task in relation to their objectives. Although the benefits of performance of team member may not yet be a reality, doing nothing to prepare workers for them seems the best way to ensure that they remain a myth. The most important purpose or target of the team cohesiveness is to improve performance in the future and not just for the employee. Work units and organizations can identify problems that interfere with everyone's work. Therefore, we can expect a positive relation between cohesiveness within teamwork and task performance.

Individual targets as part of a team target are found to maximise team performance in most of the cases in ADG. Personal targets are linked to the organisation's targets and priorities.

Despite the growing emphasis on the important of PM and the role of individual target setting within teams in enhancing the organisations capabilities and the overall operational excellence, the study shows that there is a need of establishing an appropriate framework for individual targets within teams.

Building sustainable fit-for-purpose framework for individual targets within teams in ADG, require fair amount of integration with the various organisational units throughout the business lifecycle.

Figure 7.1 provides an attempt to develop a framework for individual targets setting within teams in ADG. However due to the small size of the sample investigated within the various entities in ADG, further research is needed to valid the framework (see chapter 8 for areas for further research).

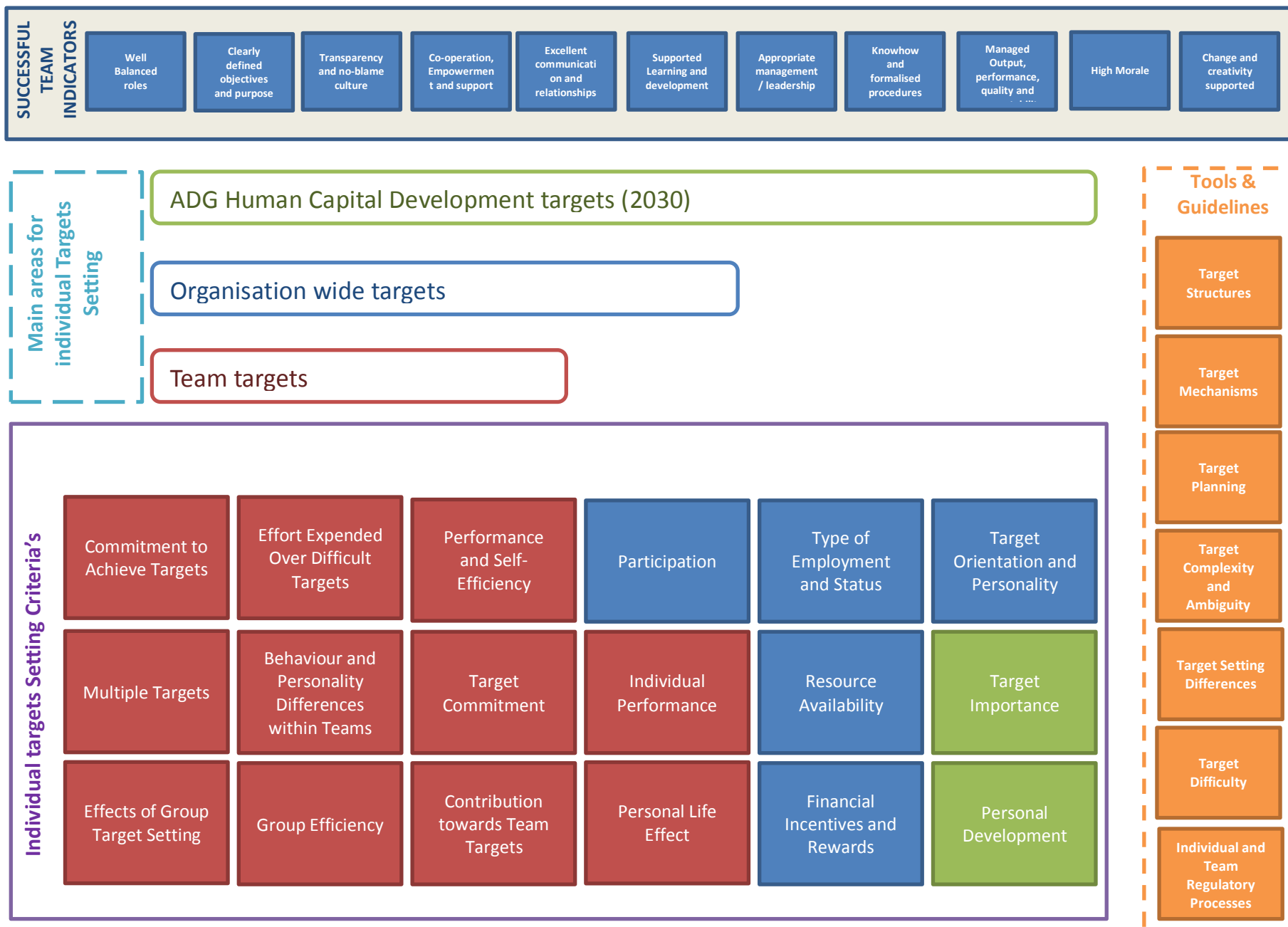


Figure 7.1 : framework for individual Targets setting within teams in ADG

The framework proposes the needs for holistic view of PM and called for radical changes in the way PM being studied and implemented, the work highlighted the need for deeper understanding organisational change with focus on the context and processes. As illustrated in Figure 7.1, three main areas for individual targets setting which are;

- **Team targets**
- **Organisation's wide targets**
- **ADG human capital development targets.**

The framework also provides indicators for team success. Moreover the researcher attempts to provide tools and guidelines to aid individual targets setting with teams.

However in the next step after developing the proposed framework, the researcher recommends in areas for further research a validation process to the framework by conducting focus groups with selected few organisations and present the framework and the preliminary recommendations. The nature of interaction from the group setting helps bring forward the strengths and weaknesses of the framework (Lindlof et al, 2002). However, for this engagement to be effective, the participants of the focus groups would need to be very carefully selected; a mix of senior management and frontline employees to cover the entire spectrum. Finally, based on the findings from focus groups sessions, the researcher suggest further work to be conducted on the framework in order to develop a set of key metrics to gauge the implementation of the framework,

The study reveals that the individual target setting within teams' debate and its implementation is that context and processes are not attended to in any coherent manner. As a generalisation, theoretical contributions have tended to overlook the phenomena, whether it be ideas, contexts, processes or relationships, that eventually determine priority and importance in decision-making.

Integration is key to support the organisation in utilising the output of individuals and teams (core assets) and determining the interfaces between the business processes supporting PM within the organisation. With various interpretations to what is included

as part of PM initiatives, the standardisation of the PM business components would assist in maturing the individual target setting within teams as management field which will result in speeding up the implementation cycle. The review of the literature (chapters 3 and 4) shows the growing demand from management research to determine the key elements of PM and their interactions, and provide PM practice with effective teams to improve the overall organizational performance in an ever-changing global environment. Therefore an integrated management model would provide basis for implementing, supporting and sustaining PM with ADG.

7.5.1 Integration with Excellence and Quality Standards

Many organisations adopt various quality and excellence standards for both improving and demonstrating their excellence status. Number of these standards and frameworks can affect individual target setting within teams and vice-versa. Some standards such as EFQM (European Foundation for Quality Management) have specific requirements for individual target setting within teams to be in place. The framework can therefore benefit from some of the quality process to support excellence performance within organisations. The following assumptions can be considered as essentials for establishing the framework:

- Alignment with the overall business performance management framework within the organisation.
- A proper cascading of the overall organisation results all the way to the individual plans via team and business unit planning.
- Clear and measurable performance indicators.
- PM embedded into the various aspects of the organisation.

7.5.2 Integration with HRM

The results from the various interviews suggest the need to put forward an integrative approach for PM, individual target setting and strategic human resource management. It was argued that such integrated approach would lead to competitive advantage. Also the study reveals that incentives play a vital role in motivating employees to contribute to teamwork and how this contribution positively impacts the utilization of the organizational tacit knowledge and experience.

The study also argues that any organisation within ADG hoping to improve the performance of its teams should pay attention to its HRM practices. In particular, the organization should emphasize the implementation of HRM systems that enhance individual learning and the motivation for target setting within the team. It is therefore very important for ADG to offer broad and planned career paths, enhances the mobility of employees across divisions and functions and bases promotions on qualitative criteria such as adaptability to changes, creativity, and risk-taking.'

7.5.3 Culture and Change

It is also important for ADG to adopt a business culture that encourages individuals to work together in teams. Otherwise, no matter how adequate the organizational structure design might be, employees may not feel motivated to work together in teams, especially if they come to the conclusion that this can be damaging rather than beneficial to them. Therefore, it would be advisable to create an environment in which sharing knowledge and experience is rewarded in some way.

Similar to other business transformation initiatives, cultural aspects plays a vital role in the effectiveness of the various tasks related to individual target setting within teams. Positive leadership effect can be probably attributed to management's recognition of the central importance of managing knowledge to organizational strategy, encouraging learning supporting existing and creating new competencies, developing human resource plans and reward schemes based on the contribution to the development of organizational effectiveness.

7.6 SUMMARY

This chapter presented a review of the analysis of major findings of this study which covered the followings;

- Understanding ADG structure and performance framework

In Abu Dhabi, there is a strong union activity and a more “caring” culture. Also, the study (interviews in particular) reveals that there is sometimes mismatch between individual goal orientation and team goals. The results indicate that employees within ADG are clear on what their role and function within the team is. Employees are set both individual and team goals. The interactive effects between individual goal and a team performance goal were found to positively influence team performance. Many Performance management approaches are used in ADG which include self-assessment, line manager assessment plus team assessment, set of objectives with mid and end of year review; KPIs; competencies, objectives and special assignment; integrated management system; audit and strategic report; personal assessment and performance system as well as performance appraisal.

- Individual and Team Target setting frameworks in ADG

Increasing effectiveness of teamwork performance can result in increasing learning and development of people and organizations, better utilization of resources and planning for future improvements in participant’s confidence, attitude, motivation and personal satisfaction. Also, team effectiveness derives from several fundamental characteristics, and causes of team failure may very well reside in the team processes extending beyond individual member’s inability. Objectives help transform a team from group of individuals into a committed group.

- The development of a framework for individual target setting within teams in ADG

Despite the growing emphasis on the important of PM and the role of individual target setting within teams in enhancing the organisations capabilities and the overall operational excellence, the study shows that there is a need of establishing an appropriate framework for individual targets within teams. A framework for individual targets setting within teams in ADG were developed. Three main areas for individual targets setting which were identified; **team targets, organisation's wide targets ,ADG human capital development targets**. The framework also provides indicators for team success. Moreover the researcher suggested tools and guidelines to aid individual targets setting with teams.

In the next final chapter of the thesis, the various policy implications and recommendations of these findings will be concluded.

CHAPTER 8 - CONCLUSION AND RECOMMENDATIONS

8.1 INTRODUCTION

This chapter will summarises the research, and evaluates it against the research objectives. The conclusions are presented along with the recommendations. The last section of the chapter will cover the limitation of the study and suggests recommendations for future research.

8.2 CONTRIBUTION TO INDIVIDUAL AND TEAM TARGET SETTING KNOWLEDGE

The main focus is on how individual targets in a team setting contribute to the overall team's performance. This study contributes to the knowledge of individual and team target setting on team effectiveness and overall performance of ADG. The findings are therefore of new and significant relevance to individual and team target setting strategies and policies in ADG and Arab countries in general. The recommendations and policy implications will be discussed in the next section.

In relation to the above and unlike other studies previously conducted (refer to chapter 3 & 4), this research addresses a very important issue related to the role of individual target setting in team effectiveness and performance. Most studies carried out on this subject either focused on individual and team target setting or investigated team effectiveness and performance management. There has also been a contribution to the development strategies on the national level. This study provides an opportunity for ADG to revise its national policy and strategy towards Abu Dhabi 2030 vision.

The knowledge gained aids a clearer understanding of the constraints facing the public sector in ADG and other Arab countries which face similar socio-economic and development challenges. Moreover, it demonstrates that research that takes a top-down approach as well as research that puts change management at the centre towards

understanding team effectiveness constraints in ADG can hardly provide a meaningful solution. A better approach would be one that takes a bottom-up approach which put the ordinary individuals at the centre of investigation and analysis.

On the other hand, it is clear from the study that there is an appropriate amount of relevant training and development and other forms of learning within the team in ADG. Both 'individual' and 'team' learning activities are evident. However there is no clear evidence how needs are identified and addressed within ADG. Moreover there is no good balance between developing knowledge, skills and competence. Time is spent in developing the whole team, in particular, ensuring that the various members work together effectively.

8.2.1 Teamwork concept

It is clear that the most precious element in the organization is its people, each one of them possesses different kind of behaviour, values, knowledge, skills...etc, and considering that it will be difficult to achieve the group and organizational targets individually. Teams have become a facet of modern organizational life and, like individuals in organizations, these teams need to be developed as well as managed in order to benefit organizations. In the trend of self-managed teams in contemporary organizations, teams are often given specific targets and left to perform independently. Nevertheless, leadership is believed to be an important factor in facilitating and coordinating the functioning of teams, even in self-managing teams (Zaccaro, Rittman & Marks, 2001). Moreover, team effectiveness derives from several fundamental characteristics, and causes of team failure may very well reside in the team processes extending beyond individual member's inability. These team processes are an important determinant of team performance, and often mediate the influences of most organizational variables.

Organizations have increased their reliance on team from early 1980s and became aware that work assignments are less likely to be fully performed by one individual

alone. However, team work usually within differentiated roles and tasks to be performed and they developed different patterns of communication and interaction which influence how well the team works together. Organization should differentiate between work as team and work as a group (see figure 8.1). Teamwork as it stated by Osborn and Moran (2000) refer to people working together cooperatively in the organization, i.e generates positive synergy through coordinated effort results in a level of performance that is greater than the sum of those individual inputs. While work in group is that group interact primarily to share information and to make decisions to help each member perform with his/her areas of responsibility (Osborn and Moran, 2000)

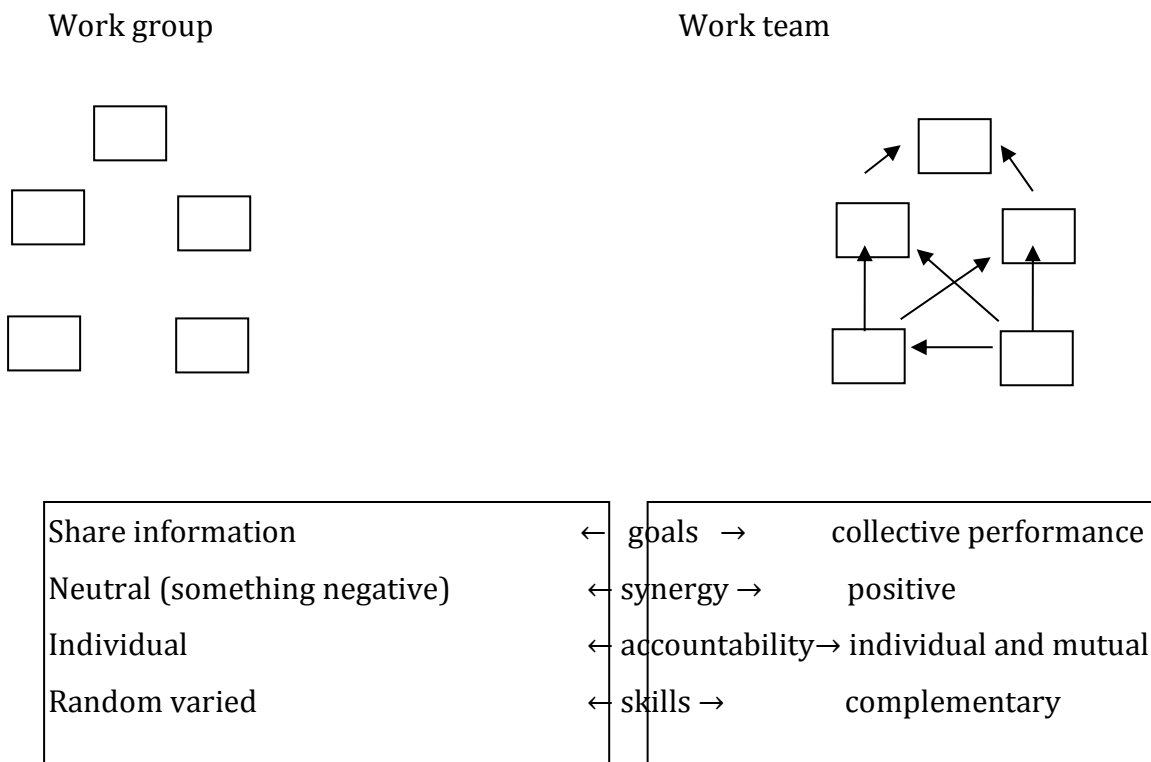


Figure 8.1: Comparison between work in groups and work in team - Source: Robbin (1998)

Management looking for that positive synergy that will allow entities to increase performance. The extensive use of teams creates the potential for the entity to generate greater output with no increase in inputs.

8.2.2 Building team work within ADG

In most definitions of team/ teamwork it is stated that; they are group of people with complementary skills and committed to a common purpose. All teams are group of individuals but not all groups of individuals necessarily demonstrate the cohesiveness of team. Teams out-perform individuals because teams generate special energy. This energy develops as a team member work together fusing their personal energies and talents to deliver tangible performance result (Chien-feng yu, 2005).

The study shows that targets help transform a team from group of individuals into a committed group. Before a team begins formal work on its assignment, it is critical that executive management clarifies the reason for a team's existence, and what they expect the team to achieve and the expected level of team performance, everyone in the team expected to participate actively and positively in the team meetings and projects, he/she trusts the judgment of others, they are carefully listened to and receive thoughtful feedback and team is willing to take risks (see Hersey et al, 2001).

To build a good team with a high level of performance in ADG; management must consider several factors that help to create a team work for example, management must be aware of the size of work team when selecting the members (large number of people usually can't develop the cohesiveness, commitment and mutual accountability necessary to achieve high performance). Also the ability of members to perform effectively as a team requires different type of skills; technical expertise, problem solving, conflict resolution...etc. As well as in allocating roles and promoting diversity (people should be selected on the basis of their personality and performance) in developing high mutual trust, having commitment to the common purpose, establish specific targets, all of these factors would be taken into consideration when formulating team.

8.2.3 Team work effectiveness

Work effectiveness is the extent to which the team is successful in achieving its work related targets. Shared targets are more likely to be achieved through working together

and pooling experience. Successful and good teamwork always elevates members, enhancing and complementary their personalities and their abilities (Meyerson, 2001).

The study reveals that for individuals to understand each other is essential for achieving team targets. The point is to understand the weakness and strengths of each member and how to reveal potential abilities of members, how to actualize their power and how to use these to add team strengths and compensate for team weaknesses (see Ahmed et al, 2008).

The study also demonstrates that increasing effectiveness of teamwork performance can result in increasing learning and development of people and organizations, better utilization of resources and planning for future improvements in participant's confidence, attitude, motivation and personal satisfaction, and benefits also include discussions among participants, networking, team working gaining new insights, skills and positive effect on career (see Ingram and Desombre, 2000).

The style of leadership and management displayed within the team is contributing positively towards how motivated and empowered the team are feeling right now. It is clear from the study that there is a good balance between the amount of support and direction provided to the team. The nature of support and direction is also noticed. Communication and feedback between management, individuals and the team as a whole is appropriate in terms of both quality and quantity.

8.3 KEY CONCLUSIONS AND RECOMMENDATIONS

- People must learn how to communicate effectively in teams and between teams across the entire organisation. Employees must use communication to resolve and manage conflicts, and to air and resolve grievances and complaints.

- Teamwork members should develop different patterns of communication and interaction that influence how well the team works together. Planning give way to team interaction and participation. Successful interaction depends largely on an organization's ability to promote member effort and a team's ability to develop appropriate team performance strategies.
- Culture should be always a considerable key factor when introducing any performance tool. On other hand, people soft characteristics are must be taken in count as much as their skills.
- With the modern government and the shift toward using team as an approach, it is vital to consider the individual targets and their effects on the team performance and overall organization performance. The importance of this is not deniable and would lead in more effective output.
- The right degree of knowledge, skill and attitude are essential ingredients for high performance in ADG. However, when the target can only be reached when people work together in a team, their individual talents alone are not enough. What matters most is the intangible element often referred to as 'chemistry' or the extent to which people 'gel together'.
- Managers should learn to adopt a supportive style in their relations with others. Team leaders and upper management need to learn how to act as role models for team operation, and how to promote the active building, leadership and management of teams. They should always try their best to create a direct link between all departments and with senior management, to improve the systematic communication and quality of information. Also the enhancement and encouragement of the quality of relation between the divisions and the departments, because there is an inter-departmental conflicts always occurring in most institutions has to be considered.

- Managing projects, setting targets, clarifying roles, and solving problems in teams are skills that must be developed. New organisational skills must be developed if teams are to operate effectively and efficiently. Moreover, it is very important that team targets are understood by every one and all members are carefully listened to and receive thoughtful feedback. Everyone should be supportive of the project and others, it is essential that the role structure enables the team to cope effectively with the requirements of the task, and the assignment of roles to members who can perform them effectively is essential.

- Organisational leaders need to continually sharpen their awareness of what is going on in their organisations and further develop their own leadership skills in order to promote an organisational culture that fosters effective teamwork. The promotion of this positive organisational culture will be a major contributor to the successful economic development of all regions of the world irrespective of the prevailing culture in that region stemming from nationality, ethnicity or any other element of diversity. It will also lead to the growth of the essential human capital, which will enable economic development to be sustained.

- Any organisation's management should of no doubt consider front-to-back responsibility for core organisation's activities, negotiating overall performance targets with staff, sharing the skills, knowledge, experience and the problems with them.

- Interpersonal skills need to be developed within the different entities across ADG:
 - a. Better social awareness, social decision-making, conflict-resolution skills, understanding of others, self-control and planning for solving cognitive tasks.

- b. More thinking before acting, helpful, considerate, concerned, pro-social strategies for interpersonal problem solving, skilful in handling interpersonal problems, willingness to co-operate and empathy.
- c. Improved communication skills, problem-solving skills, interpersonal effectiveness and improvement in emotion, recognition, and understanding.

8.4 LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

Given the research limitations of this study, some suggestions for areas for further research are made and these are as follows:

8.4.1 Research limitations

- First limitation of the study relates to the period of the study. Given the short-life nature of the study, there was not enough time for teams to advance into the “norming” (Tuckman, 1965) stage of team development. In addition, the team leaders in this study were not really given sufficient time to socialize with his or her team members. This design has probably caused finding no interactive effects between leader trait target orientation and team targets on team social cohesion. It would be interesting to see what results will yield if the leaders were with the members throughout the study. After all, good theory often evolves over time from attempts to better understand the how, when, who, and where of its core propositions.
- Generally, current theories and models of organisational behaviour have a belief that hierarchical leadership is always important even considering the fact that there may be something else in common among these theories and models of organisational behaviour. The individual's trait target orientation, particularly its interactive effects with the target conditions, should offer an interesting avenue for future organisational behaviour research.

- The results of this study are unable to provide definite that teams in this study only worked on the task once, and while allowing the researcher to measure the different dimensions of team cohesion, it did not allow for the testing of the more distal consequences of different cohesion and the possible causal relationships between different cohesions.
- the study did not demonstrate how the current team processes and procedures are positively contributing towards helping the team to achieve its objectives. There is also evidence of unnecessary or unwieldy processes within ADG which need to be stripped out and/or appropriately streamlined.
- This study examined the effects of team targets on both team cohesion and team effectiveness outcomes (i.e., how) in team settings (i.e., where) and the moderating influence of the leader's target orientation (i.e., when or who). Hopefully, this research has provided a foundation that encourages future longitudinal research--as only through longitudinal investigations of these relationships will become even more theoretically meaningful and practically useful.

8.4.2 Further research

- Considering the second point raised above about the population used by this study which is significantly small compared to the number of available ADG employees, further studies should be carried out in to provide a clearer picture of the effect of individual target setting on team effectiveness and overall performance in ADG.
- As this study has clearly demonstrated, ADG is mainly dominated by UAE nationals (mostly men). Further research is required to examine cross-gender issues pertaining to individual target setting as well as the impact of non-UAE nationals on team effectiveness. An important area for further research would also be an investigation of potentials of non-UAE nationals in participating in achieving team targets and subsequently improve performance across ADG.

- Future research should certainly explore the mismatch between individual target orientation and team targets and look into what effects the mismatch may have on team process as well as on team effectiveness outcomes. Also further research and investigation with regard to the current lack of peer pressure for improving performance among colleagues.
- It is suggested that a more comprehensive understanding of the team cohesion construct may result from future researchers' attempts to explore (both theoretically and empirically) how the different team cohesion dimensions might influence each other.
- Present the framework and the preliminary recommendations to a focus group selected from various organisations' senior management and frontline employees to cover the entire spectrum to explore the strengths and weaknesses of the framework.

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APPENDIX 5.1 – INTERVIEW QUESTIONS

Interview Questions

- *Do you use team targets, individual targets and/or individual targets linked to team targets?*
- *Is there more than 1 team in your workplace?*
- *How are individual targets incorporated into team targets?*
- *Are there a variety of target conditions used e.g. self-set, participatively set, assigned.*
- *Are targets linked to the organisation's target?*
- *Do targets incorporate individual skills, knowledge, abilities or are they based on a job description? How do you take this into consideration when setting individual and team targets?*
- *Do you feel an individual's perceived ability in them self to achieve a target affects their performance?*
- *Do targets guide performance (e.g. how to achieve them) or do they define results expected (e.g. used to evaluate)?*
- *What resources are given to employees to achieve their targets (e.g. financial, time, equipment)? Are resources readily available?*
- *Are rationales given for assigned targets?*
- *Are targets based on an employee's past performance?*
- *How do you gain employee acceptance and commitment?*
- *Do you find personal and situational factors affect differences in employee target attainment?*
- *When an individual is set multiple targets, do you find they work towards achieving less difficult targets but with a higher level of performance?*
- *Do you use reward systems? If so do these reward individual performance, team or both?*
- *How do you measure performance?*
- *Overall, do you find that individual targets are an effective way of driving team performance?*

APPENDIX 5.2 – SURVEY QUESTIONNAIRES

Individual targets linked to the Team – Questionnaire

Time Needed: 5 – 10

Minutes

I am currently carrying out a Post-Graduate research towards completing my PhD degree at the University of Salford and have based my topic on individual targets that contribute to a team's performance. My research objective is to gather information and opinions upon if and how individual targets are linked to team targets and how they might affect them. All information gathered will be kept strictly confidential.

All replies are anonymous.

I would greatly appreciate your support in helping my personal understanding on this topic.

My Key Question: Do individual targets contribute to the achievement of team targets.

Please tick boxes or circle where indicated

1. Are you employed in the:

Government Entity ☐ State Owned Enterprise (SoE) ☐

2. Employment Status:

Full-Time Employment ☐ Part-Time Employment ☐

Other (Please Specify)_____

3. At work, are you set targets that are ...?: *(Please tick one option only)*

Individual ☐

Team ☐

Both ☐

None ☐

(Please go to question 19)

4. Using a scale of 1 to 5, where 1 = not committed and 5 = fully committed, please rate your willingness/motivation to achieve targets that have been set for you either individually, as a team collective, or as a member of a team with an assigned responsibility.

(Please circle as appropriate)

	1= not committed			5 = fully committed	
a) Individual target	1	2	3	4	5
b) Team target	1	2	3	4	5
c) Individual target within a Team target	1	2	3	4	5

5. To what extent to do you agree/disagree with the following statements regarding individual targets

(Please circle as appropriate)

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
When set an individual target, the purpose is generally clear, specific and well understood by me	1	2	3	4	5
I am confident in my ability to achieve the individual targets I have been set	1	2	3	4	5
I am happy with the level of support I receive from colleagues/ management in being able to achieve the targets set	1	2	3	4	5

6. *Please tick* 3 factors which most influence your behaviour/attitude towards achieving individual targets:

Financial Reward	<input type="checkbox"/>	targets are challenging	<input type="checkbox"/>
Performance Indicators	<input type="checkbox"/>	Confidence in ability	<input type="checkbox"/>
Personal Development	<input type="checkbox"/>	Pressure	<input type="checkbox"/>
Level of Support	<input type="checkbox"/>	Personal-life factors	<input type="checkbox"/>
Resource Availability	<input type="checkbox"/>	Satisfaction of achievement	<input type="checkbox"/>
To enhance the team target	<input type="checkbox"/>	I want to demonstrate my capabilities	<input type="checkbox"/>
I participated in setting my targets	<input type="checkbox"/>	Peer Influence	<input type="checkbox"/>
Don't want to let my team down	<input type="checkbox"/>	Other (Please State)_____	

7. To what extent to do you agree/disagree with the following statements regarding your ability to complete individual targets within a Teams' targets

(Please circle as appropriate)

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
When set an individual targets as part of a team target, the wider team objectives are clear and understood by me	1	2	3	4	5
I am confident in my ability to achieve the individual targets as part of team targets	1	2	3	4	5
I am confident in my teams' ability to deliver what is required of them and thus achieve the team targets set	1	2	3	4	5
I am happy with the level of support that I receive from colleagues/ management to achieve the targets set	1	2	3	4	5

8a. Please select from the list below, three key factors that you consider to be the most important in maximising team performance when achieving targets:

Openness	<input type="checkbox"/>	Support	<input type="checkbox"/>
Individual Skills, Knowledge and Abilities	<input type="checkbox"/>	Personal Development	<input type="checkbox"/>
Cooperation	<input type="checkbox"/>	Complimentary Team Skills	<input type="checkbox"/>
Individual Identity	<input type="checkbox"/>	Personalities and Values	<input type="checkbox"/>
Experience	<input type="checkbox"/>	Team Incentives	<input type="checkbox"/>
Competitiveness	<input type="checkbox"/>	Resource Availability	<input type="checkbox"/>
Competent Team Leader	<input type="checkbox"/>	Individual Financial Rewards	<input type="checkbox"/>
Communication	<input type="checkbox"/>	Performance Indicators	<input type="checkbox"/>
Other (Please State)_____			

8b. Please select from the list below, three factors that you consider do not contribute or hinder achieving targets, or provide your own factors based on your experience

Openness	<input type="checkbox"/>	Support	<input type="checkbox"/>
Individual Skills, Knowledge and Abilities	<input type="checkbox"/>	Personal Development	<input type="checkbox"/>
Cooperation	<input type="checkbox"/>	Complimentary Team Skills	<input type="checkbox"/>
Individual Identity	<input type="checkbox"/>	Personalities and Values	<input type="checkbox"/>
Experience	<input type="checkbox"/>	Team Incentives	<input type="checkbox"/>
Competitiveness	<input type="checkbox"/>	Resource Availability	<input type="checkbox"/>
Competent Team Leader	<input type="checkbox"/>	Individual Financial Rewards	<input type="checkbox"/>
Communication	<input type="checkbox"/>	Performance Indicators	<input type="checkbox"/>
Other (Please State)_____			

9. Do you feel individual targets as part of a team target offer: *(Please tick as appropriate)*

Advantages ☐ Disadvantages ☐ Both Adv/Disadv ☐

What advantages do you see?

1 _____

2 _____

What are the disadvantages?

1 _____

2 _____

10. Please indicate your personal opinion of the value and importance of the different types of target listed below:

Rating
(1 = High, 2 = Medium; 3 = Low)

Individual only targets

Team only targets

Individual targets linked to team targets

11. Do any of the following personal/ life factors impact your ability, effort and commitment towards achieving individual and team targets. Please select as appropriate

Rating
(1 = High, 2 = Medium; 3 = Low)

Friendship	_____
Disappointment	_____
Stress	_____
Happiness	_____
Mood	_____

12. Does your level of effort change according to the difficulty of the target set (*Please tick as appropriate*):

- ☐ I work harder for more difficult targets
- ☐ I ignore difficult targets and achieve easier targets
- ☐ I compromise on quality of achievement
- ☐ I work towards achieving less difficult targets but at a higher level
- ☐ I aspire to give the same level of effort regardless of target complexity

Other _____

13. Are your targets ... ? (*You may tick more than one box*):

Jointly Set/ Agreed	<input type="checkbox"/>	Assigned	<input type="checkbox"/>	Self-Set	<input type="checkbox"/>
(e.g. between yourself		(Given to you)			
and your supervisor)					

14. When working towards an individual target as part of a team target, do tasks require your team to work together:

Yes ☐

No ☐

15. Are resources readily available in order for you to achieve your targets?

Yes ☐

Yes (and they help) ☐

No ☐

No (and this hinders me) ☐

16. If your group target is set at a high level, do you increase your level of performance to maximise team performance?

Yes ☐

No change in performance level ☐

16a. If you ticked yes (above), is this because ... ? *(Please tick as appropriate):*

☐ I feel I have a responsibility to my group

☐ I don't want to let the team down

☐ More rewarding

☐ I want to look good in front of my team

☐ It is more motivating

☐ I can identify part of the group as my own

☐ Failure avoidance

☐ Increased pressure from management

Other: _____

17. Using a scale of 1 to 5, where 1 = Very Unsuccessful and 5 = Very Successful, please rate the success of your team in achieving targets and targets set?

(Please circle as appropriate)

Very Unsuccessful	...			Very Successful
1	2	3	4	5

18. Do you think that providing individual targets as part of a team target has any of the following effects upon team target success? *(Please tick as appropriate)*

- ☐ Maximises team performance
- ☐ Aids team performance
- ☐ Has no effect
- ☐ Hinders team performance
- ☐ Minimises team performance

19. Please **only** answer if you are **not** set targets at work:

For what reasons set below (*circle 2*) would you want / like to carry out individual targets as part of a team:

Money

Individual Gain

Team Reward

Self-Success

Other (please state)_____

Co-operation

Support

Resource Availability

Complimentary Team Skills

THANK YOU FOR YOUR TIME