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An Investigation of the Performance Measurement System and the Employees' Performance Appraisal: Case Study of Abu Dhabi Police

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AN INVESTIGATION OF THE PERFORMANCE MEASUREMENT SYSTEM AND THE EMPLOYEES' PERFORMANCE APPRAISAL: CASE STUDY OF ABU DHABI POLICE

Adel Nassib Nasser Alsaqri

This dissertation is submitted in partial fulfillment of the requirements for the degree of Doctorate of Business Administration

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Declaration of Original Work

I, Adel Nassib Nasser Alsaqri, the undersigned, a graduate student at the United Arab Emirates University (UAEU), and the author of this thesis entitled *"An Investigation of the Performance Measurement System and the Employees' Performance Appraisal: Case Study of Abu Dhabi Police"*, hereby, solemnly declare that this thesis is my original research work that has been done and prepared by me under the supervision of Professor Ahmed Abdel-Maksoud, in the College of Business and Economics at UAEU. This work has not previously been presented or published or formed the basis for the award of an academic degree, diploma or a similar title at this or any other university. Any materials borrowed from other sources (whether published or unpublished) and relied upon or included in my thesis have been appropriately cited and acknowledged by appropriate academic conventions. I further declare that there is no potential conflict of interest concerning the research, data collection, authorship, presentation, and publication of this thesis.

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Abstract

Organizations in the public sector have adapted their performance measurement and appraisal systems in line with calls in New Public Management literature (NPM). In the United Arab Emirates (UAE), public organizations have embraced the NPM initiatives in many aspects and to different degrees. The focus of this study is the Abu Dhabi Police (ADP), which is a local public organization in the Abu Dhabi Emirate. ADP has multi-dimensional operations with a significant number of indicators to be addressed. ADP imposes the implementation of Balanced Scorecard (BSC) against all its units' operation to measure their capabilities against Abu Dhabi's fast-growing population and to evaluate the quality of their operations. ADP is considered to be one of the major participants in Abu Dhabi Excellence Awards as they encourage the implementation of different NPM initiatives. ADP always works on continual improvements in services provided and is keen to enhance such improvements at the organizational, operational, and individual levels.

However, commentators recommend that public organizations are urged to investigate the validity of performance measurement and appraisal systems and the level of alignment among the key performance indicators at various levels (i.e., strategic, operational, and individual). In the case of ADP, it incorporated several procedural changes, including promotion policy, rewards, and qualification requirements. These changes were implemented in late 2012. However, following the implementation of these changes, two critical incidents have propagated and attracted ADP's management attention, mainly: a) an alarming increase in levels of staff dissatisfaction; and b) the high volume of staff appeals against annual performance appraisal. This was particularly evident within technical departments. These two incidents were critical to the Forensic Evidence Department (FED) due to the technical difficulties involved in the replacement of technical staff who chose to resign.

The above formed the empirical justification in support of the current study's primary objectives. This study investigates the validity of the current performance measurement and performance appraisal systems at ADP-FED, UAE. The main objectives of this study are a) investigate the level of alignment between ADP's strategic priorities and its performance measurement system (PMS) at various levels

(i.e., organizational/departmental/individual), and b) examine the coherence of competencies associated with technical jobs at the FED within ADP with the performance appraisal (PA) system.

This study adopts a case study approach. Furthermore, this study builds on the pragmatic constructivism approach (PC) (L. Nørreklit, H. Nørreklit, & P. Israelsen, 2006) and the behavioral event interview approach (BEI) (Spencer, 1993). A total number of 28 semi-structured interviews were conducted. A rating survey was also used, in which data were collected in 2017 from 183 staff at ADP-FED.

Main findings of the first phase of the study (i.e., PC approach) show that ADP needs to adopt an actor-based approach in order to align its employees' perceptions into its PMS. Findings show a poor awareness among employees with regard to the strategic KPIs.

Moreover, findings show that BSC is partially implemented and that its deployment (i.e., type I) lacks critical elements, such as incentive programs. The current PA system is criticized in terms of impracticality in evaluating the technical individuals' performances. In addition, the study identifies twenty competencies for the technical jobs of the ADP-FED, which is considered to be a significant contribution of this study.

Findings of this study contribute to knowledge and practice. First, findings contribute to knowledge by responding to the recent calls to support the scarcity of research in terms of evaluating the validity of PMS in the public sector. Moreover, this study contributes in that it examines the level of alignment within PMS's of public organizations in emerging economies. The current study fills a gap and fulfills the scarcity of literature in the UAE context with regard to investigating the validity of implementation of NPM and its tools. The study also contributes to the literature on PC approach which helps in highlighting the complexity of implementing performance measurement in public organizations by analyzing employees' facts, possibilities, values, and communications dimensions. Second, the study's findings have practical implications. For example, ADP should consider working into integrating officers' factual possibilities more effectively. In addition, ADP will benefit from restructuring its PMS around its employees' perceptions. In terms of incentives, ADP could adopt the Ministry of Interior's (MOI) incentives program for annual performance. The study also suggests that ADP-HR Department could study incorporating the identified competencies into ADP-FED's into the PA system.

Keywords: Abu Dhabi Police, Behavioral Event Interview, Competency Model Performance Alignment, Performance Appraisal System, Performance Measurement System, Pragmatic Constructivism, Public Sector, Single-Case Study, Strategic Performance.

Title and Abstract (in Arabic)

التحقق من نظام قياس الأداء والتقييم الوظيفي للعاملين: دراسة عن القيادة العامة لشرطة أبوظبي

الملخص

هذه الدراسة تركز حول التحقق في مدى صحة نظام قياس الأداء ونظام تقييم أداء الموظفين الحالي والخاص بإدارة الأدلة الجنائية، بالقيادة العامة لشرطة أبوظبي بدولة الأمارات العربية المتحدة. أن أنظمة إدارة وقياس الأداء هي أحد الأساليب الناتجة من تطبيق أسلوب الأدارة الحديثة. بينما يعتبر نظام تقييم الأداء الوظيفي (عناصره الرئيسية الكفاءات وبطاقة الوصف الوظيفي) أحد الأدوات المكملة لنظام قياس الأداء. تحث المؤسسات الحكومية نحو تطبيق مفاهيم وأساليب العمل المشابهة والمعمول بها في القطاع الخاص (مثل: نظام قياس وتقييم الأداء الوظيفي). غير أن الباحثين في هذا المجال يوصون أنه لمن الضروري أن تحث المؤسسات على التحقق من مدى صحة تطبيقات هذه الأنظمة وأيظاً من مدى توافق مؤشرات قياس الأداء بمستوياتها المختلفة (الاستراتيجي، التشغيلي، الأفراد).

تتمثل أهداف هذه الدراسة في: (أ) التحقق من مستوى توافق وموائمة الأولويات الاستراتيجية لشرطة أبوظبي مع أنظمة قياس الأداء بمستوياتها المختلفة (الاستراتيجي، التشغيلي، الأفراد)، (ب) معاينة مدى ملائمة مصفوفة الكفاءات الحالية مع الاختصاصات الخاصة بالوظائف الفنية بإدارة الأدلة الجنائية مع نظام تقييم الأداء الوظيفي الحالي للإدارة موضوع الدراسة. منهجية دراسة الحالة هي المنهجية الرئيسية المطبقة بهذه الدراسة. بالإضافة إلى ذلك، فإن هذه الدراسة مُدعّمة بإطاريّن داعميّن لمناقشة الأهداف المطروحة بالدراسة. أولاً، تستخدم الدراسة إطار (pragmatic constructivism) لمعالجة هدف الدراسة الأول. أما بالنسبة للهدف الثاني فإن الدراسة تتطبق إطار يدعى (Behavioral Event Interview). أجريت 28 مقابلة خلال هذه الدراسة مع مختلف العاملين بالإدارة (كبار المدراء، ورؤساء أقسام، و خبراء، ومساعدي خبراء، وفنيين). كما تم توزيع نموذج استبيان احتوى على بيانات قد تم جمعها في عام 2017 من قبل 183 موظف من الإدارة قيد الدراسة.

تبين النتائج الرئيسية للمرحلة الأولى من هذه الدراسة (Pragmatic Constructivism) أن على القيادة العامة لشرطة أبوظبي تبني نهج قياس أداء واضح يتمحور حول تصورات وآراء العاملين بشرطة أبوظبي. كما تبين النتائج وجود ضعف بمستوى الإدراك والوعي للعاملين حول مؤشرات قياس الأداء الاستراتيجية والتشغيلية للإدارة موضوع الدراسة. علاوة على ذلك، تظهر النتائج أن بطاقة الأداء المتوازن مطبقة بشكل جزئي (النوع الأول)، والتي تفتقر إلى عناصر بالغة الأهمية مثل برنامج الحوافز. كما توضح الدراسة أن نظام تقييم الأداء الحالي للوظائف الفنية غير عملي وغير قادر على قياس أداء العاملين بهذه الوظائف بشكل دقيق. بناءً على ذلك فأن أهم تطبيقات الدراسة هو ضرورة خلق بيئة تفاعلية لاحتواء آراء وتصورات العاملين ودمجها لما فيه من مصلحة لشرطة أبوظبي. كما تقترح الدراسة على شرطة أبوظبي إعادة بناء نظم قياس الأداء حول تلك الآراء والتصورات للعاملين لديها. كما أن الدراسة توصي بتطبيق نظام الحوافز المرتبط بنظام تقييم الأداء الوظيفي

والمعمول به بوزارة الداخلية لدولة الأمارات العربية المتحدة. كما نتجت عن الدراسة في مرحلتها الثانية (Behavioral Event Interview) تحديد عدد عشرين كفاءة جديدة للوظائف الفنية بإدارة الأدلة الجنائية التابعة لشرطة أبوظبي. حيث يُعتبر هذا أحد أهم الاسهامات الرئيسية لهذه الدراسة. بالتالي تساهم هذه الدراسة في دعم الدراسات والممارسات، من خلال الاستجابة للدعوة إلى دعم ندرة البحوث المتعلقة بالتحقق من مدى صحة تطبيق أنظمة قياس الأداء في القطاع الحكومي. بالتالي فأن الدراسة تقترح على الأدارة العامة للموارد البشرية بشرطة أبوظبي دارسة تطبيق هذه الكفاءات وضمها بنظام تقييم الأداء الوظيفي.

تشير الدراسات والتجارب الحالية إلى الحاجة لمزيد من التركيز في البحوث في مجال التحقق من مستوى التوافق بين مؤشرات نُظم قياس الأداء بالمؤسسات الحكومية. بالتالي تدعم هذه الدراسة ندرة مثل نوعية هذه الدراسات في دولة الأمارات العربية المتحدة. كما تبرز الدراسة مدى تعقيد تطبيق نظام قياس الأداء في المؤسسات الحكومية من خلال تحليل العوامل الأربعة بإطار (Pragmatic Constructivism).

مفاهيم البحث الرئيسية: الأداء الاستراتيجي، القطاع الحكومي، توافق الأداء، شرطة أبوظبي، منهجية دراسة الحالة، نظام تقييم الأداء الوظيفي، نظام قياس الأداء، نموذج الكفاءات.

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Dedication

To my beloved family
for all who encouraged me, I will always be grateful

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List of Abbreviations

ACPO	Association of Chief Police Officers
ADP	Abu Dhabi Police
ADP-FED	Forensic Evidence Department
BEI	Behavioral Event Interview
BSC	Balanced Scorecard
CBM	Competency-based-approach
EQFM	European Quality Foundation Model
FJA	Functional Job Analysis
ISO	International Organization for Standardization
GDPS	General Directorate of Port and Security
HRM	Human Resource Management
KPI	Key Performance Indicator
KSAO	Knowledge, Skills, abilities, and other characteristics
MOI	Ministry of Interior
NPM	New Public Management
O	Outstanding Performer
PA	Performance Appraisal
PC	Pragmatic Constructivism
PM	Performance Management
PMM	Performance Management and Measurement
PMS	Performance Measurement System
SPM	Strategic Performance Measures
T	Typical Performer
UAE	United Arab Emirates

Key Terms

Key Terms	Definition	Reference
Competencies	*"Abilities of people in performing a certain job's task with specific knowledge and skills."*	Cardy and Selvarajan (2006, p. 236)
	"Sets of characteristics that a person possesses which is a combination of skills, knowledge, traits, feelings, and job attitude that can be observed, measured, and evaluated."	Rothwell, Graber, Dubois, Zaballero, A.G. Haynes, Alkhalaf, and Stager (2015)
	"An underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation."	Spencer (1993, p. 9)

Key Terms	Definition	Reference
Competency Model	*"A descriptive tool often represented through illustrations that map competencies in a hierarchical manner. It identifies the knowledge, skills, and behaviors needed to effectively perform a role within a(n) job, occupation, organization, or industry. Competency models can take a variety of forms."*	Alzahmi, Zaballero, Alkhalaf, and Rothwell (2015, p. 6)
Job Description	*"A written description of what the person holding a particular job is expected to do, how they must do it, and the rationale for required job procedures."*	Jacobson, Trojanowski, and Dewa (2012, p. 2)
	"A job description is a written statement of the duties, responsibilities, minimum educational requirements, and minimum experience requirements necessary for the job."	Alzahmi et al. (2015, p. 6)
Performance	*"The sum of all the processes that will lead managers to take appropriate actions in the present that will create a performing organization in the future (i.e. one that is effective and efficient). In other words, we define "performance" as doing today what will lead to an outcome of measured value tomorrow."*	Neely (2007, p 127)

Key Terms	Definition	Reference
Performance Management	*"Performance management is action, based on performance measures and reporting, which results in improvements in behavior and motivation and processes and promotes innovation."*	Fryer, Antony, and Ogden (2009, p. 480)
	"The process by which the organization integrates its performance with its corporate and functional strategies and objectives."	Kloot and Martin (2000, p. 524)
	"The process of defining goals, selecting strategies to achieve those goals, allocating decision rights, and measuring and rewarding."	Verbeeten (2008, p. 480)
Performance Measurement	*"Quantifying, either quantitatively or qualitatively, the input, output or level of activity of an event or process."*	Fryer et al. (2009, p. 480)
	"Measures based on key success factors, measures for detection of deviations, measures to track past achievements, measures to describe the status potential, measures of output, measures of input."	Radnor and McGuire (2003, p. 246)

Key Terms	Definition	Reference
Performance Appraisal	*"Systematic method to describe an employee's strength and weakness."*	Aguinis and Pierce (2008, p. 140)
	"A process to assess how individual employees are performing and how they can improve their job performance and contribute to overall organizational performance."	Grubb (2007, p. 2)
Strategic Performance Measures	*"Those indicators that present distinctive features such as 1) the integration of long-term strategy and operational goals; 2) the provision of performance measures in the area of multiple perspectives; 3) the provision of a sequence of goals/ metrics/ targets/ action plans for each perspective; and 4) the presence of explicit causal relationships between goals and/or between performance measures"*	Bisbe and Malagueño (2012, p. 7)

Chapter 1: Introduction

1.1 Study Background & Research Problem

Public organizations are reported to adopt various managerial systems/techniques in order to become more efficient and effective (Neely, 2007; Verbeeten, 2008). This is evident since the diffusion of the New Public Management's (NPM) principles in the 1980s; which prompted public organizations in different countries (both developed and emerging economies) to adopt performance measurement tools in order to reflect successfulness and credibility to stakeholders (Neely, 2007).

The adoption of the NPM necessitates the development of performance management (Jarrar & Schiuma, 2007). Performance management can be defined as "*the process by which the organization integrates its performance with its corporate and functional strategies and objectives*" (Kloot & Martin, 2000, p. 524). In other words, performance management regulates decision rights, determines goals, and evaluates performance (Verbeeten, 2008). This is to say that performance management should be established based on organizations' surrounded environmental factors taking into consideration their structure, operations, and specialties (Bititci, Carrie, & McDevitt, 1997). Traditionally, the private sector has better and significant initiatives to improve performance management systems, yet the public sector receives more attention in this direction (Cavalluzzoa & Ittner, 2004). On the other hand, Fryer et al. (2009); and; Neely (1999) emphasize the significance of performance measurement as an element of performance management. Performance measurement is defined as *"measures based on key success factors, measures for detection of deviations,* *measures to track past achievements, measures to describe the status potential, measures of output, measures of input"* (Radnor & McGuire, 2003, p. 246).

The aim of a performance measurement system (PMS) is to act as a monitoring tool to specific changes needed to be made that are assumed to produce the desired behavior; which, in turn; leads to enhanced performance (Radnor & McGuire, 2003). The primary objective of a PMS is to identify a broad overview and an abstract of goals and missions to enable an evaluation of performance (Fryer et al., 2009). More specifically, the strategic framework of organizations is captured through PMS at the unit level (i.e., operational level) to help enhance efficiency and effectiveness in operations (Kloot & Martin, 2000). It is argued that public organizations find it imperative to exercise accuracy and effectiveness in terms of aligning strategic priorities with internal operations to attain continual progression (Neely, 1999, 2007c; Waal, 2007). Ideally, organizational indicators/measurements are cascaded down to the operational level through a PMS (Abernethya, Horneb, Lillis, Malinac, & Selto, 2005). Organizations in the public sector are said to have recently adopted different PMS models, such as Balanced Scorecard, in an attempt to align strategic indicators with operational indicators (Abernethya et al., 2005).

Previous researches highlight the importance of evaluating PMS, especially in the public sector (Radnor, 2008; Radnor & McGuire, 2003). For example, a case study was conducted on the Bradford Health Authority in the UK to evaluate the deployment of Balanced Scorecard in 2003 (Radnor & Lovell, 2003). In that case study, a focused group (i.e., 46 participants) was held (Radnor & Lovell, 2003), and several findings were reported, summarized as follows:

a) Employees of different backgrounds were able to determine the primary benefit of Balanced Scorecard,

b) Even though Balanced Scorecard had many potentials to meet the required enhancements of current PMS issues on Bradford Health Authority, it was still inadequate to resolve these issues,

c) Lack of ownership and responsibilities, and

d) Employees implemented the system (i.e., Balanced Scorecard) to comply with the organization's requirement.

Another case study was conducted on one of the largest organization authorities referred to as "Central" in 2003 (Radnor, 2008). The case study focused on investigating the validity of the incentive scheme implemented in the authority. The main objectives were a) improve overall performance system, and b) stimulate employees to perform better to justify bonus payment. In that case study, the performance of 14,000 employees was evaluated based on an incentive scheme. The case study adopted a postal questionnaire, which included a five-point Likert scale (Radnor & McGuire, 2003). The case study concluded different findings, summarized as follows:

a) Targets that were set were not clear, real, and understandable.

b) Employees deployed the operations to comply with the organization's requirements.

Findings reported in these case studies reflect the significance to validate PMS's implementation. Different empirical studies argue that organizations in the public sector have very ambiguous indicators, which results in the mismeasurement of the operations (Kaplan, 2001; Kloot & Martin, 2000; Verbeeten, 2008). The alignment between strategic and operational performance indicators is a matter emphasized by various scholars in their studies, in which they state that the coherence/alignment between these two indicators is essential to ensure effectiveness (Mitchell, Nielsen, Nørreklit, & Nørreklit, 2012).

In general, public organizations (i.e., healthcare, education, and police entities) in most developed countries encountered a lot of empirical studies in terms of motivating performance measurement (Verbeeten, 2008). Unfortunately, there are poor attempts in terms of such empirical studies in the public organizations in the new emerging economies (Kennerley & Neely, 2002; Neely, 2007; Neely, Gregory, & Platts, 2005).

Literature underlines the scarcity of previous studies investigating the extent of alignment between strategic performance measurements (organizational level) and the operational performance measurements tools (Atkinson & Maxwell, 2007; Kaplan, 2001; Kloot & Martin, 2000). Previous studies in the field conclude the lack of validation systems to test the validity of PMSs and the associated tools (Mitchell et al., 2012; Neely, 2007; Nørreklit et al., 2006; Norreklit, Jacobsen, & Mitchell, 2008; Nørreklit, Raffnsøe-Møller, & Mitchell, 2016; Nuti, Seghieri, & Vainieri, 2013). It is argued that these measurements lack analyzing platform and they are therefore claimed to be under-developed (Verbeeten, 2008). Furthermore, commentators argue that PMSs are designed to attain strategic priorities and objectives at the operational level, based on the assumption that the strategy frameworks established by organizations are factual (Radnor, 2008; Radnor & Lovell, 2003; Radnor & McGuire, 2003). Accordingly, commentators recommend the need for more valid performance management through investigation in terms of validation and reliability of PMS in use in order to ensure proper communication with major stakeholders (i.e. government and society) (Liedtka, Church, & Ray, 2008; Radnor, 2008; Radnor & McGuire, 2003; Verbeeten, 2008; Wouters & Wilderom, 2008).

The current study has two main objectives. The first objective is to investigate the validity of Abu Dhabi Police's PMS through examining the level of alignment among ADP's strategic priorities and its PMS at various levels (i.e., organizational/departmental/individual). Abu Dhabi Government (i.e., one of the UAE's seven emirates) adopted NPM's among its local public organizations to ensure effective deployment of its vision (ADAEP, 2017; Government, 2017). Abu Dhabi Police (ADP) is one of the significant public organizations within Abu Dhabi's Government that adopts different NPM tools to showcase effective organizational performance (Al Harethi, 2010; Al Ramahi, 2015; Barton, Ramahi, & Tansley, 2016). These are designed to ensure comprehensive implementation of all strategic priorities within organizations (Nuti et al., 2013). In addition, they provide feedback to decision makers to enable them to enhance organizational performance (Kaplan, 2001; Kaplan & Norton, 2005).

Furthermore, since PMSs provide feedback that closes the loop of performance management and draw the level of proficiencies of individuals in organizations; hence performance appraisal (PA) plays a vital role in terms of the efficiency of PMS (DeNisi & Pritchard, 2006). PMS and PA are said to be part of NPM (Fryer et al., 2009; Verbeeten, 2008). PMSs enforce accountability and measurement towards individual performance, captured by annual PA as one example, and outlines the progress needed to accomplish organizational goals. In another word, performance appraisal complements PMS in that it feeds the system with inputs necessary to improve individuals' performance and ultimately enhance organizational performance (DeNisi & Pritchard, 2006). Therefore, it is essential to examine the quality outcomes of the human resource management (HRM) practice against the initiatives towards improving individuals' performance and structuring a methodology to monitor it systematically (DeNisi & Pritchard, 2006).

Recently, public organizations have been exerting greater efforts towards leveraging personal development, knowledge sharing, and corporate e-learning (Draganidis & Mentzas, 2006). Draganidis and Mentzas (2006) posit that one of the PA's constituents is competencies that are set for a particular job. Subsequently, competencies help organizations mitigate the gap between job role (i.e., job description) and the actual task being deployed by employees (Draganidis & Mentzas, 2006). This indicates a clear relationship between competencies and job description, and thus a relationship between job description and performance appraisal. It is argued that limited empirical studies have investigated the accuracy of PA results (DeNisi & Pritchard, 2006). Researchers and practitioners share different concepts of what defines accurate PA (Bretz, Milkovich, & Read, 1992). Therefore, the second Objective of the present study is to examine the practicality of the current ADP-FED's PA system and identify a more suitable competency model for the technical jobs within the department under study. The next section presents details of ADP-FED, the case under study.

1.2 Case of Abu Dhabi Police

In the UAE, the federal and local organizations have embraced the NPM initiatives in many aspects and to different degrees. It is quite difficult to track the exact period of such embracement, yet a better way to track this is when the UAE government established an Excellence Award named "Shaikh Mohamed Bin Rashid Excellence Program" (SKGEP) in 2006 to evaluate the performance of public organizations at the federal level (SKGEP, 2014). This Excellence Award evaluates federal organizations within the UAE against different pillars, such as a) building capabilities, b) learning, and c) knowledge transfer (see, SKGEP, 2014). Participation in such Excellence Awards is considered part of the NPM initiatives (Chang, 2006). Organizations at federal levels within the UAE started implementing management systems such as different performance measurement systems, performance appraisals, and tools associated with such systems in order to submit evidence of excellence practices. Two profound examples of which are the Balanced Scorecard (BSC) and the European Quality Foundation Model (EQFM).

The focus of this study is the Abu Dhabi Police, which is a local public organization in the Abu Dhabi Emirate. ADP has multi-dimensional operations with a significant number of indicators to be addressed. ADP imposes the implementation of BSC against all its units' operation to measure their capabilities against Abu Dhabi's fast-growing population and to evaluate the quality of their operations. ADP also implements Management by Objectives to evaluate annual employee performance through a performance appraisal system.

Concerning the Excellence Awards, the local government of Abu Dhabi has its self-local excellence award named the "Abu Dhabi Award for Excellence in Government Performance" (ADAEP). ADP is considered to be one of the major participants in such awards as it encourages the implementation of different NPM initiatives. ADP always works on continual improvements in services provided and is keen to enhance such improvements at the organizational, operational, and individual levels. In 2012, ADP incorporated several procedural changes, including promotion policy, rewards, and qualification requirements. These changes were implemented in late 2012. However, following the implementation of these changes, two critical incidents have propagated and attracted ADP's management attention, mainly: a) an alarming increase in levels of staff dissatisfaction[1]; and b) the high volume of staff appeals against annual performance appraisal. This was particularly evident within technical departments (e.g., ADP-FED). These two incidents were critical to ADP-FED due to the technical difficulties involved in the replacement of technical staff who chose to resign. The ADP-FED carried out an internal investigation/survey to understand the reasons behind such a high turnover. The investigation results were released in early 2013 (see Appendix A) and indicated that the changes implemented had implications opposite to the ones expected by the ADP's management, while they also influenced the ADP-FED staff's performance negatively.

Furthermore, in 2016 a new "Amiri Decree" was issued by the "The General Secretariat of the Executive Council of Abu Dhabi" signed by HH the President of the United Arab Emirates and Ruler of Abu Dhabi Emirate. The decree announced appointing a new Abu Dhabi Police General Headquarters Commander-in-Chief and also a new Director-General, thereby splitting the ADP's assets and all other contracts, rights, obligation, and accounts from the "Ministry of Interior" (MOI) (Council, 2016). It should be noted that before 2016, the Minister of Interior was himself the Chief of Command of ADP, yet the new Decree allowed new management to lead ADP. This suggests additional regulations, which were actually declared in the Decree itself and in the quarterly summit of the ADP, which is managed by the new ADP management (Council, 2016). In 2017, a new organizational structure was released, with a new regulatory framework.

[1] Due to confidentiality, no exact percentage can be stated herein.

Additionally, new and critical changes were also introduced that affected all directorates within ADP.

Interestingly, the new framework did not introduce significant positive changes. In fact, the new framework did not differ much from the old one. This was actually reflected in the ADAEP in 2017, where ADP failed to secure a single Excellence Award (ADAEP, 2017). This indicates that even though the ADP introduced new regulations with a modified set of performance indicators, the system still did not meet the standards of such excellence awards, which raises concerns about the validity of the PMS in use.

The above formed the empirical justification in support of the current study's primary objectives. Hence, the current study places greater attention to questioning how ADP strategic priorities are aligned with its PMS, and how employees' performance could be improved and aligned with ADP's overall performance measurement system. For instance, the investigation of the ADP-FED in early 2013 indicated that employees at the ADP-FED found that the way their performance appraisal was conducted unfair and far from capturing their performance in actual job tasks. They also complained that the job descriptions specified for their jobs were irrelevant and not consistent with the competencies set along with job descriptions (i.e., performance appraisal accuracy). The ADP-FED's 2013 investigation results also suggested an urgent need to examine the extent of alignment of ADP's PMS, in particular at the operational level with the employees' performance appraisal in technical departments. It also suggested a number of initiatives to ADP administration, yet none have been implemented. Which could have contributed to affecting ADP's participation in 2015, 2016 negatively, and 2017 excellence awards respectively (ADAEP, 2017; SKGEP, 2014).

This study, accordingly, focuses on an investigation into the validity of the current PMS. In doing so, the focus will be on exploring the level of the alignment between ADP's strategic priorities and its PMS at various levels. Also, the current study also investigates the suitableness of the current competencies associated with technical jobs at ADP-FED. These jobs include three levels of employees: a) experts, b) assistant experts, and c) technicians. These technical ranks set the level of experience and technical occupational progress for any individual working for the ADP-FED. The human resource (ADP-HR) department at the ADP has set different job descriptions and several random groups of competencies for each of these technical positions. However, ADP-FED's management has raised several arguments towards the appropriateness of these competencies and the level of alignment between the current competencies and job descriptions of these jobs with the performance appraisal system.

Therefore, this study focuses on investigating the competencies required for these technical positions (i.e., experts, assistant experts, and technicians); hence suggesting a well-defined competencies model for such jobs, which should positively influence the performance appraisal accuracy.

1.3 Study Objectives and Questions

This study aims to highlight the gap between theory and practice regarding investigating the alignment of organizational performance measures with strategic priorities at various levels in ADP-FED. It is also the intention of this study to explore the most effective competencies required to properly deploy the job requirements for technical jobs at the ADP-FED. A more coherent PMS shall help to actively achieve the organization's objectives (Mitchell et al., 2012; Nørreklit et al., 2006; Nørreklit et al., 2016). Identifying the group of competencies of such technical jobs should enhance the quality of outputs regarding staff performance appraisal.

Subsequently, this will improve the accuracy of the evaluation scores reported to the decision makers in top management, which may ultimately lead to the development of training programs, an enhanced employment policy, and more efficient career development. For example, the current competencies of the jobs in focus could be altered in line with the new competencies generated by this study. Moreover, the technical departments of similar operations within ADP, other than the ADP-FED, could adopt a comparable approach to developing different competencies to meet the requirements of their operations. This research is supported by the General Directorate of HR and the ADP-FED (see Appendix B).

This study has the following objectives:

1. Investigate the extent of alignment between ADP's strategic priorities and its PMS at various levels (i.e., organizational/departmental/individual); and
2. Determine the required competencies, and develop a competency model, for the ADP-FED that is aligned with ADP's PMS.

1.3.1 Research Questions

Four main questions are raised in this study; these are:

RQ1: How are the performance measures at the departmental level in ADP aligned with ADP's strategic priorities?

RQ2: How are ADP-FED's performance measures aligned with performance appraisal (PA) used in evaluating technical staff?

RQ3: How are current job descriptions for the ADP-FED technical jobs aligned with competencies, and how are both aligned with the technical staffs' PA in current use at ADP-FED?

RQ4: What are the effective competencies suitable for ADP-FED's technical jobs?

1.4 Research Justification and Significance

The findings of this study are expected to contribute to knowledge and practice. For instance, this study establishes a platform for evaluating the validity of PMS within ADP-FED. Literature has called for the needs to research more regarding examining tools and approaches that enable validating PMSs in terms of performance indicators alignment (Neely, 2007; Nørreklit et al., 2016). Moreover, the scarcity of research regarding performance appraisal and competency-based model indicates the significance of this study to the knowledge body. Neely (2007) posits that valid and reliable strategic performance is the mean for better organizational performance. Thus, this study paves the way for a new perspective dimension driven by pragmatic constructivism approach. This is accessible through studying and assessing the current PMS within ADP-FED through the perspectives of relevant actors. ADP-FED police officers are given the opportunity to share their perceptions over current PMS validity and other significant enhancement suggestions. Therefore, this study is considered significant as it opens doors for ADP's employees to invest more in a similar investigation means. The current study extends ADP-FED investigation conducted in early 2013 to thoroughly shed light across one of the potential root cause analysis of the drop in overall performance with ADP. Adopting the pragmatic constructivism approach offers one of critical significance in which it attempts to unify perceptions of ADP-FED's employees with ADP's main strategic framework.

Nørreklit et al. (2006) and Nørreklit et al. (2016) advocate that researchers should invest more in researching various approaches that enable aligning performance indicators at various level (strategic, operational, and individual). Meanwhile, the current study significantly complements this urge of research by deploying pragmatic constructivism approach to investigate the level of alignment between ADP's performance measures at various levels. More specifically, the study argues how ADP-FED implements BSC (i.e., current PMS), and its associated incentives program, which distinguishes this study.

With regard to the notion that employees at ADP-FED claim poor relevancy of the current competency models associated with technical jobs; this study has the privilege to interact with technical experts in the field of" Forensic Evidence" and PMS process where primary data are collected to address the most suitable competencies relevant to the requirements of the technical jobs. This is considered highly important for ADP if a decision is made to implement the identified competency models.

For instance, competencies that are developed in this study could be added in the competencies dictionary at the ADP-HR to enhance the output of performance appraisal relevant to the jobs at ADP-FED. This is expected to place a positive influence on the appeals committee that looks closely at employees who place requests to investigate poor evaluation scores of their performance appraisal deemed by their managers. Therefore, the more consistent the competencies of the researched job are the better the performance appraisal process. ADP-FED is compelled to promote its technical staff based on ACT XX[2], which is perceived by a significant number of ADP-FED's employees as extremely limited and lacks thorough assessment standards.

[2] Confidential

Subsequently, the identified competency model could play a vital role in enhancing the current ACT and add new standards that help to accurately assess the competency of candidates (Spencer, 1993).

1.5 Study Design

This study adopts the case study approach of Yin (1994) to address the objectives stated earlier. Moreover, this study builds on Nørreklit et al. (2006) and adopts the pragmatic constructivism approach (PC) to address the first objective. It also builds on Spencer (1993) and adopts the behavioral event interview (BEI) approach to address the second objective.

PC approach is a contemporary research paradigm established to assess the validity of PMS through the perspectives of relevant individuals. It consists of four dimensions, which are: fact, value, opportunities, and communication (Nørreklit et al., 2006). This approach suits the current study since it is based on a qualitative methodology. It has been adopted in different case studies in the public sector (Nørreklit et al., 2016). For example, Cinquini et al. (2013) case study on Tuscany Regional Authority (i.e., public organization) in Italy (see, Appendix C). That was a case study in which the PC approach was implemented in an attempt to clarify the reasons behind its struggle with the authority's PMS.

Another example is Wouters and Wilderom (2008) case study on designing and deploying performance management in a logistics department, in the beverage manufacturing industry. The case study provides an experimental study that illustrates the high level of professionalism that enables a system claimed as empowering. These are just a few examples of many case studies that utilized a PC approach to validate and test the accuracy of PMSs in many organizations (see, Nørreklit et al., 2016).

However, this approach, to the best of the researcher's knowledge, was not adopted before in investigating the validity of PMS in the police force, nor was utilized in any case study in the Middle East.

The behavioral event interview (BEI) approach of Spencer (1993) is adopted to deal with the second objective. The BEI dwells on the same concept as the PC approach, in that it captures incidents in which individuals consider themselves as being effective/successful. Thus, both approaches are based on individuals' discourse of reality. The BEI was adopted by different governmental organizations around the world (Ahmed, 2005; Cardy & Selvarajan, 2006; Vathanophas & Thai-ngam, 2007). For example, Supamanee, Krairiksh, and Singhakhumfu (2011) collected thorough details from interviewing 23 nurse administrators and conducted 31 focus groups in order to establish a competency model of nurses' clinical leadership competency, in Thailand. Campion, Fink, Ruggeberg, Carr, Phillips, and Odman (2011) illustrated another case study in which Microsoft, in the USA, utilized BEI to establish a Microsoft's Leadership competency model to differentiate outstanding executives from the typical ones. Similarly, the United States Department of State invited officers who were stationed abroad to share their perceptions on what are the distinguish requirements of the jobs in wartime (Campion et al., 2011). Furthermore, Vathanophas and Thai-ngam (2007) utilized BEI to identify the competency requirement for agriculture for effective job performance in the Thai's Department of Agriculture. Spencer (1993) suggests that BEI enables organizations to enhance systems of redesign jobs, employment, performance improvement, and career management. However, this approach, to the best of the researcher's knowledge, was also not adopted before in identifying the suitable competencies for a certain job in the police force.

1.6 Thesis Plan

This dissertation consists of the following chapters: Chapter (2) ‘Literature Review – I’ discusses performance measurement, and alignment of strategic and operational performance indicators (i.e., research questions Q1, Q2, & Q3). Chapter (3) ‘Literature Review – II’ discusses individual performance appraisal and its’ relationship with organizational performance measurement (i.e., research question Q4). Chapter (4) discusses the case of Abu Dhabi Police. Research Methodology is presented in Chapter (5). The study results are presented in Chapter (6), and the discussion follows in Chapter (7). The study conclusions, limitations, and recommendations for future research are presented in Chapter (8).

Chapter 2: Literature Review I

2.1 New Public Management

It was in the 1970s when the United Kingdom (UK), under Margaret Thatcher and later John Major command, decided to improve the system at the public sector, as operations could not be carried out due to lack of funding. There was dissatisfaction due to the poor quality of public services (Fryer et al., 2009). In order to tackle these issues and changes; the UK government brought in new legislation and introduced new business models such as "value for money" and "performance measurement", which led to the delivery of NPM (Fryer et al., 2009; Kloot & Martin, 2000; Radnor & McGuire, 2003).

The NPM has become an attractive model for many organizations at the public sectors around the world (Fryer et al., 2009; Kloot & Martin, 2000; Radnor, 2008; Radnor & Barnes, 2007; Radnor & McGuire, 2003; Verbeeten, 2008). Hood (1991) claimed that advocates of NPM considered it as the only way to fix the failures of '*old*' public management system. Different authors have posited different doctrines for NPM, yet Hood (1991) has presented seven doctrines summarized by Christensen and Yoshimi (2001, pp. 274-275) as follow: "*1) Unbundling of the public sector into corporatized units organized by product, 2) More contract-based competitive provision, which internal markets and term contracts, 3) Stress on private-sector styles of management practice, 4) More stress on discipline and frugality in resource use, 5) More emphasis on visible hands-on top management, 6) Explicit formal measurable standards and measures performance and success, and 7) Great emphasis on output controls".*

Commentators have stated that although these transformations covered characteristics of public services, the level of implementing them varies from one organization to another (Fryer et al., 2009; Leishman & Starie, 1995). Nevertheless, Hood (1991) stressed that all aspects of organizations in the public sector in different countries had had exposure to a number of these doctrines. Public organizations in most of the world have moved towards incorporating aspects of NPM in their system, especially the aspect of performance management system (PM) (Cavalluzzoa & Ittner, 2004; Fryer et al., 2009; Kloot & Martin, 2000; Radnor & Barnes, 2007; Radnor & McGuire, 2003; Verbeeten, 2008).

Carvalho, Fernandes, Lambert, and Lapsley (2006) claimed that even since (Hood) contribution in clarifying the concept of the "New Public Management"; (see, Hood, 1991); in which he emphasized the importance of quantification, measurement, results, and outcomes; there has been a significant argument surrounding NPM (Dunleavy & Hood, 1994; Pollitt & Bouckaert, 2004; Torres & Pina, 2002). For example, Power (1997) posited that NPM is just an "inspection society" as all characteristics of public services will be under a barrage of scrutiny against a series of quantification objectives and performance indicators, which he thinks is a displacement of the public organizations' core business.

Cavalluzzoa and Ittner (2004) stated that NPM had introduced different approaches for measuring the performance at the organizational and the operational levels. These frameworks have been established to aid organizations in determining the set of measurement tools that address their objectives and thereby achieve better performance (Kennerley & Neely, 2002). Performance management and performance measurement (PMM) has attracted a great deal of attention in recent years (Fryer et al., 2009). Research studies have intensified over the past few years about PMM in the public sector, with examples including police, health, and local governments, indicating the increasing attention and interest in those areas as a result of unresolved problems (Fryer et al., 2009). It is now agreed in most public organizations that PMM has become one of the main engines towards the success and existence of organizations, along with its ability to reflect accountability over organizations in the public sector (Fryer et al., 2009). The next section discusses PMM in more detail.

2.2 Performance Management and Performance Measurement

In the field of management, the word "Performance" is extensively used in both knowledge and practice. Recently, performance has become the platform of major activities and operations in organizations, such as competitiveness, cost reduction, value and job creation, employment, and the survival of organizations (Neely, 2007). It is therefore significant for this study to draw a clear definition of what is meant by "Performance." Neely (2007, p. 127) defined performance as "*the sum of all the processes that will lead managers to take appropriate actions in the present that will create a performing organization in the future (i.e., one that is effective and efficient). In other words, we define "performance" as doing today what will lead to an outcome of measured value tomorrow*". Therefore, performance can be achieved by using meaningful data regarding decision-making. Furthermore, performance measurement is the feeding tool for performance management. Performance measurement consists of indicators (i.e., lagging, and leading). Where lagging indicators are associated with history, leading indicators are related to creating conditions for enhancing overall performance (Neely, 2007). This is considered an absolute requirement for performance management, as it helps in fostering the developing of the management style of organizations (Neely, 2007).

Performance management should be integrated with the performance measurement system (PMS) in a way that takes into consideration the surrounding environmental factors along with the organizational structure of process and function (Bititci et al., 1997). Interestingly, the performance management system and the performance measurement system have been used interchangeably, yet they are two different concepts (Neely, 1999; Radnor & McGuire, 2003). While, Verbeeten (2008, p. 480) defined performance management as "*the process of defining goals, selecting strategies to achieve those goals, allocating decision rights, and measuring and rewarding*". Bititci et al. (1997, p. 524); Kloot and Martin (2000, p. 232) embraced a different definition of performance management; they have defined it as "*the process by which the organization integrates its performance with its corporate and functional strategies and objectives*". On the other hand, Fryer et al. (2009, p. 480) have defined performance management as "*performance management is action, based on performance measures and reporting, which results in improvements in behavior and motivation and processes and promotes innovation*". While they have posited that performance measurement is "*quantifying, either quantitatively or qualitatively, the input, output or level of activity of an event or process*".

Verbeeten (2008) argued that performance management could serve different bodies in governments (e.g., political and managerial). PM is meant to establish alignment, which can mostly be achieved by "dialogue-based," and de-emphasize central optimization (Neely, 2007). In other words, continuous development of the integrated business process, which is actually reflected in performance measurement, helps foster alignment levels of the overall performance management. This indicates that performance measurement is the main engine of performance management and it helps in closing the final loop of where an organization excels regarding its strategic goals. It was argued that performance management has four purposes; firstly, employees would be able to understand what the organizations require by having more clear definitions, missions, objectives, and targets, which would eventually add to establish a more operational-focused performance (Verbeeten, 2008). Secondly, by incorporating performance measurement with objectives and targets, decision makers in public organizations will be capable of justifying expenditures and financial matters to the public (Verbeeten, 2008). Thirdly, performance measurement can be utilized to improve performance, especially when performance measurement creates transparency that enables organizations to specify where it excels, and where the necessary improvements should be placed (Verbeeten, 2008). Fourthly, performance measurement provides the options to systemize compensations, incentives, and sanctions through the monitoring of performance (Verbeeten, 2008). Nevertheless, Fryer et al. (2009, p. 480) listed five critical factors for successful performance management, such as:

- "*Alignment of the performance management system and the existing systems and strategies of the organization;*
- *Leadership commitment;*
- *A culture in which it is seen as a way of improving and identifying good performance and not a burden that is used to chastise poor performers;*
- *Stakeholder involvement; and*
- *Continuous monitoring, feedback, dissemination and learning from results*".

PMS provides decision makers with a proactive closed loop and control system of how the organizational goals, visions, and missions are being deployed at the unit level (i.e., operational level) (Bititci et al., 1997). This will enhance the quality of activities, tasks, and personnel, and feedback is captured through performance measurement (Bititci et al., 1997). To set more clarification into what has been illustrated; performance measurement is set to enable the effective implementation of the organizational objectives through a structured framework to provide relevant data to feedback the decision makers on what to do next (Bititci et al., 1997).

Fryer et al. (2009) and Neely (1999) have emphasized the significance of performance measurement as an element of performance management. They argued that performance measures aimed to play as a monitor tool to specify where changes need to be done which assumed to produce the desired behavior; in turn; enhance performance. The primary objective of PMS is to identify widescreen and abstract of goals and missions to enable evaluation (Fryer et al., 2009). Fryer et al. (2009, p. 481) proposed that there are four main aspects of performance measurement:

1. “*Deciding what to measure;*
2. *How to measure it;*
3. *Interpreting the data; and*
4. *Communicating the results*”.

In general, when discussing performance at the managerial level, it is crucial to state that it encounters continuous improvement in modernizing public services (Benedetti & Terzi, 2010; Cavalluzzo & Ittner, 2004; Hood, 1991, 2006; Radnor & McGuire, 2003). For instance, it helps organizations at the public sector to improve services quality through exerting better effectiveness and efficiency in terms of delivery, and exercise accountability upon resources and outcomes (Radnor & McGuire, 2003). Performance measurement – the process of consistently defining, monitoring and applying objective indicators of organizational programs and performance- is of paramount concern to managers in private/public organizations. However, performance management systems are usually not stand-alone systems, and instead are vital in supporting or even operationalizing other management and decision-making processes such as budgeting, comprehensive benchmarking, and planning. Therefore, it is significant for the designers to clarify the intended use of the systems at the outset and to tailor the system to serve the intended needs (Neely, 2007).

As previously mentioned, the performance management system is one of the main approaches of NPM (Fryer et al., 2009). It emphasizes the need to establish a system for the public sector where it is accessible to secure a closed loop of the organizational performance against its operational performance. Bititci et al. (1997) stated that a clear plan of how performance management set the boundaries of its function. Fryer et al. (2009) posited that the constant reorganization in the public sector is the leading cause of poor interaction between indicators at various levels (i.e., strategic and operational levels). Bititci et al. (1997) described the functionality of performance management system in the private sector, yet it constitutes almost the same concept at the public sector; especially that the main idea behind NPM is to bring the practice from the private sector into the public sector. This illustrates how research falls short in the area of performance management in the public sector (Bititci et al., 1997).

Organizational performance in the public sector is perceived as multi-dimensional due to its complexity and the high number of stakeholders (Pollanen, Abdel-Maksoud, Elbanna, & Mahama, 2016). Moreover, Liguori, Sicilia, and Steccolini (2012) concluded that nonfinancial indicators are more attractive to managers and decision makers regarding measuring individual performance. Mitchell et al. (2012) argued that performance at the operational level is captured by efficiency measure (i.e., input-output relationships). However, the alignment of operational with organizational performance is captured by effectiveness (output-goal relationship). Performance measures should be derived from organizational strategies. Hence, this alignment between performance measures and organizational strategies is also referred to as "strategic performance measures" (SPM) (Micheli & Jean-Francois, 2010). Bisbe and Malagueño (2012, p. 7) defined SPM as "*those indicators that present distinctive features such as 1) the integration of long-term strategy and operational goals; 2) the provision of performance measures in the area of multiple perspectives; 3) the provision of a sequence of goals/ metrics/ targets/ action plans for each perspective; and 4) the presence of explicit causal relationships between goals and/or between performance measures".*

This indicates the importance of integrating operational indicators that meet the long-term strategic plan of the organization. It also describes the nature of the linkage between indicators as c*ause-effect linkage*'. Such system will positively set the boundaries for better strategic objective, a more coherent alignment of individual behavior and attitude with the strategic objective, and ultimately improve organizational performance (Pollanen et al., 2016). Subsequently, it is an absolute requirement to evaluate the efficiency and effectiveness of strategic performance, which is only possible through conceptualizing the goal of organizations as well as, strategy (Mitchell et al., 2012). Interestingly, PMS models such as BSC (Kaplan & Norton, 1996a), EFQM, performance prism (Neely, 2001), etc.…) aid organizations to facilitate strategic vision, mission and priorities into easily communicated measurable objectives, which ultimately enable organizations to fill the gap between strategic performance and operation performance (Bisbe & Malagueño, 2012; Mitchell et al., 2012).

Strategic performance models are made to provide feedback to decision-makers to improve overall performance and learning purposes. Moreover, these systems are to focus on the implementation of organizations strategies and priorities incorporated in the operational performance (Mitchell et al., 2012). Different literature posited the importance of BSC, and other similar models in attaining strategic priorities in the operation level and ensure proper achievement of these goals and priorities (Mitchell et al., 2012). It is highly essential to differentiate between strategic and operational indicators. Therefore, when dealing with strategic indicators, it is, in fact, a matter of output-goal relation, while dealing with operational indicators is a matter of input-output relation (Mitchell et al., 2012). Accordingly, strategic performance indicators measure the effectiveness of organizations' overall performance, while operational performance indicators measure the efficiency of units' outputs in relative to strategic indicators (Johnsen, 2005; Mitchell et al., 2012).

The alignment between strategic and operational performance indicators is a matter emphasized by various scholars in their studies which states that the coherence/alignment between these two indicators (i.e., strategic and operational) is a matter of strategy evaluated against effectiveness (Mitchell et al., 2012). Although Mitchell et al. (2012) addressed the coherence of strategic/operational performance indicators mostly in the private sector, it nevertheless still represents a great value to how such performances should be aligned regardless which sector. However, the adoption of NPM in the public sector raised the need to invest more in investigating the matter of coherence between strategic and operational performance indicators in the public sector (Neely, 2007). Moreover, when investigating the alignment of strategic and operational indicators, it is, in fact, a matter of know-how. Therefore, it is significant to enhance the level of know-how through bridging the gap between theory and practice, between identifying what needs to be done and how it should be done (Mitchell et al., 2012; Nørreklit et al., 2006).

The results of the previous empirical studies reveal that to ensure attainment of high performance in terms of an organizational and operational level, the alignment of indicators at both levels needs to be maintained (Chandler, 1973; Clarke, 1987; Mitchell et al., 2012; Nørreklit, 2017). To further elaborate, maintaining alignment between these two levels is a matter of conveying the external environment to the internal structure of organizations (Mitchell et al., 2012). Therefore, developing or improving competencies of individuals complements the notion of reaching an optimum level of performance in operation level and hence providing feedback to close the loop between operational indicators and strategic ones (Mitchell et al., 2012). Public organizations are obligated to convey their internal operations to comply with any new strategic trends that governments exercise upon their public organizations. Therefore, organizations need to achieve a high level of efficiency (i.e., input-output relation) between their units/sections/departments to achieve the required performance, which should enhance effectiveness (i.e., output-goal relation) regarding strategic performance (Johnsen, 2005; Mitchell et al., 2012).

Output addresses the requirements of the next unit/section/department in the operating chain to be fulfilled, while the goal mainly reflects the purpose or the need of specific unit or to some cases the whole organization (Mitchell et al., 2012). Therefore, the output of an organization is directly influenced by the goal of the organization. Additionally, organizational goals should be operationalized through different subdivisions or units and measured against the efficiency of the output. If this chain of coherence is not maintained; organizations will struggle to compete regardless of the sector they belong to (Mitchell et al., 2012). Alignment between strategy and operation helps identify specific and precise core business of each unit and consequently increase the level of incorporation and specialty of operation (Gianakis, 2002; Mitchell et al., 2012).

Nevertheless, the weaker the strategy alignment, the less influence of operation towards the strategy of the organization; hence the less likelihood of achieving overall organizational goals. The matter of alignment is actually a matter of development within organizations, that assist in continually updating their internal operating system to cope with any changes in the external environment (Mitchell et al., 2012). Thus, it is essential to shed light over the PMS and the practice of measuring performance in public sector organizations.

2.2.1 Performance Measurement System in the Public Sector

Traditionally, countries claim to build their governments in alignment with societies' needs. This in return is communicated to different public organizations. Organizations always work to operationalize these needs to their internal organizations/ authorities/ units while maintaining alignment between governments' and societies' needs and their structures (Johnsen, 2005). Employees work on achieving these operational indicators set by the organizations to fulfill the goals set by governments. Therefore, alignment is an absolute need to maintain healthy and transparent communication between governments, societies, and organizations (Johnsen, 2005; Mitchell et al., 2012).

As previously described that alignment is a matter of societies/ governments/ organizations need; therefore, organizations, especially in the public sector, should always raise the level of readiness due to the fast-changing world of business and the high demand of globalization in the form of NPM. Therefore, governments should always try to maintain satisfaction and ensure all the needs and priorities of their societies are provided (Johnsen, 2005). This actually presents the challenges that most organizations are encountering. A narrative strategy needs to be set to identify what is required to deal with different needs or requirements set by governments, as well as, to identify expected risks (Mitchell et al., 2012). Such plan was described previously by Mitchell et al. (2012, p. 19) "*1) formulating a strategic plan, 2) implementing and monitoring the achievement of the strategic plan, 3) reflecting learning and revising the strategic plan*".

Subsequently, all subdivisions within organizations should work on operating according to the narrative plan set by the top management of organizations. In fact, subdivisions will always work according to the indicators set by the organizations' top management, whether it was due to a sudden or temporary need or at the normal level. Consequently, tracing the alignment of such a plan or indicators with operations is necessary. To create alignment between operational/strategic indicators, qualitative and quantitative measures should be embraced to focus on successfully achieving goals (Mitchell et al., 2012). Managers at both the strategic and the operation levels have different responsibilities according to their level of operation towards these goals. Basically, managers at the operational level are responsible for efficiency in fulfilling the indicators within their level; while the overall effectiveness of the strategic performance is the responsibility of top managers at this level (Mitchell et al., 2012). If such a level of coherence/alignment is achieved, as well as well-defined responsibilities, the overall goals of organizations shall be achieved with high quality (Mitchell et al., 2012). In addition, such a level of alignment will enable top managers to track changes in activities that might influence the alignment and thereby act effectively to alter operations according to the strategy. Therefore, a PMS must complement PM on evaluating the level of alignment of internal operations with an organization's strategy (Mitchell et al., 2012).

Radin (2003) demonstrates how three different countries (i.e., Australia, New Zealand, and the United States) urged to work on aligning governmental goals with public organizations goals and operations. For example, Australia's government found a weak link between the appropriations and objectives of many organizations in the public sector. In addition, it was argued that there is no clear relationship between budgeted performance and the annual reported performance, which reflects the poor structure of PMS (Radin, 2003). In New Zealand, a major restructure has been agreed to incorporate new policies into organizations, where new performance accountabilities were exercised against most of the Executives to ensure better implementation of PMS (Radin, 2003). These examples show the pivotal role that the alignment of indicators exerts regarding their relevance to enhancing the outcomes and achieving various strategic goals of both organizations and governments. It also shows that PMS is an excellent tool by which to empower organizations regarding providing feedback to enable continual improvement in the performance of individuals/ teams/ units (Gianakis, 2002; Vakkuri & Meklin, 2003). About combining knowledge with practice (as previously discussed), Gianakis (2002); Vakkuri and Meklin (2003)posited that as one of the best ways to maintain sustainability in terms of PMS it is crucial to balance know-how or knowledge with practice to ensure a high outcome. Therefore, the ambiguity of indicators negatively affects the quality of feedback, as a result of which decision makers will rely on incorrect/ incoherent measurements (Vakkuri & Meklin, 2003).

With regard to all of the perspectives above of how significant performance measurement is to the success of an organization, especially one in the public sector. Few empirical studies or researches are focused on highlighting the implementation of the performance measurement regarding cascading the organizational vision and mission and indicators to the operational level, (see, Bititci, Mendibil, Kepa, Nudurupati, Sai, Turner, Trevor, Garengo, & Patrizia, 2006). On the other hand, Neely et al. (2005); Wang and Berman (2000) argue that performance measurement falls short in terms of empirical study, a few of those researches have investigated the actual processes of deploying the indicators set for performance measurement and how it influences the relationship between public organizational goals and effectiveness. PMS frameworks were adopted by an enormous number of organizations in the public sector around the world, yet the issues of incoherence between strategic and operational indicators are still present (Mitchell et al., 2012; Neely, 2007; Nørreklit et al., 2006).

Wang and Berman (2000) continued by stating that most of the literature has only discussed aspects of performance measurement in use, while other research studies have focused on the implementation. The scope of this study is ADP since it is considered to be one of the largest public organizations within the government of Abu Dhabi Emirate. Therefore, this study contributes to the literature by investigating and evaluating the alignment of ADP's performance measures at various levels. More specifically, it considers to what extent performance measures at ADP are aligned when cascaded down from the organizational level to the operational and individual ones. Next is a discussion of the most prominent PMSs adopted, particularly in public organizations.

2.2.1.1 PMSs Examples in Public Organizations

PMSs have been adopted and incorporated in a significant number of entities and governmental bodies, and have been evolving ever since the beginning of the 19th century (Neely, 2007). PMS frameworks have been utilized for many years by organizations with different management styles in order to draw an overall picture of how to measure their performance (Chandler, 1973). The following is a brief description of some of the significant frameworks adopted by private / public organizations around the world. One of the earliest frameworks that had popularities in the 1970s is the Keegan, Eiler, and Jones (1989) "Performance Measurement Matrix," which comprises four elements, namely cost, non-cost, internal, and external (Figure 1). The primary purpose of these frameworks is to precisely achieve the objectives (strategic and operational) while maintaining a balanced measurement system. The tremendous demand for such balanced stability regarding performance became the platform from which all organizations launched their strategic and operational indicators (Neely, 2007).

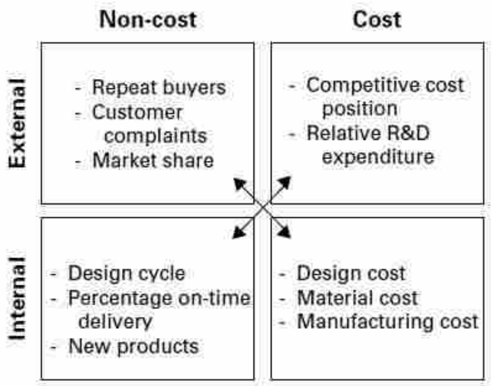

Figure 1: The Performance Measurement Matrix, Source: Neely (2007, p. 145).

Among other frameworks that captured in the attention in the literature is that of Fitzgerald, Johnston, Brignall, and Silvestro (1991) which proposed categorizing indicators to two categorize: indicators that include competitiveness, and financial performance, and indicators related to quality, flexibility, resources utilization, and innovations. However, this framework is mainly used in industrial organizations; hence it is not relevant to the current study. Following the establishment of the performance measurement matrix, Lynch and Cross (1992) introduced another framework, called "The Smart Pyramid" (Figure 2). This framework includes internal and external magnitudes to create a balanced measurement within organizations better. Neely (2007) posited that this framework introduces the significance of cascading measures/indicators from various levels with organizations (i.e., strategic to operational). Cascading indicators down from the organizational level to the operational level enhances the employees' knowledge about the strategic framework (vision, mission, priorities) of their organizations, as well as the internal and external objectives that, in return, maximize productivity and ensure the achievement of tasks (Neely, 2007).

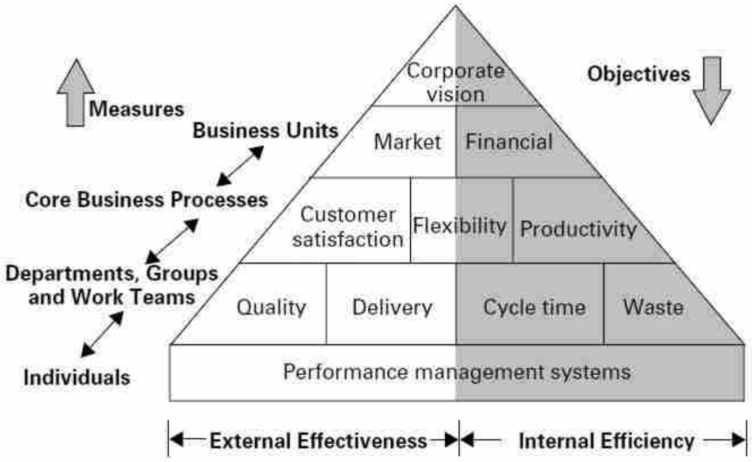

Figure 2: The Smart Pyramide, Source: Neely (2007, p. 146).

Brown (1996) offered another framework in which it suggested linking measures with cause and effect relationships. The framework he suggested included five elements which are “inputs, processing system, outputs, outcomes and goals” (Brown, 1996). Furthermore, another framework was established in an attempt by different entities to have more rigorous measurements of excellence and quality assurance. The European Foundation for Quality Management’s Business Excellence Model (EQFM) was embraced by many organizations to reflect excellence in quality and performance (Neely, 2007). The EQFM is a comprehensive management model that demonstrates the performance enablers about improvements suggestions.

Additionally, the model is considered as a self-assessment with broad measurement categories[3].

However, the most popular and widely used framework until the present is the Kaplan and Norton (1996a) “Balanced Scorecard” (BSC) (Figure 3) (Neely, 2007). A framework that is considered as very useful in terms of capturing the performance of units and organizations, which consists of variables as financial, internal operations, customers, and learning and innovations (Kaplan & Norton, 1996a; Neely, 2007). Kaplan and Norton (1996a) stated that internal operations and customers influence financial indicators; hence better management of these indicators should improve the achievements of such indicators. More interestingly, BSC is considered as one of the best tools to link operations with strategy, if properly implemented (Kaplan & Norton, 1996a, 2005; Neely, 2007). It is worth mentioning that BSC is a PMS model adopted by ADP. Hence, the following section discusses BSC in more details.

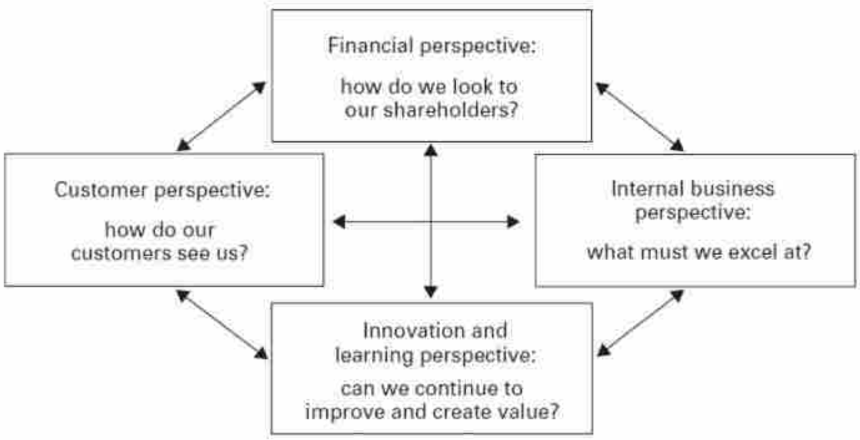

Figure 3: The Balanced Scorecard, Source: Neely (2007, p. 148).

[3] It is worth mentioning that the EQFM is a very essential tool embraced by Abu Dhabi Award for Excellence in Government Performance and Mohamed Bin Rashid Government Excellence Program, which are the two most significant excellent awards around the UAE

2.2.1.1.1 Implementation of BSC

As previously posited, Kaplan and Norton (1996a) "Balanced Scorecard" (BSC) is one of the PMS frameworks that is widely used recently in the public sectors. It was also stated that ADP adopts such framework in almost all of its sub-departments. More specifically, the ADP-FED (i.e., the department under study) adopts BSC to report its overall yearly performance to top management. BSC promotes the integration of four main elements, which are Financial, Innovation & learning, internal operation, and customers (Kaplan & Norton, 1996a). It encourages linkage between overall organizational strategy with internal units and individuals' objectives, which resulted in a rapid increase regarding adopting such system that eases tracking the united achievements of goals of all parties (i.e., individuals, units, and organizations) (Kaplan & Norton, 1996a). Managers can understand long-term strategic goals of their organizations through BSC that enables the identification of the indicators needed to sustain such goals; thus the BSC is a useful tool regarding linking strategic indicators to the operational ones (Kaplan & Norton, 1996a).

Moreover, once managers and employees correctly understand the indicators; the commitment level will increase; hence better performance level. It is essential to integrate three elements in BSC in order to ensure alignment and coherence in an organization (Kaplan, 2001; Kaplan & Norton, 2001a, 2001b). These are communication and education, setting goals, and linking rewards to performance measures (Kaplan & Norton, 1996a, 2004).

1. Communication and Education

Individuals need to learn and understand the strategic goals of their organization since they are the one to perform these strategic/operational indicators. Organizations, especially in the public sector, tend to adopt "*top to down*" technique in cascading down indicators from the organizational to the operational level (Kaplan & Norton, 1996a, 2004). Thus, effective communication must be widely used throughout the organizations to ensure a complete understanding of the strategic framework and its related operational objectives between units and employees. Upwards and downwards feedback needs to be fully empowered between employees and managers to maintain the ultimate plan set and agreed within the organizations (Kaplan & Norton, 1996a). The BSC enables organizations to communicate their strategic goals to their internal unit and employees. This is done by setting a comprehensive set of indicators linked to both organizational and operational level (Kaplan & Norton, 1996a). It also provides ease of feedback between employees and units.

2. Setting Goals

Traditionally, organizations tend to block their individuals from participating in setting goals, while operational units are separated from the organizational unit (Kaplan & Norton, 1996a). Executive managers should actively conduct off-site visits to plan goals and set the development path for their units. In public organizations, most managers go through workshops to discuss improvement plans (Kaplan & Norton, 1996a). Ideally, these plans and improvements suggestions are then forwarded to the employees to be deployed, while managers hope that it will work (Kaplan & Norton, 1996a). Therefore, executives need to communicate with their employees to ensure clear and full understanding of strategic goals, and the ability to achieve them by; motivating individuals to perform effectively in achieving the goals set.

It is essential to set short objectives in a learning and growth base to ensure linkage and alignment between strategy and operation (Kaplan & Norton, 1996a). Short-term targets help organizations in continually evaluating the implementation of the strategy and spotting any defects in the operational level. Kaplan and Norton (1996a, p. 28) posited that organizations adopt BSC for the following reasons "*a) clarify and update strategy, b) communicate strategy throughout the organization, c) align unit and individual goals with strategy, d) link strategic objectives to long-term targets and annual budgets, e) identify and align strategic initiatives, and f) conduct periodic performance review to learn about and improve strategy*". These reasons are vital for the current study as it serves the notion that BSC is mean to establish alignment (if properly implemented).

3. Linking Rewards to Performance Measures

It is argued that money can be of significant influence to employees, thus linking rewards to performance measure can be of great leverage to stimulate high performance (Kaplan & Norton, 1996a). However, different organizations, especially in the public sector, find it rather difficult to track and set the right measurement to establish such a linkage (Kaplan & Norton, 1996a). Traditionally, various weights are assigned to multiple objectives for each unit, which enables managers to track how each weighted objectives is accomplished (Kaplan & Norton, 1996a). Therefore, if organizations poorly operationalize strategic indicators, it is most likely to assign incorrect weights to these indicators, hence scattered incentives. This is reflected in many organizations in the public sector where performance measures are not linked with rewards (i.e., ADP). Kaplan and Norton (1996a) promote that BSC enables identifying compensation efficiently, yet many public organizations failed in establishing such a practice.

Despite the wide usage of BSC in different organizations in both the public and private sector, yet it is still implemented differently. One of the reasons why so is because managers perceive the concept of BSC in a different way (Jazayeri & Scapens, 2008; Malina, Nørreklit, & Selto, 2007; Nørreklit, 2000). For example, some organizations use BSC as management by objectives tool, while others use it as an information system (Jazayeri & Scapens, 2008; Malina et al., 2007). What places more concern is that organizations neglect the actual concept of BSC, which is the cause-and-effect of its four elements and focuses merely on each perspective of these elements (Jazayeri & Scapens, 2008). BSC usage can be summarized as follows: -

- "*Type I: a specific multidimensional framework for strategic performance measurement that combines financial and non-financial measures;*
- *Type II: type I, plus an explicit recognition of cause-and-effect relationships;*
- *Type III: a type II BSC which explicitly implements the strategy by defining objectives, action plans and reports, and which is linked to incentives*" (Albertsen & Lueg, 2014; Jazayeri & Scapens, 2008, p. 49).

Although type II, and III activate the cause-and-effect chain of BSC, yet Albertsen and Lueg (2014); Jazayeri and Scapens (2008) suggest that most organizations excel in type I. This was actually emphasized in their two-part commentary by Kaplan and Norton (2001a, 2001b), where they actually claimed that the strategy could only be operationalized through what they called "strategy map", where cause-and-effect is easily expressed. In fact, this complements what is discussed earlier that the three elements (i.e., linking rewards with performance, communication, and setting goals), if properly maintained, alignment is better defined. Overall, BSC is a top-down type of approach, where executives and top managers agree on specific indicators to be cascaded down to operation level and then supposedly communicated and captured by the performance of individuals. However, BSC is criticized regarding different perspective. For example, Jazayeri and Scapens (2008) claimed that although BSC enables different exercises of performance measurement. This does not in any way indicate logical process as proposed by Kaplan and Norton (1996a). For instance, cause-and-effect is hard to measure, and there is inadequate research in support of full measurement for such relationship (Albertsen & Lueg, 2014; Hoque, 2014; Jazayeri & Scapens, 2008; Madsen & Stenheim, 2014; Nørreklit, 2000). As a matter of fact, cause-and-effect often occurs within individuals' perspectives, and it fails in terms of different perspectives.

Neely, Gregory, and Platts (1995) have criticized BSC, as they consider the element of competitiveness is essential in business and that BSC has overlooked it and it was not included in the framework. Commentators argued that BSC does not ask the very elemental question of "How our competitors are doing." However, it can be argued that in public sector such question may be less critical as public organizations have exclusivity regarding providing particular services or products; hence, fewer competitions; unless benchmarking is required from a different country of similar organization. Moreover, other authors have argued another gabs BSC has, which are the perspectives of human resources and the satisfaction of employees, services quality, and environmental necessity (Neely, 2007).

Moreover, different authors have identified other pitfalls in the BSC (Braam, 2012; Hoque, 2014; Kasurinen, 2002; Lueg & Carvalho, 2013; Madsen & Stenheim, 2014; Modell, 2012; Oriot & Misiaszek, 2004; Tayler, 2010). For example, BSC was criticized for not utilizing recourses accordingly. Given that traditionally, organizations are not always capable or willing to invest in time and provide such massive resources on such project without gaining out of it (Kasurinen, 2002). Furthermore, Andon, Baxter, and Mahama (2005), highlighted that BSC could seriously demolish other existing successful PMSs within organizations. Such adoption is considered a potential sign of employees' resistance, as they could sense that BSC is against their self-interest. In addition, power gaming is considered to be another pitfall in BSC, as some influential group members and resourceful managers might focus on certain elements of BSC and neglect others regardless of which one of these elements were more important to the organization (Wickramasinghe, Gooneratne, & Jayakody, 2007).

Norreklit et al. (2008) argued various difficulties in BSC. For instance, it was argued that BSC does not adequately consider the complexity of an organization. This is because BSC treats organizations as rational and capable of establishing their strategies in a top-down technique. Additionally, it was also claimed that BSC lacks insight into the significance of the notion that causal relationships between non-financial and financial indicators are not certainly valid. Into the bargain, four significant drawbacks about the implementation of BSC were identified by Thompson and Mathys (2008). First, it is posited that there is an inadequate understanding of organizational business and processes. Second, organizations and more precise managers and BSC performers show a lack of understanding as to how to align BSC's elements. Third, most organizations fail to identify what exactly they intend to measure. Finally, organizations failed to link strategy to BSC. These four issues almost align with the pitfalls established.

Another essential critique is posited by Nørreklit (2000), whereby BSC is criticized in terms of time lags that it neither defines clearly nor captures. Moreover, it was pointed out that the notion of causality is usually unclear and so the links between various perspectives may not precisely be linear. Most importantly, Nørreklit (2000) posited that Kaplan and Norton (1996a) confused the cause-and-effect concept with both means-ends (also called “finality”) relationships and logical relationships. For instance, it is argued that events are logically independent and can only be experienced empirically. To put this in an understandable context, the relationship between car speed and fuel consumption is a cause-and-effect relationship. However, the relationship between cost reduction and profit increase is considered to be an example of a logical relationship, although it is, in fact, an accounting discourse.

On the other hand, a finality relationship is a matter of methods of accomplishing certain ends. Thus, a finality relationship is always associated with ambiguity and complexity, as it is concerned with intentions and uncertainty with regard to means and ends (Jazayeri & Scapens, 2008). To clarify how the finality relationship works; it could be said that an organization might consider providing products at a low price to attract customers and hence gain a market share. However, the same organization could then later raise prices to achieve a high profit. Hence, these relationships are entirely different when compared with cause-and-effect, since such relationships are concerned with the statement of empirical relations (Jazayeri & Scapens, 2008; Nørreklit, 2000).

It is argued that organizations can only see the full benefit of the BSC framework when links between indicators measured are effectively created, as well as, identifying the driver's mechanism of performance (Kaplan & Norton, 1996a). Interestingly, BSC focuses on the significance of linking performance indicators in various levels within organizations to ensure monitoring of past data; and provide feedback (Neely, 2007; Nørreklit et al., 2006). Moreover, PMSs are frameworks deployed to track and report performance among other functions (Neely, 2007). Maintaining consistency between operations and strategies ensure not only means of tracking the extent of deploying strategies, but also raises awareness regarding strategy and encourages implementation among employees (Neely, 2007). However, recent studies about implementing strategies in both private and public organizations have revealed that some managers fail to implement strategies once operationalized (Neely, 2007). This indicates that setting specific strategies and cascade them down to the operational level do not in particular work effectively (i.e., coherently) since this does not assure consistency. In fact, Neely (2007) posited that one of the main reason for such failure in achieving strategic goals is due to poor alignment between strategies and operations. Therefore, PMS frameworks are dynamic tools to achieve both strategic and operational goals if well utilized.

It is clear that the cause-and-effect relationship is detrimental in PMS as it exists in any key performance indicators (KPIs) (Norreklit et al., 2008). Cause-and-effect relationship and its association with BSC is not the concern of this study. However, it is crucial to bring the attention of what are the main essential critiques over BSC, especially that this study is concerned with investigating the level of alignment between indicators through validating PMS framework (i.e., BSC) utilizing relevant individuals' perceptions.

Therefore, it is essential to understand how the functionality of these relationships when we aim to establish alignment/coherence. The BSC elements must be in constant resetting and observation to ensure that elements such as technology and business process are aligned with PMS and hence complements strategic priorities. This indicates that the idea of a coherent system is a matter of wholeness (whole system) (Albertsen & Lueg, 2014; Jazayeri & Scapens, 2008; Nørreklit, 2000). Thus, it is elemental to investigate other attributes that influence alignment along with causality. BSC supports the idea that strategy (i.e., vision, mission, priorities) starts with top managers (top-bottom mentality), which then operationalized to the departmental level (cascade down process). However, this actually imposes an elemental question of whether the strategy can be enforced on an organization/employees or whether it can arise within the organization or from the employees (Dermer, 1990; Jazayeri & Scapens, 2008; Lord, 1996; Mintzberg, 1978; Nyamori, Perera, & Lawrence, 2001). Moreover, if the strategy is deemed to be an arise process, then another essential question is surfaced once again, in which it is questionable whether the current PMS can be utilized to support the emerged strategy (Jazayeri & Scapens, 2008). This indicates the level of evolution with regard to PMS and its influence on the integrity of any organizations.

In the public sector, PMS frameworks are implemented differently compared to the private sector (Cinquini et al., 2013). In fact, this has raised issues such as public organizations not achieving the expected outcome after implementing different NPM approaches (i.e., PMS frameworks) (Cinquini et al., 2013). It could be argued that organizations in the public sector are very complex and hence internal conflicts are often present (Cinquini et al., 2013). The adoption of a private sector management style was led to a revolution in terms of management accounting in the public sector, mainly seen through improvements on performance and development of common ground of different managers' perspectives (Cinquini et al., 2013; Mitchell et al., 2012; Neely, 2007; Nørreklit et al., 2006).

Management in the public sectors has been under the spotlight in recent years, especially regarding reporting performance (Neely, 2007). This has imposed the need to validate methods of performance systems adopted (Arnaboldi & Palermo, 2011; Humphrey, Miller, & Scapens, 1993; Kurunmäki & Miller, 2006; Nørreklit, 2017). One of the drawback that the public sector is enduring regarding PMS is ambiguity (Brignall & Modell, 2000; Nørreklit, 2017; Vakkuri & Meklin, 2003). Ambiguity reflects lack of precision consistency, causality, and intention in the process of the decision-making. It manifests itself in the form of conflicting goals or lack of precision in the expected outcomes (Neely, 2007; Nørreklit et al., 2016). This drawback resulted in having actors confused about their real role within the organization (Nørreklit, 2017). Moreover, the nature of organizations in the public sector made the situation worst in such case. Public organizations' cultures comprise a different environment; such as multiple internal and external actors with different level of influence of both professional and political issues (Nørreklit, 2017). Thus, such ambiguity leads to a different interpretation of performance measures.

In contrast, truthfulness in performance measurement can mitigate the level of ambiguity (Mitchell et al., 2012; Neely, 2007; Nørreklit et al., 2006; Nørreklit, 2017). It enhances the validity and credibility of PMS and provides objectivity when report performance. In fact, some literature challenges the validity of different performance measurement frameworks from different perspectives. For example, Mitchell et al. (2012); Nørreklit et al. (2006) question the validity/truthfulness of PMSs through what is called "Pragmatic Constructivism." Nørreklit et al. (2006) argue that many organizations claim that they reflect "truthful performance." However, in practice, many PMSs are inherently subjective. On the other hand, another suggested approach that questions PMSs called "Applied Mathematics" (see, Pike and Roos (2004)). This approach challenges performance measurement frameworks regarding "value judgment," in which they suggest that it is significant to differentiate between "value" and "performance" (Neely, 2007; Pike & Roos, 2004). The "Applied Mathematics" approach argues that organizations usually tend to utilize their PMS to make value judgments (i.e., how much more is an X percent rise in customer satisfaction worth?). Therefore, such judgment is only attainable by adopting measurement system that complies with measurement theory (Neely, 2007). Thus, this approach is beyond this study's scope.

The PC approach is a supportive approach to the field of practice theory (Nørreklit et al., 2016). The approach started when Wittgenstein (1953) first introduced "Language philosophy." Language philosophy is considered the main background of the pragmatic constructivism (Nørreklit et al., 2016). The PC approach complies with Wittgenstein; in which it argues that practices are arranged around a language game. This is to say that the whole of the language and the activity are woven. For instance, individuals utilize language to establish intentional action together within particular activities (Nørreklit et al., 2016). However, Wittgenstein neglected the conditions that are essential for individuals to construct what their intentions are while deploying the action. In another way, he focused on how things operate instead of how pragmatically are they (H. Nørreklit, 2011). Subsequently, PC approach improves Wittgenstein's concepts by highlighting the intentions and conditions for establishing construct causality (Mitchell et al., 2012; Nørreklit et al., 2006; Nørreklit et al., 2016).

It considers individual as intentional actor; for example, for individuals to lead their intentions to success, they establish overarching ideas of what things are, how they operate, and when do they succeed or fail (Nørreklit et al., 2016).

The PC approach is adopted for the current study as it serves the purpose of investigating the validity and alignment of current ADP-FED's PMS. From this perspective, Nørreklit et al. (2006) have introduced a PC approach in an attempt to mitigate ambiguity and construct alignment by documenting the perspectives of relevant actors. Pragmatic constructivism approach is used by some practitioners and academics in public sector (e.g., healthcare in the UK), primarily to investigate validity of PMSs and level of alignment between indicators at various levels (Mitchell et al., 2012; Neely, 2007; Nørreklit et al., 2006). It is an approach utilized to validate indicators and performance reporting. Validity is essential to organizations in many sectors; it can be defined as "*whether a statement, an analysis, a model, a set of concepts or even a discourse expresses, or corresponds to, reality*" (Nørreklit et al., 2006, p. 44). Based on PC, PMS is only valid when it is consistent with organizational realities (Nørreklit, 2017). PC approach argues that before investigating the functionality of any PMS, it is elemental to examine actors' perspectives upon reality and succeed in practice. Otherwise, organizations will encounter fiction, delusion, and speculations (Nørreklit, 2017).

PC approach claims that reality is an integration of facts, logic, value, and communication (Nørreklit et al., 2006). Reality is the ontological platform of PC, where actors continually construct their relationship to the world (Neely, 2007). Therefore, PC approach assumes that reality is a relation between an actor (i.e., individual, or organization) and the world. Interestingly, it is assumed that if such relation weakens then the actor (i.e., employee) will no longer be able to understand the world, which will results in poor performance (Mitchell et al., 2012; Neely, 2007; Nørreklit et al., 2006). Therefore, it is argued that the absence of integration between the four dimensions of the PC can cause indistinct behavior and dysfunctional results (Neely, 2007). It is also stated by Neely (2007) that a percentage of know-how gap emerges from the absence of validity and unreal measurement theoretically and empirically. Therefore, PC approach adds value in bridging the gap regarding know-how gap. Overall, attaining integration between these four dimensions ease the performance of any unit, organizations, or even society (Neely, 2007; Nørreklit et al., 2006). A detailed explanation of the four dimensions of pragmatic constructivism and their integration is presented in Section (2.3).

The next section will discuss a PMS validity and alignment through the pragmatic constructivism approach to address the first three research questions stated in (1.3.1).

2.3 PMS Validity & Alignment: A Pragmatic Constructivism Approach

It can be agreed to some extent that BSC is adopted on a large scale by the different organization of different business nature due to the various reason mentioned in the previous section, which is very essential and related to the current study. It is worth noting that BSC also plays a pivotal part in which it influences individuals' behavior toward specific in performance indicators (Seal & Ye, 2014). One of the generals perceived ideas about BSC is its assumed ability regarding "translate strategy into action." This strategic alignment culture is done, firstly, through a strategic mapping that reflects the assumed cause-and-effect relationship within organizations (Albertsen & Lueg, 2014). Secondly, the BSC advocates the need to identify the relevant and complete set of lagging and leading KPIs among the financial and various non-financial attributes, (i.e., consumers, processes, and learning).

BSC offers improvements in terms of performance at various levels if effectively implemented (Kaplan, 2001; Kaplan & Norton, 1996a, 2005; Seal & Ye, 2014). Interestingly, BSC is assumed to help establish alignment between strategic and operational performance measures, which is also one of the aims of the current to study (Kaplan, 2001; Kaplan & Norton, 1996a, 1996b, 2005). Therefore, it is essential to examine the interaction and the relationship between PC and BSC and their influence regarding performance alignment. Next is a detailed description of BSC and its relevance to PMS indicators over various levels within organizations. The relationship between BSC and pragmatic constructivism is also discussed in the following section.

The BSC claims to provide a channel of communication and a platform for organizational narrative. Therefore, the technical side of BSC needs to be communicated in a clear discourse between individuals to sustain the opportunity of individual values achievements in a more factual way, and which will ultimately serve the goals of the organizations (Seal & Ye, 2014). Subsequently, BSC is elemental in establishing a realistic baseline of organizational discourse (Seal & Ye, 2014). In addition, PC provides a precise framework for assessing the implementation of PMS models such as BSC (Seal & Ye, 2014). Pragmatic constructivists approach argues that without the full integration of the four dimensions of PC, organizations will encounter failure and low-performance rhythm because individuals will depend on unknown eventualities. Moreover, organizations may not be able to secure full integration due to defection in one of the four dimensions; and the poor individual communication dimensions (Seal & Ye, 2014).

The PC approach argues that reality is an integration of four dimensions: facts, logic, values, and communications, as follows:

1- Facts

The pragmatic constructivism suggests that there is a physical and biological world independent from human consciousness. Therefore, and based on the approach, facts manifests independently from the actor's observations (Neely, 2007; Nørreklit et al., 2006). However, actors must recognize something/statement/observation as fact to become one, as fact does not establish itself as one unless an actor believes in it (Nørreklit et al., 2006). In another word, an individual can experience anything (i.e., dream, wish, or even a lie), yet it depends entirely on him/her to recognize such experience as a fact.

2- Logic/Opportunities

Logic is an inherent ability to rationally measure and reason things in one's manner (Nørreklit et al., 2006). Individuals build logic (i.e., also referred to as possibilities) through concepts that are elemental to the actors. Nørreklit et al. (2006) argued that individuals logically reflects possibilities by utilizing their logical operations (Nørreklit et al., 2006). This actually supports the notion that possibilities represent the future of the business actors as well as the organizations. Therefore, logic provides possibilities to move from one fact to another, which again complements the need to logically identify possibilities to plan for the future (Nørreklit et al., 2006). However, in the pragmatic constructivism, only factual possibilities are considered, as not all logical possibilities are factual. Overall, logic tools can provide fairness, and possibilities, which helps to create the future of organizations (Neely, 2007).

3- Value

Values are essential to actors/individuals, and represents how they deal with their life (Neely, 2007; Nørreklit et al., 2006). Values provide actors with objectives, which in turn stimulate them and help them to neglect their subjective preferences, choices, and favoritism (Neely, 2007). It is argued that individuals act upon their values. Hence values are subjective (Neely, 2007; Nørreklit et al., 2006)

4- Communication

Actors must have a reliable connection with reality, as such connection help maintain inter-subjective reality (Nørreklit et al., 2006). Communication helps beat the language barrier, between actors in a different level. This helps actors to have ease of access to the subjective world of needed values (Neely, 2007; Nørreklit et al., 2006). Moreover, the communication dimension creates an objectification of values and reasoning, which in turn allows organizations to identify the best PMS framework easily. This is done when respective values are integrated with facts and logic (Nørreklit et al., 2006).

- **PC Full Integration**

The reality of the actor influences the full integration of the four dimensions. Actors need time to allow them to seek deployment of their values. In fact, this is done by managing the relationship between actors and the world while maintaining full integration (Nørreklit et al., 2006; Nørreklit, 2017). Therefore, it is assumed that social reality is only constructed through the integration of the four dimensions (i.e., fact, logic, value, communication), and hence diminishing one of these dimensions will result in dysfunctional in reality/organizations (Nørreklit et al., 2006). In other words, an organization will have a better chance of sustaining stability within its sub-units if the four dimensions of the PC are effectively integrated, by establishing factual possibilities and values on the basis of the organizational facts. Therefore, dysfunctional or disintegration between these dimensions will create misalignment between activities and units within an organization (Mitchell et al., 2012; Neely, 2007; Nørreklit, 2011; Nørreklit et al., 2006). PC introduces what is called "*pragmatic coherence*" which ensures that specific goals are achieved through relevant tasks that are aligned with each other in such a way that all tasks match and complement the whole operation. This helps organizations to easily identify their strategic purpose and enhances the focus on the right goals (Neely, 2007).

Nørreklit et al. (2006) argued that the term "Topos" is fundamental to ensuring the full integration of the four dimensions of pragmatic constructivism (Figure 4). In fact, topos is defined as "*The body of accepted perspectives, arguments, and concerns which is used to control the communication, reasoning or decision-making of an actor or a company is captured by a term from rhetoric, namely that of "topoi." Any topos is the result of applying a conceptual framework to a specific historical situation*" (Nørreklit et al., 2006, p. 48). Therefore, organizations utilize topoi (i.e., topoi = plural, topos = single) as means of managing discourse, establishing and modifying systems and monitoring decisions of using such systems (Nørreklit et al., 2006). Subsequently, topoi are considered as the means of arguments in certain social settings. Topoi are also known as the essential communication instrument used in dialogue facilitation and the entire communications aspects between individuals who have mutual topoi (Nørreklit et al., 2006). This demonstrates the significance of topos as a concept that influences organizational performance. Therefore, an organization should exercise caution when establishing topoi. Otherwise topoi might turn out to be obstacles when trying to use them, or, for example, individuals may find it harder to communicate if they do not have topoi in common (Nørreklit et al., 2006).

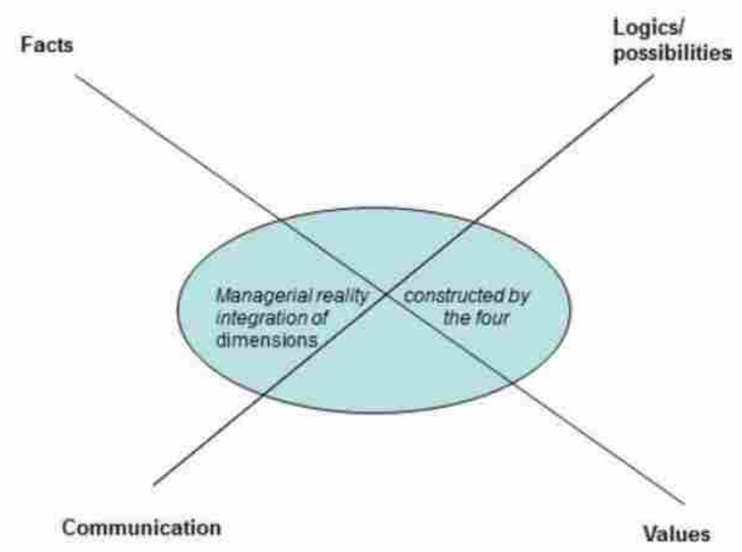

Figure 4: Pragmatic Constructivism Approach, Source: Nørreklit, Nørreklit, and Israelsen (2006, p. 17).

It is essential to observe a unit/department before deciding what type of measurement is required. It is also essential to understand and conceptualize the nature of operation of the unit requiring the PMS framework. Therefore, the performance-creation lays the foundation for a compelling performance (Neely, 2007). Ideally, those establishing the PMS should identify the correct purpose of the system, whether it is for decision making, accountability, control or learning (Neely, 2007). As a result, observation helps with identifying the right PMS framework; hence facts, values, and possibilities are better integrated with communication among individuals (Neely, 2007).

To sum up, the PC is meant to measure the successfulness of organizations by setting the criterion of practical validity (Nørreklit, 2011; Seal & Ye, 2014). This can be achieved when individuals – or, preferably, the actors – are identified through reality rather than illusions or misleading measurements (Seal & Ye, 2014). Therefore, the PC approach enables the conceptualization and evaluation of PMS as a whole, which help organizations capture the optimal management control system (i.e., PMS) (Seal & Ye, 2014).

In a complex organizational nature, the reality is constructed by different employees' perceptions. Hence, it is crucial to investigate the alignment of various organizational topoi of PMS, which enables organizations to make improvements regarding service quality and achievement of overall strategic goals. Since the initiation of the NPM, several empirical studies attempted to investigate issues of PMS in the public sector using different perspectives in order to address the gap between aim and outcomes (Arnaboldi & Palermo, 2011; Cinquini et al., 2013; Humphrey et al., 1993; Kurunmäki & Miller, 2006). One of the significant issues related to PMS is the complexity of developing non-financial key performance indicators that capture the performance of organizations in the public sector, where political issues and professionalism are dominant in that sector (Cinquini et al., 2013).

Moreover, uncertainty is also considered another debatable issue when it comes to the implementation of PMS in the public sector(Arnaboldi & Lapsley, 2009; Cinquini et al., 2013). Actors/employees have a different understanding about indicators and management control system, which results in an unclear role for the employee (Matland, 1995). In addition, Cinquini et al. (2013); Hopwood (1972); Simons (1991) argued that internal influence is additional drawback against the effective deployment of PMS in public service. Different politicians and individuals in organizations share different perceptions over how things should be operated and reported and only the most influential group can have the final decision, which could negatively affect the level of organizational effectiveness and efficiency (Cinquini et al., 2013; Giangreco, Carugati, Pilati, & Sebastiano, 2010). Brevity, the discussion in

Appendix C establishes a platform of a couple of case studies gathered to illustrate how PC approach can help to highlight and validate the implementation of different PMS.

PC approach recognizes that individuals and organizational actors establish their relationship to reality (Nørreklit, 2017). Therefore, actors reflect different behaviors based on the different construction of reality. To ensure useful basis for such actions or behaviors, the PC's four dimensions of reality need to be fully integrated (Mitchell et al., 2012; Nørreklit et al., 2006; Nørreklit, 2017). PC introduces different meaning about causality. It argues that such integration of individuals' reality is mean to construct causality and this in turn called "topoi" (previously explained). Organizations therefore run by a different set of topoi based on their individuals. Hence, it can be said that organizations must ensure that individuals' topoi or causalities align with internal departments of all levels. Such a system of coherence is called "practical coherence"(Nørreklit, 2017). Hence, strategy establishes the creation and enactment of overarching topoi. Such a strategy also focuses significantly on enabling department topoi to create causalities that align with the organizational environment (i.e., functional coherence) (Nørreklit, 2017).

However, many organizations encounter conflicts between what is factually possible and what is considered valuable to their actors/employees (Nørreklit, 2017). In pragmatic constructivism perspectives, this conflict is attributed to the lack of what is termed "pragmatic truthfulness" (Mitchell et al., 2012; Nørreklit et al., 2006; Nørreklit, 2017; Nørreklit et al., 2016). Because it is almost impossible for an individual to know the truth of own expectation unless the event occurs, the PC introduces what is called "*pro-active truth*", which can influence behavior decision.

Nørreklit (2017) stated that a truth gap (i.e., uncertainty) lies between pro-active truth (i.e., expectation) and pragmatic truthfulness (i.e., actual results). Uncertainty is deemed to be caused by inadequate awareness about the structure of integration to establish causality, uncertainty of facts, factual possibilities, values, and communication for both organizations and individuals (Mitchell et al., 2012; Nørreklit, 2017). Hence, successful integration of the PC's four dimensions of reality is the leading direct solution to manage such uncertainty. To establish valid pro-active statements/measurements, the conceptual tools must be built upon three main criteria, and these are, a) phenomenological grounding, b) correspondence, and c) complete alignment (Nørreklit, 2017). Phenomenological grounding confirms adequate pragmatic bases, in which data are well established, this helps to avoid subjectivity and support validity.

Therefore, PC is an evaluation platform for any PMS framework; it is a checklist type of approach that diagnoses the management control to ease the action plan of what is to be done regarding strategy and operation (Seal & Ye, 2014). In addition, PC can explain the causality of organizational behavior (Seal & Ye, 2014). To sum up, PC challenges PMS framework such as BSC, in which it differentiates between mythological indicators and factual one (Mitchell et al., 2012; Nørreklit, 2011; Nørreklit et al., 2006; Seal & Ye, 2014). Hence, PC helps in the interpretation of data before and after the implementation of BSC (Seal & Ye, 2014). Different organizations in the public sector highly adopt BSC in Abu Dhabi (i.e., ADP). Thus, it is highly essential to investigate the level of validity of such a model. This is to be done through utilizing PC's four dimensions and examine the stories of relevant actors in such bases. Therefore, the researcher is obligated to draw a full picture of what defines cause-and-effect, and its criteria. Hence, such a relationship is defined through three factors, a) independence, b) time precedence, and c) predictive ability (Malina et al., 2007). First, the independence criterion is defined by which the cause events (X) and effects events (Y) are logically independent. Therefore, as previously stated the relationship between Y and X must be logically inferred before it could be studied empirically (Malina et al., 2007; Nørreklit, 2000). Second, time precedence factor imposes that X events occur before Y events with regard to time, and both events can be, monitored closely through time and space. Finally, the predictability criterion states that when observing X events it is necessary to observe the subsequent Y events (Malina et al., 2007).

PC approach is essential for the current study since ADP adopts BSC. PC approach is essential for the current study to evaluate the validity of such systems and its supportive tools. Furthermore, it can be stated that BSC is a mean of the managerial discourse of which indicators shall be communicated to individuals through BSC (Seal & Ye, 2014). In addition, Seal and Ye (2014) stated that PC constitutes the managerial discourse through managerial reality supported by the ontology of PC. This indicates the significance of the PC about the evaluation of BSC implementation. In fact, BSC can considerably be adding value regarding establishing organizational discourse in a particular setting, in which it can be utilized to create a management control topos (previously discussed) (Seal & Ye, 2014). Communication is the starting point of integrating the other dimension of PC (i.e., fact, logic, and value) (Mitchell et al., 2012; Nørreklit, 2011; Nørreklit et al., 2006; Seal & Ye, 2014). This study will adopt the PC approach to investigate and evaluate the validity and the extent of alignment of ADP's PMS (i.e., Research Questions One and Two, and Three). This is mainly due to the relative characteristics of such an approach in the public sector. However, this study extends to investigate the individual performance measurement, i.e., performance appraisal at the operational level in ADP's department (i.e., research questions three and four). PA plays a vital role in closing the loop of the PMS, as it provides how each indicator set through PMS is being achieved. The following is a rigorous narrative of the literature review about the relationship between PMS and PA.

The next chapter highlights the relationship between performance appraisal and performance measurement system in an organization. It also discusses elements that constitute performance appraisal.

Chapter 3: Literature Review – II

3.1 Performance Appraisal and Performance Measurement

Performance appraisal (PA) is an evaluation of individuals' performance that seals the final feedback of the performance measurement at the operational level; completing the full/entire system of performance management (Grubb, 2007; Malik & Aslam, 2013). Aguinis and Pierce (2008, p. 140) defined performance appraisal as a "*systematic method to describe an employee's strength and weakness*". On the other hand, Grubb (2007, p. 2) has established that performance appraisal "*is a process to assess how individual employees are performing and how they can improve their job performance and contribute to overall organizational performance*".

Performance appraisal complements PM in that it feeds the system with inputs necessary to improve individuals' performance and ultimately enhance organizational performance (DeNisi & Pritchard, 2006). Moreover, PA is utilized to accomplish organizational strategies, and priorities through engaging and aligning individual efforts in the best interest of the organization (Grubb, 2007).PA is a dynamic tool of PM; organizations operationalize PM through analyzing key tasks and identify the main characteristics of a particular job (Grubb, 2007). This enables organizations to measure performance by quantity or quality through PA (Grubb, 2007). Hoque and Adams (2011) posited that PMS enables tracking of employees' performance about sets of tasks and indicators. Advocates of PMS emphasize the privilege of PA as a tool in aiding individuals assessment progress and in achieving tasks and draw the best course of corrective actions (Hoque & Adams, 2011). Therefore, it is essential to examine the quality outcomes of the HRM practice against the initiatives towards improving individuals' performance and structuring a methodology to monitor it systematically.

It is argued that scarce empirical studies have investigated the accuracy of PA results (DeNisi & Pritchard, 2006). Researchers and practitioners share different concepts of what defines accurate PA (Bretz et al., 1992). For instance, a number of researchers argue that accurate PA revolves around both reliability, validity, and it is theoretically near the correct score level of performance (Bretz et al., 1992). On the other hand, practitioners pose that precise PA involves pre-agreed indicators that allow the recognition of relative involvement to organizational success within the core of the organizations and the restraints imposed by the policy environment in which it operates (Bretz et al., 1992). Similarly, DeNisi and Pritchard (2006) argued that organizations have failed in many cases to find linkage between tasks deployed and required competencies for such tasks; they stressed that this is due to the poor PA's instruments/components. Therefore, developing reliable, valid and more accurate indicators for PA could contribute to improving the linkage between individuals' tasks and measurable indicators (DeNisi & Pritchard, 2006). More recent studies are focused on studying the task contextual factor in PA, as it is argued that irrelevant core task performance affects the evaluation of performance. This sets evidence that such deficiency can be related to poor alignment between the nature of the task (i.e., job description) and the type of indicators set (i.e., competencies).

Performance appraisal offers various learning prospects for organizations especially in the public sector, as it has become a high trend in such business area (Abu-Doleh & Weir, 2007). However, the implementation of PA is still challenging in many public organizations (Abu-Doleh & Weir, 2007). Human resources departments and other practitioners use PA differently; conventionally, PA was used mainly as a measurement tool, while others use it to generate feedback for decision-making purposes (Abu-Doleh & Weir, 2007). Furthermore, PA influences different aspects of organizations' operation, such as salary administration, performance feedback, promotions, training, development, and identifying an individual's strength and weaknesses (Abu-Doleh & Weir, 2007). Therefore, for successful and safe deployment of these organizations operations, HR departments and other responsible departments need to enhance elements like communication capabilities, satisfaction rate, and level of commitment (Abu-Doleh & Weir, 2007). This demonstrates the level of significance that the workers represent the entities. In fact, Abu-Doleh and Weir (2007) stated that employees are considered a strategic asset for any organizational endurance.

On the other hand, other literature emphasizes the different usage of PA. For example, Stewart and Stewart (1977) posited preference to PA for administrative use, consisted of four groups: raters, rates, central planning and control, and outside parties. While Dorfman, Stephan, and Loveland (1986) concentrated on two fundamental goals of the PA process: administrative and developmental. Noe and Gerhart (2003) established the strategic purposes, while Youngcourt, Leiva, and Jones (2007) provided the notion of role definition again along with the categories of administrative and developmental PA. Aguinis (2009) suggested communication and organizational maintenance as sub-categories incorporated with the set of administrative purposes. Organizations cannot accomplish all four categories simultaneously, or from one single practice since this needs comprehensive teamwork between all divisions within organizations and rates and raters to have to be in mutual clarity regarding the requirement of each PA's category (Iqbal, 2012). Moreover, it is also hard to adopt all categories simultaneously due to the difference between the perceptions of both organizations and individuals about the adoption of PA.

With regard to the challenges, the organizations encounter when implementing PA; they are slightly varying depend on the intelligence system adopted and the culture of the organization. However, challenges comprise aspects such as characteristics of performance appraised, the extent of which performance is described as narrative (ranked or rated), the base of the requirement for rating (behavioral, results), scale used for evaluation, rater aspects, and the frequency of appraisal (Abu-Doleh & Weir, 2007). On the other, the nature of reporting the appraisal scoring differs based on the organization's management style. Hence, organizations seek different outcomes from PA, such as graphics rating scales (GRS); ranking; forced distribution; behavioral observation scales (BOS); 360-degree feedback; management by objectives (MBO); behavioral anchored rating scales (BARS); and peer- and self-evaluations (Abu-Doleh & Weir, 2007). However, the literature focused more on “what is” instead of “how it should be.” Therefore, practitioners and managers are still struggling to understand the concept of PA (Iqbal, 2012).

The main issue with PA that most organizations face is the ambiguity of what is expected from employees in certain jobs (Huang, Chen, Huang, & Yien, 2011). Thus, organizations should establish well-defined standards for each job in order to ensure alignment between individuals’ actions and organizational goals, which in return will lay consistency in such relationship (Huang et al., 2011). PA can establish a level of conformity with an organization to enhance outcomes and efficiency. Different organizations adopt different forms of PA. Two of the broadest use forms of PA is “Management by Objective” (MBO) and “Assessment Centre Techniques”

(ACT), and both of them are very effective methods about career development, measuring individual competency levels (Huang et al., 2011).

The ACT is mainly used to refine and develop leadership skills, which made it accessible for the reliable evidence of its criterion-related validity (Huang et al., 2011). The ACT is primarily a tool that helps individuals to focus on the task being deployed. The system can assess and measure how certain jobs are approached and quantify accomplishment levels compared with other individuals (Huang et al., 2011). This can establish a platform for tackling impediments and develop strategies to overcome them. Moreover, ACT is usually executed through testing tools such as, "Behaviorally Anchored Rating Scales"; "Behavioral Observation Scales"; and "Behavioral Discrimination Scales" (Huang et al., 2011, p. 4). However, ACT has been criticized for its inability to reflect employees' perceptions, abilities, or responses to the demands and challenges of the actual situation that they encounter in the daily job (Huang et al., 2011).

On the other hand, MBO obliges employees to deal with impediments and overcome them empirically rather than in a theoretical approach (Huang et al., 2011). However, MBO is not compatible with providing means for monitoring how individuals tackle each challenge; it rather concentrates on outcomes. Hence, these leads to another issue such as the vague vision of how resources provided for the employees are effectively used. As a result, decision makers will be unable to monitor whether their employees are working at the acceptable rates standards or unacceptable lower rates despite the difficult conditions. They will also find it difficult to differentiate between low and high performers. Hence, this situation might generate into the poor development of training programs and ineffective utilization of PA system (Huang et al., 2011).

Nevertheless, MBO is very useful for a low-level job, in which decision-making has no significant impact. It is even more effective in the operation level to assess the performance of individuals (Huang et al., 2011).

In summary, MBO is a detailed description of observable behavior such as finishing of a task on time without making unnecessary mistakes. Regardless, these forms of PA are not the concern of this study. The study only refers to them to draw the full background of what PA actually stands for and in which form it is utilized.

Since this study aims to address its objectives through the perceptions' of relative employees, it is crucial to highlight the effectiveness of PA practice regarding individuals' perceptions and organizational perception. This matter has attracted attention for many years, since the early work of Jacobs, Kafry, and Zedeck (1980) who have established a list of three different measurement styles for PA. The first measurement is called "utilization criteria," which was the foundation of the adoption of a PA system. The second measurement is called "qualitative criteria" which presents a group of policy and practice tools that help decision makers to track the adequacy and effectiveness of the PA. Finally, the third measurement is called "quantitative criteria," which highlights the reliability and accuracy of the PA system.

Since PA's different aspects have been highlighted, it is elemental to investigate the linkage between PA and BSC especially since it is evident that BSC is a crucial PMS framework for this study. Several scholars have argued over different factors that influence the raters' full understanding of the relationship between PA and

BSC and how to establish coherence between individuals goals and the strategic organizational goal (Liedtka et al., 2008). This establishes a research opportunity with regard to the factors affecting poor reporting of performance appraisal based on the BSC framework. Liedtka et al. (2008) summarized previous studies that focused merely on factors such as, how managers use BSC in performance appraisal process (Lipe & Salterio, 2000), or financial elements of PA incorporated in BSC (Ittner & Larcker, 1998; Ittner, Larcker, & Mayer, 2003). These studies highlighted the significant effect of human behavior and human cognitive towards PA and BSC, and the inadequacy of such cognitive or poor behavior could result in inconsistency of individuals' goals with organizational goals. Subsequently, PC should be considered as a valuable approach that uses individuals' behavior/perspectives/stories to examine different dimension over what other practices that could bridge the gap between the organization management and its individuals (i.e., research question three).

Empirical studies investigating the implementation of different indicators to capture the operational performance in the public sector were discussed in the previous sections (Campion et al., 2011; Fryer et al., 2009). However, to the best of the researcher's knowledge, literature is scarce on empirical research investigating the relationship between performance indicators and PA which appears to be vague in terms of what variables affect the deployment of these indicators (Bretz et al., 1992; DeNisi & Pritchard, 2006). Scholars also stress the absolute essence in studying the connection of theory and practice in the field of appraisal (Bretz et al., 1992; DeNisi & Pritchard, 2006). Furthermore, researchers have argued that studies in the PA field are increasing due to a shortage of empirical studies (Banks & Murphy, 1985; Bretz et al., 1992; DeNisi & Pritchard, 2006; Kuvaas, 2007; Napier & Latham, 1986; Thorndike, 1949).

Bernardin and Beatty (1984) concluded that the practice of PA could be better utilized by a first understanding of the organizational context. Nevertheless, PA could be evaluated about its theoretical contribution and its capability in practice (Bretz et al., 1992). Kuvaas (2007) argued that even though numbers of studies have been dedicated to investigating different aspects of PA, organizations still report dissatisfaction with regard to the outcome of PA. This indicates that the issue can be centric to employee's motivation and perception towards PA, or it could also be an issue of deployment mechanisms. In fact, Kuvaas (2007) concluded that individuals' performance has relationships with the perception of PA moderated by the autonomy orientation of individuals. Therefore, this offers another opportunity for the current study to investigate the perceptions of ADP-FED over the current PA scheme -ADP-FED.

It is now clear that the ultimate purpose of PA is to measure individual output over certain tasks/jobs. Individuals represent a competitive advantage for the success and endurance of organizations (Youngcourt et al., 2007). Therefore, organizations have moved towards investing more on human resources to enhance and improve competencies inconsistent with the tasks of individuals to ensure better output from employees. Campion et al. (2011) posited that competencies directly help to ensure alignment within organizations. It is argued that different competencies from different employees of different occupational levels of work achieve consistencies in organizations. Below presents a review of the literature relationship between competencies and job descriptions with PA and influence on alignment level.

3.2 Performance Appraisal (PA): Competencies, and Job Description

Organizations embrace PA to capture the percentage of goals achievement (cascaded from strategic to operational level), which is done through focusing on developing competencies and evaluating the relevance of those competencies against the tasks deployed (Fletcher; 2001; Sandberg (2000) . Competencies help to construct alignment between an organization's system and individuals' output, in which employment, training program, incentives, and promotions are under the same attributes (Campion et al., 2011). This indicates the significance of competencies as one of the PA's main components. There is numerous literature that discusses the importance of job clarity and responsibilities and the influence on PA's figures accuracy (Cardy & Selvarajan, 2006; Fletcher, 2001; Sandberg, 2000; Youngcourt et al., 2007). Organizations are eager to develop and improve better competencies index to increase the quality of goals achievement. This has led to a vast number of studies investigating what efficient ways to develop or improve individuals' competencies (Cardy & Selvarajan, 2006; Sandberg, 2000; Shippmann, Ash, Batjtsta, Carr, Eyde, Hesketh, Kehoe, Pearlman, Prien, & Sanchez, 2000). Carretta (1992) posited that the competency-based approach is one of the most effective methods to align individuals with job characteristics. This supports the idea that the competency-based approach has a direct influence on improving organizational PMS.

Subsequently, it is argued that PA is pivoting around competency of employees and the clarity of the job role (Campion et al., 2011; Cardy & Selvarajan, 2006; Draganidis & Mentzas, 2006; Vathanophas & Thai-ngam, 2007). PA is designed to measure the effectiveness and efficiencies of employees' competencies that stem from job descriptions or characteristics (Cardy & Selvarajan, 2006). Therefore, it is argued that employees' performance is directly influenced by job description and its required competency (Campion et al., 2011; Draganidis & Mentzas, 2006; Hackman & Edward, 1971; Vathanophas & Thai-ngam, 2007). In other words, a clear job description will help identify the dimensions of its competencies more efficiently; hence a more accurate PA of employees. The notion that the paper of Hackman and Edward (1971) was published in 1971, yet the issue of clarifying and solving the obstacle related to competencies and job description and its relation to performance measurement and PA remains in the surface, gives this study more value towards seeking more evidence about the phenomena. Moreover, Cardy and Selvarajan (2006); Sandberg (2000); Youngcourt et al. (2007) emphasized that competencies are a competitive advantage towards the success of organizations. It is also argued by Cardy and Selvarajan (2006); Michalska (2002) that well-defined competencies provide organizations with the smooth operationalization of its strategies and missions, which is focal in this study.

Ideally, in order to investigate the validity of the PA system and its elements, it is recommended to start from the top level, where it is essential to capture the perceptions of executives and top managers and work it down to the bottom (Boyatzis, 2008; Campion et al., 2011; D. McClelland, 1998). This approach ensures that such managers will support the project. In addition, executives will most likely have better vision on the strategic framework of the organizations and its different operational site. Hence, access to data and employees level will become considerably easy. Therefore, this will easily allow capturing the perspectives of top managers with regard to the validity of PA. This supports the relevance of adopting the PC approach to answer the proposed research questions (i.e., RQ1, 2, and 3) since it eases a smooth process to capture individuals' perceptions.

The aspects above highlight the absolute need to focus on investigating what the most suitable method to identify what competencies are needed for a particular job is. Competency modeling is acquired to identify a set of competencies relevant to the jobs under study. Alzahmi et al. (2015, p. 6) defined competency model as "*a descriptive tool often represented through illustrations that map competencies in a hierarchical manner. It identifies the knowledge, skills, and behaviors needed to effectively perform a role within a(n) job, occupation, organization, or industry. Competency models can take a variety of forms*". It is argued that managers or decision makers should not plan any training program or job developments based on poor competencies measurement or unclear job description (Sandberg, 2000). The issue of what constitutes competencies at work was first discussed by Taylor (1911) when he had noticed a difference between high and low performers. Variables influencing competencies have been discussed and stated by different authors (Campion et al., 2011; Draganidis & Mentzas, 2006; Horton, 2000; McClelland, 1998; Sandberg, 2000; Shippmann et al., 2000; Vathanophas & Thai-ngam, 2007). Briefly, competencies involve knowledge, skills, abilities, traits and behaviors, and other characteristics (KSAOs) that enable an individual to accomplish a task of a certain job. KSAOs can manifest and identify through certain job behavioral forms KSAOs. Sandberg (2000) first introduced KSAOs and described it as "work-oriented approach," where competence is conceived through individuals' attributes reflected through KSAOs.

On the other hand, the "work-oriented" approach focuses merely on employees by identifying the main activities/behaviors that are elemental to the investigated job; then it transfers these activities into personal attributes. Hence, a more detailed descriptive competencies list. Nevertheless, the "work-oriented" approach was criticized regarding accuracy about the activities list generated and that the list is inadequate to accomplish the tasks being studied (Sandberg, 2000). Furthermore, Boyatzis (1982) also considered competence as an underlying characteristic, of which it can manifest as knowledge, skills, motive, traits, or aspect of one's self-image (KSAOs). This was then escalated by Spencer (1993) when he studied competencies that differentiate high and low performers or what is called "outstanding performer(O) from typical performer (T)." However, the underlying characteristics approach has been criticized for being too general and abstract (Sandberg, 2000).

The "multimethod-oriented" is considered another approach that measures competence at work (Sandberg, 2000). The approach aims to tackle all criticism lay against both work-oriented and underlying characteristics. For example, Veres, Locklear, and Sims (1990) investigated the competencies needed for a group of police lieutenants by utilizing multimethod-oriented approach. A group of 46 individuals was studied against different activities, which later have been gathered into 23 police activities manifested in the form of KSAOs. Organizations should seek a mean of alignment between its strategic framework, employees' competencies that address the jobs needed to accomplish such a strategic framework, and employees' needs, and aspiration. Boyatzis (2008) stated that to reach maximum performance; individuals' abilities should be coherent with the requirements of the job demands along with the organizational environment (Figure 5). The values, visions and personal perception, knowledge, competencies, life and career stage, interests, and style address individuals' abilities. On the other hand, job demands are reflected through role accountabilities and tasks needed to be performed. Lastly, the organizational environment is described by culture and climate, structure and systems, the maturity of the organization and strategic standing within it, and the characteristics of the economic (Boyatzis, 2008).

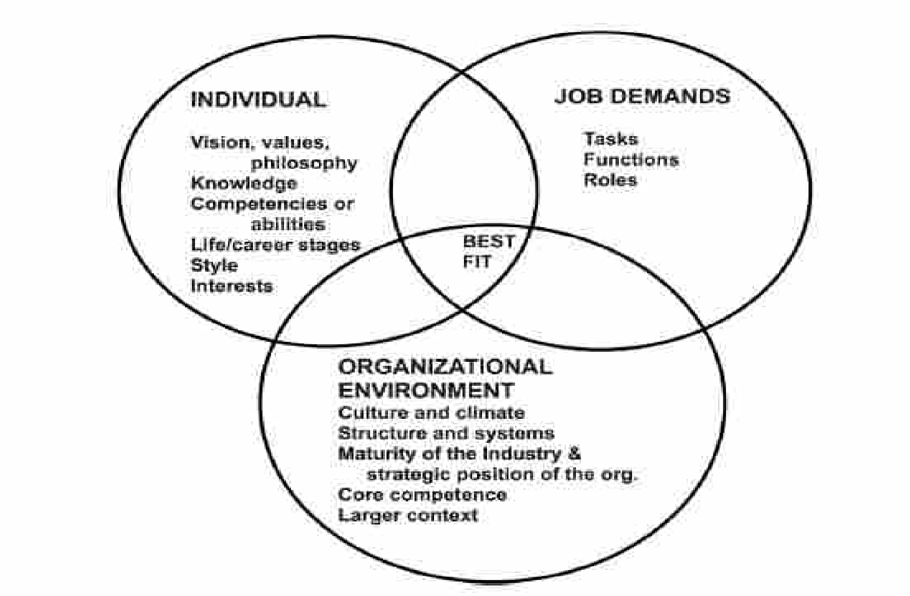

Figure 5: The Incorporation of Individuals' Abilities with Job Demand and Organizational Environment, Source: Boyatzis (2008, p. 2).

Subsequently, employees of different jobs appear to cluster in three behavioral aspects of threshold abilities, and three categories of competencies as superb performance, which (Boyatzis, 2008, p. 2) has described as following:

1. "*Expertise and experience is a threshold level of competency;*
2. *Knowledge (i.e., declarative, procedural, functional and met cognitive) is a threshold competency; and*
3. *An assortment of basic cognitive competencies, such as memory and deductive reasoning are threshold competencies*".

Few empirical studies focused on studying the relationship between aligning job description and elements of competencies, which constitutes PA (DeNisi & Pritchard, 2006). The disharmony between job description and competency could be stated as a problem in PA accuracy (Bretz et al., 1992). Rothwell and Lindholm (1999) urged to carefully pay attention when defining key terms such as competence, competency, competency models, and competency-based. It is argued that although competence and competency are interchangeably used, which causes them to mean different things to different researchers (Vazirani, 2010). Rothwell et al. (2015, p. 8) defined competency as "*sets of characteristics that a person possesses which is a combination of skills, knowledge, traits, feelings, and job attitude that can be observed, measured, and evaluated*". While, Cardy and Selvarajan (2006, p. 236) defined competencies as "*abilities of people in performing a certain job's task with specific knowledge and skills*". There are three types of competencies: traits, behavior, and outcome; while behavior type is widely used and recommended compared to the others due to its nature of changeability and observances (Cardy & Selvarajan, 2006). Organizations could gain a competitive advantage by aligning competencies with the job needed to accomplish the strategic framework (vision, mission, priorities) (Cardy & Selvarajan, 2006). Therefore, it is essential to set employees' competencies into criteria to operationalize the strategic priorities of the organization (Cardy & Selvarajan, 2006). This supports the notion that indicators that are competencies-based and address job description are to be aligned with performance measures at the operational level (Cardy & Selvarajan, 2006).

Vathanophas and Thai-ngam (2007) claimed that HR stimulates competency development by creating opportunities within the organization for individuals to improve their competencies. As a result, the competency-based approach has been adopted by different organizations in the public sector to incorporate organizational strategy with their human capital resources better. This approach has significant influence as a tool in many public organizational functions, such as PA (Draganidis & Mentzas, 2006; Horton, 2000). Organizations and different nations started the adoption of such an approach to various implementation especially in the public sector (Horton, 2000). For example, the US government implemented it in the educational bodies to assess teachers' competencies along with students' capabilities (Horton, 2000). Moreover, the UK took even a more serious step towards investing more on developing competencies of its employees at the public sector adopting a competency-based approach formally by establishing an authority called "National Skills Standards Board" (Horton, 2000). It is unfortunate to have a shortage regarding researches upon such approach in the Middle East, which gives the current study more value on its contribution to add on literature on this part of the region.

Another variable that affects PA's outcome is employees' perception over the PA, which varies from one another, and it can be influenced by elements, such as satisfaction, role ambiguity, and commitment (Youngcourt et al., 2007). Different studies have concluded that employees' perception is as important as competencies in the workplace, in which it influences the behavior and attitude (Allen, 2001; James & McIntyre, 1996). Hence, a group of employees deploying similar tasks may perceive the purpose of the PA entirely different. Subsequently, organizational and operational performance are influenced by individuals' perception of the purpose of the PA (Youngcourt et al., 2007). Therefore, employees' perception towards the PA process is profoundly elemental variable for the current study. Thus, it could be concluded that finding the right balance between theory and practice should positively enhance the quality of PA (DeNisi & Pritchard, 2006). It is also evident from earlier discussions that better understanding of the organization context should draw the guidelines of how to capture the best course of action towards a more coherent performance appraisal system (Bretz et al., 1992). This is another clear indication of the relevance of adopting PC approach that eases such investigation of the third research questions related to this matter.

Competencies are dependent upon the clarity of job description. The job description is defined as "*a written description of what the person is holding a particular job is expected to do, how they must do it, and the rationale for required job procedures*" (Jacobson et al., 2012, p. 2). On the other hand, Alzahmi et al. (2015, p. 6) defined job description as "*a written statement of the duties, responsibilities, minimum educational requirements, and minimum experience requirements necessary for the job*". It is also argued that poorly defined job description will hinder operationalizing job tasks (Jacobson et al., 2012). For example, jobs lacking clear job description might negatively affect the readiness of employees performing the job tasks (Jacobson et al., 2012). Other challenges could be summarized in which the quality of job description would affect aspects such as the establishment of roles and clarity of the work role (Jacobson et al., 2012). This is a relative indication of the importance of job description about performance appraisal, which supports the proposed model of this study shown in Figure 8. Moreover, it is also essential to investigate the clarity of job description and its impact on competencies individual PA as illustrated in Figure 8. The following discusses means of assessing irrelativeness and reliability of competencies.

3.2.1 Determining Competencies: Behavioral Event Interview

Different literature and empirical studies discussed various methods and approach to determining the required competencies (Boyatzis, 2008; D. McClelland, 1998; Russ- Eft & Darlene, 1995). Four prominent methods adopted in previous studies are: (a) job focused, (b) functional job analysis, (c) developing and curriculum method, and (d) competency-based approach (Russ Eft, 1995). Job focused method focuses on the role of the job by analyzing the tasks involved in the job. The US army adopted this method in task inventory data, and the vocational aptitude battery (Russ Eft, 1995). However, this method was criticized regarding time-consuming for document review, observation, clustering, narrowing, and task selection (Russ Eft, 1995).

Functional job analysis (FJA) and curriculum method focus are similar to job focused method. However, FJA use group process, more specifically a subject matter experts (SMEs) to create task inventory (Fine, 1986; Russ Eft, 1995). FJA method has played a significant role in enhancing knowledge in the HRM field, especially in the PA function and job description (Singh, 2008). However, it was criticized regarding its intensive focus on job or task, which creates long lists of tasks that could waste time and efforts (Russ Eft, 1995). In addition, there is a criticism of the SMEs quality judgment and the different perspectives of people involved in the job (Russ Eft, 1995).

Competency-based approach (CBM) contains a number of methods on how to identify competencies; these are expert panel methods, critical incident method and Spencer (1993) behavioral event interview (BEI) methods (Russ Eft, 1995). The expert panel method starts with collecting data from expert consist of educators, businesspeople, scholars, and policymakers, working together to identify the skills needed for particular jobs (Russ Eft, 1995). This method was adopted in previous studies on the US public organizations, such as “Secretary’s Commission on Achieving Necessary Skills, and Employability Skills Task Force” (Russ Eft, 1995). On the other hand, Flanagan (1954) initially established the critical incident method, which uses a different approach in which it focuses on collecting observations of human behavior (Russ Eft, 1995). However, this method is criticized regarding its need for commitment from participants and its absolute need for time and financial support. The BEI is considered as one of the broadest effective methods to identify the required competencies if compared to other methods (Boyatzis, 2008; Campion et al., 2011; D. McClelland, 1998; Vathanophas & Thai-ngam, 2007). Therefore, the current study will adopt the BEI to investigate the relevance of the competencies of different occupational level in the ADP-FED.

Spencer (1993) established the BEI method by modifying the critical incident method, in which the BEI focuses on the behavior of two different and separated participants (typical performer (T) vs. outstanding performer (O)) performing the same task. It was suggested to interview such a sample of individuals and documents the recent critical incidents in each task (Spencer, 1993). This is done by asking the individual to state the recent story of a specific event (i.e., work-related) in which he/she was effective and efficient in the basis of four main aspects, such as:

i. "*What led up to the situation?*

ii. *Who said or did what to whom?*

iii. *What did you say or do next? What were you thinking and feeling?*

iv. *What was the outcome or result of the event?*" (Boyatzis, 2009, p. 6)

The interview method has been widely accepted regarding identifying competencies (D. McClelland, 1998). The BEI method complies with the propositions established by McClelland (1973). It was argued that a proper competency assessment should include a) explicit exploration of specific operational measures of thought and action related to the criterion, b) evaluation a group of criteria of success in a group of important life consequence, c) significant environment changes or learning shall be reflected and incorporated while assessing competencies, and d) the way competencies are being investigated should be documented and made explicit and public.

It is argued that competencies are a behavioral act of emotional, social, and cognitive intelligence (Boyatzis, 2008; McClelland, 1998). On the other hand, PC argues that individual will only act upon factual possibilities. Thus, actors' behaviors/perceptions are pivotal in this part of the study as they determine how relevant individuals conceive the studied phenomena. Moreover, what Boyatzis (2008) actually refers to is that competencies are the construction of alignment between an organization's environment and individual's personality incorporated with job performance. This complements the concept of PC approach (see Section 2.3).

Moreover, competencies are believed to be driven by inductive performance as they are examined and investigated by actions and intent (Boyatzis, 2009). To elaborate in depth, Goleman (1998) described emotional competencies as "*learned capability based on emotional intelligence which results in outstanding performance at work*"(Boyatzis, 2008, p. 3). In another word, and to address the relationship between competencies and emotional, Boyatzis (2008, p. 3) described the relationship as follows:

- "*An emotional, intelligence competency is an ability to recognize, understand, and use emotional information about oneself that leads to or causes effective or superior performance;*
- *A social intelligence competency is the ability to recognize, understand and use emotional information about others that leads to or causes effective or superior performance; and*

- *A cognitive intelligence competency is an ability to think or analyze information and situations that leads to or causes effective or superior performance.*"

Hence, it is believed that the performance of employees varies based on the intelligence, which manifests through behavior during the deployment of the job. To sum up the literature above on the bases of BEI, Spencer (1993, p. 9) defined competencies as "*an underlying characteristic of an individual that is causally related to criterion-referenced effective and superior performance in a job or situation*". This definition reflects how competencies are traits of one's personality and they can be considered as a platform to predict the behaviors of individuals/employees on the bases of the referenced criterion. Moreover, Spencer (1993) identified five types of competencies, and these are:

1- Motives: what an individual always think or want that lead to action. Motives influence actions.
2- Trait: physical aspects and consistent answers to incident or information.
3- Self-Concept: an individual's attitude, principles, or self-esteem.
4- Knowledge: the intelligence of an individual towards certain areas.
5- Skill: the capability to deploy a specific physical or mental job.

Also, BEI competencies are evaluated based on three scales, such as a) intensity or completeness of action, b) size of the impact and c) complexity (Spencer, 1993). Thus, the BEI approach allows to investigate how, and why such variation occurs and what is the conception of employees with regard to that (D. McClelland, 1998). For instance, BEI is used to differentiate between outstanding (O) and typical (T) performers groups, in which competencies that sets the difference between these two groups are taken as a standardized dictionary of competencies, such as Spencer

(1993). Hence, the table below illustrates the traceability of the level of influence that competencies represented after obtaining from interviews:

Table 1:
Traceability Level of Influential Competencies

Competence impact level	**Impact/influence**	**Low**	**High**	**Higher**
Description	Using deliberate influence strategies or tactics	Takes single action to be done	Takes multiple actions to be done	Takes complex influence strategies/assembles political coalitions

One of the main advantages of this method is its significant low cost of deployment (Russ- Eft & Darlene, 1995; Spencer, 1993). It was also embraced due it is a low level of biased compared to the expert's panel method (Russ- Eft & Darlene, 1995; Spencer, 1993). In addition, the BEI enables comprehensive quality checks in which competencies are being rechecked and redefined to enhance the level of assurance to distinguish the (O) group from the (T) group. The BEI, though, has disadvantages as well, like the others approach (Russ- Eft & Darlene, 1995). For instance, the observant may find it difficult to identify a unique competency type; especially if both participants possess it (Russ Eft, 1995). Moreover, the selection of a poor performer to observe could be considered another drawback in the approach when compared to selecting high performer (Russ Eft, 1995). Moreover, to eliminate bias possibility, neither interviewees, the interviewer, nor the coder knows who has been labeled as an outstanding performer or typical(D. McClelland, 1998).

In public organizations, the BEI method was adopted by Vathanophas and Thai-ngam (2007) to identify the competencies required for effective job performance of the “Chief of the General Administrative Sub-Division position level in the Thai

Department of Agriculture." Hence, it is clearly significant to discuss the best course of practices to establish a competency model that might influence better performance appraisal at ADP-FED, since the current PA system depends on functional competencies (technical competencies). The implementation of a competency-based approach has increased significantly in a recent year, especially in the public sector (Vathanophas & Thai-ngam, 2007). It influences the better incorporation of an organization's strategy into different internal units such as HR (Draganidis & Mentzas, 2006; Vathanophas & Thai-ngam, 2007). Nevertheless, the competency-based approach helps organizations align their strategy with the internal operation, which is again one of the main aims of this study (Campion et al., 2011; Draganidis & Mentzas, 2006).

In CBM, competencies are considered one of the core focus area in HR management. It draws the dimension of employment, training, and performance measurement indicators (Cardy & Selvarajan, 2006). It is also stated by Cardy and Selvarajan (2006) that technical jobs require more intelligent competencies such as knowledge, communication, skills, and team building. Therefore, competency-based approach contributes to the current study in that it addresses objectives discussed earlier (i.e., investigate the extent of alignment between competencies and PA (RQ 3 & 4) (see, Section 1.3.1). Draganidis and Mentzas (2006, p. 52) describe the pivotal role that the CM is playing in the developing of organizations as following: -

1. "*They can provide identification of the skills, knowledge, behaviors, and capabilities needed to meet current and future personnel selection needs, in alignment with the differentiation in strategies and organizational priorities.*

2. *They can focus the individual and group development plans to eliminate the gap between the competencies requested by a project, job role, or enterprise strategy and those available*".

Since this study adopts two approaches in order to address the proposed research questions; it is profoundly elemental to shed light over the mutual aspects between these two approaches. First, the BEI approach investigates the competencies of individuals through the individuals' perceptions, where participants share the most recent behaviors that could lead to a behavioral competency. While, the PC approach embraces the story of individuals and their perceptions of the studied phenomena, which is measured through the four dimensions of the PC. Hence, both approaches depending on the perception of participants to address the studied phenomena. Nørreklit (2017)posited that actors/individuals not only participate in constructing PMS; they also help to exercise the tasks required to complements PMS. Hence, both PC and BEI emphasize the role of actors/individuals in performance measurement at various organizational levels. As a result, both approaches complement this study, as they both utilize actors'/individuals' perceptions to address the investigated phenomena.

The significance of PMS has been examined with regard to its relevant literature review. Moreover, performance in general at the public sector was illustrated. The relationship between PMS and PA was demonstrated, and the PA's constitutes have been emphasized. Methods of identifying the suitable competencies were also scrutinized followed by the introduction of BEI approach. The mutual aspects between PC and BEI have been demonstrated. The next chapter discusses PMS & PA at ADP, in particular at ADP-FED, the department under study.

Chapter 4: Abu Dhabi Police Case Study

4.1 Performance Measurement Systems (PMSs) in Police Forces

PMSs in police forces are slightly complicated and multidimensional. For instance, police forces such as ADP and UK police forces have long been associated with different KPIs measurements (Barton et al., 2016). These comprise a number of crimes and number of calls responses with the targeted time. Therefore, this is an indication that police agencies have enhanced their level of awareness about performance measurement. Overall, the KPIs of police forces revolve around the notion of establishing a rigorous relationship with the served community (Barton et al., 2016; Wisler & Onwudiwe, 2009). As a matter of fact, most police forces have mutual policing frameworks; these are, fighting crime, and constant enhancement regarding service provision. Moreover, the majority of police's KPIs are "a) *clear vision and strategy; b) technological investment; c) development of human resources; c) periodic statistical analysis; d) and risk management for crime prevention*" (Barton et al., 2016, p. 2).

Barton et al. (2016) posited that police forces like ADP are still measured and ranked on direct "like-for-like" basis, and that is done based on certain KPIs. Examples of these KPIs are a number of crimes committed (reported), a number of solved crimes, complaints against police personnel, and the number of emergency calls associated with certain response time. Police performance gathered different attention over the need to enhance performance and acquired new approaches and technologies to cope with vast changes in social societies. In fact, in 2012 the "Association of Chief Police Officers" (ACPO) held a conference in the UK to discuss different approaches about police performance. The facts above demonstrate how police performance needs urgent consideration to be investigated. Moreover, Wales police force stated that it is highly essential to align police priorities and performance with the expectation of external stakeholders (i.e., Government, society) (Barton et al., 2016).

There is no straightforward approach to aligning the internal environment of a police force with its external stakeholders. However, police management styles have changed in which the mindset and the culture of police became more receptive to quality and different new approaches (Barton et al., 2016). This should be considered as an advantage in which it helps in to investigate the perspectives of police officers and police personnel in general over what other practices suits the police performance. In fact, Peek and Kiely, (2002, p 167) concluded in their study the following:

"*Police officers have their own views on the quality of service which do not always match that of quality of service directives or mission statements*".

The previous quote represents another rigorous indication of how significant it is to examine the stories of police staff and their point of view over the studied phenomena. Overall, the previous sources indicate the large move towards improving police performance and attempts to capture perceptions of police personnel with these regards. Different literature emphasized the need to encourage police officers to describe their perception over policing services, and new enhancement approaches towards performance (Barton et al., 2016; Chan, 1996; Loftus, 2010; Waddington, 1999). Therefore, this study will focus on gathering the perceptions of different police officers with regard to the extent of alignment of performance measures at various levels (i.e., strategic, operational, and individual).

In ADP, PMM is in continuous improvement. This is due to the eager of ADP to make Abu Dhabi the safest city in the world. Abu Dhabi's government depends on ADP to maintain such level of safety supported by high technology in fighting crimes and innovations. Therefore, ADP places different KPIs on its general departments and their subdivisions to achieve the ultimate goal of the government. However, different police officers stated that there is a number of improvement suggestions over the current style of ADP's performance management (Barton et al., 2016). This was also evident in the study done by the ADP-FED (Appendix A). In fact, Barton et al. (2016) argued that ADP placed high standards over the performance of its staff, that they are now burdened with constant-follow ups and constraints. This has resulted in negatively influencing the main core business of ADP (i.e., fight crime). This could be considered as another indication of the need to examine the perceptions of ADP's personnel regarding the relevance of the current KPIs and how it influences their actual jobs. As a matter of fact, this is another indication of the urgent need to investigate the level alignment between performance measurements at ADP in its various level in order to thoroughly investigate the cause of such constraints claimed by Barton et al. (2016). Next is a discussion of ADP's PMS and PA system.

4.2 Performance Measurement and Performance Appraisal at Abu Dhabi Police

The discussions above highlight the need to review the way performance indicators in ADP are being cascaded down to various levels (i.e., organizational/ operational/individual). This is to be investigated through the perspectives of relative personnel. The real challenge revolves around measuring the right tasks and utilizing those measures as tools for managing performance improvement. It is also vital to clarify how to design manageable and coherent indicators of competencies for PA, instead of setting categories of indicators not aligned with actual tasks at the operational and individual level. Therefore, this study also aims to investigate the alignment of competencies with job roles (i.e., job description) by studying the competencies needed for the technical jobs at ADP-FED. This study will focus on the police force as it is considered one of the primary public service provider (Fryer et al., 2009; Leishman & Starie, 1995). More specifically, this study will focus on Abu Dhabi Police, one of the largest public organizations in the Abu Dhabi Emirate. The following section will discuss how performance measurement system takes place at ADP in practice.

4.2.1 Abu Dhabi Police's Performance Measurement System (PMS)

The General Directorate of Abu Dhabi Police (ADP) is one of the local public organizations at the Emirate of Abu Dhabi. It was established in 1957 with very limited services and very few numbers of police officers (ADP, 2016). However, the organization has undergone different significant changes in the last decade. It was in 2003 when Abu Dhabi Police announced the launch of its first major strategic plan to draw future and development plan (ADP, 2016). The 2003 strategy comprised seven strategic priorities and were launched under the name "To A Safer Society" (ADP, 2007). This was considered as the first strategic platform that all ADP's general directories revolved around (i.e., recently amended to six strategic priorities), and these were (ADP, 2007, p. 73):

1- "*Focus efforts on the field to maintain a stable society, reduce crime and promote a sense of security and peace in Abu Dhabi's society,*
2- *Building and spreading trust in society through consultation and effective communication,*

3- *Developing and improve service quality and performance in general,*

4- *Develop competencies and skills of all ADP's employees,*

5- *Develop the best possible police services,*

6- *Enhance honesty culture, ethics, and integrity at all levels, and*

7- *Provide equipment, facilities, and technology to help provide services effectively*".

These major strategic priorities indicate that ADP has started implementing a performance measurement framework in 2003. It is not clear which performance framework was first adopted. It was only in 2006 when the ADP managed to generate the first operational indicators driven from the seven strategic priorities (ADP, 2007). With regard to job descriptions, it was in 2006 when the first job description was created for the General Commander of ADP (ADP, 2007).

ADP is one of public organization accountable for KPIs (i.e., security, justice, and safety) driven from Abu Dhabi General Secretariat Of The Executive Council (i.e., Abu Dhabi Government) (Government, 2017). The security's KPI comprises aspects such as "*a) number of reported crimes for every 100,000 residents, b) perception of security and safety in Abu Dhabi, c) the success percentage of alternative means in solving family disputes, and d) satisfaction of judicial system usage*" (Government, 2017). These aspects are actually the starting point of ADP's current strategic priorities (i.e., strategic KPIs). ADP's primary goal is to work with other agencies to maintain the security of Abu Dhabi's society. ADP is promoted to preserve stability, fight crime and eliminate the sense of fear, as well as, support the achievement of justice among the general public. These goals are derived from Abu Dhabi's government vision (Government, 2017).

However, recalled from Chapter (1) the focus of this study is confined to KPIs relevant to the ADP-FED. The ADP-FED is one of the most sensitive departments within APD. It was established in 1972 and recently recognized as one of the top forensic laboratories around the world. It is accountable for supporting the strategic KPIs, such as a number of reported crimes for every 100,000 residents. This major strategic priority has resulted in establishing only one strategic KPI (i.e., *Optimal use of Forensics Evidence*) and linked to 24 operational KPIs within the ADP-FED, such as a) *number of deficiencies reported by customers*, b) *number of cases reported to Abu Dhabi Judicial Department*, c) *number of provided services*…etc[4].

Ideally, these operational KPIs are claimed to be aligned with the main strategic priorities and captured by the performance appraisal system. Subsequently, highlighting the level of alignment between the three levels (strategic, operational, and individual) shall improve the level of services and enhance ADP's strategic priorities, as seen in previous chapters. Abu Dhabi Police's strategic vision is primarily to maintain integrity, honesty, and respect for human rights. In addition, it promotes and stimulates teamwork, admires the contribution of individuals and groups and ensures the motivational spirit of the workforce (Figure 6) (ADP, 2016).

[4] for confidentiality, the full list of the 24 KPIs cannot be listed

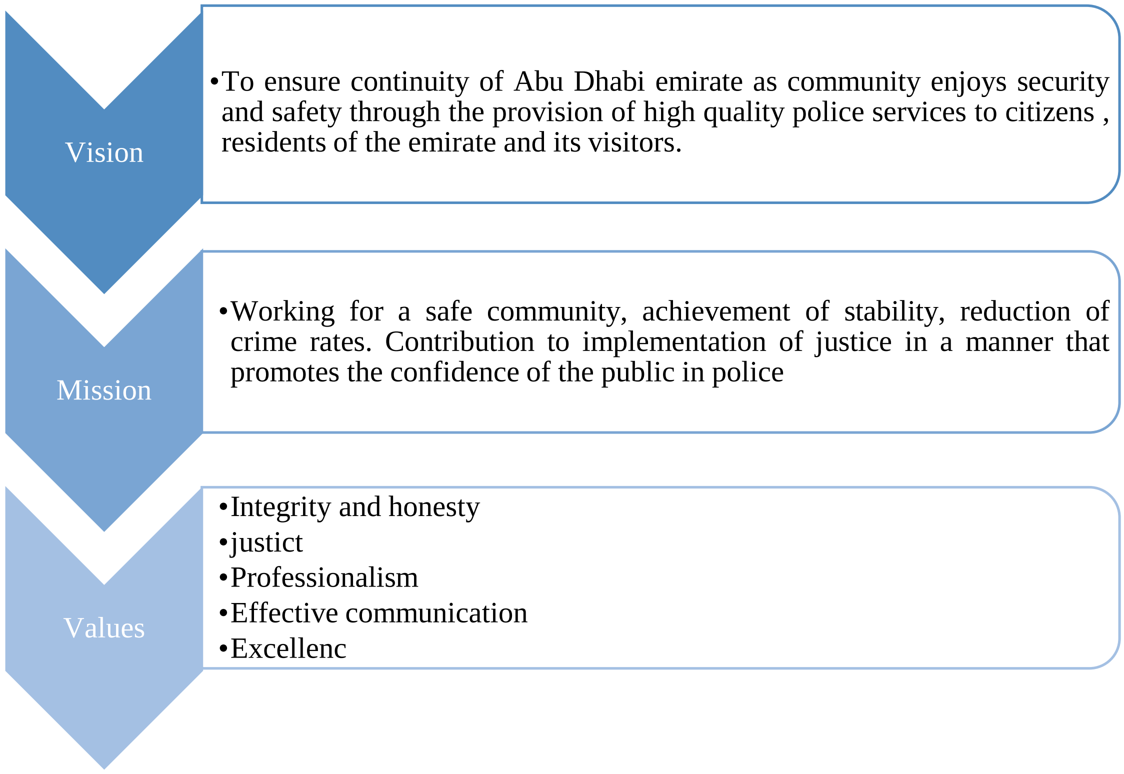

Figure 6: Abu Dhabi Police Strategic Framework, Source ADP (2016).

ADP's strategic framework is then transferred to strategic priorities, which are distributed promptly to its main general sectors. In recent years ADP has launched its second phase strategic priorities. Although, no documentation is available of when precisely this changes occurred or why such transitioned has been made. Currently, ADP has six main strategic priorities (Figure 7). It has the awareness and the culture of performance management, and it involves a performance appraisal system. Figure 7 demonstrates the interesting priorities set by the ADP to be deployed, which requires highly competent employees.

Figure 7: Main Strategic Priorities of ADP, Source: ADP (2016).

These strategic priorities are reviewed and amended based on the performance of ADP's departments, in which the performance captured by strategic and operational indicators. Thus, most of the ADP's strategic operations and methods are established based on three main strategic resources, which are: (1) organizational regulation, (2) benchmarking, (3) archives and statistics. Therefore, it seems that the perception of ADP's employees is being neglected and not taken into account. This sets a vague theoretical approach for the ADP and an unhealthy relationship between and amongst its employees. Recalled from Section (1.3), the results of the ADP-FED investigation indicate that the internal operations that revolve around the three strategic resources previously described do not fulfill the organization's aspirations.

Moreover, ADP has established guidelines for all of its internal operations. These operations are documented on what is referred to as "Internal Work

Frameworks." In fact, these guidelines comply with Mitchell et al. (2012) notion that organizations should work on operating according to the narrative plan set by the top management of the organizations, recall from Section (2.2.1). These frameworks are made to guide ADP's employees to properly deploy the required tasks as documented in each designated framework. For this study, the following is a brief description of the relevant ADP's internal frameworks (i.e., related to this study):

1- The framework of Organizational Performance Management: a framework set to identify clear mechanisms for managing the performance of ADP through simplified techniques.
2- The framework of Prepare and Update Strategic Plan of ADP: a framework that documents all the strategic procedures of ADP.
3- Motivational Framework: framework set on the basis of EQFM. It is a guideline that describes the policy of honoring and rewarding ADP's employees.
4- The framework for managing and monitoring ADP's framework: a framework that is used to regulate and manage all ADP's framework.
5- The framework of Employee's Evaluation: a framework that documents the policy of employee's performance evaluation with ADP.

Since the above details demonstrate the PMS within ADP; the following is a discussion of how performance appraisal system takes place at ADP in practice

4.2.2 Abu Dhabi Police's Performance Appraisal System (PA)

Looking at the strategic priorities of the ADP, which are actually the organization's objectives; it can be argued that all of these objectives should be linked directly to departmental performance measures (i.e., operational level). Therefore, setting the right competencies to evaluate employees should have a direct influence on their performance appraisal which, in turn, enables the setting of the right training programs, employment plan, and career development policies. Yet, and based on an earlier survey done by the ADP-FED management (recalled from Section 1.2; see, Appendix A), it was suggested that more relevant technical and advanced training programs should be provided to the employees at the ADP-FED. This actually reflects the shortage of training programs that address the improvement opportunities for employees regarding skills and knowledge. Therefore, even if other ADP staff in terms of the outputs of the PA has reported no dissatisfaction/complaints, it is expected that the levels of improvements made by the training programs are slender.

Traditionally, the performance appraisal process at the ADP takes place at the end of each year, and it is structured in a way that employees are being evaluated against three main categories, namely: primary, leadership, and technical competencies. The primary category includes components that address the general aspects of skills, such as customer service skills, time management or punctuality, and yet this category is not the focus of this study. Leadership skills are only attributed to those individuals who hold positions (i.e., branch, section, or department). However, the technical competencies are the main focus of this study. These competencies vary from one technical job to another with no clear bases (i.e., claimed by ADP-FED's employees). In fact, results of ADP-FED's investigation show that large numbers of technical employees refuse the current job description and the competencies associated with these descriptions. It is worth mentioning that all of these categories are supposed to be aligned with the job description of each position/occupation/role. ADP's strategic vision is to provide its customers with high-quality security services that are measured by individual performance (ADP MOI, 2012).

At the beginning of each year, all ADP's top/middle managers along with their staff are asked to participate in setting their occupational goals through the "SMART approach" (i.e., specific, measurable, achievable, relevant, and time-based goals) in preparation for being evaluated at the end of that year. This is very useful for tracking purposes. However, there are no records that highlight a percentage of how many of ADP's employees have had training in setting their goals based on such an approach. As a result, employees might be unable to set goals that are coherent with their jobs or department as detailed within neither the job descriptions nor their whole organization's strategic framework. Moreover, their direct supervisor might not be able to detect any incoherence within these goals.

Furthermore, MOI (2012) actually states that each employee shall receive a percentage of incentives/bonus depending on the appraisal score (due to confidentiality, percentages are classified). However, it seems that ADP employees do not have such an option. This shall be examined through the perceptions (i.e., stories) of the personnel who will participate in the interview processes.

The ADP-FED is the main focus of the current study, there so, investigating the alignment of goal setting with competencies and strategic priorities seems logical. Technical staffs at the ADP-FED are promoted against the ACT XX (confidential), whereby employees progress through technical ranks (i.e., technician, assistant expert, expert). However, this ACT relies only on two detrimental variables: a) years of experience, and b) qualifications. Subsequently, an employee who spends a certain number of years along with a relevant academic degree is given the designated technical rank. Thus, this ACT influences the job description and competencies of the ADP-FED since titles' aspects such as expert, assistant expert, and the technician is eloquently detailed in this ACT. As a result, it can be argued that the ADP-FED's PA system is implicitly associated with it. Therefore, this ACT represents a vital starting point in terms of examining the perceptions of current technical staff over the aspects of this ACT. It should be mentioned that other departments similar to the ADP-FED consider other detrimental factors, such as competencies, proficiencies test, accomplishments, and the number of cases solved, etc. Therefore, establishing this debate with the ADP-FED's employees could help in investigating their point of view over how could they be assessed on a task-based basis.

With regard to the issue of coherence (i.e., PMS), ADP is a massive and complex organization. Therefore, it requires an intensive tracking system that ensures coherence among its priorities and the business of its sub-departments. ADP adopts BSC; hence, all departments are obligated to submit evidence that supports utilization of BSC. At least, the ADP-FED is one of the most valuable departments within ADP, and it adopts BSC throughout all its sections. Consequently, it is also essential to examine the perceptions of the ADP-FED's employees concerning the validity of BSC as a PMS.

To conclude, it could be stated that ADP has strategic awareness and systematic HR procedures. However, there is a gap of empirical studies on investigating the level of alignment in terms of integration and incorporation of KPIs to generate the best code of practice and to achieve strategic goals. Hence, the first three research questions set earlier in Section (1.3.1) actually aim to fulfill this gap. Moreover, this need was evident from the ADP-FED's earlier investigation results (i.e., see Section 1.2 and Appendix A). Ideally, PM should not be finalized when an employee's competencies indicators are not reflecting the actual task and role that he/she was assigned to do. This indicates the urgent need to examine alignment between the job description card and the competencies. Thus, the fourth research question is set to address this gap (i.e., Section 1.3.1). Therefore, it is axiomatic that the operation indicators would not support the strategic priorities; hence this would negatively affect the performance of the organization. Based on the above discussion, the study framework is depicted in Figure 8.

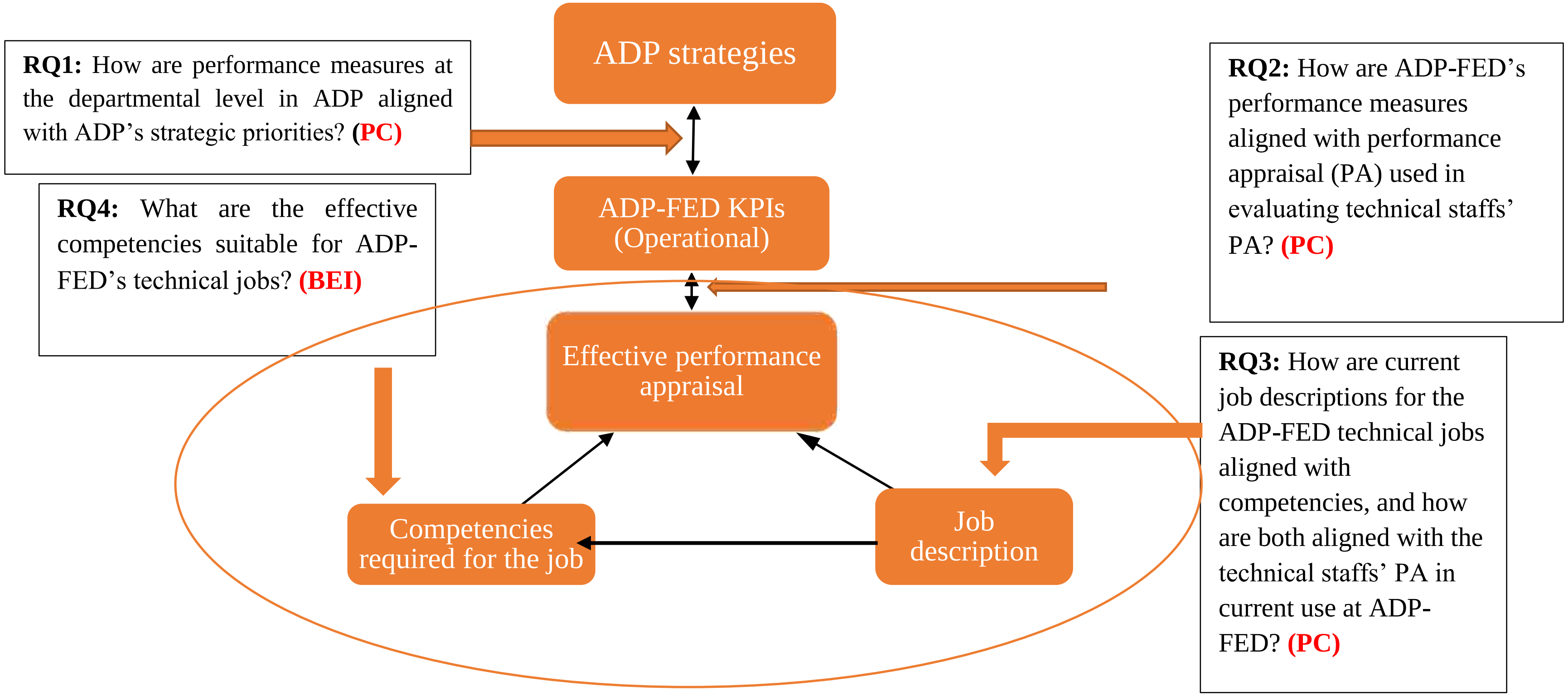

Figure 8: The Study Proposed Framework.

The framework proposes that strategic priorities should be cascaded down to the operation level, and this is captured through the PMS and in the case of ADP. BSC is the central PMS used by ADP to maintain coherence supposedly. It is now clear that the issue of coherence is a strategic one and it should be tackled at the strategic level. Additionally, the model suggests that strategic priorities should be operationalized through cascading down indicators to the designated departments with the organization. However, these indicators must be set to be measured through the tasks of individuals from each department (i.e., PA). Hence the model highlights the importance and the direct relationship between competencies required by the job or the role and the process of PA. It is also illustrated that PA depends on the job description, which directly affects the competencies required for the job. Subsequently, the framework also shows the direct relationship between competencies and job description. PA is based on the clarity of job description and the competencies that stems from it for each job. Therefore, it is exceptionally significant to invest in enhancing the outcome of PA through investigating the competencies required for the technical jobs at ADP-FED.

To sum up, the vision and mission of ADP are to make Abu Dhabi's society safe and secure by reducing crime, implementing justice and making the roads safe. This is actually captured in the priorities as clearly stated in Figures 6 & 7. To clarify further, such priorities are deployed through individuals at various jobs within the ADP, and if the current PMS is not capturing the right tasks and performances coherently through the right set of competencies and well-written job descriptions; it will be challenging to track any development need in performance and evaluate it. Hence, achieving the operational indicators will be at risk, and eventually, the strategic priorities will be at risk too. This is a clear conditioned link between the ADP's priorities and PMS.

The previous chapters provided a rigorous background covering the different aspects of performance measurement and its relationship with performance management and performance appraisal. Highlights were also shed over the balanced scorecard and its relevance with PMS. Nevertheless, the author also discussed the significance of pragmatic constructivism in evaluating the level of alignment and coherence of performance measurements. The behavioral event interview approach was introduced as a mean of identifying the necessary competencies for technical jobs at the Forensic Evidence Department in the Abu Dhabi Police. This is to enhance the output of performance appraisal, which is constituted by competencies and job description. The police performance and ADP's performance were also examined.

The following chapter presents a discussion of the study methodology. The chapter provides discussions of the operationalization of both approaches (i.e., PC & BEI).

Chapter 5: Research Methodology

Research philosophy is crucial since it enhances the research method, and demonstrates more clearly the research strategy. It also helps to systemize data and means of analysis and how the research questions should be answered. Therefore, research philosophy makes it easier to identify the best course of action in terms of mitigating any redundant methods for answering research questions through the limitation of previous research. Conveniently, methodology helps to distinguish between quantitative and qualitative research methods. Therefore, it is essential and an absolute firm relocation for the researcher to be aware of literature in the field of research in order to be able to convey attempts before the current one and thus ensure a better contribution. This shall be reflected in the trustworthiness, validity, and reliability of the current research study. Therefore, the following will be a discussion of the suggested research methodology by which to approach the research questions addressed in the study.

5.1 Research Questions

This study addresses four main questions, as follows:

RQ1: How are performance measures at the departmental level in ADP aligned with ADP's strategic priorities?

RQ2: How are ADP-FED's performance measures aligned with performance appraisal (PA) used in evaluating technical staffs' PA?

RQ3: How are current job descriptions for the ADP-FED technical jobs aligned with competencies, and how are both aligned with the technical staffs' PA in current use at ADP-FED?

RQ4: What are the effective competencies suitable for ADP-FED's technical jobs?

5.2 Research Paradigm, Strategy, and Design

The essence of research needs to cover the relative and most suitable research paradigm, epistemology, and ontology. The researcher needs to justify belief, truth, and the nature of reality, which are influenced by these parameters. Therefore, the conclusion will also be influenced by such parameters. Academic studies need to be justified regarding knowledge and nature. Two main elemental parameters that define such justification are "ontology and epistemology." It is the social science of why and how people conceptualize a research process (Saunders, Lewis, & Thornhill, 2009, p. 106). Ontology is the science of nature while epistemology is the science of knowledge, which addresses how actors know the world. It basically identifies how actors acquire knowledge (Creswell, 2013). On the other hand, the research paradigm is the reflection of the research assumption (Morgan & Smircich, 1980).

According to James and Vinnicombe (2002) research philosophy aids to enhance research design. Ideally, the researcher is required to describe the contribution of his/her study. This requires a "Fit" between the research problem, theory, and data (Creswell, 2013). Theories help the researcher to clearly see the phenomena in a broader, better and different way. A theory may be a form of model or a framework for easily conceptualizing social events or phenomena. Moreover, it is believed that theories are better digested when proper and relative data are gathered (Maruyama & Ryan, 2014). Therefore, any data that is suggested for any academic research has to be scrutinized in terms of the type of method, diagnostic tool, and explanation.

This study attempts to address the research above questions through the main actors related to the phenomena. Those actors are experts in the field recognized by ADP based on the administration act, which is highly classified and confidential. These experts have the tacit knowledge of the know-how. The main research strategy, therefore, is to investigate the research problem by exploring the actors' conceptualization of aspects questioned in this study, thereby employing the abdicative research strategy (Blaikie, 2007).

This study is being conducted for the Abu Dhabi Police, more specifically for the ADP-FED. The researcher plays the role of "inside learner," in an attempt to experience the basis of the job and understand how it is conducted through engaging in close contact with the experts (Blaikie, 2007). With regard to being a learner, the researcher finds it to the benefit of the study to explore the actors' constructions and conceptualization of reality (Blaikie, 2007). The answers to the research questions, therefore, emerge through a learning process (Blaikie, 2007).

The study adopts the "pragmatism approach" that eases the use of qualitative methodology in order to conceptualize social reality (Wahyuni, 2012) better. The pragmatism approach offers the privilege of mixing ontology and epistemology since objectivity and subjectivity are not determinants (Wahyuni, 2012). Wahyuni (2012); Yin (2009) posited the use of case studies amongst the main methodologies in the pragmatist approach. A case study can be defined as "*a method for learning about a complex instance, based on a comprehensive understanding of that instance obtained by extensive description and analysis of that instance taken as a whole and in its context*" (Baškarada, 2014, p. 3). A case study is basically a comprehensive investigation tool to better visualize phenomena if compared to another method, such as experiment, survey, or archival analysis (Wahyuni, 2012). To clarify this, each method has advantages and disadvantages, which are determined by three main elements, these are, "*a) the type of research questions, b) the control an investigator has over actual behavioral events, and c) the focus on contemporary as opposed to historical phenomena*" (Yin, 2017, p. 1). Table 2 shows a closure over each method and their relation towards the three aforementioned main elements.

Table 2:
The Situation of Each Research Strategy

Strategy	The Forms of Research question	Requires control over behavioral events?	Focuses on Contemporary events?
Experiment	How, why	Yes	Yes
Survey	Who, what, where, how many, how much	No	Yes
Archival Analysis	Who, what, where, how many, how much	No	Yes/No
History	How, why	No	No
Case Study	How, why	No	Yes

Source: Yin (2017, p. 6)

The above table demonstrates how each method serves a different research strategy. It is suggested that research questions like "how," and "why" are highly related to explanatory research strategy. Thus, the use of case studies, histories, and experiments are preferred means by which to answer such questions. However, the case study method has a significant advantage over the others methods. To elaborate, the case study method enables the investigator to deal with a variety of forms of evidence, such as documents, artifacts, interviews, and observation, which is not possible in the conventional historical study (Yin, 2017). Yin (2017) stated that these research strategies are properly significant to deal with operational links needed to be investigated over time. In general, the case study approach is deemed more appropriate because it asks the why and how questions, in turn, it: i) gives better and broad clarification of the studying phenomena, ii) requires no control for the behavioral event, and iii) is day to day events, which enhances both the accuracy and documentation of the events (Wahyuni, 2012; Yin, 2017). Therefore, the case study approach is adopted for the current study.

5.3 Research Methodology

The study is based on qualitative methodology supported by data triangulation to tackle the research questions stated earlier. This study adopts the single-case study approach as it focuses on addressing the suggested research questions through the perspective of actors involved (Winston, 1997; Yin, 2009). Single-case studies are suitable and used to reveal cases when access is available for the investigator to a phenomenon that was inaccessible previously (Eisenhardt, 1989; Winston, 1997). Eisenhardt (1989); Winston (1997); Yin (2009) claim that case study approach is called “triangulated research strategy”; adding that data can be triangulated to include three different sources of data or more (i.e., interviews, survey, archive documents, etc.). This is to ensure the maintenance of ethics, validity, and conformity of the study’s results (Winston, 1997). Eisenhardt (1989) described the case study approach as a research tool to understand the phenomenon within a single setting. Moreover, case studies help to achieve different objectives, one of which is a descriptive analysis of the phenomenon being studied (Baxter & Jack, 2008; Bowyer & Davis, 2012; Eisenhardt, 1989). This paper uses data triangulation to cross-check the integrity to strengthen the robustness of the data (Eisenhardt, 1989; Wahyuni, 2012; Winston, 1997; Yin, 2009)

Yin (1994) stated that the most suitable method to address research questions such as how and why questions are through case study approach, especially if the investigator is trying to study operational alignments that need to be traced over time. A formal case study protocol constitutes the reliability need for any research (Winston, 1997). Therefore, this study includes data such as interviews, archives documents, and survey, where the interviews will be semi-structured and open-ended questions. This study adopts the recommendations by Yin (1994) of the four steps on conducting a case study; summarized by Winston (1997, p. 4) as following (Appendix D):

1. *"*Design *Case study.*
    a. *Determine the required skills*
    b. *Develop and review protocol*
2. *Conduct Case Study*
    a. *Prepare for data collection*
    b. *Distribute a questionnaire*
    c. *Conduct interviews*
3. *Analyze Case study.*
    a. *Analytical strategy*
4. *Develop a conclusion, propositions, and implications"*.

Each of these steps includes specific procedures and interpretation to be deployed. For instance, the design stage concentrates on establishing solid literature review addressing the phenomenon being studied and clearly demonstrating the research problem, followed with research objectives and questions emerged from the literature review (Baškarada, 2014; Winston, 1997; Yin, 1994). In the design stage, the researcher must identify the unit of analysis and determine the case study design (i.e., single and multiple) (Winston, 1997). Moreover, in the design phase, the researcher shall gather the approvals needed for the study (approval letter has been gathered for the current study, see Appendix B) to ensure the integrity and maintain the continuity of the study (Baškarada, 2014; Winston, 1997). It is also essential in this phase to check the skills and competency of the investigator to conduct such case study (Baškarada, 2014; Winston, 1997). The researcher has almost 12 years of experience in building cases at different levels, such as interrogate witnesses, analyzing evidence from different crime scenes and different files, and participating in different managerial and strategic case studies in the ADP. This complements the need for such skills to conduct such case study. The researcher/investigator must draft a protocol to highlight matters such as deadlines, competencies needed, and tabulate interviews details (see Appendix D and E) (Baškarada, 2014; Winston, 1997).

The second phase is the data collection, which, in the case of the current study, includes semi-structured interviews, archival data, and rating form. Firstly, archival data are gathered and examined. This study investigates chronological events. Hence archival data that includes services records, charts, and survey data are vital to the study. Secondly, the interviews are initiated; Winston (1997) posited that interviews are one of the essential sources of data in the case study approach. Interviews could be carried out using open-ended questions, focused interview, or a structured interview

(Winston, 1997). The current study uses open-ended questions type of interview, as it provides broad information on the problem being investigated (Winston, 1997).

It is argued that it is significantly difficult to specify the number of interviews that are adequate for research (Creswell, 2013; Baker et al., 2012). Therefore, it is recommended that an initial number of interviews should not be less than 10, as this will provide a better understanding of how many further interviews may be needed (Baker et al., 2012). The researcher shall interview individuals until a saturation level is reached, as indicated by the repetition of data gathered from the interviews. In other words, saturation in such phase indicates that the data is repetitive; thus it is advisable to stop the interview phase. As a result, the researcher shall then discontinue the interview process (Bowyer & Davis, 2012). It is worth noting that reaching saturation is a very challenging task, as this level of achievement implies the researcher to do sampling, data collection, and data analysis altogether rather than deploying them separately. Thus, this adds to the fact above that it is significantly hard to determine the exact number of interviews needed for research until saturation is reached (Baker et al., 2012).

Recall from Chapters Two and Three; the current study adopts two approaches (i.e., PC and BEI) to address the designated research questions. The PC approach is adopted to address the first, second, and third research questions (i.e., RQ1, 2, and 3). Meanwhile, the BEI approach is adopted to answer the fourth research question (i.e., RQ4) whereby it will help with investigating the competencies suitable for the technical jobs at the ADP-FED. ADP is the focus of this study, as previously highlighted. Since ADP is a massive organization in the Abu Dhabi Emirate, it will be hard to investigate the organization as a whole. Thus, this study has chosen the ADP-

FED within the ADP as its main focus. Another reason for confining the study to the ADP-FED is the technical nature of the fourth research question that is applicable only to the ADP-FED. The ADP-FED plays a pivotal role in feeding the Abu Dhabi Government's strategic KPIs with data. It helps maintain security and fighting crimes. The ADP-FED comprises individuals from different forensic fields, and that requires different competencies for each technician level. Therefore, the following is a discussion of the PC implementation and associated interview questions, followed by a discussion of BEI's implementation and interview questions.

5.3.1 Interviews Process

The interviews are conducted to answer the first three research questions, where the implication of pragmatic constructivism is the first phase. In order to be able to validate any PMS, two complementary methods are to identify the meaning of the concept in use (Nørreklit et al., 2016). First, the system can be investigated by establishing criteria for observing and measuring the phenomena under study. Second, any PMS must have a meaning, in which it reflects the integration of other concepts. If a mismatch is identified between these two means of definition, the investigation/measurement framework is not suitable, and thus, the data is no longer valid in terms of drawing any performance measurement reports (Nørreklit et al., 2016). In the current study, the researcher attempts to summarize the previous case studies that adopted PC, to the best of the researcher's knowledge, in order to investigate the extent of coherence/alignment. This is to highlight that there is no standardized set of interview questions that can be adopted for the current study, as the following table shows:

Table 3*:*

List of Case Studies Adopted PC

No	Details of Study	Type of Organization	Aim	Sample	Assessment Criteria
1	Nørreklit et al. (2006)	Investment Centre	Validate the individual overall budgets	45 (units' managers)	- Honesty &Sincerity - Quality of judgment - Loyalty
2	Cinquini et al. (2013)	Tuscany Regional Authority/ Italy (TRA)	How organizational actors construct reality and performance concepts	- 6 top managers - 12 middle managers	- Activities carried out in each unit - Targets associated with activities - Features perceived critical to PMS - Features of the new PMS should have - The study uses the PC's four dimensions to assess these elements.
3	Seal and Ye (2014)	Trafalgar Bank/UK	- To build a conceptual framework that can be used to interpret the construction of a management control discourse in specific empirical situations. - To show how, in a particular instance, the balanced scorecard (BSC) can be seen as impacting on organizational action and success/ failure.	- 22 semi-structured interview (i.e., directors, senior managers, line managers, and non-management)	- Cause-and-effect relationship is linking strategy plan to financial results.

Table 3:

List of Case Studies Adopted PC (continued)

No	Details of Study	Type of Organization	Aim	Sample	Assessment Criteria
4	W. Seal and Mattimoe (2016)	Riverside Hotel	- How managers establish their management control perception regarding experience with their organization as well as drawing on external sources of knowledge	- Financial controllers, sales managers, revenue managers, commercial analyst, and general manager	- What are the current issues regarding management accounting practices in hotels

5.3.1.1 Implementation of Pragmatic Constructivism

Public organizations are known for their complexity, which consists of conflicts in different managers' perceptions, and it is therefore expected that different topoi shall manifest (Nørreklit, 2017). Thus, constructing cooperation within multiple individuals' efforts influenced by construction of causalities ensures the involvement of management, and this is called "*Co-Authorship*" (Nørreklit, 2017). Following the actor-based approach, co-authorship consists of three main social process integrations, a) subjectification, b) externalization, c) and objectification (Arbnor & Bjerke, 2008; Nørreklit, 2017). Firstly, each individual (i.e., interviewee) comes with own expertise, interpretations, and experience from previous involvement with different jobs/positions, and these are considered *subjective* factual possibilities. It is believed that this can be accessed through the interviewee's perception of the current reality status of the organization and then the status or the situation intended to achieve (Nørreklit, 2017). Secondly, engagement with other actors brings about a process of externalization, in which different observations/interpretations of valuable factual possibilities are being communicated, and argued individually. As a result, information is objectified since the different beliefs are evaluated based on the extent to which they: "*1) correspond with factual observations, individual actor expertise and experience, and 2) cohere across executive areas (social acceptance)*" (Nørreklit, 2017, p. 101). Therefore, these assessment criteria ensure practical validity and truth, hence pro-active true (i.e., expectation) is valid (Arbnor & Bjerke, 2008; Nørreklit, 2017). It is worth mentioning that the social world of PMS is entirely rational, especially in the public sector, as it is surrounded by conflicts of interest, ambiguity, and duplication (Nørreklit, 2017). Nevertheless, PMS must be carried out, and it has to cope with certain levels of ambiguity or other complexity (Mitchell et al., 2012).

The Tuscan Regional Authority (TRA) case study (see Appendix C) of Nørreklit (2017) is very resourceful for the current study. In the TRA, the PC approach was utilized to demonstrate the implementation of communication and discourse as an access point to the top and middle managers' reality. It is almost the only case study, to the best of the researcher's knowledge that used PC in the public sector. The case focused on investigating the factual possibilities by interviewing a group of top and middle managers. The interviews focused on aspects such as "*a) the activities deployed in each department, b) the targets associated with activities, c) the features and perceived criticalities of the performance measurement system currently in use, d) and the new performance measurement system should have*" (Cinquini et al., 2013, p. 6). The current study intends to adjust these assessment criteria, yet within the UAE context.

Moreover, Nørreklit (2017) introduced the adoption of the Toulmin (2003) "model of argumentation,*"* as a method to interpret individuals' arguments and expression to reach their reality (i.e., TRA case study). Based on Toulmin (2003), arguments consist of three main aspects: datum (D), claim (C), and warrant (W). Here, the datum is the clear data or facts in which an argument is based. A conclusion can then be inferred from the *datum*, and this is considered as the claim (C). Implicit assumption or condition that is possible is considered warrant (W). The Toulmin (2003) can be adapted to capture the PC's dimensions of the actors involved by interpreting the language or the discourse (Nørreklit, 2017). Such a model can help examine the facts acknowledged by the actors involved in the study and the values that hold their *claims* and *warrants*. The *datum* of any argumentation reflects the fact dimension of PC (Nørreklit, 2017).

On the other hand, a warrant can be captured by interpreting the way an actor derives a conclusion (claim) from fact (datum) (Nørreklit, 2017). Therefore, values are influenced by claims and warrants. Hence, analyzing values and facts help recognize whether individuals can capture their values with the present resources (facts). In other words, it helps to analyze how factual the possibilities are. These validity parameters are adopted in the current study to validate the statements of the interviewees. A summary of the interview questions and assessment criteria along with coding is documented in Appendix E.

5.3.1.1.1 Pilot Phase: PC

The pilot phase is considered as the initial version of the trial done for the preparation of the actual study (Creswell, 2013). In using interviews as a research tool, it is highly significant to initiate a pilot phase to ensure clarity of the interviews questions for one example (Creswell, 2013). Pilot phase shall enhance the level of validity and credibility of the current study. In the current study, the pilot phase for the PC was performed on a group of six people: four academics and two police officers (i.e., professionals). The four academics comprised two from a local university and two from international universities, of whom one was Professor Norreklit. The aim for this pilot phase was to ensure consistency and validity of aspects, such as a) the interviews questions (and their correspondence Arabic translation) are clearly written and logical; b) to avoid any violation of ethical codes regarding the questions settings and language used both academically and professionally.

Following this pilot phase, a number of minor amendments were considered, such as typos, more clarification of some interviews questions. All amendments that are related to typos, translation, and clarifications were considered and amended accordingly.

5.3.1.2 Behavioral Event Interview Implementation

With Regard to the fourth research question (i.e., what are the effective competencies suitable for ADP-FED's technical jobs? ADP-FED), BEI approach is adopted to answer it (see, Spencer, 1993). Accordingly, in order to identify the most suitable competencies for the ADP-FED's technical employees the following steps are deployed:

1. Identify outstanding performers (O) at each level and for each section within the ADP-FED based in last year performance appraisal.
2. BEI is conducted with the O's group through semi-structured interviews, where the interviews are coded and transcript', to conceptualize the pattern of the competencies for the job currently being investigated. Participants are asked to review the transcript to maintain solidity and validity of data and split into sets of different competency groups.
3. The BEI data gathered from the interviews are then coded using "*thematic analysis*," in which competency dictionary is used to conceptualize the new competencies.
4. Preliminary competency list is validated by the rest of the ADP-FED employees through a 6-point Likert scale rating form (check section 5.3.1.2.1)

a. The rating form will be distributed electronically through the internal system of the ADP-FED, as this is a default set of policy in the APD with regard to surveys.

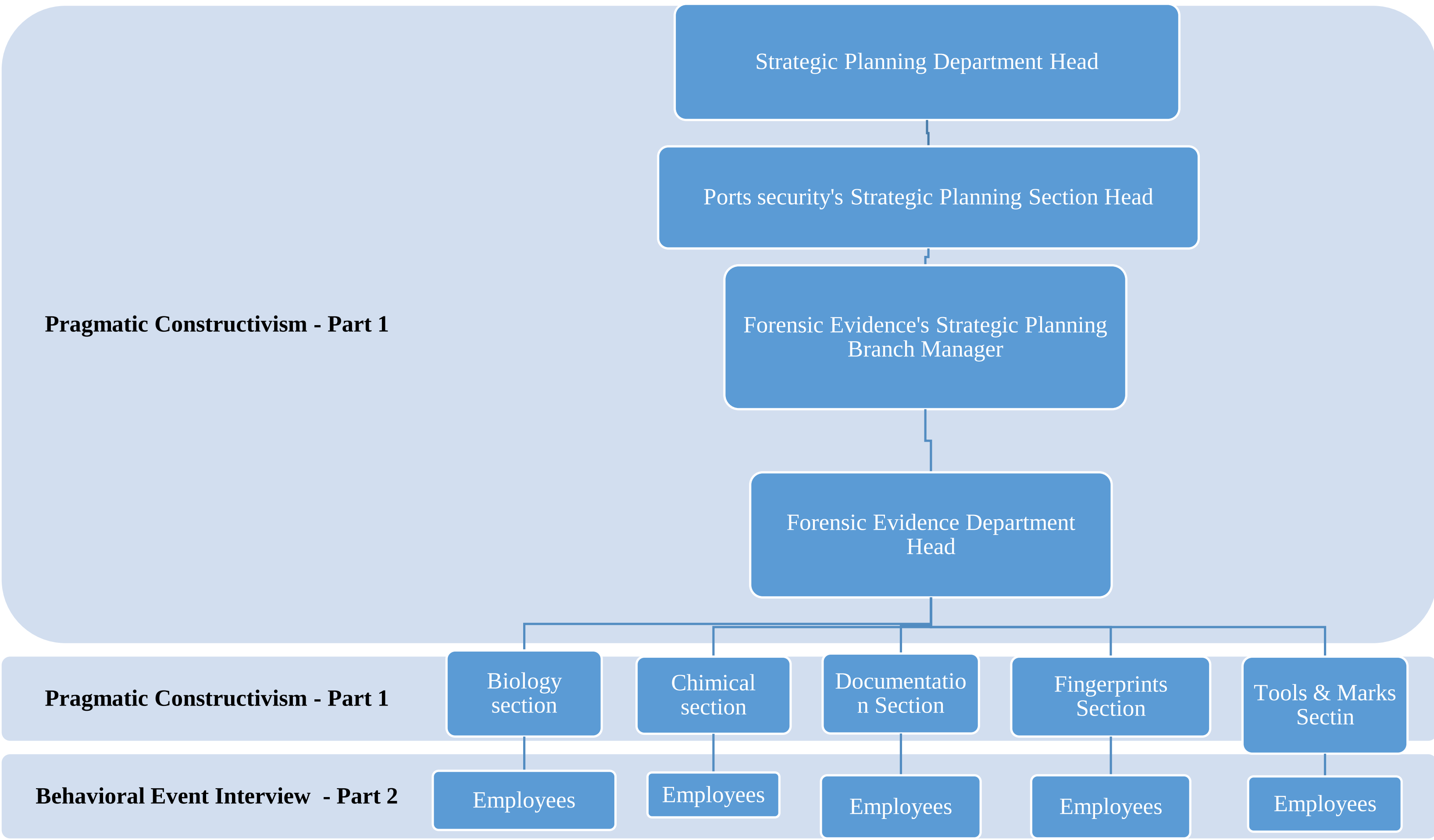

Figure 9: Pragmatic Constructivism, and Behavioral Event Interview Implementation Throughout the Current Study.

Overall since the general aspects and the implementation of both PC and BEI have been illustrated; it is to the benefit of this study to show an overview of how both approaches fall in this study as shown in Figure 9. Next is a discussion over how to conduct the second process of BEI (i.e., rating form). This is to ensure the validity of the identified behavioral competencies.

5.3.1.2.1 BEI's Rating Form

After conducting BEI on the selected sample as described in the previous section, a rating form shall be deployed to validate the competencies that are identified through these interviews. Spencer (1993) posited that there are three methods to validate the list of identified competencies. The first method is called "Concurrent cross-validation," in which the competencies list is validated by conducting another BEI at a current point in time on a different sample of the mixed outstanding/typical group. This is to test if a similar list of competency will be identified again. The second method is called "Concurrent construct validation"; in which stakeholders of the studied department are asked to rate the identified list of competencies through a rating form or Q-sorts. If stakeholders find the identified list valid; in which to say that the competencies found through BEI are significant to the jobs studied and relevant. This means that these competencies shall differentiate outstanding performers from typical ones (Spencer, 1993). Finally, the third method is called "Predictive validity," in which the identified competencies are anticipated to predict the way employees will perform based on the technicality of the job. This method is more suitable for employment and training purposes.

This study adopts the second method (i.e., concurrent construct validation), in which the identified list of competencies will be surveyed on the majority of stakeholders within ADP-FED. This is because it is more suitable to address the fourth research question of the current study. Subsequently, participants will be asked to rate on a 6-point Likert scale (i.e., from 0= Not applicable, to 5 = very significant) the resulted competencies based on specific criteria. Mainly significance of competencies to job task under current/future (i.e., next Ten years) framework of ADP-FED (see, Vathanophas & Thai-ngam, 2007). These criteria are decisive for the current study, as they help to capture the employees' perceptions, as stakeholders, over how these competencies shall help to measure their performance on daily operational tasks. Nemoto and Beglar (2014) posited that a 6-point Likert scale is more comprehensive as they permit the increment of more measurement, in which it consists of desirable rating scale from weaker endorsement (i.e., less significant or agreement) to a stronger one (i.e., highly significant or agreement).

The rating form was first drafted and piloted through ADP-FED's section heads to ensure valid construct of items included in the form. It is worth mentioning that the form includes the competencies in the Arabic language, hence, a professional translator from the Strategic Planning Department within ADP was asked to voluntarily review the Arabic translation of the competencies and rating form as a whole. Subsequently, minor amendments were highlighted and considered accordingly. The current study's advisory committee also participated in reviewing the initial and final draft of the form before the official launch. The rating form complemented the purpose and justification of this study and helped to finalize a more valid competency dictionary for the technical jobs at ADP-FED.

5.4 Archive Documents

The current study is also supported by Archive documents, which include organizational strategies plan, the competencies and job descriptions card of technical jobs in the ADP-FED, and document comprises a list of all the operational KPIs assigned to the ADP-FED's operations (Table 4).

Table 4:
List of Archive Documents Suggested for Current Study

No	Archive Documents
1	Organization Chart
2	Strategic Plan
3	Performance Plan and the linked rewards
4	Job Description & Competencies for ADP-FED technical Jobs
5	Statistical data of successfully achieved targets (i.e., ADP-FED)

5.5 Sample Frame

Since the current study uses two approaches (i.e., PC & BEI), although they share a similar concept, yet the sample frame is different due to relevancy purposes. Sampling criteria for each approach are discussed next.

5.5.1 PC's Sample Frame

PC is adapted to address research questions RQ1, RQ2, and RQ3. PC requires relevancy to the studied phenomena when selecting a sample. In adopting PC in this study, the population is confined to individuals who know how ADP-FED's PMS works and how it is reported to the Abu Dhabi Government. The sample frame includes all relevant managers, Table 5 demonstrates details of managers included, and how do they fall for each research question.

5.5.2 BEI's Sample Frame

BEI is adopted to address the research question RQ4. A general control on selection criteria is established, such as years of experience, qualifications, occupational position, and nature of the job. Spencer (1993) emphasized the urgency of establishing criteria measurements for identifying outstanding performers. Giving the complicated characteristics of ADP-FED's technical jobs; the current study relays on section heads recommendation/nominations of outstanding performers. In fact, this method of selection (supervisors nomination) is suggested by Spencer (1993). This option of selecting sample frame is given in case of any difficulty is encountered when other selection methods are not available, such as "a) panel of experts evaluation, and b) competitive simulation" (Spencer, 1993, p. 96). With regard to the validity of such a selection method; literature highlight that supervisors ratings provide high criterion validity (see, Spencer, 1993).

In adapting BEI in this study, the population is confined to ADP-FED's technical sections. There are two steps in BEI, first interviewing outstanding (O) and typical (T) performers of each technical level from each section within the ADP-FED. Second, carry out rating forms to validate the competencies revealed in the first step. In the first step, the sample frame includes nominations of individuals of each level (i.e., experts, assistant experts, technicians) provided by each technical section heads. Nominated individuals were not informed whether they were selected as an outstanding or typical performer. The exact number of Os and Ts interviewed from each section is demonstrated in table 5.

While, in the second step, the sample frame includes all technical employees at all levels (i.e., expert, assistant expert, technician) throughout ADP-FED sections, excluding the interviewed performers in the first step. The total number of ADP-FED's technical employees is 248. ADP has a well-defined information system, which eases the distribution of the survey via the internal system to the participants.

Table 5:
Details of Sample Frame

RQs	Approach	Sample frame	Sample Details
RQ 1	Pragmatic Constructivism (Nørreklit et al., 2006)	4	- Head of strategic department - Head of a strategic section of the General Directories under study - Head of ADP-FED, - ADP-FED's strategic branch manager
RQ 2		2	- Head of a strategic section of the General Directories under study - Head of ADP-FED's strategic branch -
RQ 3		7	- Technical Section Head (5) - Head of Human Resources Planning - Head of Competencies development

Table 5:

Details of Sample Frame (continued)

RQs	Approach	Sample frame	Sample Details	RQs	Approach
RQ 4	Behavioral Event Interview (Spencer, 1993)	Section heads nomination (supervisors' ratings). Five employees of each technical level (3 Os, and 2 Ts)	**Sections**	**Outstanding**	**Typical**
			Experts	3	2
		Rating Form of ADP-FED's technical employees excluding the interviewed sample frame	**Assistant Experts**	3	2
			Technicians	3	2

5.6 Interpretation of Data

Next phase in the methodology is the analysis phase, which includes examining, categorizing, and tabulating findings to answer initial questions (Winston, 1997; Yin, 1994). There are three main analyzing strategies in the case study approach, which are: a) pattern-matching, b) explanation-building, and c) time-series analysis (Yin, 1994). The pattern-matching is considered one of the most favorable research analysis methods. The technique is based on comparing patterns empirically against a predicted one (Trochim, 1989; Winston, 1997). Subsequently, if patterns were identified this adds to the reliability of the study. The researcher's justification is then required for interpretations (Winston, 1997; Yin, 2017). On the other hand, explanation-building is based upon building an interpretation of the case. This is a clear indication of the suitableness of this technique with regard to explanatory case studies (Winston, 1997; Yin, 2017). Additionally, this technique is also suitable for cases, such as exploratory, hypothesis-generating process. Explanation-building is considered an iterative process that starts with a theoretical statement followed up with the refining process, and then revise the proposition. This cycle is repeated until the evidence is representable (see, Yin, 2017). However, one of the disadvantages of this technique is that the investigator might lose focus. Therefore, the investigator should always be reminded of this so that focus can be maintained.

Lastly, time-series analysis is well-known for its suitableness regarding experimental and quasi-experimental analysis (Winston, 1997; Yin, 1994, 2017). Generally, investigator should consider the following when analyzing the evidence/findings: a) demonstrating that all relevant evidence was utilized, b) the analysis highlight the most critical aspects of the case study, c) the investigator should invest his/her knowledge and experience to the maximum advantage in the study (Winston, 1997).

The current study adopts explanation-building, as it complies with the PC approach (Voss, 2010). This technique revolves around constructing an array to summarize categories of patterns and search for similarities and differences within data (Voss, 2010). The final phase is where all the propositions are being produced and tested against validity to address the study's objectives.

5.7 Validity, Credibility, and Reliability of Case Study

Case study approach is like any other empirical study in terms of the importance of quality assurance (Baškarada, 2014; Winston, 1997). For instance, three strategies are needed to be embraced; where each strategy helps to construct validity. These are a) using a different source of evidence to provide a different type of measures (triangulation), b) maintain chain of evidence to be able to track conclusion to study's objectives, and c) having an additional reviewer to review the overall case study (Baškarada, 2014; Yin, 2009). Moreover, internal validity can be attained through the use of the explanation-building technique in the analyzing phase, which is the case in the current study (Baškarada, 2014; Yin, 2009). Explanation-building is more suitable for the usage of the PC approach (Baškarada, 2014; Yin, 1994). On the other hand, with regard to external validity, it is argued that case studies are generalizable to theoretical propositions, hence the objective is to add value to the theory (Baškarada, 2014; Yin, 2009). As for the reliability, case study approach has two main strategies; first, each case must have a protocol to standardize the study (Yin, 2009). Second, each case must have a database where all documents should be saved appropriately so the investigator could easily find the needed document in time (Baškarada, 2014).

5.7.1 Validity & Reliability of PC

The PC is an epistemological framework, where knowledge is acquired through justification and measurement; and it is done in relation to perceived actions. These perceptions and claims are considered illuminate (Avenier & Cajaiba, 2012). The cross-dimensional integration is the ultimate reflection of "integration validity" of PC's four pragmatic constructivism (i.e., fact, logic, value, and communication). Hence, any data or information that is not value-based is useless since it cannot help to make a decision. Subsequently, any brute facts that cannot provide what is possible or what is impossible are useless. However, when facts and logic are integrated, in which facts become theory-loaded; and when integrating such facts with values, facts and theory become value-based (Nørreklit et al., 2006). To elaborate more in this, PC considers reality as the integration of fact, logic, value and communication, and then reality has to be examined conceptually. Therefore, it would be a conceptual framework. Hence, for this conceptual framework to be valid, all four dimensions shall adequately reflect proper integration (Nørreklit et al., 2006). However, subset integration is only considered an abstraction; hence invalidity is deemed present. For example, for an organization to function effectively and appropriately, its topoi should be valid, in which four dimensions are integrated to form reality (Nørreklit, 2011; Nørreklit et al., 2006).

In PC, research gains knowledge by investigating the phenomena based on conceptualizing and understanding the perception of the involved actors (Glasersfeld, 2001). Hence, to conduct a case study approach through PC, the most suitable method to analyze data is the "explanation building" or what is called "abdicative explanatory case studies", since the aim is to enhance the researcher's current knowledge flux over the experiences in context and the modeling of this conceptualization (Le Moigne, 2007).

As for the current study, validity lies within the notion that any statement or account that complies with four dimensions simultaneously is valid. Hence, once any of these four dimensions is violated or diminished then the statement or the account is not valid (Nørreklit et al., 2006). For example, in the PC, reliability is merely secured through a cognitive path that helps to progress from the empirical material through to the results. Therefore, researchers have to provide readers with the methods to precisely track the entire cognitive path (Burnard, 2006; Schwartz-Shea, 2006). Moreover, researchers have to reflect on how interpretations have been controlled and checked in terms of process, formulating the research question by analyzing the data gathered and reported the results (Sandberg, 2005). In another word, the analysis and the way the data are coded have to be clearly explained, as well as how the inferences were drawn. In PC, the quality of inferences relay on the intelligibility and cogency of the reasoning used in structuring the model from the empirical material.

The quality of the inferences means the phenomena have to be mapped out against pertinent configurational patterns in order to report rational explanations over the similarities and differences (Tsoukas, 1989). Similarities and differences are clarified by a mixture of generative mechanisms and types of contingencies that are accountable for their activation, in relation to a particular setting. Overall, construct quality depends on the quantity, accuracy, and variety of data collected. The gathered data has to deliver the detailed aspects of events being studied and a comprehensive description of the structural organization, fundamental parts, and environmental conditions existing in the case (Wynn & Williams, 2012). Data gathering also includes asking the participants why the events under investigation have taken place (Tsoukas, 1989). In the case study approach conducted through PC, generalization is exercised through the flux of experiences in order to act intentionally in several kinds of contexts. Hence, generalization moves from empirical material to general statement and model (hypothesizes) (Tsoukas, 2009). Table 6 summarizes the validity above and reliability requirements of using a case study approach through PC.

Table 6:
Case Study Quality Justification in the Pragmatic Constructivism Epistemological Framework

Requirements	**Pragmatic Constructivism**
Types of case Studies	Abdicative explanatory case studies
Prerequisite of quality	- A clear description of how the empirical material was gathered and all the tests performed about the empirical material. - The exact methods of data collection and analysis in relation to the epistemological framework.
Reliability	Intelligibility and cogency of the cognitive path: deliver an unambiguous narrative of how researcher progress from raw material to the knowledge elaborated, as in Gioia, Corley, and Hamilton (2013); Strauss and Corbin (1990)
Inferences quality	Quality of inferences relays on the intelligibility and cogency of the arguments used in structuring the model from the empirical material.
Construct quality	- Construct quality depends on the abundance of the empirical material constituted as well as on the model's practical fit in the context under consideration and on its practicability for acting in this context. - Reflective critique
Theoretical contribution	- Theory building - Theory refinement
Generalization Mode	Generalization through abstraction. Generalization is driven with the intention of intelligibly conveying flux of experiences into a logical order to offer experimental markers for intentionally acting in various kinds of contexts.
Examples of Case Studies	Appendix F

Source: Avenier and Thomas (2015, p. 9)

Various previous empirical studies have embraced the adherence of the integration of PC's dimension with the exception of values (e.g. Kasanen, Lukka, & Siitonen, 1993; Macintosh & Scapens, 1990; Ryan & Deci, 2000). These previous studies were based on establishing data investigated against the integration of facts, logic, and communication, however, the PC's value dimension was not considered. The current study considers the value dimension subjective, in which participants in this study have the freedom to express their perception regarding what they think in the matter of the researched questions. Moreover, it is essential for the current study to ensure that the actors/participants establish their arguments based on subjectification, externalization, objectification, and internalization (Arbnor & Bjerke, 2008; Nørreklit et al., 2006). Therefore, when interviewing a participant, no prior logic is tolerated, as this is considered to be a violation of the PC.

5.7.2 Validity & Reliability of BEI

The BEI method is considered a means by which to validate and assess the obtaining behavior, which then can lead to the most suitable competencies relevant to the job being investigated (D. McClelland, 1998; Spencer, 1993). This is done by interviewing different performers of different performance levels and avoiding direct observation to maintain objectivity. Therefore, groups of behaviors described by interviewees of recent activities are gathered. This is deemed highly essential to document since recent activities are perceived by individuals to be essential and effective in performing the jobs being investigated. Autobiographical research has demonstrated that recalling recent events help to increase the accuracy, validity, and saliency to the individual (i.e., effective or ineffective) (Boyatzis, 2009). The outcome of the interviews is to be taped and transcribed as details regarding the behaviors, thoughts, and feelings of the individuals and then categorized in terms of thematic analysis process (Boyatzis, 1998).

The thematic analysis process helps the researcher to easily convert open-ended answers or unstructured behavior into a group of quantified variables (Boyatzis, 2009). This is then cross-checked against the competency dictionary to formulate the new competencies (Spencer, 1993). Vathanophas and Thai-ngam (2007) stated that BEI had proven constant validity and reliability about its ability to identify the competencies required for future jobs. However, to ensure validity and reliability in the current study; it is essential to state that organizational and operational performance is reflected when organizational frameworks, job's demand, and individual's competencies are aligned (Boyatzis, 1982). This notion actually complies with the current study's conceptual framework. Hence, it supports the notion that individual performance should be aligned with both operational and organizational performance. For the current study, the job description of expert, assistance expert, and technician are already set by the ADP-HR. This cannot be violated or changed; hence, this study focuses on the relevancy and efficiency of the competencies that are part of the job description.

To elaborate more on BEI validity, D. McClelland (1998) posited that the most essential element in terms of BEI validity is whether high score competency is associated with successful individual performance. Spencer (1993) established a well-defined group of competencies dictionary (Appendix G), which are generated from a validated group of O versus T individuals. The data was gathered from over 30 different organizations and various types of executive positions (i.e., managers, head of health units, salespeople, and mining geologist). These competencies vary based on different dimensions. Spencer (1993, p. 21) defined these dimensions as follows:

- "*Intensity or Completeness of Action: the first or main scale of most competencies, which describes the intensity of the intention involved and the completeness of the action taken to realize that intention,*
- *Size of Impact: the breadth of impact describes the number and position of people impacted or the size of the project affected,*
- *Complexity: the complexity of the behavior is the primary scale on a few competencies, primarily the 'Thinking' competencies,*
- *Amount of Effort: Amount of extra effort or time involved in the undertaking is the second dimension for some competencies".*

These dimensions (i.e., assessment criteria) are highly essential to the current study, as they define the map that determines how to assess certain behaviors. Behavioral competencies have been clustered based on underlying intent (Spencer, 1993). In fact, the underlying intent is defined by the extent of analysis between deep underlying social motives and superficial behaviors. A summary list of all BEI empirical competencies clusters and their associated behavioral competencies can be reviewed in Appendix G. Table 24 illustrates a group of clusters accompanied a group of behavioral competencies that address the nature of most jobs. For example, an individual initiative can be substituted with the effort to do the tasks better (i.e. Achievement Orientation), planning and strategic thinking (i.e. Conceptual Thinking), conceptualizing the organization policies (Organizational Awareness), and finally the capability to achieve organizational priorities (Impact or Influence) (D. McClelland, 1998). This study will seek suitable competencies for the technical jobs at ADP-FED by interviewing a group of outstanding performers of technicians and examine their stories of what defines them as outstanding performers. Their behaviors are then cross-referenced with (Table 24, Appendix G).

5.8 Field Access

The current study focuses on investigating the level of alignment between performance measures at various levels (strategic, operational, and individual). It also focuses on the technical jobs in the ADP-FED, in which it seeks to identify new competencies model more suitable for these jobs. Subsequently, the researcher managed to obtain official approval from the General Directorate of Human Resources at ADP. ADP’s HR monitors the job's competencies to the very end of the performance appraisal process and, also, it has operation ownership of job descriptions of all jobs within ADP. Appendix B presents the official approval letter signed by the General Manager of HR at ADP, along with ADP-FED’s head of department letter of support and agreement to facilitate all necessary data access required for this study by a confidentiality agreement.

Therefore, the researcher had ease of access regarding interviewing the required individuals for this study, following any other data that may appear to be important in terms of the researcher’s perspective. Also, the researcher’s 12 years of experience with ADP adds value to ensure that the right documents are obtained while also maintaining quality regarding data obtained.

5.9 Ethical Considerations

ADP has a very well established confidentiality policy in terms of data and personnel. In addition, ADP has worked significantly towards raising the awareness of its staff about ethical issues. The researcher provided participants with informed consent to protect their confidentiality. Therefore, the information obtained throughout the study was secured in the ADP’s library, and ADP has full control over what to release in the study, keeping the integrity of the research into consideration. On the other hand, the researcher had followed all aspects of the information security policy imposed by ADP to maintain a healthy research environment and ensured no violation of any policy in this matter.

Participants were not asked to mention their names. Other technical aspects such as technical rank and years of experience were recorded for the research requirements, yet this was secured throughout the research in an external encrypted hard disk, which was given to ADP by the end of the study. All interviews recordings were stored in encrypted flash memory, and ADP also secured this after the final submission of the thesis. All other documents are filed and archived in the library of ADP for internal use by limited access controlled by ADP. All encryption digits are kept with the researcher until the end of the study, and then they are submitted to the ADP’s research center or their official representatives authorized by ADP.

The next chapters discuss results and data analysis (i.e., Chapter 6). While Chapter 7 presents discussion and data interpretation. Finally, Chapter 8 discusses the conclusion, contributions, and limitations.

Chapter 6: Results and Data Analysis

6.1 Introduction

This study adopts explanatory single case study as a general framework to a) investigate the extent of alignment between ADP’s strategic priorities and its PMS at various levels (i.e., strategic/operational/individual); and b) determine the required competencies to develop a competency model for ADP-FED’s technical jobs that are aligned with ADP’s PMS (recall from Section 1.3).

The study addresses the following research questions:

RQ1: How are performance measures at the departmental level in ADP aligned with ADP’s strategic priorities?

RQ2: How are ADP-FED’s performance measures aligned with the performance appraisal used in evaluating technical staffs’ performance?

RQ3: How are current job descriptions for the ADP-FED’s technical jobs aligned with competencies, and how are both aligned with the technical staffs’ PA in current use at ADP-FED?

RQ4: What are the effective competencies suitable for ADP-FED’s technical jobs?

The study adopts, (recall from Chapter 5), two approaches: the pragmatic constructivism (PC) (i.e., phase I), and the behavioral event interview (BEI) (i.e., phase II). PC approach is adopted to address the first objective of the current study (i.e., investigate the extent of alignment between ADP’s strategic priorities and its performance measurement system at various level). The first three research above questions (i.e., RQ1, 2, 3) are generated to address this objective through the PC approach. While BEI addresses the second objective of this study (i.e., determine the required competencies, and develop a competency model, for ADP-FED that is aligned with ADP's performance measurement system. Similarly, the above fourth research question is designated to address the second objective. Based on the literature review, and recall from Chapters 2, & 3, these two approaches are considered suitable and reliable with regard to the objectives of this study and the associated research questions.

Semi-structured interviews were conducted for both phases. In phase I, and to ensure capturing perspectives of different actors and for comparison reasons; a total of 13 interviews were conducted in the period between September – November 2017: four with top managers and nine with middle managers (see Table 5, Chapter 5). In phase II, 15 interviews were conducted in the period between January – February 2018 with different technical staff. These employees comprise five experts, five assistant experts, and five technicians (Table 5, Chapter 5). Recall from Section 5.5.2 of the current study, these employees were nominated by their section chiefs (i.e., peer rating), in which each section chief was asked to nominate outstanding and typical performs of each level.

The total length of interviews was around 5hrs and 41min, with an average of 25 minutes for each interview taken in phase I. All interviews were conducted in participants' work office. All interviewees have chosen their work offices to conduct the interview, as it is more favorable to them. The interviews were audiotaped and transcribed. Each participant was provided with a consent form to maintain confidentiality policy of both ADP and the United Arab Emirates University (UAEU).

Each participant was referenced to by his/her turn in the interview. For example, the first participant was referenced as P1; since this gives a clear indication of the statements' value in the analysis chapter and also protects participants' identity. This is also to ensure ease of explanation and data analysis, along with maintaining confidentiality. All participants were asked to check the accuracy of transcripts relevant to their interviews and sign as a member check approach. This is to ensure the validity and reliability of the transcripts. As a result, no critical differences were noticed by participants, which indicates the high quality of the transcripts. The final transcripts and coding process were closely monitored and checked against validity and reliability by this study's advisory committee (see page iv).

As for phase II, Spencer (1993) method of conducting BEI was adopted and initiated. In general, the BEI has four main steps (for clarification kindly see Section 5.3.1.2), 15 interviews were conducted for Phase II with a mix of outstanding and typical performers from each technical section within ADP-FED. The total length of the interviews was around 7hrs, with an average of 28 min for each interview. The same procedures of phase I was conducted in terms of the consent form, audio taping, and transcripts.

Moreover, archival documents were analyzed to ensure a comprehensive understanding of the ADP's PMS and the characteristics of its PA. These documents comprised: a) organization chart, internal frameworks: "Strategic Plan Methodology," "Motivational Methodology" (i.e., rewards policy), and "Organizational Performance Methodology" (recall from Chapter 4.2.1).

This Chapter is organized as follows: demonstration of the results of both phases is presented in sections 6.2 and 6.3. Data analyses are presented in Chapter 7. The study conclusions and limitations are discussed in Chapter 8.

6.2 Pragmatic Constructivism Results (Phase I)

In this phase, the coding process has been done manually, since the number of actors who were interviewed was manageable (i.e., 13 interviews). Each interviewee was asked to review the final transcript to ensure validity and consistency. Then each transcript of each interviewee was analyzed separately. All arguments that considered critical and frequently addressed were highlighted. These were then coded and cross-checked with the rest of the transcripts. Themes were then gathered and color-coded based on similarities and criticalities. Eventually, six main themes were finalized and approved and checked by the current study's advisory committee. These are as following:

1- ADP's strategic priorities driven from the Abu Dhabi Government's vision and internal frameworks (facts),
2- Strategic goals/indicators and internal strategic projects and initiatives (values),
3- Achievement of operational goals/indicators,
4- Employees' annual career objectives (triggering conditions, values, and factual possibilities),
5- Unsuitableness of the current job description and associated competencies with technical jobs, and
6- Poor alignment between current performance appraisal and operational indicators.

Afterward, Toulmin's model (i.e., datum, claims, and warrant, see Section 5.3.1.1) was applied to the selected interviewees/actor's arguments to explore the dimensions of interviewees realities. Recalling the methodology chapter (i.e., Chapter 5), Toulmin's model is adopted in this study to understand the actor's reality (i.e., actor's topoi) through the language/communication analysis. As a matter of fact, Toulmin (2003) posited that the model assists in investigating the facts acknowledged by actors and the values that demonstrate their warrants and claims. It is worth remembering that the actor's datum argumentation represents the fact dimension, while the interpretation of how actors originate conclusions (i.e., claim) from facts permits for the recognition of the warrant. The following sub-section illustrates how PC's four dimensions were operationalized through the adoption of Toulmin's model, and how reality was examined and validated.

6.2.1 Abu Dhabi Police Officers' Topoi

Based on the interviews and followed by the coding process it is concluded that ADP's police officers, who merely deals with strategy and operations in their daily jobs (working on different levels within Abu Dhabi Police's departments) communicate with different topoi. In another way the interviews resulted in the following Six themes: a) ADP's strategic priorities driven from Abu Dhabi Government's vision and internal frameworks (facts), b) strategic goals/indicators and internal strategic projects and initiatives (values), c) achievement of operational goals/indicators, d) employees' annual career objectives (triggering conditions, values, and factual possibilities), e) unsuitableness of current job description and associated competencies with technical jobs, and f) poor alignment between current performance appraisal and operational indicators. Therefore, to explore and investigate the existence of organizational topoi, a comparative analysis of the different officers' topoi (i.e., police officers holding positions in different levels/sectors) was conducted. The following subsections demonstrate topoi and the extent to which PC's four elements are integrated.

The police officers' topoi are analyzed over the aforementioned themes. It is also worth mentioning that the position a police officer holds influences his/her perspective. For example, police officers positioned in the General Directorate have different responsibilities compared to police officers positioned in the sub-department of that General Directorate. This level of variation about responsibilities influences the perspective of each police officer (Nørreklit et al., 2016). Thus, it will also influence the topoi of each police officer. This actually complies with the PC approach concept, in which it implies that each actor/individual/ employee constructs his/her reality based on self-perception (Nørreklit et al., 2006; Nørreklit et al., 2016). The following is a comprehensive illustration of the findings on the bases of the six resulted themes.

6.2.1.1 Theme One: ADP's Strategic Priorities Driven from the Abu Dhabi Government's Vision and Internal Frameworks

Abu Dhabi Police is one of the public organizations under the Abu Dhabi Government. It is accountable for increasing security, justice, and safety in Abu Dhabi, one of the five main aspects in Abu Dhabi Government vision. The five aspects are as follows: "*a) social development, b) security, justice, and safety, c) infrastructure and environment, d) economic development, e) government affairs*" (Government, 2017). Therefore, ADP established six main strategic priorities to fulfill this vision (ADP, 2016). Recall from Figure 7 of Chapter 4, the first ADP's priorities is called "Controlling Crime" (ADP1) (ADP, 2016). Hence, this priority is cascaded to many general directories within ADP. In this study, the focus is on the General Directorate of Port Security (GDPS) as it is one of the main general directorates responsible for achieving this priority and ADP-FED is hierarchically under the GDPS. However, other priorities are also linked to the focused vision of the Abu Dhabi Government and are set to be achieved by GDPS and its sub-departments (i.e., the ADP-FED). One of the interviewed officers states the following on this basis:

[P3]: "*In my point of view, there are almost eight other strategic indicators within ADP that can be captured by the ADP-FED, yet they are not assigned/cascaded down to ADP-FED. For example, one of these strategic indicators is called "**optimal use of information intelligence**." The ADP-FED can support this strategic indicator effectively with its various databases. In fact, there is a great number of classification indicators within the ADP, yet not all performance has specific indicators. I mean, sometimes departments are obligated to fulfill strategic indicators in which they have taken part in establishing*".

Another police officer describes how GDPS is held responsible for achieving other strategic priorities within ADP.

[P2]: "*Controlling crime is the main priority that is assigned to ADP-FED. From this priority, only one strategic indicator is driven, and that is "**Optimal use of forensic evidence**." Additionally, ADP-FED also indirectly serves other priorities within ADP, such as "**Increasing Community Confidence**," and "**Making the most of our human resources through the implementation of the best international practices***".

General Directorates of ADP influence different strategic priorities, due to overlapping between these directorates in terms of operations and specialties. The following officer indicates this and agreed by the rest of the relevant officers:

[P5]: "*In my point of view the Port Security sector* ***serves all six strategic priorities of ADP****. It is true that we are responsible for the first priority, yet* ***we share accountabilities with regard to the other priorities****. Hence, I think we should be* ***given percentages of responsibilities with regard to the rest of the priorities****. This should help to enhance the overall performance of ADP in general*".

According to Toulmin's approach, this argument can aid to extract datum and claim, while a warrant is implicit. For example, the datum (i.e., fact) in the PC framework is that ADP-FED serves other priorities within ADP. This officer claims that placing ratios/percentages can help to better display the level of influence of ADP-FED over these priorities. Therefore, the warrant, which helps to construct a link between datum and claim, in this case, is that ratio is necessary to measure the levels of influence/achievement of each department with regard to achieving strategic priorities.

Almost all police officers interviewed agreed that all departments within ADP influence the output of all strategic priorities. However, only specific strategic indicators are cascaded down to each department while the participation in achieving other strategic indicators is considered as common objectives with no measurement tools/indicators indicated for such participation/ performance.

6.2.1.2 Theme Two: Strategic Goals/Indicators and Internal Strategic Projects and Initiatives

Once each strategic priority is cascaded down to the relevant general directorate; the strategic planning department within ADP is then obligated to meet annually with its sub-branches located within each department of ADP. This is to review the outputs of each department against the associated strategic/operational indicators. This process is driven from ADP's different internal frameworks, such as "Strategic Planning Framework," and "Organizational Performance Framework*."* Based on these two main frameworks, this annual meeting is called the "*Strategic Planning Lunching Phase*". These meetings are conducted to review the outputs of each department based on the year being evaluated and to forecast the following year's strategic projects and if necessary updating the current strategic indicators/goals. The following officer's statement describes the details above:

[P4]: "*We update our strategic goals and plans every year through a workshop called "**Strategic Planning Lunching Phase**," managed by the Strategic Planning department of ADP. The workshop's participants are officers from different departments within the GDPS". **We work on setting KPIs for each strategic goal,** which is then approved by the designated department heads. The department heads are then working on setting operational KPIs in order to achieve the strategic ones*".

Another officer adds to the statements above:

[P3]: "*Based on ADP's strategic methodologies, the strategic plan undergoes **three levels**. The first level is **planning or gap analysis**, and this is where we run internal SWOT analyses to capture strategic issues/projects. The second level is **launching the strategic plan**, which comes after reviewing ADP's strategic framework* *and the results of SWOT analyses. Third and finally, is the **implementation and monitoring level***".

The same officer continues:

[P3]: "*Every year the ADP's management of updates its general strategic planning, and from this update we work on developing our strategic indicators through a workshop. In this workshop, we aim to lunch the sector's strategic indicators by conducting PESTEL and SWOT analysis…The results of this workshop are a **set of indicators and projects** approved by the general manager and then approved by the general department of strategic planning*".

Hence, these strategic projects and initiatives are to be placed under the responsibilities of the relevant departments within GDPS. Therefore, these departments are to be evaluated against the achievement of these projects. However, different officers stated the irrelevancy of some of these projects. This was highlighted by a number of officers, as in the following statements:

[P2] "*Every year we work on reviewing our strategic plan through several brainstorming sessions. More specifically we participate only in these sessions that are related to ADP-FED, in which we aim to find strategic opportunities that can enhance our strategic goals. We also work on generating different strategic projects, which sometimes are assigned to **us directly from the strategic planning department***".

Another officer's perception of the same matter:

[P5] "*We should have a set of strategic projects that support ADP's vision and strategic priorities. However, if we speak of ADP-FED**, only some of the current projects are directly related to its specialty***".

Another officer adds to the same argument:

[P3]: "These *projects* ***are not necessarily aligned with the strategic goals nor the operational goals***. *They are generated from the annual meetings to review the results of the strategic plan. Thus, they are* ***another tool by which to measure the performance of departments***".

This argumentation's datum/fact is that strategic projects and initiatives are considered to be an extra tool by which to measure the performance of departments within GDPS. This officer claims that alignment should be maintained between these generated projects and the profound strategic and operational indicators/goals. Accordingly, the implicit warrant comprises coherent projects with strategic and operational goals that contribute to maintaining the relevancy (i.e., validity) of these initiatives. ADP established the motivational framework to encourage its employees to participate in achieving these projects and also to regulate the rewards associated with each project category. Employees, therefore, consider participation in these projects as more factual possibilities. This is due to the direct link between these projects with ADP's "Motivational Methodology Framework."

6.2.1.3 Theme Three: Achievement of Operational Goals/Indicators

Operational indicators are generated based on technical characteristics / specialties of the department, in this case, ADP-FED. According to strategic planning branches in both the GDPS and the ADP-FED, the operational indicators are gathered by reviewing the specialties of technical sections within ADP-FED and by maintaining coherence with the main strategic indicator (i.e., optimal use of forensic evidence). With that regard, this officer posited the following:

[P2]: "*The current **operational indicators** were developed through workshops. **Different employees** within ADP-FED participated in such workshops*".

Another officer concurs with the previous statement as follows:

[P3]: "*The ADP-FED's **operational indicators are linked to its main strategic indicators**. The ADP-FED has **24** operational indicators. These indicators capture the effectiveness and efficiency of the department*".

ADP claims that it ensures achievement of these operational indicators by encouraging designated employees to incorporate these operational indicators as much as possible when setting their annual career objectives. ADP also obligates all of its employees to ensure that their career objectives are set according to the SMART approach. That is to say that each career objective is specific, measurable, achievable, relevant, and within a time frame. However, these operational indicators lack frequent updates and development. Moreover, it is argued that not all current operational indicators are set to be measured and evaluated.

Most importantly, these operational indicators are not comprehensively integrated into the current PA system. This officer comments on this subject with the following:

[P2]: "*I would like to point out that **not all operational indicators are active and not all of them are updated.** Only those indicators that are clearly linked to the ADP-FED's core business, such as "**turnaround time of cases**," "**the number of report deficiency**," and "**the number of case declined**," since these indicators clearly support the main priority of "Controlling Crime*".

The same officer discusses the current situation with operational indicators, and continues: -

[P2]: "***There is no alignment between the current PA system and operational indicators***. *I personally tried to link some elements in the PA system with operational indicators, yet I could not. The issue is that the* ***current PA system is not friendly*** *(i.e., not integrated)* ***with the current operational indicators***".

Once again, based on the last statement, datum comprises that there is poor alignment between the current PA system and operational indicator. This officer claims that the current system is not capable of integrating these indicators to be measured through it. Hence, the implicit warrant here that orienting the current PA system with operational indicators might help to track and monitor the achievement of these indicators and the associated performances indicators.

6.2.1.4 Theme Four: Employees' Annual Career Objectives

At the beginning of each year, ADP obligates all of its employees in all departments and sub-units to set career objectives through the SMART approach. ADP encourages employees to attempt to align their career objectives with operational indicators. This is considered to be an absolute requirement for the appraisal process. However, it is deemed by a considerable number of officers that not all employees are able either to construct such alignment or to conceptualize the significance of such objectives, as posited by the following officer

[P2]: "*Employees are supposed to write career objectives that are linked to strategic and operational indicators. However,* ***there are only some employees who do so; the others are setting them wrongly***".

Another officer complements the previous officer's statement:

[P3]: "*Unfortunately,* ***not all employees have their career objectives aligned with the strategic/operational indicators****. Moreover, section heads might place different objectives for their staff which is not necessarily in alignment with the strategic/operational indicators of ADP-FED…. I think* ***career objectives should be set to meet operational indicator requirements in order to achieve ADP-FED's strategic indicators****. Thus, I think there is a* ***gap between career objectives and ADP-FED's operational indicators. There is poor alignment between these elements****. I also think that a number of employees are* ***not aware that the operational indicators are a group of indicators set to achieve the main strategic indicators***".

A datum can be derived from the above argument as career objectives are an absolute requirement for the appraisal system. This officer claims that aligning career objectives with operational indicators/internal strategic projects or initiatives can ease evaluation for employees to ensure the achievement of these indicators/projects. Thus implicit warrant comprises that training employees on how to draw career objectives in alignment with operational indicators most importantly can help in construct coherence between employees' career objectives and the ADP-FED's operational indicators. It is also inferred that section chiefs lack sufficient knowledge over the current operational indicators.

6.2.1.5 Theme Five: Poor Alignment between Current Performance Appraisal and Operational Indicators

This is a critical theme as it was discussed at different levels with different perspectives. For instance, one statement pointed towards the lack of communication between the liaison officer of operational indicators and the one appointed for the appraisal system. Other critical statements were pointed towards the poor integration of operational indicators into the current PA system. This resulted in the final argumentation of which employees are not currently evaluated against operational indicators. The following officer's statement explains the situation:

[P5]: *"In ADP, Supporting Services sections are responsible for the appraisal system, while strategic branches are responsible for all related aspects of operational indicators. My point of view is that there is a lack of communication between these two units.* ***There is no link between these two****; there should be a link between them in terms of operations and appraisal, and that should be reflected in the outputs".*

In terms of fact/datum, it is clearly stated that there is a lack of communication and linkage between strategic branches and support services sections units. The officer claims that the two units should frequently meet and draw policies to align operational indicators aspects with the performance appraisal system. Factual possibility for this officer is conditioned by a link between these two units to construct more reliable and mutual process with regard to the conditions and policies of the two operations (i.e., operational indicators measurement and individual performance measurement). On the other hand, when reviewing the 24 operational indicators, it is noticed that they lack KPIs for individual performance. The following is a comment of an officer in that regard:

[P2]: "The *operational productivity indicator is* ***the only individual indicator*** *that I could think of in terms of individual performance, and it is integrated into the current case management software, which is called the "Forensic Evidence Department Laboratory Information Management System" (ADP-FEDLIMS). It should be linked to the current performance appraisal system*".

This officer's datum is that there is no integration of operational indicator into the current PA system. He also claims that a link should be established between an operational indicator, especially the one to do with productivity, and performance appraisal. Implicit warrant involves the integration of operational indicators to the PA system is elemental to measure individual performance and ensure achievement of operational indicators.

Another officer adds to the previous argument:

[P3]: "*Currently, the current PA system* ***does not support the operational indicators****. It does not obligate you to achieve the current operational indicators. The system gives employees the option to add career objectives to achieve operational indicators, yet it is a matter of choice.* ***There should be a link and integration of operational indicators into the PA system***".

Consequently, it is a fact/datum that there is an inadequate integration of operational indicators into the PA system. This officer claims that better integration of this indicator should help evaluate employees based on this indicator as part of the appraisal. Warrant establishes the link between datum and claim is that a comprehensive integration of operational indicators into the PA system is indeed crucial when evaluating employees.

Findings show that current job descriptions of technical jobs do not represent factual possibilities for stakeholders within ADP-FED. It is deemed by a number of section heads that along with ADP-FED departments that competencies associated with these job descriptions are not comprehensive and do not help in the appraisal process. Therefore, the second phase of this study aims to identify the most suitable competencies for technical jobs at ADP-FED. These jobs comprise three levels: experts, assistant experts, and technicians.

The following section presents a discussion of results and findings for the second phase data collection for this study.

6.2.1.6 Theme Six: Unsuitableness of the Current Job Description and Associated Competencies with Technical Jobs

Section chiefs within ADP-FED argued that the current job descriptions are unsuitable for the technical jobs. This is to say that current technical job descriptions are incapable of reflecting the characteristics of these jobs (i.e., requirements, qualifications, duties). Thus, this makes the deployment of these jobs ambiguous and unclear. This might result in various unwanted behavior when deploying the duties of these jobs. The following is one of the officers (i.e., middle manager) argument on that matter:

[P6]: "*I think the **current job description does not reflect the actual technical jobs**. There is no distinguishing between the three main jobs, such as a technician, assistant expert, and expert. There should be a training program where individuals progress through these jobs*".

Another middle manager officer complements the previous argument:

[P9]: "*If I have been given a choice, I would have **requested to change the*** current ***job descriptions**, yet for now we need to commit to them. However, I would **choose to have a job description designed for each section within the ADP-FED**. Job descriptions should be designed to distinguish duties based on the level of technicians, which is not available in the current job descriptions*".

Consequently, through Toulmin's approach, the datum can be deemed that there is an overlap between the duties of three jobs categories. Hence, it is claimed that section heads cannot distinguish between the duties and characteristics of these three categories/levels. Therefore, a warrant is implicitly expressed as it is very significant to have clearly distinguished criteria between these three main technical jobs. Therefore, this theme leads to the investigation being extended to include reviewing the job descriptions of the ADP-FED's technical jobs and thoroughly studying the competencies associated with each job. Findings of the BEI (i.e., Phase II) are presented next.

6.3 Behavioral Event Interview Findings (Phase II)

This phase consisted of two sequential stages: first was to interview outstanding (O) and typical (T) performers, recall from Section 5.5.2 (Table 5) of the three technical levels in the ADP-FED sections in order to capture designated competencies in each category. Second, was to validate the captured competencies, for each category, across the ADP-FED sections using a rating form.

In the first stage, Os and Ts were chosen based on section heads selection, and current technical positions. The BEI transcripts were analyzed and coded to determine the competencies deployed on daily tasks. Findings from the BEI data analysis were then categorized into an initial competency model which was tabulated by competencies and behavioral indicators.

Subsequently, in the second stage, this model/list of competencies was then validated through a competency model survey in which a rating form was initiated from that list. Participants of ADP-FED were asked to rate the significance, and future importance of each competency to effectively deploy jobs' tasks and responsibilities and therefore enhance performance on the job. Results of the survey were tested for reliability, and are, then, used to prepare the final competency model for the technical jobs at ADP-FED. The following is a detailed illustration of the findings (Figure 10).

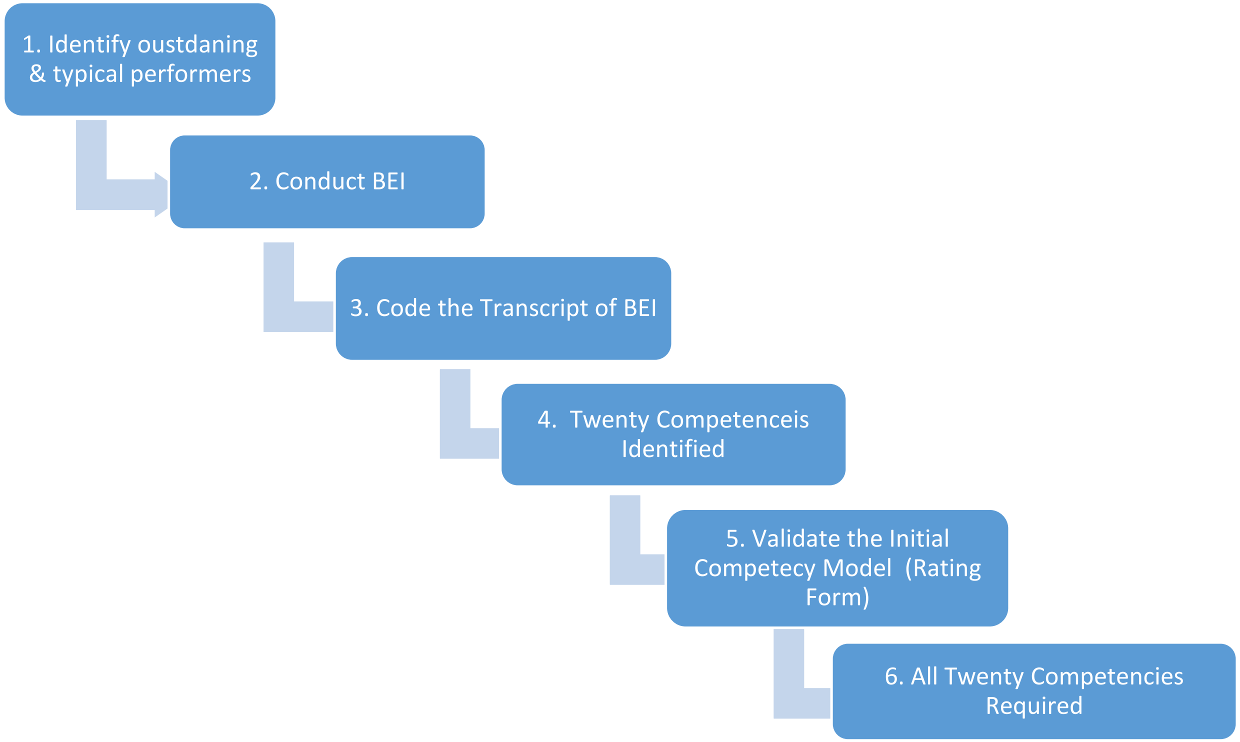

Figure 10: Summary of BEI Steps.

6.3.1 Behavioral Event Interview: Stage One - An Initial Competency Model

After conducting the interviews, they were transcribed, and a thematic analysis method was deployed to identify competencies indicators. Findings exhibited eighteen competencies for both experts and assistant experts, while fourteen competencies were identified through the interviewed technicians. These competencies are as following

Table 7:
Total Competencies Found in All Three Technical Jobs of ADP-FED

No	Cluster	Competency	Job Categories
1	Achievement & Action	Achievement Orientation (ACH)	Found in all three levels
2		Concern of Order (CO)	
3		Information Seeking (INFO)	
4		Initiatives (INT)	
5	Helping & Human Services	Interpersonal Understanding (IU)	Found in all three levels
6		Customer Services Orientation (CSO)	Assistant Experts
7	Impact & Influence	Impact & Influence (IMP)	Experts and Technicians
8		Relationship Building (RB)	Assistant Expert
9		Organizational Awareness (OA)	Experts

Table7:

Total Competencies Found in All Three Technical Jobs of ADP-FED (continued)

No	Cluster	Competency	Job Categories
10	Managerial	Teamwork & Cooperation (TW)	Found in all three levels
11		Developing others (DEV)	
12		Directiveness (DIR)	
13		Team Leadership (TL)	Experts & Assistant Experts
14	Cognitive	Analytical Thinking (AT)	Found in all three levels
15		Conceptual Thinking (CT)	
16		Expertise (EXP)	
17	Personal Effectiveness	Self-Control (SCT)	Experts & Assistant Experts
18		Self-Confidence (SCF)	Found in all three levels
19		Flexibility (FLX)	
20		Organizational Commitment (OC)	

The above table summarizes the findings of the identified competencies. The two competencies cluster that are found in all three levels are "Achievement and Action," and "Cognitive." However, experts exhibited the "Organizational Awareness" competency, which was not identified in either assistant experts or technicians. Also, assistant experts exhibited their own two distinct competencies that were not identified by either experts or technicians. These competencies are: “Customer services orientation” and “Building Relationship.”

Since the three job levels are responsible for deploying all technical tasks, albeit with different responsibilities; the current study will consider all twenty competencies to be included in the rating form. This is also to ensure the perceptions of all ADP-FED’s technical employees over the twenty competencies as a whole are captured. The following is an illustration of the findings related to the deployment of the rating form of BEI (i.e., BEI - Stage Two).

6.3.2 Competency Model Rating Form: Stage Two -Validating the Initial Competency Model

As recommended by Spencer (1993), a rating form was conducted to demonstrate the validity of the identified competencies through capturing the perceptions of ADP-FED’s technical employees (i.e., excluding those interviewed in BEI Stage One) over the significance of these competencies in their jobs. The rating form was pretested before it was used in data collection. This was done by sending the form to all section heads and selected experts within ADP-FED chosen by ADP-FED department head to collect any feedback in order to enhance clarity and consistency. Consequently, no significant feedback was allocated, which led to the form being sent to all technical staff within the studied department. The form was designed on 6-Likert scale bases; Table 8 illustrates the rating scale.

Table 8:
Likert Scale Used in BEI Rating Form

Rating Scale	
Not Applicable	0
Less Significant	1
Slightly less significant	2
Moderate	3
Significant	4
Highly significant	5

Participants were asked to rate each of the competencies (i.e., a total of 20) based on their perceptions with regard to the levels of significance of the current job's characteristics and duties, and the levels of significance of the job's characteristics and duties over the next Ten years.

The rating forms were administered to 248 technical employees at ADP-FED (i.e., 263 less 15 interviews in BEI Stage One). The rating form was administrated via the intra-email system in early February 2018, and it was successfully delivered to participants. This was followed by 12 rounds of reminder emails and follow-ups. A total of 183 (69.6%) participants were received, which comprised 41 experts (22.4%), 37 assistant experts (20.2%), and 105 technicians (57.4%), see Table 9. This response rate is consistent with that reported in other studies using online surveys in data collection in the public sector (see, Abdel-Maksoud, Elbanna, Mahama, & Pollanen, 2015).

Table 9
Overview of BEI Sample Frame (Interview & Rating Form)

Category	**Sample Frame**		**Responses**	
	Frequency	**%**	**Frequency**	**%**
Experts	61	24.6%	41	22.4%
Assistant Expert	72	29.0	37	20.2
Technicians	115	46.4	105	57.3
Total	**248**	**100**	**183**	**100**

Of the total respondents,73.2% are males, and 26.8% are females, see Table 10. The majority of participants (58.5%) hold an undergraduate degree, 22.4% are postgraduate degree holders, while 18.6% are high school certificate holders. Regarding years of experience, more than half of the respondents (52.5%) have Ten years or more of experience, while employees with less than Ten years of experience comprise 47.5%. It is worth noting that technical employees working in ADP-FED are granted the merited technical rank based on years of experience and education level.

Table 10:
Demographic Data of the BEI Rating Form

Gender		Education				Years of Experience			
Male	Female	> high school	high school	Undergraduate degree	Post Graduate degree	0- less than 5	5- less than 10	10- less than 15	15 years and more
134	49	1	34	107	41	33	54	34	62
183		183				183			

It is argued that the statistical findings of the BEI's rating form enrich the interview coding through "*a) if coders have reached an acceptable level of inter-rater reliability, and b) which themes best distinguish outstanding from typical performers*" (Spencer, 1993, p. 150). Moreover, testing the rating forms' consistency is very significant; this is to ensure that competencies are answered relatively the same (Golafshani, 2003). In fact, this test is referred to as stability, in which the higher the stability, the higher the reliability (Golafshani, 2003). As for the current study, the Statistical Package for the Social Science (SPSS), version (25) was used. As for the statistical tests, the Cronbach's Alpha test was conducted on the rating form to measure reliability. The Cronbach's Alpha is widely used to ensure internal consistency (i.e., reliability) (Bonett & Wright, 2015). Thus, Cronbach's Alpha calculations for the current study show that all responses of all three job categories scored above 0.995 for both present and future significance (see, Appendix H) This indicates the high level of repeatability of the rating form and it also indicates a high level of inter-item reliability.

Findings of competencies ratings are presented in Table 11. Ratings show that employees of each level have different perceptions in terms of the significance of the identified competencies in both present and future. Experts rated all of "Conceptual Thinking," "Relationship Building," and "Achievement Orientation" as the most significant competencies in the *present* with a mean of 4.12 while they have rated "Achievement Orientation" (4.22) as the most significant competency in the *future* (i.e., the next Ten years) (Table 11).

Table 11:
Experts' Rating Over the Identified Competencies

Competencies [Experts]	Present Rank	Future Rank	Competencies [Experts]
Conceptual Thinking	1	1	Achievement Orientation
Relationship Building		2	Customer Service Orientation
Achievement Orientation		3	Conceptual Thinking
Customer Service Orientation	2	4	Relationship Building
Flexibility			Self-Control
			Self-Confidence
Expertise			Expertise
Teamwork			Initiatives
Concern of Order	3		Developing Others
Self-Control	4	5	Flexibility
Self-Confidence			Teamwork
Organizational Commitment	5		Concern of Order
Developing Others			Organizational Commitment
Team Leadership		6	Organizational Awareness
Organizational Awareness			Impact & Influence
Analytical Thinking	6		Team Leadership
Initiatives	7	7	Analytical Thinking
Impact & Influence	8	8	Information Seeking

Table 11:
Experts' Rating Over the Identified Competencies (continued)

Competencies [Experts]	Present Rank	Future Rank	Competencies [Experts]
Directiveness	9	9	Directiveness
Information Seeking		10	Interpersonal Understanding
Interpersonal Understanding			

Assistant Experts, in contrast, had different perceptions. Interestingly, "Team Work," and "Self-confidence" were both rated as most significant in the present, with a mean of 3.97 for both; while "self-confidence" is still the most significant in the future of the same job category (4.05) (Table 12). Meanwhile, technicians have rated "Building Relationship" as the most significant in the present (3.97), while "Self-Confidence" was rated the most significant in the future (4.11) (Table 13).

Table 12:
Assistant. Experts' Rating Over the Identified Competencies

Competencies A. Experts (Present)	Present Rank	Future Rank	Competencies A. Experts (Future)
Teamwork	1	1	Self-Confidence
Self-Confidence		2	Teamwork
Concern of Order	2	3	Interpersonal Understanding
Developing Others	3	4	Expertise

Table 12:
Assistant Experts' Rating Over the Identified Competencies (continued)

<table>
<tr><th>Competencies A. Experts (Present)</th><th>Present Rank</th><th>Future Rank</th><th>Competencies A. Experts (Future)</th></tr>
<tr><td>Customer Service Orientation</td><td rowspan="4">4</td><td rowspan="2">4</td><td>Directiveness</td></tr>
<tr><td>Directiveness</td><td>Analytical Thinking</td></tr>
<tr><td>Information Seeking</td><td rowspan="5">5</td><td>Achievement Orientation</td></tr>
<tr><td>Team Leadership</td><td>Self-Control</td></tr>
<tr><td>Organizational Commitment</td><td rowspan="4">5</td><td>Developing Others</td></tr>
<tr><td>Analytical Thinking</td><td>Concern of Order</td></tr>
<tr><td>Expertise</td><td>Organizational Commitment</td></tr>
<tr><td>Achievement Orientation</td><td>6</td><td>Customer Service Orientation</td></tr>
<tr><td>Initiatives</td><td rowspan="4">6</td><td rowspan="3">7</td><td>Team Leadership</td></tr>
<tr><td>Relationship Building</td><td>Information Seeking</td></tr>
<tr><td>Interpersonal Understanding</td><td>Flexibility</td></tr>
<tr><td>Self-Control</td><td rowspan="3">8</td><td>Impact & Influence</td></tr>
<tr><td>Flexibility</td><td>7</td><td>Conceptual Thinking</td></tr>
<tr><td>Conceptual Thinking</td><td>8</td><td>Initiatives</td></tr>
<tr><td>Organizational Awareness</td><td>9</td><td>9</td><td>Relationship Building</td></tr>
<tr><td>Impact & Influence</td><td>10</td><td>10</td><td>Organizational Awareness</td></tr>
</table>

Table 13:
Technicians' Rating Over the Identified Competencies

<table>
<tr><th>Competencies Technicians (Present)</th><th>Present Rating</th><th>Future Rating</th><th>Competencies – Technicians (Future)</th></tr>
<tr><td>Relationship Building</td><td>1</td><td>1</td><td>Teamwork</td></tr>
<tr><td>Self-Confidence</td><td>2</td><td rowspan="2">2</td><td>Self-Confidence</td></tr>
<tr><td>Conceptual Thinking</td><td>3</td><td>Flexibility</td></tr>
<tr><td>Concern of Order</td><td>4</td><td>3</td><td>Relationship Building</td></tr>
<tr><td>Teamwork</td><td rowspan="2">5</td><td rowspan="2">4</td><td>Expertise</td></tr>
<tr><td>Achievement Orientation</td><td>Conceptual Thinking</td></tr>
<tr><td>Customer Service Orientation</td><td>6</td><td>5</td><td>Team Leadership</td></tr>
<tr><td>Organizational Commitment</td><td rowspan="3">7</td><td>6</td><td>Developing Others</td></tr>
<tr><td>Flexibility</td><td rowspan="2">7</td><td>Concern of Order</td></tr>
<tr><td>Team Leadership</td><td>Achievement Orientation</td></tr>
<tr><td>Expertise</td><td>8</td><td rowspan="2">8</td><td>Self-Control</td></tr>
<tr><td>Self-Control</td><td rowspan="3">9</td><td>Organizational Commitment</td></tr>
<tr><td>Organizational Awareness</td><td rowspan="2">9</td><td>Initiatives</td></tr>
<tr><td>Initiatives</td><td>Analytical Thinking</td></tr>
</table>

Table 13:
Technicians Rating Over the Identified Competencies (continued)

Competencies Technicians (Present)	**Present Rating**	**Future Rating**	**Competencies – Technicians (Future)**
Analytical Thinking	10	9	Information Seeking
Impact & Influence	11	10	Directiveness
Interpersonal Understanding	12		Interpersonal Understanding
Information Seeking	13	11	Impact & Influence
Developing Other	14		Customer Service Orientation
Directiveness	15	12	Organizational Awareness

Moreover, by reviewing the current cluster of competencies in the current PA system associated with the technical jobs; findings show that none of the identified competencies (i.e., Table 7) are actually included in any of the current job descriptions of the technical jobs. Therefore, this is considered as a significant contribution of the current study, in which it provides a new list of the competency model. Boyatzis (2008) stated that these lists of competencies (see, Spencer, 1993) had been tested over more than 2000 jobs and that includes technicians at laboratories. Hence, these competencies should be suitable for the jobs under study. The following chapter is a discussion and critical analysis over the current study's findings.

Chapter 7: Discussion and Data Interpretation

This chapter demonstrates a thorough discussion of the results reported in Chapter (6) and highlights how do they address the four main research questions (i.e., RQ1 to 4). Results revealed from the adoption of PC (i.e., Phase I of data analysis – RQ1, 2 and 3) show that police officers of different section levels have either respective values or somewhat conflicting ones with regard to ADP's performance indicators. Subsequently, interpretations of the six main thematic subjects stated in Chapter 6, are divided into two sub-sections 7.1 that discusses the factual possibilities and the validity of strategic indicators at the organizational level, while Section 7.2 highlights the level of validity of the current performance measurement system based on the perspectives of ADP-FED's main employees. Section 7.3 discusses findings extracted from carrying out BEI (i.e., Phase II of data analysis – RQ4). Details, definitions, and common behaviors of the identified competencies are eloquently described in the same section.

7.1 Lack of an Overarching Organizational Topos (Phase I – RQ 1, 2 and 3)

Recall from Chapter 2, Section 2.2.1.1; actors construct overarching ideas of the reality of things, and the functionality on the bases of this reality (Nørreklit, 2017). This overarching of ideas drives actors to act intentionally (Nørreklit, 2017). Thus, their practices are influenced by their constructed reality (Nørreklit, 2017). On this basis, PC claims that in order for such action to be pragmatic true, it has to integrate the PC's four elements: facts, opportunities, values, and communication (Nørreklit, 2017). Therefore, the next discussion is about examining whether ADP-FED's PMS is pragmatically true. In other words, research questions (RQ1, 2 and 3) are examined in accordance with the integration of the ADP-FED PC's four elements. Details are presented next.

7.1.1.1 Theme One (i.e., 6.2.1.1): ADP's Strategic Priorities Driven from Abu Dhabi Government's Vision and Internal Frameworks

It is evident that police officers from different departmental levels share different perceptions and therefore different values in terms of cascading down the strategic priorities. For example, the following officer commented on this matter by following:

[P11]: "*The main goal of the Forensic Evidence Department is Controlling Crime, yet ADP-FED* ***can also participate in achieving the other ADP's strategic priorities****. These are other common key performance indicators (strategic priorities) associated with the ADP-FED*".

The same officer continues as follows:

[P11]: "*I* think *the ADP-FED is the main department to support the Controlling Crime priority. However,* ***we do not mind its participation in achieving ADP's other priorities***".

An officer of different department shares different perception on the same matter:

[P5]: "*We contribute to* ***achieving all of ADP's strategic priorities****, yet with different ratios.* ***These ratios*** *of participation* ***should be officially considered by ADP*** *and distributed accordingly*".

Another officer of different departmental level concurs with the above statement as follows:

[P3]: "*Indeed,* ***we have discovered that we are only achieving one strategic*** priority***;*** *yet* ***there are other priorities that we are obligated to address.*** *For example, optimal use of intelligence is one of the strategic priorities that we can help in achieving. We have a comprehensive number of databases especially in the ADP-FED, these feed this strategic priority*".

Based on the above officers' argument, datum/fact comprises that ADP-FED is only accountable to achieve Controlling Crime priority. This is to say that there is no flexibility into officially assigning other strategic priorities to it. The officer (P3) claims that ADP-FED participation in achieving other ADP's priorities is considered secondary and not as significant as achieving its main assigned priority. Thus, the implicit warrant is that ADP has distributed its main strategic priorities (see Chapter 4, Figure 7) based on sectors specialties regardless of the resources.

However, it is noted that in the case of a police officer (P3), such participation is deemed a high opportunity to showcase capabilities and compete with other general directorates. As a result, factual possibilities of (P3, and 5), who represent their departments, comprise the participation should be given a percentage of influence so that it has a measurable form. However, management of ADP perceives such participation in fulfilling strategic priorities such as "*a) making the most of ADP human resources, b) increasing community confidence"*, as mandatory and common. This is to say that designated general directorates and their sub-departments should work on incorporating these priorities into their operations even though they have not participated into establishing them nor shall be evaluated against them at the end of the year. Moreover, since factual possibilities of employees in GDPS comprise that participation in achieving these common priorities should be given a percentage of influence so that it has a measurable form; subsequently, this might generate paradoxical situation, in which police officers within GDPS might be reluctant to focus on achieving nor generating any projects/initiatives related to these common priorities unless the percentage of achievement is granted (unless it becomes factually possible).

Recall from Chapter 2, Section 2.2.1.1; it is agreed that strategic and operational indicators are incorporated into PMS (i.e., BSC in ADP-FED case) to monitor the achievement of the strategic priorities. Therefore, and based on the discussion above, it is elemental to review the frameworks that legitimize how strategic performance plans and projects, are being reviewed and generated in the ADP. Additionally, it is even more significant for the current study to analyze the gap between how strategic planning is specified in the framework and how relevant employees perceive it. Hence, the framework called the "*Prepare and Update the Strategic Plan*" is the document that the strategic planning section within the GDSP relies on each year to review and draw the strategic performance for the upcoming year. The document is highly comprehensive that it generally starts with how the strategic planning section reviews previous strategic performance outcomes and evaluates current strategic performance matters. It also describes how different strategic tools are utilized to conduct more consistent strategic approaches that meet the ADP stakeholder's expectations (i.e., Executive Council of Abu Dhabi).

Briefly, the document consists of three main sections, namely "*a) The planning operation, b) launching phase, c) Workshop of ambitious planning*". Each one of these sections is detailed rigorously. It is worth mentioning that the framework takes into consideration different elements that influence the planning process. One of these elements is the operational indicators of the unit. Thus, it is documented that ADP is concerned about aligning its strategic indicators with operational indicators. However, the framework does not include any presentational tools that describe the cascading processes of ADP's priorities. In addition, it does not detail how each General Directorate within ADP is being assigned to ADP's main priorities. This establishes an ambiguous environment where employees can neither clearly see nor follow where their department excels within ADP's strategic plan.

In fact, it is noticeable that officers in the strategic planning branches both in GDPS and ADP-FED argue that there is a lack of strategic awareness among ADP-FED's employees. They argue that deploying strategic initiatives is challenging in an environment in which only a few people understand the background of these strategic projects. The following is a statement by one of the strategic officers:

[P3]: "***Employees in ADP-FED are not aware that these strategic/operational indicators are cascaded down from Abu Dhabi Government***. *Therefore, they work on achieving career objectives just because their senior officers ask them.* ***It is not out of a clear understanding of the alignment significance***".

Datum, according to Toulmin (2003), includes the poor awareness on the part of ADP-FED's employees regarding the strategic/operational performance indicator. Officers interviewed claimed that employees lack knowledge about the origins of these performance indicators and the associated career objectives. Thus, the implicit warrant includes that more efforts should be directed towards raising the awareness of ADP-FED's employees regarding the significance of the current strategic/operational performance indicators.

However, another officer from a different department has another perception of the same matter:

[P11]: "*Regarding* ***communication****, each unit within ADP (i.e., general directorate, or department) has a strategic unit. These are* ***responsible for following the designated performance indicators*** *and collecting the suggestion for improvement that is presented* ***in the internal meetings within each unit***".

The above argument's datum encompasses the fact that officers working in each strategic unit are accountable for ensuring the follow-up of the performance indicators and for ensuring that employees are fully aware of their performance indicators and the associated strategic aspects. The officer quoted claims that these strategic officers should collect suggestions for improvement related to the performance indicators, which they are supposed to explain. Therefore, the implicit warrant is that officers working on these strategic units ought to adopt the best communication tools to reach out to their employees about disseminating the strategic/operational performance indicators.

Recall from Chapter 2seciton (2.2.1.1.1), Kaplan and Norton (1996a) emphasized that organizations in public sector tend to adopt '*top to down*' technique in cascading down indicators from the organizational to the operational level. The last argument of (P11) demonstrates the definite trend. Moreover, ADP's framework of "*strategic planning"* clearly states that strategic planning sections and its sub-branches are accountable on dissemination of all strategic related and to conduct different tools to ensure that employees are capable of understanding the proposed strategic framework. Kaplan and Norton (1996a) posited that to have a comprehensive understanding of the organization's strategic framework; effective communication must be widely used throughout the organizations (recalled from Section, 2.2.1.1.1). Subsequently, if a group of employees finds it difficult either to understand or to participate in any strategic matters and based on ADP's framework of "*Prepare and Update the Strategic Plan"*; the strategic planning branches should be proactive in initiating an awareness program to enhance the level of understanding. As a result, this is considered as an indication of important poor communication from top management to the bottom.

In fact, this is actually examined with different ADP-section heads, recalled from Section (6.2.1.5) who struggle to identify ADP-FED's strategic and operational indicators and therefore showcased a poor understanding of the strategic performance of the ADP-FED. The analysis suggests that ADP's framework of "*Motivational and Rewards"* could be the cause of this gap (recall from Chapter 4 Section 4.2.1). For instance, getting employees who have experience (i.e., section heads and other technicians) to participate on establishing strategic plans and associated projects more suitable to the operations and might raise competitions, which means fewer chances for the officers in the strategic plan to secure personal rewards. The next argument complements the previous discussion:

[P4]: "*In my point of view, the motivation and stimulation system is not linked with individual performance. For instance, there are employees or senior officers or teams who work very hard and receive no motivation awards.* ***While other teams who work less and receive many motivation awards****. Therefore, the motivational framework is not properly structured systematically*".

Datum includes that employees' performances are not linked/aligned with any motivational program. The officer claims that the framework lacks clarity regarding deployment and criteria. Therefore, this officer factual possibility is to adjust the current Motivational and Rewards Framework so that it includes employees' performance into its criteria.

To elaborate more on this, the next is a discussion of how internal projects are utilized to support strategic/operational goals/indicators.

7.1.1 RQ1: How are performance measures at the departmental level in ADP aligned with ADP's strategic priorities

To answer the first research question (RQ1); the internal documents were first analyzed (i.e., archive documents) to build a more comprehensive understanding of the policy and regulations. This has helped to specify the individuals who should participate in the interview process. In addition, these archive documents along with literature reviewed helped to foster the essence of the first question as well as illuminated the way to draft the interview questions relevant to the research question. Therefore, after the deployment of the interview and demonstrating the results that address the first research question (RQ1); it was noted that the first two themes (see, Sections 6.2.1.1, 6.2.1.2) are focal for the first research question since they cover issues relevant to such alignment. The following is a comprehensive discussion of the findings.

7.1.1.2 Theme Two (6.2.1.2): Strategic Goals/Indicators and Internal Strategic Projects and Initiatives:

Internal strategic projects, in ADP, are generated from strategic indicators' outcome, which is annually reviewed. These internal strategic projects represent factual possibilities for employees in ADP-FED and GDPS. This is due to the direct link between "Motivational & Rewards Framework" with these projects. In another word, employees compete with each other to secure a place in one of the teams assigned to these projects since the possibilities of receiving a certain reward are higher than participating in achieving the unit operational indicators. The following officers comment on that matter as follows:

[P2]: "*Unfortunately, **it is not possible** to utilize ADP's Rewarding and Motivational Framework **to honor the successful achievement of departmental performance**, since this framework is **mainly set for strategic projects and initiatives***".

Therefore, datum of this argument is that the "*Motivational and Rewards"* framework neglects employees' performance (i.e., core business) and only considers the achievement of strategic projects and initiatives (i.e., secondary). The officer claims that departments are not honored in terms of achieving strategic/operational indicators compared to achieving a number of strategic initiatives. The implicit warrant is that the Motivational and Reward framework should be preferably utilized to incorporate departmental performance.

This indicates that, in general, ADP's top management considers achieving strategic indicators mandatory. While participating in successfully achieving one of the strategic projects is considered to be an extra effort that shall be honored with specific rewards based on the framework. As a result, this practice generates a dilemma since only some individuals within each department are assigned roles in these projects which leaves others, perhaps more competent; with fewer opportunities in securing rewards. The selection of involved individuals is based on a subjective selection by ADP-FED or GDPS. In general, based on the **"***Motivational & Rewards"* framework**,** rewards can be a medal of distinction for a certain class, in which each class is linked to a certain amount of financial reward depending on the level of influence and excellence. Therefore, to employees; taking part in attaining one of the annual strategic projects these are factual possibilities when compared with accomplishing operational indicators. Thus, the following arguments add to the previous discussion:

[P5]: "*I do not see the motivation. The motivational and rewards framework is only linked to strategic projects. However,* ***we do not have motivation programs linked to job performance based on balanced scorecards***".

Another officer agrees with the above argument, as follows:

[P4]: "*We have all the enablers with regard to motivating employees, we have the Motivational & Rewards Framework, we also have the Career Motivation Section. However, we lack clarity when it comes to deployment.* ***The framework is ambiguous, and it is not linked to or aligned with employees' performance***".

Recall from Chapter 2; Section 2.2.1.1.1, BSC implementation includes linking rewards and incentives to employees' performance (Kaplan & Norton, 1996a). BSC argues that financial reward is of great influence to better employees' performance. However, it is now evident that such an option is not provided with ADP as the "Motivational & Rewards" framework is not linked to individual performance in daily tasks. It is merely activated when certain groups or individuals participate in successfully completing certain projects.

Interestingly, both strategic projects and internal operations are part of the BSC, implemented by ADP-FED. However, even BSC implementation by the ADP-FED is not linked to any financial rewards or at least intangible rewards. Recall from Section 2.2.1.1.1 it was demonstrated that there are three types of BSC usage, and based on the above argument, it seems that ADP's adoption of BSC falls into type I, which is basically "*Type I: a specific multidimensional framework for strategic* *performance measurement that combines financial and non-financial measures*" (Jazayeri & Scapens, 2008). Officers from different departmental levels within ADP have shared such perception on this matter, such as the following:

[P11]: "*We implement a scorecard, however, since we are a nonprofit organization. Our scorecard has three main variables. Moreover, in 2013 we have won a Palladium Award, which is a well-known award for an organization implementing BSC.* ***We motivate our employees by encouraging them to be innovative through teamwork and individual basis***".

Therefore, it is clearly stated that financial rewards are only associated with those individuals who take part in innovative/strategic projects. This is due to the concept that ADP is a nonprofit organization. However, Kaplan and Norton (1996a) promoted that BSC enables identifying compensation efficiently, yet many public organizations failed in establishing such practice (see Chapter 2). This indicates that BSC in ADP is not implemented properly and is instead partially implemented.

Moreover, the latter officer's argument (P11) actually contradicts with the policy set by the Ministry of Interior (MOI), in which it clearly states in the "*Employee Rights*" of that by the end of each year individuals who are evaluated with a particular grade (i.e., excellent, very good, good) shall be rewarded financially based on terms and conditions set in the document (MOI, 2012, p. 17). It is worth mentioning that even MOI builds its PMS around BSC (SKGEP, 2014). Subsequently, employees in the MOI are given financial incentives based on their appraisals, while employees in the ADP are denied such an option. Recall from Chapter 1, ADP has been split from MOI based on the Amiri Decree (see. Chapter 1.2). Subsequently, regulations of MOI are not necessarily applied in the ADP. This is because ADP follows the regulations set by the local government of Abu Dhabi, which might vary in certain aspects with the regulations set by the Federal Government. Thus, ADP might be influenced by the financial policy set by the Abu Dhabi Government. However, the notion that ADP lacks motivational program associated with employees' performance is still an extremely significant matter that needs to be highlighted.

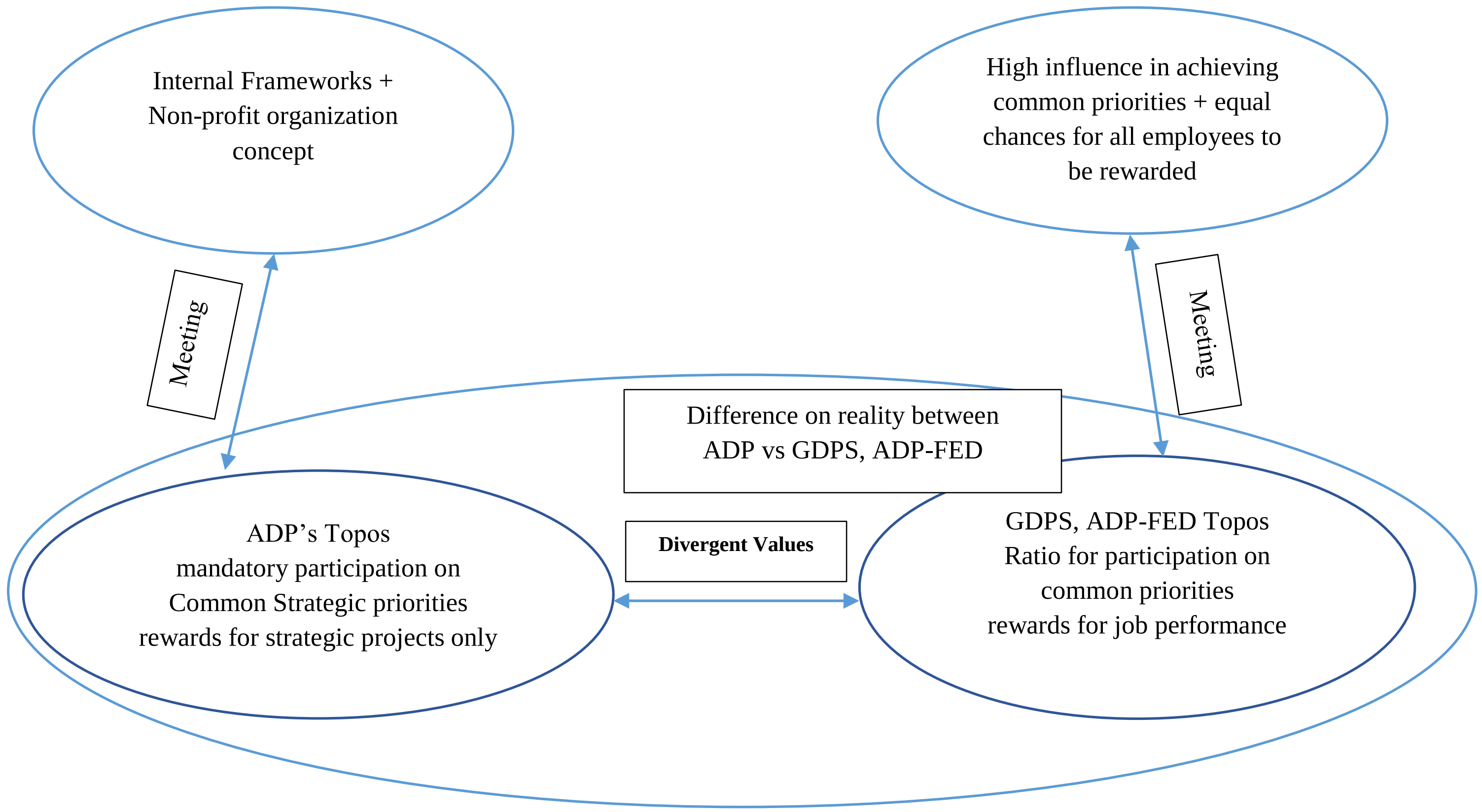

Figure 11: Demonstration of Reality in ADP-Strategic Level.

The above reality illustration (Figure 11) sums how strategic department within ADP seeks flexibility, and common KPIs (i.e., strategic priorities) cascaded to general departments and sub-departments. Strategic department perceives that some priorities should be mandatory to ADP's departments and hence these departments should work to address these priorities by incorporating them in their general procedures. However, officers in the GDPS and ADP-FED believe that ratios should be set to measure the level of participation and achievement, especially that GDPS-ADP-FED hold different advanced tools to address these common priorities compared to other departments. Therefore, both GDPS and ADP-FED keen to be officially assigned as a major participator to other priorities or ratios to be established to measure the level of achievement. This diverging of values between officers might be due to the different positions held by these officers within ADP's hierarchy and the roles and responsibilities associated with these positions.

The strategic department within ADP is obligated to ensure achievement of all priorities regardless of the level of participation of ADP's department. Hence, they are influenced by the Abu Dhabi Government's vision and therefore motived to be adding value to this vision. Moreover, ADP's strategic department also perceives that financial rewards should only be given to those who successfully accomplish strategic projects, while the successful deployment of strategic/operational indicators is mandatory and shall not be rewarded. On the other hand, general directorates like GDPS and ADP-FED seek recognition and are keen to compete for in obtaining excellency awards under the "*Motivational and Rewards Framework*". Hence, they are motived to secure internal awards and be distinguished as a distinctive department. However, GDPS-FED also believes that rewards should be linked to individual performance, as it will motivate employees to work into enhancing the operational output quality.

The application of PC to conceptualize the ADP context suggests that some of these values are partially imposed due to the current situation within ADP. In other words, ADP has seen significant changes regarding top management (i.e., see Section 1.2), and, these major changes in ADP's top management might be the cause of the current ambiguous process of priorities assignment.

7.2 Validity of Performance Measurement and Appraisal Systems as Perceived by ADP-FED's Officers

Performance appraisal is (recall from Chapter 3), supposed to complement the overall performance measurement (DeNisi & Pritchard, 2006). Therefore, the following (7.2.1) is an examination of the results associated with RQ2, in which it discusses aggregate perceptions of different police officers' factual possibilities.

7.2.1 RQ2: How are ADP-FED's performance measures aligned with Performance Appraisal used in evaluating technical staffs' performance

Recall from Chapter 3.1; it was demonstrated that PA systems complete the PMS through excelling more information about employees' performance with each unit. Eventually, enhancing the output of a PMS (DeNisi & Pritchard, 2006). It was also discussed that previous studies indicated that the accuracy of PA could be challenged on the basis of both reliability and validity (Bowen & Ostroff, 2004; Bretz et al., 1992). Moreover, recent studies are directed towards investigating the task contextual in the PA system. In other words, scholars argue that irrelevant core task performance influences the process of performance evaluation. Thus, this directed the current study to investigate the level of alignment between the nature of the job (i.e., job description) and the type of performance indicators set (i.e., competencies) to evaluate the job.

Subsequently, in this research question (i.e., RQ2) the investigations were not only confined to overview operational KPIs used in ADP-FED but also to examine characteristics of the current PA system of ADP-FED. In doing so, relevant ADP's internal frameworks significantly helped first to draft the relevant interview questions while maintaining PC requirements. This, then, was used in determining employees who should participate in interviews for this research questions. The following is a comprehensive discussion and data analysis of themes associated with RQ2; these are themes Three, Four, and Five (i.e., 6.2.1.3, 6.2.1.4, and 6.2.1.5 respectively).

7.2.1.1 Theme Three (i.e., 6.2.1.3): Achievement of Operational Goal/Indicator

To start with, the majority of individuals (i.e., ADP-FED's section chiefs) who are supposed to be working daily to manage internal operations to achieve the current operational indicators showcased an inferior understanding of the ADP-FED's operational indicators. This is demonstrated in Section 7.1.1.2.

Moreover, almost all of them stated that they have either never looked at or reviewed these indicators or have seen them only rarely. The following are several statements of different middle managers:

[P7]: "***After I have just reviewed the current operational KPIs****, I do not think these* KPIs *support the main strategic KPI of the department. These operational KPIs do not compel you to achieve them*".

[P8]: "The *current performance appraisal system* ***does not have any operational KPIs****. It is not possible to evaluate employees* ***via such system or operational KPIs***".

[P10]: "***I have just reviewed the current job descriptions and the associated competencies****, and I think the current technical competencies are not adequate or not even included in some jobs. I personally evaluate my staff based* ***on my own standards***".

The above statements demonstrate the poor knowledge of some section chiefs with regard to the current operational KPIs. Subsequently, these statements challenge the following officer's statements: -

[P2]: "The *current operational indicators were developed through workshops.* ***Different employees within ADP-FED participated in such workshops***".

The statement above (i.e., P2) illustrates that only some employees participate in setting the operational indicators. Nevertheless, the participant failed to clarify who actually participated and to what level. However, since the sample of those participants (i.e., P7, 8, and 10) who ought to address and monitor the operational performance of individuals gave unclear or vague answers when these indicators were shown; it can be argued that section chiefs played a very insignificant role in setting the current KPIs. Subsequently, this means that the employees that participated in setting the current operational indicators have either poor communication with sections' chiefs or have poor influence in achieving such indicators. However, it might be possible that it is not in the interest of section chiefs and branch managers to be aware of the details of these indicators due to the level of their positions and the nature of duties they are entitled to carry out.

Nevertheless, it could also mean that these section chiefs perceive such KPIs differently. For example, an officer from different departmental level (i.e., GDPS) states the following: -

[P5]: "*Unfortunately, **some employees believe that operational indicators are means for sentence tool or extra weight**. I think the more operational KPIs there are, the better the results*".

According to the above statement, the datum can be extracted to be that employees within GDPS perceive operational indicators negatively. The officer claims that operational indicators are tools to enhance the quality of results. Thus, the factual possibility for this officer is that employees need to work on altering their perspectives regarding operational KPIs and start dealing with them positively.

On the other hand, section chiefs within ADP-FED have different values about operational KPIs. For instance, a section chief commented on the current operational KPIs and their alignment with the current PA system, as follows:

[P6]: "*It is better to evaluate employees based on different criteria, such as the number of accomplished cases, number of successful tests, and there should be annual competency tests as one of the criteria. **These criteria are not incorporated in the current PA system.** Currently, employees are being evaluated against improper standards that do not suit the ADP-FED*".

Another section chief (i.e., middle manager) officer adds the following:

[P9]: "***Operational KPIs are not integrated into the current performance appraisal system***. *The system needs to be redesigned and restructured to incorporate the operational KPIs of ADP-FED*".

Another section chief's argument is:

[P10] "*I think the **current performance appraisal system does not match our job specifications.** We are being evaluated as if we are administrative employees instead of technical employees*".

Another section chief's argument is:

[P7]: "*Currently, the **performance appraisal system does not support the operational KPIs**. It does not even adhere you to achieve these KPIs. The current PA system asks you to align career objectives with these KPIs. Hence, it is a matter of choice, and is not systematic*".

The above value variation between officers (P6, 7, 9, and 10) and values of officers (P2, and 5) is an indication of insufficient communications. The analysis suggests that the internal framework of liaison within ADP might be one of the main reasons for such variation. To elaborate more, ADP has a liaison officers culture, in which each one of these officers is obligated to provide data and outputs for each framework (in this case operational indicators and annual performance appraisal). This is clearly stated in ADP 's framework called "Control and Management of ADP's Frameworks." This framework is set to draw how frameworks within ADP are being deployed, and it also demonstrates how different frameworks are interrelated in general. Moreover, it is stated within the framework above that each framework within

ADP is the responsibility of the individual holding the position (i.e., liaison officer) in which the framework is designated.

However, the framework does not specify any other critical requirements for these individuals to be qualified and responsible for managing a framework. For example, other aspects might be significant such as, relevant background, experience, personal characteristics (i.e., communication skills, and networking). Subsequently, the section head of Supporting Services (not a Technical Section) is the liaison officer for the appraisal system (evaluation of technical and nontechnical employees). This officer is not usually required to hold forensic operations or any technical tasks related to any of the ADP-FED’s operational indicators. This is to say that this officer has almost no forensic/operational relationship with the other ADP-FED’s technical sections. Yet, the Supporting Services section is running the appraisal process every year on behalf of the technical sections.

On the other hand, the Strategic Planning branch manager of ADP-FED is the liaison officer of all the operational KPIs of ADP-FED. However, this officer has indicated to have poor awareness of how the PA system works as quoted below:

[P2]: ***“I am not very aware of how the PA system works***; *in general, the PA measures career objectives, and it contains a number of competencies*”.

Furthermore, ADP-FED’s internal projects and initiatives for the past three years were reviewed. Interestingly, there were no records of any meetings for coordination or collaborative projects between these two units’ liaison officers. Therefore, this could be considered as one of the reasons behind ADP-FED’s poor ability with regard to maintaining alignment between career objectives and ADP-

FED's operational KPIs. This is due to the lack of collaborative communication between the two liaison officers.

Next is a discussion over the formal function of setting career objectives and its relation to operational indicators.

7.2.1.2 Theme Four (i.e., 6.2.1.4): Employees' Annual Career Objectives

Section chiefs and their teams are encouraged and directed to set career objectives based on different criteria, and one of these criteria is that career objectives have to be consistent with the department's operational indicators (i.e., KPIs). This requirement is clearly stated within the framework of "*Employees' Performance Evaluation*". This is a clear indication that ADP seeks alignment within its KPIs at various levels. Subsequently, after thoroughly reviewing the main aspects and elements of the current PA system; it is seen that it consists of a number of evaluating standards such as a) career objectives, b) contributions, common competencies, and c) technical competencies. Employees' career objectives are linked to departmental operational KPIs through section heads or branch managers uploading them into the system. This is because permissions are only granted to those officers who hold positions within the department. Therefore, employees are encouraged to set career objectives that are consistent with operational indicators that they cannot review, see, or even discuss.

Nevertheless, once career objectives are submitted to supervisors, they are then uploaded into the PA system and linked to the operational indicators by the supervisors. This is done by first writing down the objective in the designated screen, which then leads to another screen where the supervisors must choose which operational KPI is more relevant to the uploaded objective. If none of the KPIs suit the objective, then the supervisors should decide whether this objective is considered as an initiative or internal project.

However, the supervisors encounter a major critical issue. The screen where all operational and strategic performance indicators are listed is highly complicated and not easy to understand. In fact, this step mainly depends on the level of experience and knowledge of the rater/supervisors, (Recall from Chapter 3.1). In addition, this screen is supposed to contain the list of relevant operational KPIs and their associated strategic KPIs. However, this is not the case, as the screen contains all the KPIs for all levels of the entire department. Thus, the rater is expected to locate the right operational KPIs that are relevant to the objective set by an employee. The strategic officer of ADP-FED has indicated that the most operational KPI chosen by section chiefs is an operational KPI called "*ratio of task deployment*". As a result, this has two indications, the first being that section chiefs have a poor understanding of which operational KPI suits their employees' career objectives the best so they choose the most common one. The second is that employees are incapable of designing career objectives that complement and address the other operational KPIs. Therefore, the aforementioned operational KPI (i.e., the *ratio of task deployment*) seem very general that most section chiefs tend to choose it for most of their employees' career objectives. This shows that the percentage of error is massively wide and there is no method/option to detect it. The following is an argument of an officer with this matter.

[P2]: "*The ratio of tasks deployment is* ***the only KPI that*** *I could think of that is used by all ADP-FED's employees* ***when setting their career objectives***".

On the other hand, most police officers within ADP-FED indicated the impracticality of the current PA system and the associated operational KPIs with the ADP-FED's characteristics. A top manager states the following:

[P1]: "*Unfortunately, the current PA system is very central, and* ***we do not have*** specific***, technical, and practical KPIs****. This is why in the ADP-FED we have established our own KPIs that suits the requirements of the ISOs*".

According to the above argument, and based on Toulmin (2003), datum reveals that PA is not compatible with ADP-FED's core business. This officer claims that ADP-FED has established its own International Organization for Standardization (ISO). Thus, the implicit warrant within this argument is that ADP management should consider different operational performance KPIs that suit the nature of ADP-FED's core business and ISO based.

Therefore, the following is an attempt to close the loop of the final theme that addresses the second research question with regard to investigating the level of alignment between operational KPIs and the current PA system.

7.2.1.3 Theme Five (i.e., 6.2.1.5): Poor Alignment between Current Performance Appraisal and Operational Indicators

Despite the fact that ADP's framework of "Employees' Performance Evaluation" emphasizes aligning career objectives with the unit's operational KPIs, the current PA system is not integrated to impose such a relationship. This is to say that the current ADP-FED's PA system called "Holistic Occupational Performance Appraisal System" (HOPAS) is not strict with regard to constructing alignment between career objectives and operational KPIs. Overall, this process itself is another fictional/delusional part of the current PMS in use at ADP-FED. First, there is no assurance of how qualified the supervisors are with using the PA system or with being able to decide which objective is suitable for which operational KPIs. Second, the PA system does not notify the users that certain strategic objectives are misaligned with certain operational KPIs. This is to say that the system is not smart enough to identify any misalignment. Hence, it again depends on the supervisors' judgment to ensure alignment. This actually complements the following officer's statement:

[P2]: "*Career objectives must be in alignment with strategic and operational* indicators*. **This is what ADP has designed the PA system to be like**. However, some employees do so, and **some ignore it**. For example, in the ADP-FED only a few sections work towards aligning their employees' career objectives with the operational indicators***, while other sections do not do so, they even misuse the PA system***".

Therefore, findings show that even though the PA system in ADP offers an option for alignment; it does not enable the notification of misalignment due to the fact that uploading the objectives is done through individuals whom themselves have imperfect knowledge and skills on how to use the system. Additionally, these same individuals (section chiefs and branch managers) have showcased poor understanding with regard to operational KPIs (recalled from Sections 6.2.1.2 and 7.1.1.2). Moreover, the idea that users of the current PA system do not have the required knowledge and skills to correctly choose the right operational KPIs for the right career objectives sends another indication of the poor level of alignment between the two. Furthermore, it was argued by different individuals that setting career objectives and attempting to align them with operational and strategic KPIs is a challenging task for employees of different levels within the ADP-FED. An officer commented on that matter with the following:

[P3]: "*Every year, employees are asked to set career objectives in alignment* with *operational indicators.* ***The issue is the poor alignment between these two***. *Moreover, section chiefs or department heads could set different objectives especially if it is an urgent political goal.* ***The alignment is unsuccessful due especially to the lack of comprehensive indicators that cover all aspects of ADP-FED***".

Subsequently, based on this statement, datum consists of the challenge to establish coherence between career objectives and operational indicators. The officer claims that employees are not capable of setting career objectives in alignment with their department's operational indicators. Therefore, the implicit warrant here is that employees' awareness should be enhanced with regard to the dimension of operational indicators along with training the employees on how to set career objectives, that are SMART – recalled from Chapter 2, in compliance with operational indicators.

In fact, this dilemma is linked to the previous one (i.e., lack of understanding of operational KPIs, Section (7.2.1.1). Both issues lead to one single missing link, namely the liaison officers. ADP has a massive database of frameworks for each single functions. Liaison officers are assigned to these frameworks based on ownership and technicality. They are accountable for monitoring the inputs and outputs of any other factors that might influence their associated frameworks.

[P5]: "*In ADP the Support Services Sections in each department is responsible for the PA system. A certain individual within each of these sections is considered to be a liaison officer for the PA system, while the strategic planning branches within* *each department are accountable for monitoring the achievement of the operational indicators. **The problem is that there is very poor communication between these two units. There is no system that links both of these units***".

The datum/fact comprises the fact that there is poor communication between the liaison officers of both the PA system and operational indicators respectively. The officer claims that poor communication between the liaison officers is the reason for the gap between setting career objectives in alignment with operational indicators. As a result, it can be argued that implicit warrant can be pointed towards establishing frequent meetings with both officers should aid in mitigating the issue of clarity issues and enhancing the level of coherence.

Therefore, the findings suggest that the current PA system does not operate as it is supposed to. This is to say that the current PA and PMS do not incorporate the four dimension of the actor's reality (PC' four dimensions). In other words, the dimensions of facts and values constructed by the individuals studied are not integrated into the current PMS, and thus, the system is not truly pragmatic. This is to say that it is fictional/delusional that it does not support the needs of employees and it is incapable of leading to the preferred outcomes.

7.3 Validity of Current Job Description of ADP-FED's Technical Job

Recalled from Chapter 3, it was discussed that PA main constitutes are job descriptions and competency models (Jacobson et al., 2012). Additionally, it was also discussed that employees' perceptions with regard to PA system are considered significant to the outputs of the PA system (Youngcourt et al., 2007). Therefore, the following discussion dwells at RQ3 and its relevant theme (i.e., theme 6)

7.3.1 RQ3: How are current job descriptions for ADP-FED's technical jobs aligned with competencies, and how are both aligned with the technical staff's performance appraisal in current use at ADP-FED

In Chapter 3 (i.e., Section 3.2) of the current study, it was demonstrated that PA is constituted by both job descriptions and competencies associated with each job (Fletcher, 2001). It was evident that different scholars have argued the importance of aligning both job descriptions and competencies with PA systems for better organizational performance (Cardy & Selvarajan, 2006; Fletcher, 2001; Sandberg, 2000; Youngcourt et al., 2007). Moreover, the literature indicates that recalled from Chapter 3, investigating the validity of the PA system starts from top to bottom. This is to say that it is recommended to start by capturing the perceptions of top managers and proceed to regular employees (Boyatzis, 2008).

Subsequently, to answer the third research question (RQ3); all job descriptions of the three job categories in ADP-FED (i.e., expert, assistant expert, technician) were comprehensively reviewed, by the researcher, regarding overlapping and elements that differentiate each job category from another. The roles and responsibilities of all jobs were documented to check overlapping and clarity. Moreover, job descriptions were reviewed in relation to the current strategic/operational KPIs. This is highly significant since job descriptions are the documents that employees' roles dwell at. Hence, the job description is a complement document of how operational performance indicators shall be achieved (Giangreco et al., 2010). It is noted that theme Six(i.e., 6.2.1.6) covers aspects relevant to the third research question. Hence, similar to the first and second research questions; after carrying out the interview and demonstrating the results that address the third research question, the following is a comprehensive discussion of the findings.

7.3.1.1 Theme Six (i.e., 6.2.1.6): Unsuitableness of the Current Job Description and Associated Competencies with Technical Jobs

When setting career objectives employees are ought to cautiously maintain core business along with the temptation of aligning these objectives with operational KPIs. The following is a comprehensive discussion with regard to the level of the suitableness of the technical job description and the associated competencies. Several statements of different officers also support this.

[P6]: "*The current job descriptions* ***do not reflect the actual tasks we do****. There are a huge overlap and interchange between tasks details of expert, assistant expert,* and *technician.* ***It is hard to distinguish between them*** *regarding responsibilities and required competencies*".

Subsequently, based on Toulmin (2003) argumentation model; datum includes unsuitableness of current job description of all jobs (i.e., expert, assistant expert, and technician). This officer claims that distinguish criteria should be clearly stated to determine the tasks and responsibilities of all three jobs. Therefore, implicit warrant includes, clear; distinct criteria shall help to differentiate all three technical job categories.

Nevertheless, individuals from HR planning share different values, as they believe that it is complicated to cover all job categories of ADP in details and that should be the job of each section chief or branch manager. A top manager comments on this matter with the following:

[P12]: "***We do not have any relationship or responsibilities towards operational performance****. The strategic planning branches within each unit are* *accountable of operational indicators. We only provide support when improvements are needed for any faulty job description*".

He continues with the following:

[P12]: "We ***have 4200 units*** *(i.e., departments, sections, and branches), therefore, if we focused on enhancing every single job cards for each unit* ***it would take more than nine years to finish field visit and cover the specialties of each unit****. The current PA system (i.e., HOPAS) gives the rater the option to notify us in case a job description does not fit the job being rated*".

Datum emerging from this argument is the difficulty of having a detailed job description for each job for each unit within ADP. This officer claims that general job descriptions are more suitable for jobs within ADP. It is also claimed that the current PA system (i.e., HOPAS) enables raters to notify the HR planning department in the event of a faulty job description. Therefore, the implicit warrant that underlines this claim is that the HR planning department should not be held responsible for any faulty job description even though they have designed them. This is because their factual possibility is that direct supervisors know better about the actual tasks being deployed within each job and therefore the supervisors should be held responsible for informing the HR planning department with regard the suitableness, or lack therefore of the current job descriptions through the PA system.

However, when attempting to use the notification option of a faulty job description deemed by a section chief within ADP-FED in the current year and the past two years. It did not work, as it basically asks to contact the HR planning directly. This is actually one of the issues highlighted in the early 2013ADP-FED's survey (recall from Chapter 1, and Appendix A). The ADP-FED requested urgent enhancement over the job descriptions associated with technical jobs within it, yet no actions were taken by the ADP-HR planning department at least so far. As a result, ADP-FED's department head and section chiefs adopted different evaluation standards to evaluate employees within each section. These standards vary from: "a) a *number of cases done in a year*, b) *successfulness in external and internal proficiency test*, c) a *number of report deficiencies*, and d) *contribution to any new forensic tests"*.

Interestingly, these criteria are not included in the current job descriptions. More interestingly they are not even part of the current PA system. A middle manager describes the current situation regarding the relationship between technical jobs and the current PA system as follows:

[P10]: "*I think there is a* ***huge gap between our tasks and the current PA system****. I* ***do not think that the current PA system is suitable for technical jobs****, it is more* for *administrative jobs. Besides, I think the current* ***job descriptions cannot be measured****. I personally evaluate my employees based on different criteria, like turnaround time for cases and other standards*".

As a result, employees struggle to draw their career objectives based on job descriptions that do not incorporate their actual tasks and responsibilities. Thus, the struggle in constructing coherence between career objectives and operational KPIs influences the achievement of these KPIs. In addition, the current PA system lacks clear rigorous individual performance indicators. Therefore, evaluating ADP-FED's employees based on the current system is not precise and more enhancements are needed.

ADP-FED established 24 operational indicators, recalled from Chapter 4 that reflect the technical characteristics of the sections within, and these operational KPIs measure the effectiveness, efficiencies, and productivity of the tasks within each section. However, strategic branch manager of ADP-FED and ADP-FED's department Head claim that there are inadequate individual KPIs, in that there is only a few KPIs among the 24 that are cascaded to individual level where they are designed to capture the performance of ADP-FED's employees. As a result, the current PA system is not pragmatically true with regard to the factual options open to ADP-FED's management.

A PMS is considered as pragmatic true, recalled from Section Chapter 2 – Section 2.2 if it is integrated with PC's four elements (i.e., facts, opportunities, values, and communication) (Nørreklit et al., 2006; Nørreklit, 2017). Overall, ADP-FED's current PMS shows a lack of integration of values between officers responsible for monitoring the achievement of strategic/operational KPIs and technical section heads who demand a better evaluation system with more explicit job descriptions. The officers in the strategic positions neglect the irrelevance of the current job description, in which technical employees are instructed to deploy the roles and responsibilities associated in these descriptions. This makes the current PMS of ADP-FED invalid and regarding full integration of PC's four elements. Moreover, current analysis suggests that the deployment of unsuitable PMS might lead to the development of a "*tick the box mentality*" (Lapsley, 2009). For instance, employees will only be extrinsically motivated towards achieving departmental goals (Ryan & Deci, 2000). Therefore, this sets employees to work to achieve goals that they are not clear about their origin and shift away from job focused goals.

Subsequently, findings show that current technical job descriptions are unsuitable, in which the requirements of core business stated in these cards do not reflect the precise tasks ADP-FED's employees deploy on a daily basis. Moreover, the analysis indicates that there is extremely poor alignment between ADP-FED operational KPIs and the current PA system. Employees are asked to draw up career objectives and attempt to align them with ADP-FED's operational indicators and work the whole year to achieve them. However, they will be evaluated against entirely different standards, especially that ADP-HR claim to have to no relationship with ADP-FED operational performance. It is also explored that employees are not fully aware of how to set career objectives in alignment with current ADP-FED's operational KPIs. Moreover, employees have not embraced/gratitude when they positively contribute to achieving the department's strategic/operational indicators.

Findings show that the current job descriptions for technical jobs within ADP-FED, which should support the PA system, do not adequately reflect the actual characteristics of these jobs. This is to say that the current job descriptions do not incorporate the four dimensions of an actor's reality (see Section 2.3, PC' four dimensions). In other words, the dimensions of facts and values constructed by the individuals studied are not integrated into these current job descriptions. Therefore, technical staffs do not consider these job descriptions to be accurate, especially the part relating to competencies.

The findings above, pertaining to RQ1, 2 and 3, should be borne in mind in its discussion of RQ4 which discusses the identification of more suitable competencies for ADP-FED's technical jobs ADP-FED. This is to enhance ADP-FED's current job descriptions and reduce ambiguity. Spencer (1993) BEI framework was adopted to identify competencies that are more relevant to the technical jobs studied. Spencer (1993) BEI operates similar to Nørreklit et al. (2006), in that the former works to identify certain competencies by exploring outstanding individuals' behaviors that are set as competencies and then validate these competencies through capturing the perspectives/perceptions of relevant stakeholders. Meanwhile, the latter explores reality through the perceptions of relevant actors.

The following is a discussion of the findings of the fourth research question (RQ4).

7.4 RQ4: ADP-FED's Competency Dictionary (Phase II)

This research question required, recalled from Chapter 6, two stages, first to summarize Spencer (1993) clusters of competencies and to ensure a deep understanding of them, see (Appendix G). This has helped in clearly analyzing the transcripts of each interviewee (i.e., both outstanding and typical performers) and thus locate behaviors that are set to be potential competencies. In the second stage, a table with a list of competencies was developed in each of the three job categories in ADP-FED. All employees excluding the interviewed ones were asked to rate the present/future significance of each of the identified competencies at each job level (i.e., experts, assistant experts, and technicians). The following is a discussion of the findings of phase II of this study.

7.4.1 RQ4: What are the effective competencies suitable for ADP-FED's technical jobs

Based on the identified competencies list presented in Section 6.3.2 (i.e., Twenty competencies), Spencer (1993) recommends that the usage of "*laundry lists*" of competencies be less significant than short. Therefore, a more focused list of the most significant competency model should be described and tabulated. Spencer (1993) proposed that a list of five to nine most significant competencies be considered as highly efficient competency model. Subsequently, the current study recommends the top nine ranked competencies for each job level in ADP-FED. In doing so, the current study follows Vathanophas and Thai-ngam (2007) notion of using the present level of significance of competencies as a selection criterion. This is due to the fact that this study aims to improve the current/present competency model of the ADP-FED's technical jobs. According to the rating, forms were distributed in BEI – Stage Two; it was concluded that the competencies that score the highest mean for the level of significance at present significance as follows:

Table 14:
List of the Nine Most Significant Competencies of Each Job Level (shortlisted)

Rank	**Expert**	**Assistant Expert**	**Technicians**
1	CT, RB, ACH	TW, SCF	RB
2	CSO, FLX, EXP, TW	CO	SCF
3	CO	DEV	CT
4	SCT, SCF	CSO, DIR, INFO, TL	CO
5	OC, DEV, TL, OA	OC, AT, EXP, ACH	TW, ACH

Table14:
List of The Nine Most Significant Competencies of Each Job Level (shortlisted)(continued)

Rank	**Expert**	**Assistant Expert**	**Technicians**
6	**AT**	INT, RB, IU, SCT	CSO
7	INT	FLX	OC, FLX, TL
8	IMP	CT	EXP
9	NFO, IU	OA	SCT, OA, INT[5]

The table above demonstrates the nine most significant competencies in the *present* after being shortlisted for each job level. The table also shows the certain path of competencies for each job level. For example, it can be seen that experts embrace the significance of competencies that connect them to other stakeholders, along with competencies that are ISO oriented. They have ranked “Conceptual Thinking,” “Relationship Building,” and “Achievement Orientation” as the most significant competencies in their jobs. This shows that experts are more interested in deploying their jobs in alignment with other stakeholders within ADP while maintaining high ISO standards. It can thus be argued that experts are more strategically focused. Therefore, and on that bases, they should be given more opportunities for strategic participation. In fact, the cause of such a trend is most likely due to the seniority of experts and the fact that the vast majority of ADP-FED’s local (i.e., Emaratie) experts are either section chiefs or very high ranking officers (Lieutenant Colonel and higher ranks), with work experience of not less than 15 years. Hence, they are more concerned with the strategic plans, projects, and strategic KPIs of the department. Recall from

[5]Appendix G for full abbreviations.

Chapter 3, Section 3.2.1, it is demonstrated that there are five types of competencies, these are: a) motive, b) traits, c) self-concept, d) knowledge, and e) skill (Spencer, 1993). Therefore, in the following figure (i.e., Figure 12), the researcher demonstrates the concluded competencies model of experts and how do they excel on the five type of competencies:

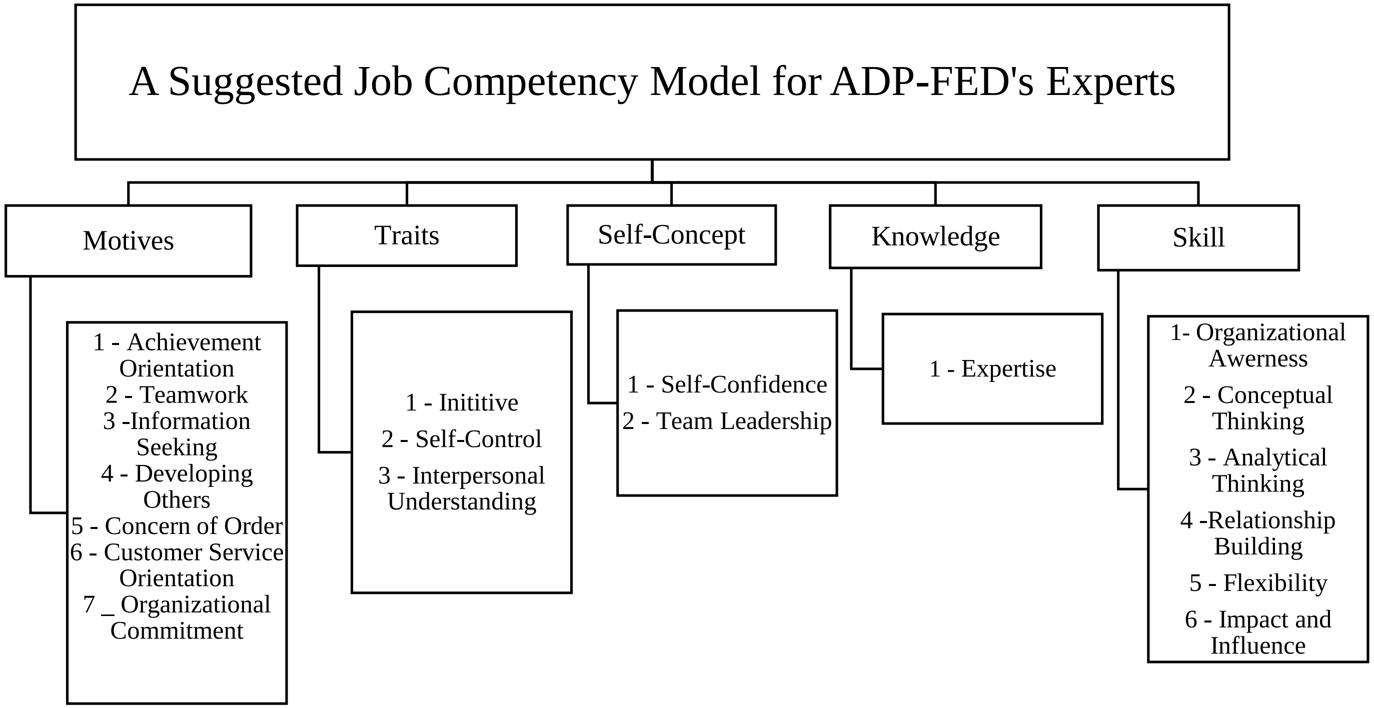

Figure 12: ADP-FED's Experts Suggested Competency Model.

In contrast, assistant experts tend to focus more on deploying daily tasks with high-quality standards within internal operations. For instance, “Teamwork,” “Self-Confidence,” and “Concern of Order” seem like competencies that are driven towards complex operational performance. Assistant experts thus tend to focus more on achieving operational performance indicators. One of the reasons behind such a direction; is the fact that young assistant expert officers hold most of the branch managers within ADP-FED. The researcher depicts assistant experts’ competencies model in Figure (13).

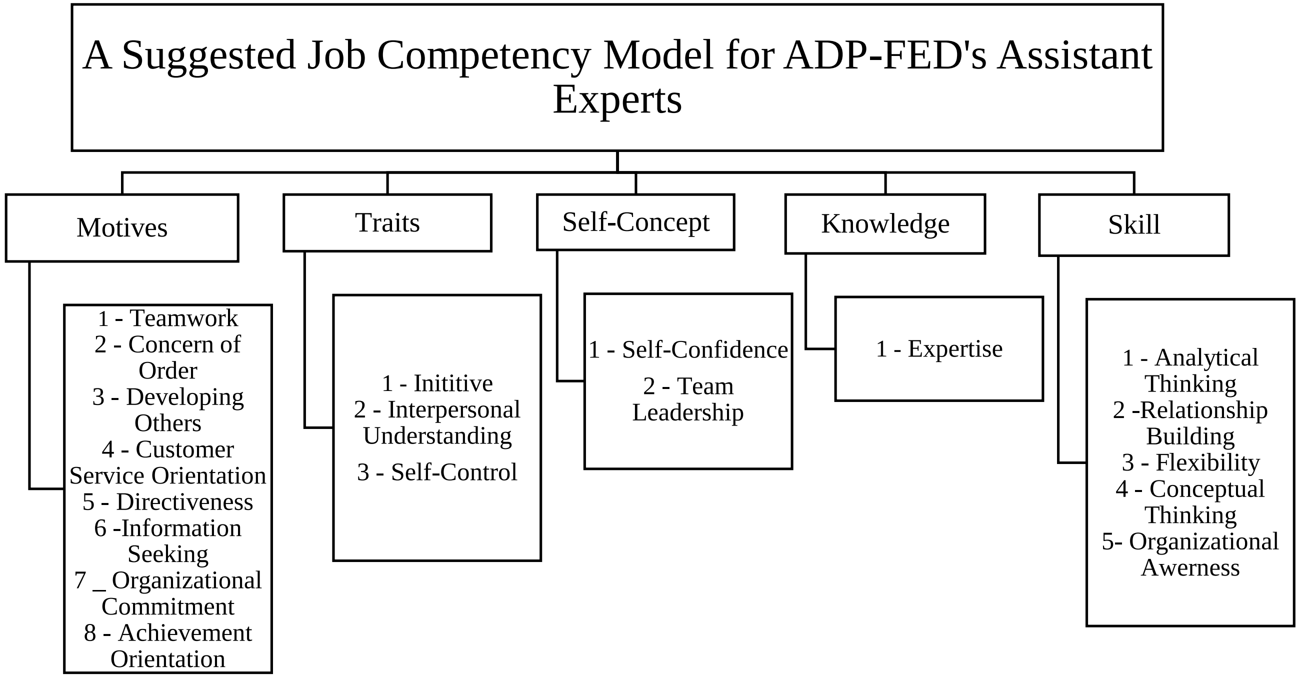

Figure 13: ADP-FED's Assistant Experts Suggested Competency Model.

Nevertheless, technicians demonstrate high levels of concern only towards competencies that are relevant to executing their jobs' tasks. More specifically, technicians ranked competencies such as "Building Relationship," "Self-Confidence," and "Concern of Order" as those most significant to their jobs. Thus, such perceptions explain their interest in deploying their jobs to a high standard to meet senior officers' or customers' expectations (Figure 14).

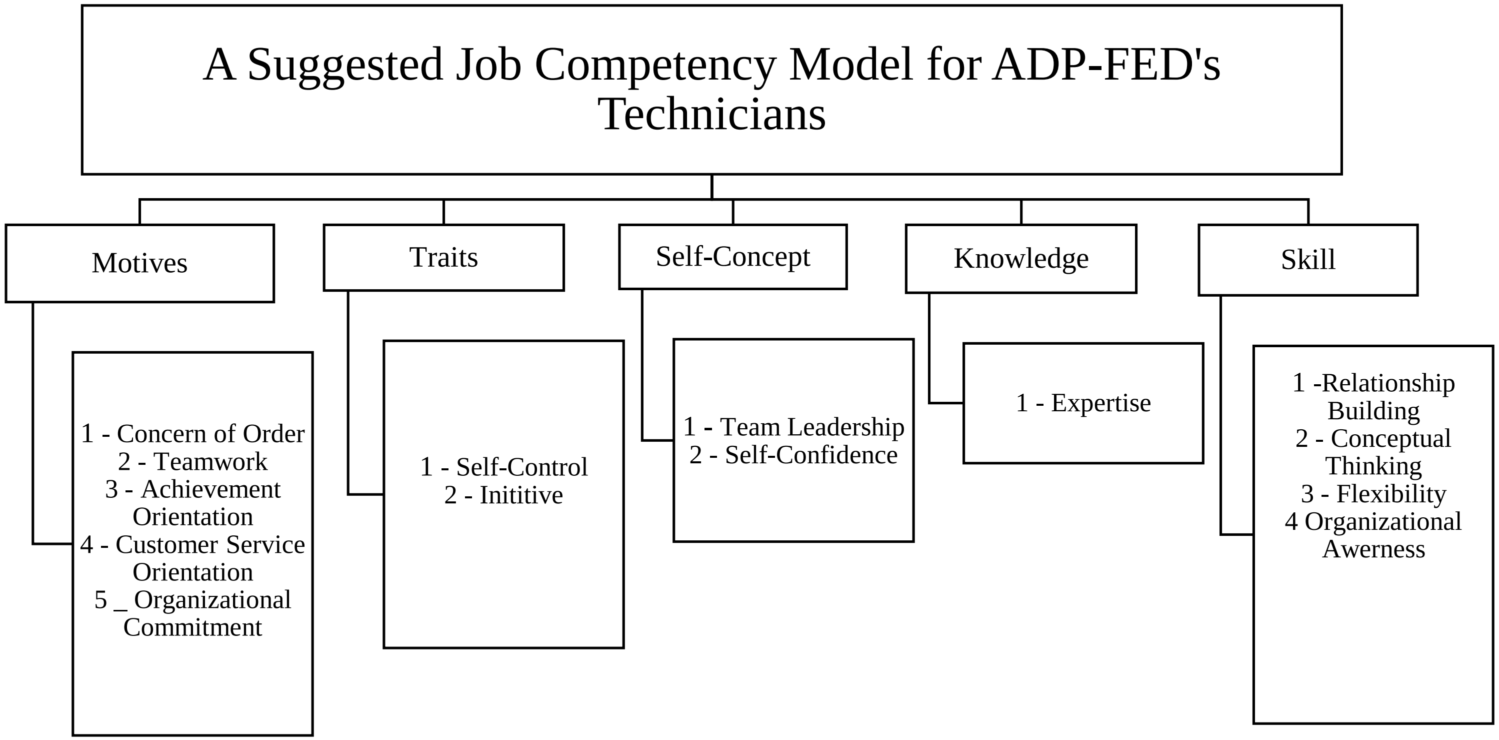

Figure 14: ADP-FED's Technicians Suggested Competency Model.

Furthermore, recall from Section 3.2.1, and by reviewing the previous table of the nine most significant competencies of all three jobs; it can be noticed that the three jobs share a number of competencies and these competencies are similarly allocated on the five type of competencies, yet with different rankings. However, it is illustrated in Section 3.2.1 of the current study that BEI competencies are evaluated based on three scales a) intensity, b) impact, and c) complexity. Therefore, although a number of competencies are shared between the studied jobs, they nevertheless differ regarding the three evaluation scales. This is extremely important, especially if ADP-FED chooses to implement any of these competencies in the near future (Spencer, 1993).

Nevertheless, the following are comprehensive descriptions of the twenty competencies identified in the current study of the three jobs within ADP-FED (see, Spencer (1993).

Table 15:
Details of the Twenty Identified Competencies

#	Competencies	Definition	Common Characteristics
1	**Achievement orientation**	A concern for working well for competing against a standard of excellence	▪ Efforts to meet a standard set by management ▪ Working to reach challenging goals for self or others ▪ Maintaining cost-benefit analysis ▪ Planning calculated entrepreneurial risks
2	**Concern of Order**	reflects a fundamental determination to reduce ambiguity in the surrounding environment.	▪ Observing and inspection of work or information ▪ Maintaining clarity of roles and functions ▪ Develop and maintain systems of information
3	**Initiatives**	The tendency for taking action. It is giving more than it is required.	▪ it is communicated through action taken to mitigate issues or establish career opportunities.

Table 15:
Details of the Twenty Identified Competencies (continued)

#	Competencies	Definition	Common Characteristics
4	**Information Seeking**	A profound curiosity, and a preference to know more about new things, people or areas.	▪ it is expressed as how far an individual will go to seek information.
5	**Interpersonal Understanding**	Preference for understanding people, and the ability to hear precisely and understand unexpressed thoughts, and feeling.	▪ Recognizing people's moods and emotions. ▪ Using recognition of people's mood to organize for reactions ▪ Identifying others' attitudes, and points of view. ▪ Understandings the reason(s) behind people's certain long-term behaviors.
6	**Customer Services Orientation**	Reflects a desire to assist or serve others, to meet their needs. It means center more efforts on determining and meeting the customer's needs.	▪ Finds Information about the real, primary needs of the clients, beyond those expressed initially. ▪ Takes personal responsibility for rectifying customer service problems ▪ Acts as a reliable advisor ▪ Works with a long-term standpoint in addressing clients' problems.

Table 15:
Details of the Twenty Identified Competencies (continued)

#	Competencies	Definition	Common Characteristics
7	**Impact & Influence**	A deliberate act to influence other's or convince them to ensure support.	▪ Predicting the result of a certain action ▪ Use reason, information, facts, and diagrams ▪ Support ideas with solid examples, and visual illustration ▪ Gather political support ▪ Intentionally holds or releases data to obtain certain results. ▪ Utilize group leading skills to direct teams.
8	**Organizational Awareness**	Ability to realize the power within the organization.	▪ Recognizes the informal structure of the organization ▪ Identifies undeclared constraints within the organization

Table 15:

Details of the Twenty Identified Competencies (continued)

#	Competencies	Definition	Common Characteristics
9	**Relationship Building**	Efforts to form or maintain a friendly, warm relationship or network of contacts with people who are valuable with regard to achieving work-related goals.	▪ Consciously seeking to build rapport ▪ Forming rapport easily ▪ Involvement of personal information to generate a common ground or mutuality ▪ Interacting or creating friendly relations with many people who may be valuable for information or other assistance.
10	**Developing Others**	Teach and empower others by developing several individuals.	▪ Declare positive expectations of others. Trust others' intention to learn. ▪ Provide rational guidelines or illustration of reasons. ▪ Focus on behavior and comment on it instead of on personal terms. ▪ Recognizes training or development opportunities for others.
11	**Directiveness**	Intention to make people obey rules.	▪ Challenges others openly regarding performance ▪ Establishes standards for higher performance

Table 15:
Details of the Twenty Identified Competencies (continued)

#	Competencies	Definition	Common Characteristics
12	**Teamwork**	Showcase a genuine intention to work cooperationally with others.	▪ Support ideas and views to help formulate specific decisions or strategies ▪ Keeps people acknowledged and up-to-date about team process, shares all applicable or useful information ▪ Expresses positive anticipation of others ▪ Credits other openly for accomplishment ▪ Encourages and empowers others, makes them feel strong or important
13	**Team Leadership**	The intention to be a leader of a team or other group. It reflects a desire to lead others.	▪ Notifies people: lets people influenced by a decision; inform what is happening ▪ The effort to treat all groups members impartially ▪ Uses complex strategies to encourage team morale and productivity ▪ Ensures meeting the practical needs of the group ▪ Making sure that others follow the leader's mission, goals

Table 15:
Details of the Twenty Identified Competencies (continued)

#	Competencies	Definition	Common Characteristics
14	**Analytical Thinking**	Conceptualizing an incident through simplification or following its original implications.	▪ Establish priorities regarding significance to solve the problem ▪ Simplifies complicated situation into more manageable parts. ▪ Identifies the number of suspected causes for incidents
15	**Conceptual Thinking**	Conceptualization of a situation by allocating the right evidence, seeing the large picture.	▪ Adopt 'rule of thumb' common sense, and previous experience to recognize problems or situation. ▪ Understands the crucial differences between the current situation and things that have occurred before. ▪ Implements and modifies complex learned concept or methods appropriately ▪ Finds a useful relationship among complex data from discrete areas

Table 15:

Details of the Twenty Identified Competencies (continued)

#	Competencies	Definition	Common Characteristics
16	**Expertise**	Mastering a certain body of job-related knowledge and intention to improve	▪ Actions to maintain skills and knowledge updated ▪ Showcases curiosity through investigating beyond the current field ▪ Helps others to solve technical matters ▪ Participate in courses or teaches new job-related subjects ▪ Positively seek technical tasks.
17	**Self-Control**	Capability to maintain feelings under control and hold negative actions if provoked.	▪ Not easily impulsive ▪ Avoid unnecessary involvement in mitigating temptation ▪ Stays calm in a hard situation
18	**Self-Confidence**	An individual's self-believes about him/herself personal abilities to finish a job	▪ Make a decision regardless of the disagreement ▪ Introduces self in a positive and excellent manner ▪ Showcase confidence in decisions or capabilities

Table 15:
Details of the Twenty Identified Competencies (continued)

#	Competencies	Definition	Common Characteristics
19	**Flexibility**	Capability to adjust to working effectively with a variety of situation, individuals, or groups.	▪ Distinguish the validity of opposing viewpoints ▪ Adjusts easily to changes at work ▪ Flexibly implements rules or procedures, depending on the individual situation, to achieve the organization's goals ▪ Alters own behavior or method to suit the situation
20	**Organizational Commitment**	One's capability and readiness to align own needs and goals with organizational goals	▪ Ready to help colleagues finish their missions ▪ Aligns behaviors and goals to meet organizational priorities ▪ Recognizes the need for collaboration to achieve better organizational goals ▪ Chooses to achieve organizational goals instead of personal goals.

Chapter 8: Conclusions, Contributions, and Future Directions

This chapter includes a summary of the major findings of the current study supported with a literature review (8.1) along with contributions and implications for knowledge and practice (8.2), and lastly, the study limitations and recommendations for future research are presented in section (8.3).

8.1 Conclusions

This study has two main objectives; the first objective is to investigate the extent of alignment between ADP's strategic priorities and its performance measurement system (PMS) at various levels (i.e., organizational / departmental / individual (RQ1, 2, and 3). The second objective is to determine the required competencies and develop a competency model for ADP-FED's technical jobs that are aligned with ADP's PMS (RQ4).

Pragmatic Constructivism (Nørreklit et al., 2006) was adopted on ADP-FED's PMS to test for the first objective. Three research questions were asked (RQ1, 2, and 3). RQ 1 was about investigating the level of alignment between ADP's strategic priorities with departmental level (i.e., ADP-FED) performance measures. Findings conclude that officers of different departmental level share aggregated perceptions. Officers at the General Directorate of Port and Security (GDPS) require ratios of achievement to showcase their contributions in achieving other strategic priorities. However, the officers within the strategic department share different perspectives, in which they perceive that common and general priorities are to be achieved by different departments with which there are no associated ratios of achievement. ADP builds its internal operations around different frameworks (recall Chapter 4.2.1). Subsequently, the framework named the "Prepare and Update the Strategic Plan" is the document that is used to demonstrate the deployment of the strategic performance. However, findings illustrated that this document lacks tools that clarify how each strategic priority are assigned to ADP's departments. As a result, this document does not help to mitigate the level of ambiguity of where each department excels within ADP's overall operation.

The study's findings further support the previous ambiguity matter, by exploring perceptions of other designated officers over the level of strategic awareness relevant to the department under study. The results show that there is a poor awareness among employees with regard to the strategic KPIs. The study thoroughly extends the investigation to seek root causes for such poor awareness level. It was evident that there is a gap between each of the strategic planning department, the strategic sections of GDPS, and the strategic branch of ADP-FED. As a result, employees receive scolded tools and data regarding their organization's strategy. Based on these findings, the study analyzes the extent of validity in terms of adopting BSC as the main PMS for ADP-FED. Findings conclude that BSC is partially implemented and that the deployment is type I and lacks very critical elements (i.e., incentive programs). This inadequacy of incentives program has lead employees to focus on participating in different strategic projects instead of working on achieving their department's main KPIs. Different officers argued that these projects are not necessarily relevant to the core business of the department under study. Moreover, strategic projects are only assigned to certain officers amongst the strategic officers, where open participation is not likely to take place.

On the other hand, RQ2 was about investigating the level of alignment between performance measurement at ADP-FED (i.e., operational level) with the PA system used in the same department. NPM has introduced PA as a mean to evaluate individuals' performance (Neely, 2007). In policing services, NPM has had a profound impact on the middle managers' roles. This is because they are responsible for providing a significant amount of data for monitoring systems (Butterfield, Edwards, & Woodall, 2005). Also, NPM has helped police forces to answer government's calls to move police's focus from law enforcement to crime prevention and service-oriented culture coupled with business lines (Al Ramahi, 2015). In this study, middle managers argued that the current operational KPIs do not reflect the actual tasks assigned to their employees.

Nevertheless, this study shows critical findings in which it demonstrated that middle managers lack awareness about their department operational KPIs. Middle managers adopted their own operational KPIs to evaluate their employees' performance. However, liaison officers of ADP-FED's operational performance KPIs and PA system shared different perception. It was claimed that middle managers and their teams need to exert more efforts into understanding their level of awareness regarding operational performance and PA system deployment. Yet, no evidence was provided to illustrate any awareness program with that matter.

As a consequence, middle managers do not trust the validity of the current operational KPIs and the PA system. This was actually evident when investigating the essence of setting career objectives (i.e., one of the conditions of the current PA system), in which findings show a great number of employees (within the department under study) cannot set valid career objectives. To elaborate, setting career objectives is a challenging task, where employees are obligated to maintain alignment of operational performance indicators that they cannot preview due to having any access to do so, against which they will nevertheless be evaluated. In addition, the communication level is yet another major issue. Liaisons officers lack proper communication between each other, which makes it harder for ADP-FED's employees to achieve alignment of both KPIs (i.e., operational and job characteristics).

Furthermore, the functionality of the current PA system was comprehensively reviewed. Despite the fact that ADP's seek alignment between its various performance systems, the current PA system was criticized in terms of impracticality in evaluating individuals' performance. Its end users deemed that it does not help them to spot any misalignment between career objectives and operational KPIs. Findings conclude that RQ3 was about investigating the validity of the current job descriptions and the technical jobs within ADP-FED and the associated competencies. Findings conclude that the current PA system was further criticized in terms of its constituents (i.e., job descriptions and competencies). Designated middle managers perceived the current job descriptions and the associated competencies as unsuitable for the technical jobs (i.e., experts, assistant experts, and technicians). Technical officers are suffering from the irrelativeness of technical job descriptions, that do not help them to understand the roles and responsibilities of different technical employees.

Overall, findings demonstrate that reality is disaggregated among the police officers involved, and therefore, factual possibilities are denied. This is due to a clear divergence in terms of values, and integration of PC's four elements is not possible. In addition, the invalidity of the current PMS does not support the integration of different officers (i.e., strategic officers vs. technical officers). As a result, full integration of

PC's elements among these officers does not occur. ADP-FED's strategic performance measures are ambiguous regarding deployment. The designated officers who work more closely with these performance measures have better chances to control the outputs and outcome of the department. As a result, the rest of the ADP-FED's employees lack awareness in terms of their department strategy. These situations resulted in increasing impracticality of the current PMS for ADP-FED.

It is argued that NPM has helped public organizations to exert transparency and accountability in regard to performance (Northcott & Ma'amora Taulapapa, 2012). The implementation of BSC is one of NPM's tools adopted by many public organizations to manage/measure performance. However, findings of the current study show that its users, i.e. ADP do not fully utilize the BSC. Findings of the current study comply with those reported in previous studies, for instance, Northcott and Ma'amora Taulapapa (2012) conducted a study on different local government organizations in New Zealand. They concluded that public organizations encounter challenges when implementing BSC. This is due to the fact that public organizations perceive BSC differently, and there is lack of research exploring the reasons behind such mixed perceptions (Madsen & Stenheim, 2014; Northcott & Ma'amora Taulapapa, 2012; Tayler, 2010). Therefore, the current study contributes to the existing literature on BSC implementation issues, especially in the UAE context (i.e., an emerging economy). Commentators posit that the forensic science community is plagued by lack of research reflecting the validity of quantifiable measures of forensics (National Research Council, 2009). The current study responds to this call, and analyze the validity of PMS adopted by the forensic department at ADP (i.e., ADP-FED). The current study utilizes the PC approach to challenge the validity of BSC through the perceptions of designated individuals; which, to the best of the researcher's knowledge, was not done by any previous study in UAE.

It is argued that attributes to unnecessary implementation of BSC comprise of "a*) poor linkage to employee rewards, b) uncertainty about the choice of suitable KPIs, and c) organizational resistance to change*" (Northcott & Ma'amora Taulapapa, 2012, p. 169). The current study's findings comply with the previous study and with other studies like Andon et al. (2005), in which it was evident that poor linkage between performance and rewards influence the implementation of BSC negatively. The current study showcases that interviewees perceive incentives/rewards as the most motivational buy-in element. Kotter (2012) argues that many public organizations fail on establishing a great enough sense of urgency when introducing/implementing new projects and systems. This is to say that if employees do not consider the significance of implementing certain PMSs to measure their performance, it would be significantly challenging for organizations to implement any of these systems successfully.

Thus, given these findings and analysis, this study adds value to deeply understanding the ambiguity and irrelativeness of PMS in some public organizations. The application of the PC approach helps to illustrate the level of alignment and hence the irrelativeness of the current ADP-FED's PMS in different parts. The PC approach provides insights into what procedures are required to reduce ambiguity and misalignment level in ADP-FED PMS.

On the other hand, the BEI approach was adopted to investigate the second objective (i.e., RQ4), to identify competencies that shall help to provide a more accurate job description of ADP-FED's technical jobs. The main goal of the BEI approach is to obtain detailed behavioral descriptions of how an employee deploy his/her daily job. The list of competencies derived from this study should be significant to the jobs under study. The current study identifies a set of competencies for each job category (i.e., experts, assistant experts, and technicians). Nevertheless, employees who are interviewed and those who participated in the rating form agreed that all three jobs are compatible with clusters that constitute technical competencies (i.e., see, Spencer, 1993). Yet, it was discussed that competencies are measured based on three scales a) intensity, b) impact, and c) complexity (Spencer, 1993). This was significantly showcased by participants when interviewed; for example, all interviewed participants reflected explicit “Achievement Orientation” behavior, yet, experts demonstrated more intense, and complex behavior, that helped to distinguish their level of skills, knowledge, and experience. Overall, the majority of *experts* within ADP-FED rated “Conceptual Thinking,” “Relationship Building,” and “Achievement Orientation” as the most important competencies to their jobs. This is to say that these competencies help to distinguish outstanding performed at their level from typical ones. In contrast, assistant experts of the department under study are more focused on competencies that reflect the behavior of “Teamwork,” and “Self-Confidence.” This is considered logic, due to the fact that assistant experts are supposed to work in teams and therefore, should have such perception when rating these competencies. Nevertheless, technicians consider themselves as less experienced, and thus they are more concerned with “Relationship Building” with other more experienced colleagues.

8.2 Study Contributions and Implications

This study contributes to both knowledge and practice. The study responds to recent literature that more empirical research is needed to examine the level of alignment within PMS's of public organizations (Mitchell et al., 2012; Neely, 2007; Nørreklit et al., 2006; Norreklit et al., 2008; Nørreklit et al., 2016; Radnor, 2008; Radnor & Barnes, 2007; Radnor & McGuire, 2003; Verbeeten, 2008). Subsequently, the current research fills a gap in the literature, in the UAE context about the implementation of NPM and its tools such as BSC. This study adds to the implementation of the PC approach that helps to highlight the complexity of public organizations by analyzing facts, possibilities, values, and dimensions of communications of designated actors. Therefore, one of the major contributions of the current study is the utilization of the PC approach to highlight the alignment issues in one of the largest public organizations in Abu Dhabi government.

In addition, the study extends its comprehensive investigation, in which it identifies a major relationship between PC approach and BEI approach. Recall from Chapter (3.2.1); it was discussed that both approaches revolve around employee's perception over the studied phenomena. Therefore, such identification of a relationship is considered to be one of the most significant contributions of this study, especially that to the best of the researcher's knowledge that the utilization of both approaches was never carried out in a previous study. Nevertheless, the identification of twenty valid competencies in this study for ADP-FED, which are not listed in the current ADP-HR appraisal system, is another major contribution of the present study. The following is the study's major practical implications.

8.2.1 Practical Implications and Recommendations

The current study suggests several practical implications. First, findings suggest that more effective integration among officers' factual possibilities is essential and inevitable. Subsequently, integration of PC's four elements should lead to a standard and more united organizational vision. The outcome of such integration will contribute to constructing unified values instead of conflicting ones. Second, after establishing a platform of mutual values among employees and the organization (i.e., ADP-FED), efforts must be practiced to align theory and realistic practice. Subsequently, this study suggests that ADP-FED to encourage and stimulate employees to work for mutual visions, and organizational priorities, which should be linked to ADP PMS (see, Neely, 2007; Norreklit at al. 2016). Third, establishing a more participative environment among staff, such as participation in determining strategic and operational KPIs through frequent meetings and effective communication channels, should accelerate alignment of goals and priorities see, for instance, Neely, 2007; and Norreklit at al. 2016.

Moreover, another major practical contribution is made by investigating the level of alignment between performance indicators in various levels within ADP on a PC basis. Hence, the current study responds to calls by commentators in the field (for instance, Nørreklit et al. (2006); Nørreklit et al. (2016)) that more case studies are needed to understand PMS through actors' perceptions. Nevertheless, the study also complements the call of Jakobsen, Nørreklit, and Mitchell (2010) for restructuring PMS based on an actor-based approach. Thus, ADP should consider restructuring its PMS by its employees' perceptions. The current study supports the PC approach by illustrating that different actors/officers have different topoi of what performance measurement means. Subsequently, ADP's PMS should incorporate the topoi of the top and middle managers into its PMS and PA systems to enhance the current systems.

Moreover, lights are shed on the extent of implementation of BSC in ADP-FED. Perhaps more efforts should be assigned to study the suitableness of BSC for

ADP-FED as PMS. The BSC implementation comprises three steps of which one is to have an incentives program (Kaplan & Norton, 1996a, 1996b, 2001a, 2001b). This is not implemented by ADP, which indicates the partial implementation of BSC (i.e., type I). With regard to incentives plans, (Al Ramahi, 2015) concluded that ADP's officers perceived incentives as the most positive influence on performance. The current study demonstrates the poor incentives system currently used in ADP. Thus, ADP could adopt the Ministry of Interior's (MOI) incentives program for annual performance. This is to say that the ADP's "Motivational & Rewards Methodology" should be reviewed and amendments should be considered to incorporate MOI's appraisal incentives options. Such enhancement and adoption of incentives system are expected to stimulate staff to perform well and achieve job tasks effectively thus resulting in a more competent working environment (Kaplan, 2001; Kaplan & Norton, 1996a, 1996b, 2005). Since findings of the current study show that ADP does not have any incentives programs linked to its PA system; the ADP could consider holding group discussions with each department, or a survey should be distributed to capture the perceptions of ADP's employees regarding what motivations program/system they think would enhance individuals' performance. However, in order to do that, ADP must first start by establishing comprehensive individual performance indicators because current findings indicate that ADP-FED lacks proper ones.

At the same time, the current study also suggests that ADP-HR Department should incorporate the identified competencies into ADP-FED's job descriptions and eventually into the PA system. The competencies identified should be valuable to the ADP-HR department in the direction of which that improving performance measurement and maximizing competence among employees. This goal can be achieved by first amending the current job descriptions of the present technical jobs, in which the identified competencies are included. This is because job responsibilities and job duties/tasks alone are inadequate measurements by which to ensure success (Vathanophas & Thai-ngam, 2007).

In fact, well-defined competencies that draw clear performance measurements for effective execution of the job are much more efficient. Hence, this study provides three competency models that suit the jobs studied. Recall from Section (4.2.2) in Chapter 4, ADP-FED depends on ACT XX (i.e., confidential) on promoting technical employees from one level to another. However, findings show that a great number of top and middle managers criticized the current ACT regarding poor assessment criteria. Therefore, the adoption of the identified competency models with the associated scales (i.e., intensity, size of the impact, and complexity) shall help to; a) first evaluate employees' technical skills from different angles; b) second distinguish outstanding performers (regardless the level of technicality) from typical ones. This is another major practical contribution provided by the current study.

In addition, after incorporating these competencies into the job descriptions of the technical jobs, cost-effective technical training programs of various level should revolve around these competencies. These training programs should be competency-based programs. According to Vathanophas and Thai-ngam (2007, p. 68) competency-based training programs consist of "*a) formal training programs, b) development center feedback, c) self-development resource guides, do computer and interactive video-assisted self-instruction, e) job assignments, h) mentoring relationships, g) and organizational structure, k) process and culture interventions designed to increase individual competencies*". Nevertheless, Spencer (1993) indicates that BEI can be utilized to predict a fit–for the job approach. This is to say that BEI can predict the likelihood of successfulness of job candidates. This is considered to be absolutely vital for a department like ADP-FED since it receives many CVs every year from technicians who want to join the department. In fact, ADP-FED should consider using BEI to predict job incumbents regarding fitness for current jobs. Moreover, the identified competency models can help ADP-FED to properly plan the selection of candidates for technical jobs, performance management, compensation, career development, succession planning and management information systems (Spencer, 1993). However, ADP-HR should be careful when adopting these competencies in terms of the scale of competency measurement (i.e., intensity, impact, and complexity) (Spencer, 1993). This is due to the gap in skills and knowledge among different levels. Next are the study's limitations and future researches

8.3 Limitations and Future Research

This study comes with a number of limitations. The first limitation is to do with the adoption of a single case study. It has been argued that the case study approach lacks rigorous. This is due to the notion that an investigator might not be precise or be biased with his/her conclusion (Yin, 2017). Subsequently, the current study established a clear data collection protocol (i.e., see Appendix D) to remind the investigator of the exact steps that shall be done to collect data. Yin (2017) stated that this matter is actually a reliability concern, in which the objective is to ensure that if other investigator wishes to conduct the same investigation following same procedures he/she should conclude the same results. Thus, establishing well-defined interview questions that were revised and confirmed by different committee (i.e., the UAEU graduate office and ADP research office) along with a clear data collection protocol; help to mitigate the level of biases in the study. Moreover, bias can also be a concern when using other approaches, such as designing questionnaires, and experiment (Yin, 2017). Another limitation of the case study approach is that it does not provide an adequate basis to scientifically generalize the findings (Yin, 2017). Thus, multiple case study can be an excellent opportunity for future research of similar research objectives. It is worth noting that the case study approach is considered to be generalizable to theoretical propositions (Yin, 2017). Nevertheless, another limitation is that given the fact that ADP is a complex organization with massive operations with a great number of employees (i.e., more than 3600 employees), other officers from different departments would surely have different topoi. In fact, this is the main reason behind not concluding propositions in the current study.

Therefore, this is considered to be an opportunity to investigate the level of alignment of performance indicators with ADP's different departments. Another research opportunity could direct towards exploring answers of convergence and divergence between the top and middle managers, between officers of different departments; this could be achieved through considering such group of employees as separate organizations. The current study provides critical insight into PC implementation ability to validate PMSs in organizations such as ADP. Thus, a line of research can explore the same objectives (i.e., the validity of PMS) on the different organizational type (i.e., the health sector, or education sector). Moreover, a longitudinal case study can offer different outcome, in which it can enable comparative argument of different historical periods of another public organization or a similar one.

Moreover, the current study highlights the extent of BSC implementation in the studied department. Northcott and Ma'amora Taulapapa (2012) argue that BSC deployment is dominated by PMS and reporting, while BSC remains under-exploited by many of its advocates. Therefore, to understand such a gap between BSC's claimed potential and its main usages; research must be invested in addressing the influence of BSC on the public sector that adopts it. The poor understanding of BSC's on the public sector is logic, since to date most of the empirical studies are focused on its impact on the private sector (Northcott & Ma'amora Taulapapa, 2012). Thus, the current study is considered to be one of the fewer studies that highlight the validity of BSC as a PMS on the public sector.

Moreover, Al Ramahi (2015) concludes that ADP's officers perceive the adoption of EQFM as an excellent tool enabler negatively. On the other hand, the findings of the current study also demonstrate the invalidity of the current PMS. Therefore, ADP should consider the given studies and focuses on investing more into researching the most suitable PMS for its strategies and operations.

Competencies are a set of behaviors (i.e., motives, traits, skills, and abilities) that clearly distinguish outstanding performers from typical ones (Boyatzis, 2008). Thus, the identified competency models depict these KSOAs as the cutoff of effective deployment of the jobs being evaluated. However, one of the current study limitations in this part is the fact that developing competency models upon a group of employees' perceptions, albeit powerful, could make these models unfinished product (Boyatzis, 2008; Spencer, 1993). ADP-HR should review management attributes along with ADP's requirements and objectives with its employees. The use of BEI enables an opportunity to explore a new set of competencies or even identify subtle divergence in how competencies manifest in the different environmental context. Therefore, current results cannot be generalized to all ADP's departments. Hence, the current findings of the study's second phase can be enhanced by conducting more BEI research in another department within ADP to identify new competencies clusters that much better suit the jobs of the studied department. However, one of the second phase limitations is that rating forms used which were self-reported by employees. Subsequently, the ratings might be influenced by social favorability bias due to different reasons, such as exaggeration or not sharing their real perceptions (Mooi & Sarstedt, 2011). However, to address such limitation, it could be argued that current study collected data from interviewees nominated by their supervisors, and then the rating stage sampled all technical employees of ADP-FED regardless of their self-efficacy or motivation effect. Perhaps future studies of competency modeling should consider such characteristics.

In addition, another limitation of the current study is the fact that it did not investigate the technical jobs' requirement of each level. This is due to the authority level given by ADP which restricted such authority level. Therefore, ADP-HR is advised to study the alignment between the identified competencies and the requirements intended for each job studied. Future studies are also recommended to address job requirements before modeling competencies. Moreover, career paths are another opportunity that ADP-FED should embrace because ADP-FED currently lacks career paths for its employees, which means that adopting BEI as an approach to establishing them should enhance the department's performance output.

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Appendices

Appendix A: ADP-FED Investigation Results

The Forensic Evidence Department (ADP-FED) is one of the main departments at the Abu Dhabi Police (ADP). Its main function is to gather evidence from different crime scenes in the Abu Dhabi Emirate. This defines the ADP-FED as one of the main engines of the ADP in terms of priorities, as it helps in achieving different strategic priorities, such as a) contribution to the implementation of justice, b) integrity and honesty, c) controlling crime, d) and safety and security of the Emirate. The ADP-FED has employees from several science fields (i.e., biology, chemistry, physical science, and DNA). The employees' technical rank (expert, assistant expert, technician) varies depending only on years of experience. The ADP established new policies that affected different procedures such as, promotion policy, rewards, and qualifications. This reflected negatively on the ADP as the employees' satisfaction ratio decreased significantly, which did not help the ADP to score any Excellence Awards in the year 2015, 2016, and 2017. The ADP-FED always tries to anticipate the effect of any changes in terms of policy, in which context the quality team at the ADP-FED ran an investigation in the early 2013 to study the effect of such changes on its employees.

The study included a random sample of 105 out of 250 employees, with 72 technicians (68.9%), and 33 (31.4%) administrative employees — the technicians varied from different sections within the ADP-FED, and of different ranks. The investigation had different control variables such as age, gender, marital status, and salary. The investigation's total participants were 62 (59%) male, and 43 (41%)

female. The following table and chart demonstrate the discussion above of the sample investigated, after approval from the HRM of ADP.

Table 16*:*
The Number of Sample and the Percentage of Each Category of Employees.

Sample	Frequency	Percentage (%)
Trainee	3	2.9
Technician (civilian)	6	5.7
Technician (military)	44	41.9
Assistant Expert	11	10.5
Expert	14	13.3
Branch Manager	5	4.8
Section Chief	2	1.9
Other	20	19.0
Total	104	100.0

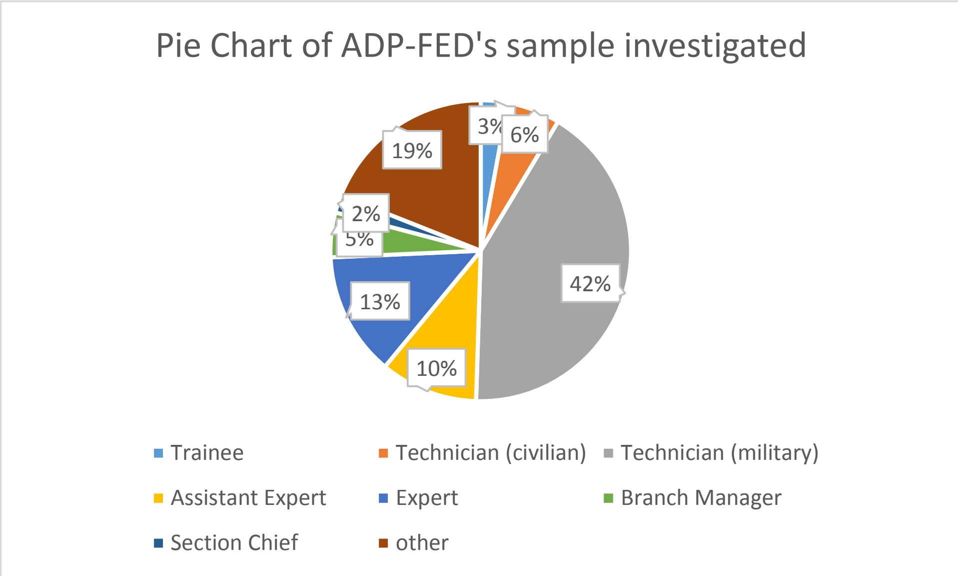

Figure 15: The Number of Sample and the Percentage of Each Category of Employees and the Percentage of Each Category of Employees.

The survey included questions covering various aspects, and the following is a summary of the outcomes and the initiatives then suggested by ADP-FED's employees to the ADP administration office. However, these initiatives have not been implemented: -

Table 17:

The Outcome and Suggested Initiatives of ADP-FED Survey

Outcome	Suggested initiatives (2013)
A great number of the employees do not trust the competence and practicality of their senior officers and Experts.	Attempts to reassign employees based on the job requirements and their competencies (experience and academic qualification).
Jobs are being assigned to employees irrelative to their competencies.	The department should work more to increase the involvement of its employees in regards to decision making while maintaining the relevance of their competencies.
The frequency and ongoing failure of the department head in fulfilling promises.	Enhance training programs relative to job description and requirements.
Poor incentives.	-

Appendix B: Approval Letter for the Research from Abu Dhabi Police

Due to copy rights and confidentiality the letter has been unattached. The letter explains that the ADP represented by the Human Resource Department accepts the study and willing to provide the necessary data for the benefit of the study while maintaining absolute security and confidentiality.

Appendix C: Pragmatic Constructivism Case Studies

In this section, two cases are presented to discuss PC in practice. Since NPM is the tenet of PMS, it is somewhat logical and valid to highlight examples from both public and private sector, since the main aim of these examples is to focus on the significance of pragmatic constructivism as a tool of validating PMSs.

Case of Tuscany Regional Authority (TRA)

The Tuscany Regional Authority (TRA) is an Italian organization that is intended to protect the Tuscany Regional citizen’s fundamental rights, such as, healthcare, work, and family. This is done by setting priorities, managing funds, planning services, stipulating contracts with external providers, and controlling external providers (Cinquini et al., 2013). TRA suffered a number of different complex organizational issues, which negatively affected its performance. These issues comprise the organizational structure, the connections with external entities (i.e., municipalities, agencies, service providers, etc.); and the effects of politicians.

The empirical study by Cinquini et al. (2013)was done through qualitative research methodology and is supported by data such as semi-structured interviews, focus groups, and document analysis. The PC was utilized in order to investigate the validity of PMS in the TRA. Different categories of employees participated in this study. Both the top managers and middle-level managers also participated in the 18 interviews that were conducted, and almost 70 focus groups were organized for the participation part of the interviews (Cinquini et al., 2013). The study concentrated on gathering each member of staff’s perceptions over PMS through the dimension of pragmatic constructivism. The following is a summary of the overall results of the study.

Table 18:
Summary Table of Tuscany Case Study

Sample	Fact	Logic	Value	Communication
Top Managers	Complexity/Ambiguity	Professionalism/Flexibility	Managerialism for political compliance	Politicians
Middle Managers	Rules and Norms/ Instability	Professionalism/ Compliance Involvement	Managerialism for achieving objectives	Top Managers/Stakeholders

Each category of the TRA's staff (i.e., top managers & middle managers), conceptualized reality from a different angle, and this is due to the nature of the job and experience each one encounters in the complex environment of the public sector. For example, top managers are influenced by aspects such as government regulations, financial policies economic programs, and the ambiguities arising from the continuity of the elected politicians, which often create pressures toward unclear goals (Cinquini et al., 2013). Moreover, top managers perceived logic as managerialism, which is related to professionalism and flexibility. This logic perception is directly linked to the policy of recruiting top managers in the TRA, as the government seeks such logic variables in order to ensure full compliance towards its strategy. Therefore, communication at the top managers' level is mainly driven by decision makers and politicians (Cinquini et al., 2013).

On the other hand, middle managers share different values compared to those of the top managers' regarding the significance of flexibility. This is because middle managers think that adherence to rules is essential for both legal and technical cultures (Cinquini et al., 2013).

Figure 16: TRA Case Study Findings,
Source: Cinquini, Tenucci, Campanale, and Passetti (2013, p. 16)

Furthermore, middle managers are driven by ‘managerialism for achieving objectives,’ as their main goal is to successfully achieve certain goals set and agreed with the top managers. Therefore, the communication aspect of middle management is affected by top managers and stakeholders (Cinquini et al., 2013). Figure 13 describes the final findings of the TRA study. Next is another case study to demonstrate how the PC approach is operationalized to obtain the preferred results. These two case studies help to visualize how a PC is suitable for similar case studies (i.e., investigation over the validity of PMSs).

Case study of Trafalgar Bank

Trafalgar Bank (made up name) which also happens to be a multinational bank, is located in the UK and was considered as one the largest banks, with almost 80,000 employees. The Bank was well established in terms of retail banking presence and a high return in capital (Seal & Ye, 2014). This is due to the Bank’s excellent ability to undertake successful mergers and acquisitions and to attain operational efficiencies. However, the Bank encountered a new competition regulation, which blocked any further acquisitions. In addition, the Bank was challenged against income streams by stricter financial services regulation (Seal & Ye, 2014). As a result, the Bank’s share price was negatively affected. Thus, a new CEO joined the bank, where he mandated the BSC across the whole bank.

Seal and Ye (2014) conducted a study using a pragmatic constructivism approach to evaluate the validity of BSC implementation in the bank. The study included 22 semi-structured interviews with different levels of employees within the bank. Diverse internal documents were also gathered to enhance the study. The study was also supported by follow up questions over the telephone where necessary (Seal & Ye, 2014).

Trafalgar Bank assigned a new CEO from one of the top performing American banks where BSC is prominently used. The Bank decided to recruit a new CEO because the bank was not performing well as per the acceptable standards. This issue can also be related to the fact that competition regulators blocked acquisitions which happens to be one of the strengths on which Trafalgar bank relied. Furthermore, another reason for the deficit was that the Bank's income stream was challenged due to tougher financial services policies (Seal & Ye, 2014). The following table demonstrates and summarizes the Bank's managerial discourse before the implementation of BSC:

Table 19:
Summary of Trafalgar Bank Case Study

Company	Fact	Logic	Value	Communication
Trafalgar Bank	Large international bank based in the UK with a focus on the domestic retail market	Internal growth and operating efficiency	- Shareholder value. - Bonus Seeking - Risk aversion in lending	Communication between segments is weak

The new CEO's goal was to ensure the alignment of business objectives within each of the Bank's divisions and to determine how these objectives are being cascaded down vertically throughout the divisions. It was also the CEO's prerogative to investigate the horizontal alignment of as to whether the objectives of the units at the Bank are of beneficial purposes to each other or not (Seal & Ye, 2014). Therefore, the

BSC was utilized in order to ensure coherence between the bank overall strategic goals, its unit goals, and the individual goal.

The BSC of the Bank consisted of five elements "*a) Financial & Contribution, b) Franchise Growth &Operational Development, c) Customer Service & Quality, d) Risk Management, and e) Leadership & People Development*" (Seal & Ye, 2014, p. 12). Fieldwork was deployed in order to investigate how BSC was implemented in the Bank so as to identify its aspects. The study concentrated on how individuals in the Bank constructed their PMS topoi relative to BSC implementation (Seal & Ye, 2014). The BSC is mainly driven by the logic and communication dimension of pragmatic constructivism, while facts are loaded with logic (Mitchell et al., 2012; Nørreklit, 2011). Therefore, the fieldwork revealed that interviewees agreed that the logic dimension consists of growing the business, risk, customers, and people development are the main drivers. These elements were deemed as the main dynamic of the finance perspective.

On the other hand, the impact of the communication dimension can be illustrated by the improvement of goal clarity, better and greater focus. In fact, this was reflected in the employees' annual performance compared to previous years, as there was a significant increase in terms of performance evaluation and annual bonus (Seal & Ye, 2014). Staff at the Bank can now validate and assure their perceptions about the cause-and-effect relations encompassed in the bank's strategy and action plan.

Appendix D: Interview Protocol

Interview Title: Investigating the perceptions of Abu Dhabi Police Directors with regard to examining the extent of alignment between organizational and operational performance.

1. The interview starts with greetings and introductions.
2. The interviewee is provided with the informed consent form through the internal e-mail system in ADP prior to the interview session, accepting to participate in the study. Participant is thanked for accepting the participation in my study. I also give information concerning the member checking process that will follow the transcription and analysis of the data. After transcript analysis, I set up another meeting with the interviewees for member checking procedures to evaluate in order to maintain the reliability and validity of the data.
3. Interviewees are provided with a hard of the informed consent letter.
4. The audio recorder is used throughout the interview session. Moreover, date, time, and location are noted for accuracy purposes.
5. Sequential representation of the interviewee name, i.e., 'participant 1' on the audio recording, documented on the researcher copy of the consent form and the interview begins.
6. Interviewees are given considerable time to answer each interview question in detail (including any additional follow up/ probing questions).
7. At the end of the interviews, the researcher thanks the interviewees for their time and participation in the research.

Appendix E: Interview Questions and Assessment Criteria Along with Coding Documented

Table 20:
Interview Questions and Assessment Criteria

RQ1: How are performance measures at the departmental level in ADP aligned with ADP's strategic priorities?
Interview Questions: - What are the strategic priorities of ADP assigned to the Forensic Evidence Department (ADP-FED) (i.e., department under study)? - How are these assigned strategic priorities measured in ADP-FED? (i.e., what KPIs are used in ADP-FED to capture its strategic priorities?) - How are these assigned strategic priorities communicated to ADP-FED? - How does Abu Dhabi Police (ADP) assure commitment by ADP-FED's ADP-FED employees towards such priorities? - What is system/ communication channel provided to ADP-FED's employees to comment on such priorities (i.e., how does it work)? - Since ADP adopts Balanced Scorecard (BSC) as a performance measurement tool, what type of rewards program is linked to the BSC? - In your point of view, what are the strategic priorities that are not currently captured by the current KPIs? - In your point of view, what other strategic priorities should be assigned to the ADP-FED?
RQ2: How are ADP-FED's performance measures aligned with the Performance Appraisal used in evaluating technical staffs' performance? ADP-FED
Interview Questions: - What are the aspects covered by the current staff performance appraisal system (PA) used by ADP-FED? - What are the individual performance indicators captured by the current staff performance appraisal system (PA)? - How are these individual performance indicators communicated to ADP-FED's technical staff? - How are these individual performance indicators aligned with ADP-FED's KPIs? - How ADP-FED's PA in use at present is linked to ADP-FED's assigned KPIs (i.e., how does it help in achieving/reporting them)?

Table 20:
Interview Questions and Assessment Criteria (continued)

RQ3: How are current job descriptions for the ADP-FED's technical jobs aligned with competencies, and how are both aligned with the technical staffs' performance appraisal in current use at ADP-FED?
Interview Questions: - In your point of view, how the current job description reflects the actual tasks of the technical jobs in ADP-FED for experts, assistant experts, and technicians)? - Based on your experience, how the current competencies associated with job descriptions are compatible with the actual tasks of the technical jobs in ADP-FED? - From a technical perspective, how do you think the current PA system capable of evaluating the tasks needed to achieve the overall KPIs assigned to ADP-FED?

Table 21:
Interview's Subjects

Interview subjects
RQ 1 &2: - *the activities deployed in ADP-FED* - the performance measures associated with these activities - the features and criticalities of the current PMS - what other measures should be adopted for ADP-FED
RQ 3: - Roles and responsibilities of the different technical jobs at the ADP-FED - the features and criticalities of the current PMS - what other measures should be adopted for ADP-FED

Table 21:
RQ4 Interview Questions (continued)

RQ4: Interview Questions
• *'What was the situation?* • *What led up to the situation?* • *Who was involved in the situation?* • *What did the interviewee observe, see, hear, read, and pay attention to in the situation?* • *What did the interviewee feel and want to have happened in responding to the situation?* • *What did the interviewee think about analyzing or understanding the situation and deciding whether and how to respond to it?* • *What did the interviewee actually do?* • *What was the outcome of the situation?*

Table 22:
BEI's Interview Questions Explanation

BEI's Interview Questions	Explanation
'What was the situation?	This can be scored by analysts for which situations the interviewees considered critical (often very different for superior and average performers)
What led up to the situation?	This is coded for whether the interviewee initiated or reacted to the situation, the extent to which they sought information to anticipate or prepare for events.
Who was involved in the situation?	This is coded for the different types of people the interviewee typically interacts with, i.e., no-one, peers, top management, external experts or customers, and in what priority.

Table 22:
BEI's Interview Questions Explanation (continued)

BEI's Interview Questions	**Explanation**
What did the interviewee observe, see, hear, read, and pay attention to in the situation?	This is coded for information-seeking and pattern recognition.
What did the interviewee feel and want to have happened in responding to the situation?	This code for emotional self-control, self-confidence, and motivation.
What did the interviewee think about analyzing or understanding the situation and deciding whether and how to respond to it?	This is coded for conceptual and analytical thinking and strategic planning.
What did the interviewee actually do?	This is coded for behavioral skills, initiative.
What was the outcome of the situation?	This is coded for what the interviewee thinks is an important outcome (achievement, conciliation, achievement, and influence)'.

Source: Spencer (1993, pp. 25-89)

Appendix F: Examples of PC Case Studies

Table 23:
Examples of PC's Validity and Reliability Case Studies

Study	Study objective	Organization type, and country	Data collection sample frame	Study findings
Mazmanian, Cohn, and Dourish (2014)	Examining the meaning of reconfiguring between technologies and social structures	NASA, USA	30 key informants	- The suggestion that theoretical and empirical adhesion can be expanded by concentrating on the dynamic reconfigurations between social and material realms.
Avenier and Cajaiba (2012)	Emphasize the initial phase of constructing a research question and presents the epistemological framework. It also provides guidance on how to attain academic value and practical relevance throughout the research process	Not applicable	Five example of research projects	- The dialogical model maintains close interactions and confined coupling between the worlds of research and practice. - The study suggests more replication to enhance confidence in findings
Goldkuhl (2008)	Investigation of what pragmatism means to information systems research	Not Applicable	2 cases of information systems were examined on the bases of PC	Pragmatic researchers may apply a number of methodologies within an inquiry.

Table 23:
E*xamples of PC's Validity and Reliability Case Studies (continued)*

Study	Study objective	Organization type, and country	Data collection sample frame	Study findings
Lindgren, Henfridsson, and Schultze (2004)	Examining the role of information technology in aligning organizational level core competence with individual level job competence.	Sweden	Six Swedish organizations	An integrative model of competence in organizations was developed. It helps in providing a conceptual framework for integrating IT into the concept of organizational competence management.

Appendix G: BEI Behavioral Competencies

Table 24*:*

Summary of All BEI Competencies Cluster and Behavioral Competencies.

Cluster	Behavioral competencies	Dimensions
Cluster of Achievement and Action	Achievement Orientation (ACH)	A: intensity and completeness of action B: represents breadth- the degree to which an enterprise is affected C: innovation
	Concern for Order, Quality, and Accuracy (CO)	Single dimension: complexity
	Initiative (INT)	A: Time Dimension B: Self-motivation, Amount of discretionary effort
	Information Seeking (INFO)	Expressed as how far afield the individual goes to seek information

Table 24:
Summary of All BEI Competencies Cluster Behavioral Competencies (continued)

Cluster	**Behavioral competencies**	**Dimensions**
Cluster of Helping and Human Services	Interpersonal Understanding (IU)	A: Complexity or Depth of Understanding B: Listening and Responding to Others
	Customer Service Orientation (CSO)	A: intensity of motive and completeness of action B: the amount of effort or initiative took on the client's behalf.

Table 24:

Summary of All BEI Competencies Cluster Behavioral Competencies (continued)

Cluster	Behavioral competencies	Dimensions
The Influence Cluster	Impact and Influence (IMP)	A: number and complexity of actions taken to influence others B: Breadth of impact
	Organizational Awareness (OA)	A: complexity or the depth of understanding; the number of factors taken into account in understanding the organization B: the size of the organization the individual understands
	Relationship Building (RB)	A: closeness or intimacy of the relationship B: the size of the network built

Table 24:

Summary of All BEI Competencies Cluster Behavioral Competencies (continued)

Cluster	Behavioral competencies	Dimensions
Cluster of Managerial Cluster	Developing Others (DEV)	A: intensity and completeness of action to develop others B: number of people developed and their relationship to the speaker
	Directiveness: Assertiveness and Use of Positional Power (DIR)	A: intensity of assertive tone
	Teamwork and Cooperation (TW)	A: intensity and thoroughness of action taken to foster teamwork B: the size of the team involved C: the amount of effort or initiative to foster teamwork
	Team Leadership (TL)	A: intensity and completeness of leadership role B: size of team and effort C: the amount of effort or initiative to foster teamwork

Table 24:
Summary of All BEI Competencies Cluster Behavioral Competencies (continued)

Cluster	**Behavioral competencies**	**Dimensions**
Cluster of Cognitive Cluster	Analytical Thinking (AT)	A: complexity of analysis B: the size of the problem addressed
	Conceptual Thinking (CT)	A: complexity of thought process and their originality B: the size of the problem analyzed
	Technical Expertise (EXP)	A: formal educational degrees B: management and organization expertise necessary to manage people C: efforts to maintain and acquire expertise D: intensity of the role of technical expert

Table 24:

Summary of All BEI Competencies Cluster Behavioral Competencies (continued)

Cluster	**Behavioral competencies**	**Dimensions**
Cluster of Personal Effectiveness	Self-Control (SCT)	A: intensity and resulting scope of the control exerted
	Self-Confidence (SCF)	A: how much challenge the individual has the confidence to face B: taking personal responsibility with correctable causes of failure
	Flexibility (FLX)	A: Breadth of change B: speed of action
	Organizational Commitment (OC)	A: Intensity of Commitment

Source: Spencer (1993, pp. 25-89)

Appendix H: Findings of BEI's Rating Form

Table 25:

The Significance of the Identified Competencies Over the Current ADP-FED's Technical Jobs Rated by ADP-FED's Experts

Competency (Present)	Current				Future				Competency (Future)
	Min	Max	Mean	S.D	Min	Max	Mean	S.D	
Conceptual Thinking	0	5	t4.12	1.029	0	5	4.22	1.173	Achievement Orientation
Relationship Building	0	5	4.12	1.029	0	5	4.17	1.223	Customer Service Orientation
Achievement Orientation	0	5	4.12	.980	0	5	4.15	1.174	Conceptual Thinking
Customer Service Orientation	0	5	4.10	1.091	0	5	4.07	1.233	Relationship Building
Flexibility	0	5	4.10	1.020	0	5	4.07	1.191	Self-Control
Expertise	0	5	4.10	1.044	0	5	4.07	1.233	Self-Confidence
Teamwork	0	5	4.10	1.020	0	5	4.07	1.212	Expertise
Concern of Order	0	5	4.07	.985	0	5	4.07	1.170	Initiatives
Self-Control	0	5	4.05	1.024	0	5	4.07	1.170	Developing Others
Self-confidence	0	5	4.05	.999	0	5	4.05	1.203	Flexibility
Organizational Commitment	0	5	4.02	1.084	0	5	4.05	1.161	Teamwork
Developing Others	0	5	4.02	1.084	0	5	4.05	1.161	Concern of Order
Team Leadership	0	5	4.02	1.107	0	5	4.05	1.244	Organizational Commitment
Organizational Awareness	0	5	4.02	.987	0	5	3.98	1.151	Organizational Awareness
Analytical Thinking	0	5	4.00	.975	0	5	3.98	1.193	Impact & Influence

Table 25:

The Significance of the Identified Competencies Over the Current ADP-FED's Technical Jobs Rated by ADP-FED's Experts (continued)

Competency (Present)	Current				Future				Competency (Future)
	Min	Max	Mean	S.D	Min	Max	Mean	S.D	
Initiative	0	5	3.98	1.012	0	5	3.98	1.172	Team Leadership
Impact & Influence	0	5	3.95	1.024	0	5	3.95	1.161	Analytical Thinking
Directiveness	0	5	3.85	1.108	0	5	3.93	1.212	Information Seeking
Information Seeking	0	5	3.85	1.108	0	5	3.90	1.200	Directiveness
Interpersonal understanding	0	5	3.83	1.243	0	5	3.83	1.340	Interpersonal Understanding

N=41 for all competencies

Scale: 0= Not Applicable, 1= Less Significant, 2= Slightly Less Significant, 3= Moderate, 4= Significant, 5= Highly Significant.

Table 26:
Reliability Statistics of Expert Rating

Reliability Statistics			
Present		**Future**	
Cronbach's Alpha = .990	N of Items = 20	Cronbach's Alpha = .994	N of Items = 20

Table 27:
The Significance of the Identified Competencies Rated by ADP-FED's Assistant Experts

Competency (Present)	Current				Future				Competency (Future)
	Min	Max	Mean	S.D	Min	Max	Mean	S.D	
Teamwork	3	5	3.97	.799	3	5	4.05	.848	Self-Confidence
Self-Confidence	3	5	3.97	.833	3	5	4.03	.866	Teamwork
Concern of Order	3	5	3.89	.774	3	5	3.97	.833	Interpersonal Understanding
Developing Others	3	5	3.86	.787	3	5	3.95	.848	Expertise
Customer Service Orientation	0	5	3.84	1.093	3	5	3.95	.880	Directiveness
Directiveness	2	5	3.84	.800	3	5	3.95	.848	Analytical Thinking
Information Seeking	3	5	3.84	.764	2	5	3.92	.894	Achievement Orientation
Team Leadership	3	5	3.84	.764	2	5	3.92	.894	Self-Control
Organizational Commitment	3	5	3.81	.845	3	5	3.92	.829	Developing Others
Analytical Thinking	3	5	3.81	.776	3	5	3.92	.829	Concern of Order

Table 27

The Significance of the Identified Competencies Rated by ADP-FED's Assistant Experts (continued)

Competency (Present)	Current				Future				Competency (Future)
	Min	Max	Mean	S.D	Min	Max	Mean	S.D	
Expertise	3	5	3.81	.776	3	5	3.92	.829	Organizational Commitment
Achievement Orientation	3	5	3.81	.739	0	5	3.89	1.100	Customer Service Orientation
Initiative	3	5	3.78	.821	3	5	3.86	.787	Team Leadership
Relationship Building	3	5	3.78	.750	3	5	3.86	.787	Information Seeking
Interpersonal Understanding	3	5	3.78	.787	3	5	3.86	.822	Flexibility
Self-Control	2	5	3.78	.821	3	5	3.84	.834	Impact & Influence
Flexibility	1	5	3.76	.925	2	5	3.84	.834	Conceptual Thinking
Conceptual Thinking	2	5	3.73	.769	3	5	3.84	.834	Initiative
Organizational Awareness	2	5	3.70	.777	2	5	3.81	.877	Relationship Building
Impact & Influence	1	5	3.68	.884	2	5	3.78	.854	Organizational Awareness

N=37 for all competencies

Scale: 0= Not Applicable, 1= Less Significant, 2= Slightly Less Significant, 3= Moderate, 4= Significant, 5= Highly Significant.

Table 28:
Reliability Statistics of Assistant Expert Rating

Reliability Statistics			
Present		**Future**	
Cronbach's Alpha = .983	N of Items = 20	Cronbach's Alpha = .985	N of Items = 20

Table 29:
The Significance of the Identified Competencies Rated by ADP-FED's Technicians

Competency (Present)	Current				Future				Competency (Future)
	Min	Max	Mean	S.D	Min	Max	Mean	S.D	
Relationship Building	0	5	3.97	.985	0	5	4.11	.954	Teamwork
Self-Confidence	0	5	3.96	1.064	0	5	4.10	.940	Self-Confidence
Conceptual Thinking	0	5	3.90	1.033	0	5	4.10	.929	Flexibility
Concern of Order	0	5	3.88	.948	0	5	4.095	.956	Relationship Building
Teamwork	0	5	3.86	1.139	0	5	4.085	.962	Expertise
Achievement Orientation	0	5	3.86	.985	0	5	4.085	.942	Conceptual Thinking
Customer Service Orientation	0	5	3.85	1.045	0	5	4.066	.953	Team Leadership
Organizational Commitment	0	5	3.84	1.030	0	5	4.047	.955	Developing Others
Flexibility	0	5	3.84	1.057	0	5	4.038	.909	Concern of Order
Team Leadership	0	5	3.84	1.020	0	5	4.038	.909	Achievement Orientation

Table 29:

The Significance of the Identified Competencies Rated by ADP-FED's Technicians (continued)

Competency (Present)	Current				Future				Competency (Future)
	Min	Max	Mean	S.D	Min	Max	Mean	S.D	
Expertise	0	5	3.83	1.096	0	5	4.028	.995	Self-Control
Self-Control	0	5	3.82	1.017	0	5	4.028	.935	Organizational Commitment
Organizational Awareness	0	5	3.82	1.063	0	5	4.019	.971	Initiatives
Initiatives	0	5	3.82	1.125	0	5	4.019	.940	Analytical Thinking
Analytical Thinking	0	5	3.81	1.115	0	5	4.019	.951	Information Seeking
Impact & Influence	0	5	3.79	1.007	0	5	3.990	.915	Directiveness
Interpersonal Understanding	0	5	3.77	1.040	0	5	3.990	.925	Interpersonal Understanding
Information Seeking	0	5	3.76	1.079	0	5	3.971	.955	Impact & Influence
Developing Others	0	5	3.73	1.112	0	5	3.971	1.00	Customer Service Orientation
Directiveness	0	5	3.70	1.028	0	5	3.961	.980	Organizational Awareness

N=105 for all competencies

Scale: 0= Not Applicable, 1= Less Significant, 2= Slightly Less Significant, 3= Moderate, 4= Significant, 5= Highly Significant.

Table 30:
Reliability Statistics of Technicians Rating

Reliability Statistics			
Present		**Future**	
Cronbach’s Alpha = .984	N of Items = 20	Cronbach’s Alpha = .986	N of Items = 20