

***In the Name of God Most Gracious Most Merciful***

**Cultural and Demographic Factors Affecting the  
Performance Appraisal Efficacy in Kuwait**

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Key Words: Performance,  
Performance Appraisal,  
Culture,  
Demographic Factors.

**Kuwait – 2005**

### Summary

The evaluation form used by the Center of Measurement, Evaluation and Career Development of the Public Authority for Applied Education and Training. (PAAET) was subjected to evaluation and comment a randomly by selected sample of 55 Kuwaiti – Staff members. Open-ended questions were designed to reveal the cultural and demographic factors affecting the performance appraisal efficacy of students to the teaching staff (32 items). Results showed that there are ten cultural barriers (*viz.*, Gender, Parental Hierarchy, Seniority of Age, Acceptance of Criticism, Competition, Citizen and Government Relationship, Work- Reward Relationship, Time Respect, Technophobia and Risk – free Environment) play varying roles in the efficacy of the appraisal form used. Further investigations are recommended for appraisal improvement.

The study covered also the assessment of the used method and revealed the teachers' view – point about the feasibility of other methods together with their opinions about other factors influencing the performance appraisal in general.

## المخلص العربي

تم عرض نموذج نتائج استمارة استطلاع الراي الطلابي حول أداء الهيئة التدريسية الخاص بمركز القياس والتقويم والتنمية المهنية بالهيئة العامة للتعليم التطبيقي والتدريب، دولة الكويت على عينة عشوائية من ٥٥ عضو هيئة تدريس كويتي للتقييم، ولتلقى التعليمات والملاحظات. وتم تصميم مجموعة من الأسئلة مفتوحة النهاية للكشف عن العوامل الثقافية والديموغرافية التي قد تؤثر على فاعلية ومصادقية تقييم الطلاب لأداء الهيئة التدريسية (٣٢ بنداً). وكشفت النتائج أن هناك عشرة حواجز ثقافية (الجنس، تراتب السلطة الوالدي، واحترام كبر السن، وقبول النقد، والمنافسة، وعلاقة المواطن بالحكومة، وارتباط العمل بالمكافأة، وتقدير الوقت، والخوف من التكنولوجيا، والبيئة الخالية من المخاطر) تلعب أدواراً مختلفة في نجاح التقييم المتبع. واتضح الحاجة إلى المزيد من البحوث من أجل تعديل وتحسين نموذج التقييم.

وقد تناولت الدراسة استكشاف داء أعضاء هيئة التدريس بالهيئة العامة للتعليم التطبيقي والتدريب في النموذج المطبق لتقييم الأداء، وفي طرق تقييم الأداء الأخرى، بالإضافة على استيضاح الراي حول العوامل الأخرى التي تؤثر على فاعلية تقييم الأداء.

## Introduction

In selecting, placing, and training an individual for a specific job, an organization is essentially taking risk in the face of uncertainty. As Cascio (1991:49) has stated : "Although most of us like to pride ourselves on being logical and rational decision makers, the fact is that we are often quite fallible. Equipped with in exhaustive, partial information of present or past behavior. Unfortunately, it is only after employees have been performing their jobs for a reasonable length time that we evaluate their performance and our predictors." Cascio (1991:49).

In observing, evaluating, and documenting on – the – job behavior, we are essentially evaluating the degree of success attained by the individual job holder in reaching organizational objective. While success in some jobs can be assessed partially by objective indices (*e.g.* dollar volume of sales, amount of scrap and reworks), fragmentally judgmental appraisals of performance play a significant role, as the case of students' appraisal of teaching - staff performance in the Public Authority for Applied Education and Training in Kuwait.

Promotions, compensation decisions, transfers, disciplinary actions – inshort, individual livelihoods are extraordinarily dependent on performance appraisals.

Gray Dessler (2003:241) elaborated on this point by answering the question: Why appraise Performance? He stated that: "There are four seasons. First, appraisals provide information upon which you make promotion and salary decisions. Second, they provide an opportunity for you and your subordinate to review his and her work – related behavior. This in turn lets both of you develop a plan for

correcting any deficiencies the appraisal might have unearthed, and for reinforcing things done right. Third, the appraisal is part of the firm's career planning process, because it provides an opportunity to review the person's career plans in light of his or her strength and weaknesses. Finally, appraisals help you better manage and improve your firm's performance". (Dessler, 2003: 241).

Study after study has reaffirmed the importance of performance appraisal (Ryle, 1949; Baldamus, 1961; Blake & Mouton, 1964; Brethower, 1967; Mager & Pipe, 1970; Powers, 1973; Gilbert, 1974; Nickols, 1976; 1983, 1986, 1992; Kelly, 1982; and Reich, 1991), but unfortunately the cultural and demographic factors affecting the performance appraisal efficacy are often neglected or at least tackled from Western – Cultural perspective (Arnold, 1869; Alston & Naknikion 1963; Greetz, 1973; James, 1989; Bodley, 1994; Castells, 1996; Hurn, 1999; and Cooper, 2004).

#### **Aim of Study**

It is our aim in the presented work to put some light on the most influential cultural and demographic factors which decide whether the students' appraisals of the teaching staff of the PAAET succeeds or fails. Furthermore, the teachers' view point about the best method for performance appraisal was investigated as well as their opinion about the factors influencing the efficacy of performance appraisal.

## **Literature Review**

Study of the **history of performance appraisal** showed that its roots in the early 20<sup>th</sup> century can be traced to Taylor's pioneering "Time and Motion" studies. As a distinct and formal management procedure used in the evaluation of work performance, appraisal really dates from the time of the Second World War - not more than 60 years ago (Gilbert, 1974; Castells, 1996; and Cooper, 2004).

Performance appraisal systems began as simple methods of income justification (Badham, 1984), for salary and wages of individuals; there were no considerations for the developmental possibilities of appraisal (Cash, 1993 and Nicholas, 1992). Cut in pay, or a rise, was thought to be the only motive for employees to improve.

Early motivational researchers found that different people with roughly equal work abilities could be paid the same amount of money and yet have quite different levels of motivation and performance (Taylor, 1911 and Ryle, 1949).

These observations were confirmed in empirical studies (Nicholas, 1983; Keaveny and McGann, 1975 and Dobzhansky, 1962). Pay rates were important, yet, but they were not the only element that had an impact on employee performance. It was found that other moral issues, such as morale and self-esteem, could also have a major influence (Baldamus 1961; Blake and Mouton, 1964 and Greenwald 2001).

As a result, the traditional emphasis on reward outcomes was progressively rejected. In the 1950s in the United States, the

potential usefulness of appraisal as tool for motivation and development was gradually recognized, (Baldamus, 1961).

The general model of performance appraisal, as it is known to day, began from that time.

Reviewing the most recent literature sources on the **factors affecting performance appraisals** (Cooper, 2004; Dessler, 2003; Greenwald, 2001 and Hurn, 1999), it appeared evident that there are a multiplicity of factors that influence performance appraisal efficacy. Culture appears to be the most important factor - and the least one studied. Other factors could be conveniently classified into two groups:

- a- Factors affecting performance, and
- b- Task conditions.

**a) Factors Affecting Performance:**

Reviewing the available literature, seven of the more important factors that affect the performance of the individual in the workplace deserve consideration.

1. **Goal Clarity:** People must have in mind a clear picture of any end or goal they are to achieve. If this picture does not exist, they can not tell if they are making progress, or when they have completed the task or assignment, let alone if it has been completed properly.
2. **Repertoire:** To achieve a goal, the people working toward it must pass a suitable, flexible repertoire. They must be able to engage in whatever behaviors are necessary to obtain the goal - despite changing circumstances and environmental disturbances. In some cases, this will involve carrying out a

routine that has been specified in advance by someone else. In other cases, it will require figuring out – on the spot – an appropriate course of action.

**3. Knowledge of Structures:** Figuring out what to do in a particular situation required knowledge of the structure of that situation. People must understand the elements that make up the situation, how these elements are connected to one another and the relationships that exist between and among these elements. Absent this knowledge, action is little more than shot in the dark and achieving desired results depends mainly on luck or intention.

**4. Feedback:** Without information about actual conditions in relation to intended goal or result, no one can perform to standard. Such information is known as "Feedback". It informs progress, enables corrections and, eventually, signals attainment of the objective.

**5. Mental Models:** Absent feedback, people have no choice except to act in ways that are consistent with internally – held views or mental models of what is appropriate or what should work instead of externally-based information about what is and isn't actually working.

**6. Motivation:** Setting aside the issue of coercion, people generally want to do things for two basic reasons : (1) it serves some purpose of their own- self-satisfaction, or (2) it serves some one else's purpose and they've accepted something in return for doing whatever it is that someone also wants done - work – reward relationship.



7. **Environment:** Task environment must support the desired performance, at the very least, it must be manageable and risk – free.

**B) Task Conditions:**

In an article published in 2004 in: Performance and Instruction by Cooper – eight general conditions of task performance are presented as follows;

1. **Task Clarity.** Task clarity exists when the person expected to perform the task can correctly define three factors: the task itself, the person accountable for performing it, and the limits of authority and initiative that can be exercised in carrying it out.
2. **Task Competence.** An obvious condition of performance is employee ability or competence to perform the task. Competence entails mastery of the skills and knowledge required by the task, and being able to configure these skills and knowledge into an integrated performance with an acceptable degree of proficiency.
3. **Task Consequences.** The consequences of task activity may be thought of as natural or contrived, and direct or indirect. Moreover, they may be seen as positive or negative by the performer. For people to approach, instead of avoid, a given task, they must see its overall mix of consequences in a favorable light.
4. **Task Competition:** Sometimes. People aren't doing what you expect them to do because they are doing something else instead. Rarely is an employee assigned only one task. Tasks

compete for the time it takes to do them and for the order in which they are to be done. At the loftier layers of an organization, this is generally referred to as "Resource contention".

5. **Task Cooperation** Frequently, the person assigned to a task is doing his or her part, but task accomplishment is being hindered or hurried by others. Today, most work in most organizations involve some degree of cooperation or collaboration with other people. What one person does or doesn't do often depends on the schedules, preferences, and priorities of others.
6. **Task Control.** Adequate task control entails establishing reference conditions, measuring actual conditions and comparing them with reference conditions, communicating this information to the person performing the task, and taking corrective action. Inadequate task control leads inevitably to inadequate task performance.
7. **Task Commitment.** Employee commitment to a task is essential to its accomplishment, however, commitment to a task frequently hinges on other conditions of performance. For example, an employee might avoid doing a task because he or she does not know how to do it (competence) and does not look forward to the prospect of being made to look incompetent (consequence).
8. **Task Context.** By context is meant the surroundings and support for the task. If either of these is inconsistent with the character of the task, it won't be done properly.

Reviewing the literature for **performance appraisal methods** showed clearly that, for all types of performance appraisal, whether formal or informal, regular or specific, discrete or ongoing, subjective or systematic, different appraisal methods are available. Dessler (2003: 243 – 253) elaborated on the different methods for performance appraisal. These methods include:

1. **Graphic Rating Scale Method.** The graphic rating scale is the simplest and most popular technique for appraising performance. A graphic rating scale lists traits (such as quality and reliability) and a range of performance values (from satisfactory to outstanding) for each trait. You rate each subordinate by circling or checking the score that best describes his or her performance for each trait. You then total the assigned values for the trait (Buford *et al.*, 1988: 132-40).
2. **Alternative Ranking Method.** Ranking employees from best to worst on a trait is another option. Since it is usually easier to distinguish between the most and best employees, an alternation ranking method which depends on alternating highest and lowest until all employees have been ranked is most popular (Ivancevich, 1986).
3. **Paired Comparison Method.** The paired comparison method helps make the ranking method more precise. For every trait (quantity of work, quality of work, and so on) you pair and compare every subordinate with every other subordinate (Kelly, 1982).
4. **Forced Distribution Method.** The forced distribution method is similar to grading on a curve. With this method, you place predetermined percentages of rates into performance

categories. For example, you may decide to distribute employees as follows: 15% high performers, 20% high – average performers, 30% average performers, 20% low – average performers, and 15% low performers (Greenwald, 2001: 38 – 40).

5. **Critical Incident Method.** With the critical incident method, the supervisor keeps a log of positive and negative examples (Critical Incidents) of a subordinate's work – related behavior. Every six months or so, supervisor and subordinate meet to discuss the latter's performance, using the incidents as examples (Levy, 1989).
6. **Narrative Forms:** A final written appraisal is often in narrative form. The person's supervisor is asked (1) to rate the employee's performance for each performance factor or skill, and (2) to write down examples, and (3) an improvement plan. This aids the employee in understanding where his or her performance was good or bad, and how to improve this performance (Baig, 1994).
7. **Behaviorally Anchored Rating Scales.** A behaviorally anchored rating scale (BARS) combines the benefits of narratives, critical incidents, and quantified (graphic rating type) scales, by anchoring a rating scale with specific behavioral examples of good or poor performance. It's proponents say it provides better, more equitable appraisals than do the other tools discussed (Keaveny and McGann, 1975: 695 – 703).
8. **Management by Objectives (MBO).** Stripped of its basics, management by objectives (MBO) requires the manager to set

specific measurable goals with each employee and then periodically discuss the latter's progress toward these goals. One could engage in a modest MBO program with subordinates by jointly setting goals and periodically providing feedback. However, the term MBO generally refers to comprehensive, organization wide goals – setting and appraisal program (Ivancevich, 1986: 619 – 28).

**9. Computerized and Web – Based Performance Appraisal.**

Several relatively inexpensive performance appraisal software programs are on the market (Baig, 1994: 14). These generally enable managers to keep notes on subordinates during the year, and then to electronically rate employees on a series of performance traits. The programs then generate written text to support each part of the appraisal (BNA, 2000: 340), (see footnote in the reference section for the available programs).

**10. Mixing the Methods.** Several methods could be combined.

A graphic rating scale could include descriptive phrases to define each trait. A section is added for comments below each trait. This lets the rater provide several critical incidents. The quantifiable rating facilities comparing employees, and is useful for salary, transfer, and promotion decisions. The critical incidents provide specific examples for developmental discussions (Levy, 1989: 76-83).

### **Definition of Terms**

At the outset it is appropriate to cover the definition of most important terms used in the study. These terms are arranged according to their relevance to the study.

#### **Culture:**

Matthew Arnold (1869) saw culture "Contact with the best which has been taught and said in the world ", as a crucial component of a healthy democratic state.

Arnold's view of culture as involving such characteristics as, "beauty" "intelligence", and "perfection "is a Neoplatonci one – that is , it tends to assume that values exist in the abstract and are the same for all human societies.

Comparing this view with that of Raymond Williams (1958) who argues that culture isn't just "the best that have been thought and said", but rather that "Culture is Ordinary" – and with anthropological perspectives of John Bodley (1994) and Clifford Greetz, (1973), which attempt to view culture more descriptively and to approach the study of human societies with an assumption that values, behaviors, and ideologies are different from people to people.

Clyde Kluckhohn's *Mirror of Man* (1994), attempted to lay out the various meanings attached to the word "Culture" and suggested that it is: "The total way of life of a people", or "The way of thinking and relieving", "A store house of pooled burning", "A set of techniques for adjusting both the external environment and to other men" .....*etc.* (from Carey, 1999).

There has been considerable theoretical debate since Taylor (1911) over the most useful attributes that a technical concept of culture should stress. For example, in 1952 Alfred Kroeber published a list of 160 different definitions of culture, most of these definitions agree that proverbs and people's thoughts are closely linked and the former could be safely used as a good indicator for the prevalent culture in any society.

#### **Performance Appraisal.**

Performance appraisal may be defined as a structured formal interaction between a subordinate and supervisor, that usually takes the form of a periodic interview (annually or semi-annual) in which the work performance of the subordinate is examined and discussed, with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development (Introduction to Performance Appraisal, 2003).

Effective performance appraisal systems contain two basic systems operating in conjunction

- An Evaluation System, and
- A Feedback System.

The main aim of the evaluation system is to identify the performance gap (if any). This gap is the shortfall that occurs when performance does not meet the standard set by the organization as acceptable (Archer North Performance Appraisal System, 2003).

The main aim of the feedback system is to inform the employee about quality of his or her performance. "However, the information flow is not exclusively one way. The appraisers also

4. Proverbs, idioms, slangs, aphorisms or quotations that correlate between any of ten cultural components and performance appraisal.

After briefing 55 members of the Kuwaiti teaching staff about the aim of study, and explanation of the various methods used for performance appraisal and factors affecting its efficacy, respondents were asked to give a mark or degree out of 10 to each variable. Ten marks being the best or the most suitable or effective.

In evaluating the 'Students' Appraisals Form" a brief explanation of the meaning of each concept or criteria for measurement was given to each respondent separately. Then he/she was asked to give his mark or degree out of 10. Ten being utmost.

The ten cultural barriers elicited by the author were enumerated and explained to each respondent. Then he/ or she was asked if he/she agrees that this component forms a barrier against performance appraisal efficacy. In case he/she agreed, he /she was asked about any proverb, idioms, slangs , or aphorisms and quotation that support his/her view.

Results are treated statistically using Excel computer program for calculating the averages and standard deviations. Results were graphically presented.

### **Results**

Results obtained from the responses of 55 questionnaires distributed among a random sample from the teaching-staff community were analyzed statistically.

Statistical analyses are tabulated in the following tables (from table 1 to 3).

Each table represents a separate section of the questionnaire, viz.

1. Performance Appraisal Methods.



2. Factors Affecting Performance Appraisal Efficacy.
3. Evaluation of "Students Appraisal" of the Teaching staff at the PAAET.
4. Cultural factors affecting Performance Appraisal efficacy, is presented in a narrative form.

#### **1. Performance Appraisal Methods**

Fig 1 & Table 1 illustrate the results of ranking the various methods used for the performance appraisal. Computerized web-based evaluation method was considered to be the most suitable method for evaluating performance appraisal by the teaching staff. Out of ten the computerized web-based method was given  $7.33 \pm 1.36$ , which was the best grade given to all the eleven methods investigated.

The least appreciated method for Performance Appraisal was the forced distribution method (given  $2.16 \pm 1.29$  out of 10) followed by the graphic rating scale method and the alteration ranking methods graded as  $4.16 \pm 2.01$  and  $4.04 \pm 1.95$  in respective order.

The above mentioned point out to the fact that teachers do not prefer to be compared with each other, which was the common factor between the least preferred methods.

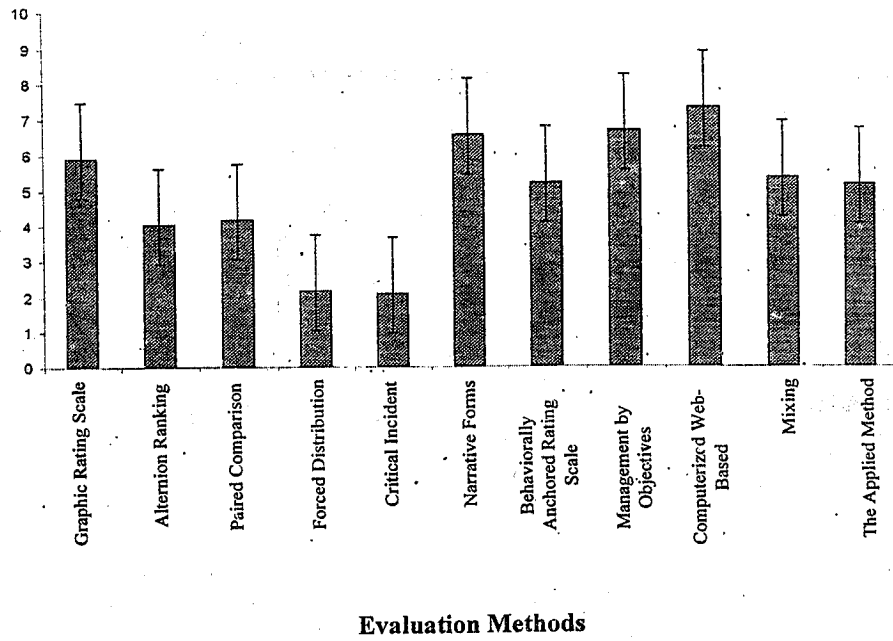
The method used by the PAAET were by passed, and was given  $5.16 \pm 1.12$  marks out of ten. It ranked in the seventh rank among the eleven methods investigated.

**Ranking of the various methods used for Performance  
Appraisal (n=55) Table No: 1**

Methods Responses Marks out 10	Graphic Rating Scale	Alternaion Ranking	Paired Comparison	Forced Distribution	Critical Incident	Narrative Forms	Behaviorally Anchored Rating Scales	Management by Objectives	Computerized Web-Based	Mixing	The Applied Method
Average	5.91	4.04	4.16	2.16	2.09	6.56	5.20	6.67	7.33	5.36	5.16
Stdev	1.58	1.95	2.01	1.29	1.38	1.33	1.13	1.49	1.36	1.57	1.12

Marks out of 10

Fig: 1



## **2. Factors Affecting Performance Appraisal Efficacy**

Assessment of the various factors affecting performance appraisal constituted the second section of the questionnaire distributed to 55 members of the teaching staff at the PAAET.

Analysis of the results is tabulated in Table 2 and graphically demonstrated in figures 2 and 3.

As explained earlier, the factors that influence performance appraisal efficacy are sasted into two subgroups.

### **a. Factors related to the performance of the individual.**

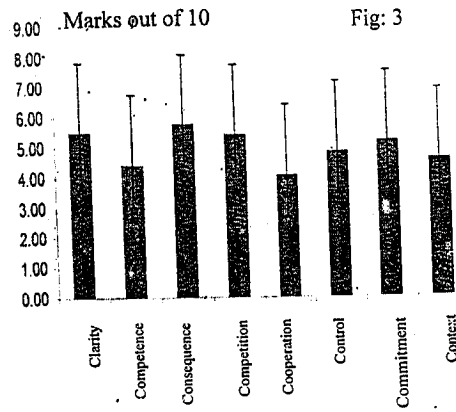
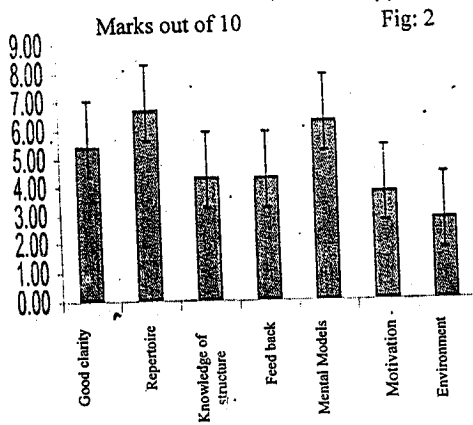
From table 2 and Fig. 2 it is prominent that "Repertoire" seems the most influential factor in the view of the teaching staff members. This factor was given  $6.65 \pm 1.52$  out of ten as an average.

"Mental models" followed closely to "Repertoire" gaining the marks  $6.29 \pm 1.92$  on the average.

It is the view of the investigated sample that "environment" is the least influential factor among the seven factors investigated. The average degree of  $2.80 \pm 1.63$  showed this fact.

Assessment of the influence of various factors affecting Performance Appraisal (n= 55) Table No: 2

Factors Degree or mark out of 10	Performance of the Individual							Task Conditions							
	Good clarity	Repertoire	Knowledge of structure	Feed back	Mental Models	Motivation	Environment	Clarity	Competence	Consequences	Competition	Cooperation	Control	Commitment	Context
Responses	5.40	6.65	4.29	4.29	6.29	3.78	2.80	5.47	4.38	5.75	5.40	4.04	4.82	5.18	5.18
Average	5.40	6.65	4.29	4.29	6.29	3.78	2.80	5.47	4.38	5.75	5.40	4.04	4.82	5.18	5.18
Stdev	1.95	1.52	1.64	1.51	1.92	1.73	1.63	2.36	1.48	1.67	1.56	1.19	1.22	1.45	1.39



Factors Affecting PA Efficacy  
1. Performance of the Individual

Factors Affecting PA Efficacy  
2. Task Conditions

**b. Factors related to the task conditions.**

As clear from table 2 and fig. 3 no great differences were noted in the teachers' evaluation of the efficacy of these factors.

The highest rank ( $5.76 \pm 1.67$ ) was given to "Consequences" and the least one ( $4.38 \pm 1.48$ ) was given to "Competence" other factors (total eight) ranged between these two values.

The fact that there are no great variations in the tasks performed by the teaching staff – members may explain these results.

**3. Evaluation of "Student Appraisal" of the Teaching Staff at the PAAET.**

The student appraisal form was subjected to evaluation by 55 members of the teaching staff at the PAAT. The selected sample members were asked to rank this form by giving grades or marks out of 10 (10 being the best) according to their view concerning 7 criteria or standards.

Results of analysis are tabulated in table 3 and graphically demonstrated in Fig.4. It is evident from comparing table 1 and 3 that the view of the teachers was consistent in both tables. This form was considered to be slightly above average as total (in Table 1) and in details (in Table 3).

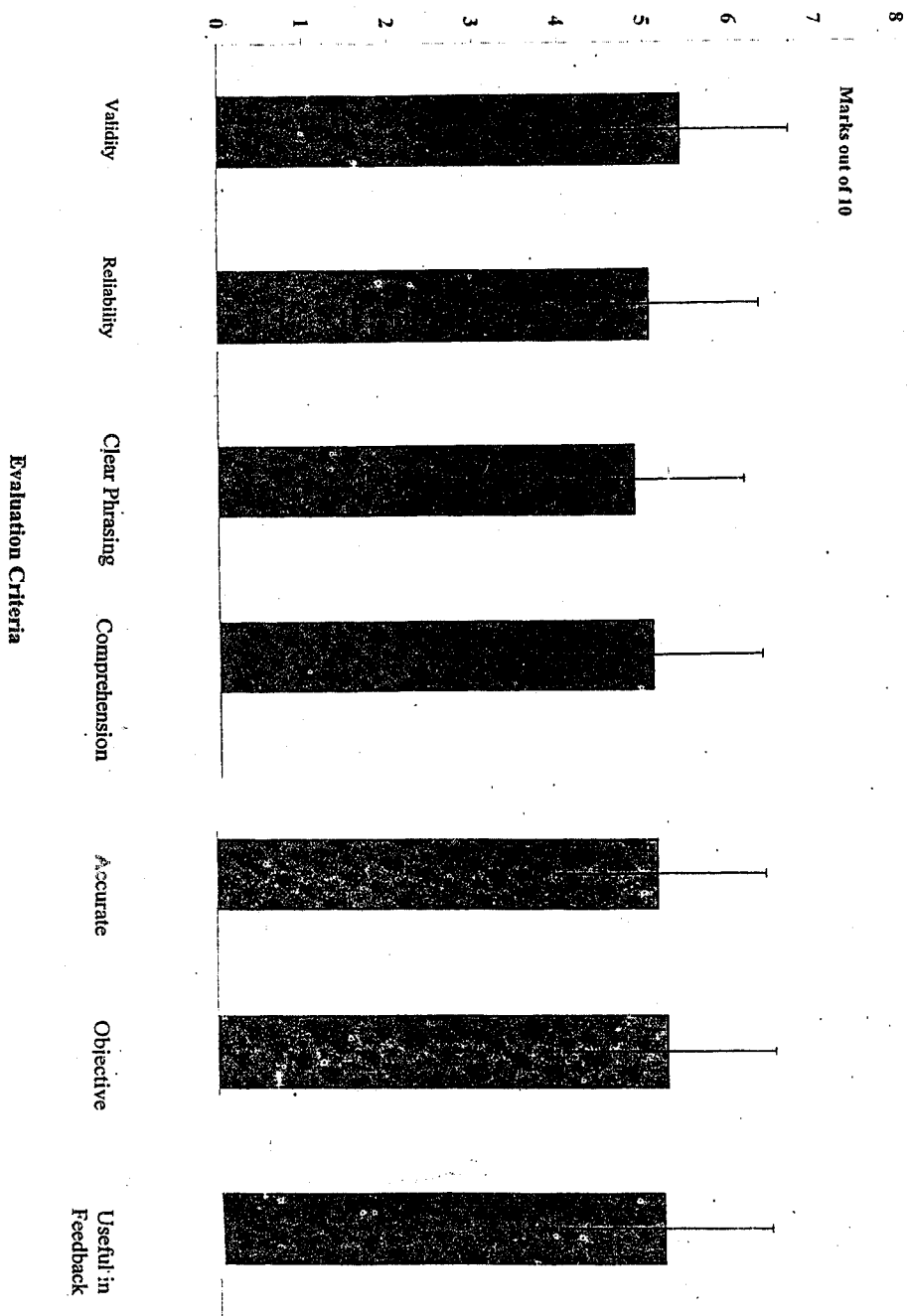
Marks ranged between  $4.87 \pm 1.33$  for clear phrasing and  $5.42 \pm 1.27$  for validity.

It seems appropriate to suggest reviewing the form used for students' appraisal for the teachers – performance accordingly.

**Table: 3**

**Evaluation of "Student Appraisal Form" of Teaching- Staff performance at the PAAET:  
Teacher's View Point  
n= 55**

Evaluation Item Degree or Mark out of 10 /Responses	Validity	Reliability	Clear Phrasing	Comprehensive	Accurate	Objective	Useful in Feedback
Average	5.42	5.05	4.87	5.07	5.16	5.27	5.22
Student	1.27	1.43	1.33	1.37	1.37	1.46	1.21





**Conclusion:-**

After reviewing and sorting the results of the open-ended questions received from 55 questionnaires, ten cultural factors or barriers seems to play a role in the success or failure of performance appraisal which include.

**First Barrier: Gender** – Culture emphasizes power to masculinity. It is common to say.....

Word of a Man - Kelmet Regal ... كلمة رجال

in contrast to:

Ladies talks – Kalam Hareem – كلام حريم

Less respect will be given to the appraiser if she is a female, particularly if the appraisee are males. This is further confirmed by the common says....

This is ladies talks – Hatha Kalaam Hareem – هذا كلام حريم

Ladies attitudes – Shoghl Hareem شغل حريم

It's ladies actions – Harakaat Hareem – حركات حريم

All point cut to the inferiority of actions and decisions of females as well as their attitudes.

**Second Barrier: Parental Hierarchy** – One of the basics of organizational culture is to build a work sub-culture. The respect of family culture is more dominant as the proverbs indicate....

ولدك على ما تربيته .. ورجلك على ما تعودته

Weldek ala ma trabinoo... we raglek ala ma teawidinoo.

Your son will be as you educate and your husband as you acclimate.

elli maloh awwal maloh aakher

اللي ماله أول ماله آخر

Who doesn't has "origin" or start will has no "future" or end.

eltaba yeghleb el tatabboa

الطبع يغلب التطلع

Nature is against (and overrides) acclimatization or improvement.

**Third Barrier: Seniority of Age.** This issue will make a problem if the appraiser is younger than the appraisee. Promotion and ranking in culture are based – largely – on the years of experience.

أكبر منك بيوم يعرف عنك بسنة

akbar mennak be yoom yearaf akthar mennak be sana

Older than you by one day, knows better than you by one year.

elkebeer kebeer

الكبير كبير

The elder is senior

**Fourth Barrier: Acceptance of Criticism** – This will form a barrier to open or direct face to face appraisals.

النصيحة جدام الناس فضيحة

alnasiha goddam al nas fedehaa

Advice in public is humiliation.

**Fifth Barrier: Competition** – Competition in culture does not cope with rules in the work place...

اللي تغلب به العب به

elly teghleb boh elab boh

The (weapon) you are sure to win with, select it to play with.

إن جالك الطوفان حط ابنك تحت رجولك

en galak el toufan hot ebnak taht rgoolak

When the flood (problem) comes, stand on your son (to strive).

**Sixth Barrier:** *Citizen and Government Relationship* – Here the word "government" can easily be replaced by the word "authority" There is mistrust between the citizen and government in our culture, which makes acceptance of advice – as a result of appraisal – to improve performance is highly difficult.

youm al ho kooma be sona

يوم الحكومة بسنة

One day for the government is a year in reality.

mal el hokooma halal

مال الحكومة حلال

Governments money is for free

**Seventh Barrier:** *Work - Reward Relationship* - This is a missing concept in prevailing culture. All rewards depend mainly on luck not on hard work.

تجري جري الوحوش .. غير رزقك ما تحوش

tegyr gari elwohoosh gher riskak ma tehoosh

Work as hard as you, can you never get except what is given to you (by luck or destiny).

لو فرجت باضت الحمامة على الوتد .. ولو ضاقت بال الحمار على الأسد

law forigat badat el hamama ala al watad, we lau daket bal el-homar ala al asad.

If you get lucky, the pigeon will lay the egg on the stick....and if not lucky the donkey will urinate on the lion.

**Eight Barrier:- Time Respect** – As developed from desert nomadic economy, or due to prevailing underemployment, respect of time - especially in work – is lacking.

ma entaha amal man dakh al kabr.

ما إنتهى عمل من دخل القبر

Even those going to their graves did not finish their work.

baker en shaà Allah....teraih

بأكر إنشاء الله تريح

Say tomorrow – if God wishes – it is soothing word.

**Ninth Barrier: *Technophobia*** – Not only technology, but every modern technological or industrial tool is not welcomed.

اللي تعرفه أكثر من اللي ما تعرفه

elli tearafou ahsan men elli mataerafo

The things you know (used to) are better than those you don't.

مين فات قديمه تاه

meen fat kademoo tah

Who miss his traditions (working style) is lost.

**Tenth Barrier: *Risk Free Environment*** – Innovations require risk; culture on the other hand, is against even calculated risk taking.

ابعد عن الشر وغنيله

ebaad an alshar we ghani loh

Keep away of evil (or danger) and sing for it (just accept it don't challenge it).

*Future perspective for Performance Appraisal.* To reach a new effective and improving performance we should look at the performance appraisal from two main perspectives. The worker's point of view and the value of it to the organization and the work itself.

**Firstly:** Employee view-point regarding PA

From the employee view point, the purpose of performance appraisal is four fold:

1. Tell me what you want me to do.

2. Tell me how well I have done it.
3. Help me to improve my performance.
4. Reward me for doing well.

(From Cash, 1993)

**Secondly: Organizational viewpoint regarding the PA.**

1. Have justification of rewards and penalties (Neff, 1985).
2. Uphold the principles of accountability and align responsibility at every organizational level.
3. Have effective evaluation system identify the performance gap. (if any).
4. Have an effective feedback system to inform the employee about the quality of his or her performance and the organization about job problems.

For achieving this new perspective of Performance Appraisals we need to pay great attention to two main issues. (1) The factors which affect performance of employees, and (2) The conditions required to give employees chance to meet their tasks.

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