

“I can't change the direction of the wind, but I can adjust my sails to always reach my destination.”

Jimmy Dean

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Declaration

I declare that this report is my own work and that the research was conducted in an ethical manner.

To ensure confidentiality for the author's organisation, the author has not referenced the name of the company. For the purpose of this thesis the name of the company is 'Company X'.



Table of Contents

1. INTRODUCTION.....	2
1.1 OVERVIEW	3
1.2 ORGANISATIONAL CONTEXT.....	4
2. LITERATURE REVIEW.....	6
2.1 THE CONCEPT OF A GOAL.....	7
2.2 GOAL FUNCTIONS	9
2.3 TYPES OF GOALS.....	9
2.4 ASSIGNED VERSUS PARTICIPATIVE GOAL SETTING	10
2.5 GOAL ACCEPTANCE.....	14
2.6 TASK COMPLEXITY	15
2.7 FEEDBACK	16
2.8 RELATIONSHIP BETWEEN GOALS AND MOTIVATION	22
2.9 CONCLUSION.....	27
3. RESEARCH METHODOLOGY	29
3.1 PURPOSE OF RESEARCH	29
3.2 METHODS OF RESEARCH.....	30
3.3 RESEARCH METHODOLOGY	32
3.4 ADVANTAGES & DISADVANTAGES OF QUESTIONNAIRES.....	38
3.5 GUARANTEEING CREDIBILITY AND RELIABILITY	39
3.6 STRUCTURE OF QUESTIONNAIRE.....	41
3.7 ETHICS	42
4. RESEARCH ANALYSIS & FINDINGS.....	45
4.1 BACKGROUND.....	45
4.2 FINDINGS	48
5. CONCLUSION	70
6. BIBLIOGRAPHY	74
7. REFERENCES.....	78
APPENDIX A	81
APPENDIX B.....	81
APPENDIX C	83
APPENDIX D	83

Introduction

1. Introduction

The objective of this thesis was to conduct *An Examination of the Goal Process in a chosen Organisation*. The motivation behind the project was to investigate the goal process as a whole, and to examine the impacts of the different elements involved in this process, on both an individual and an organisation level. The topic of *goals* was selected as the author recognises the importance of it from a strategic management perspective in businesses today.

The theories in the area of goals were investigated in-depth, and an explanation was given for the rationale behind the selection of the specific research approach used. The primary data was collected through quantitative means, through the use of a self-administered questionnaire. The results were comprehensively broken down and subsequently analysed. Finally, the findings have been summarised and the conclusions drawn outlined.

1.1 Overview

Chapter One

Chapter one provides a brief introduction to the research topic, the background and the motivation for conducting the research.

Chapter Two

Chapter two provides a comprehensive, critical review of the opinions and ideas of the main theorists, and philosophers, on the topic of goals. The research questions used in this thesis are based on the theories and concepts discussed in this chapter.

Chapter Three

Chapter three outlines the types of research methods that are available and provides the rationale behind the choice of the research method chosen. This chapter highlights the primary ways in which data on *goals* in Company X was collected and analysed for the purpose of answering the research questions.

Chapter Four

This chapter presents the results of the survey and analyses the information gathered. The findings are presented in a graphical format and are comprehensively explained. Here the author observes, and explains, the relationship evident between the theories and the researcher's empirical findings.

Chapter Five

Chapter five provides the conclusion to the thesis and gives an opportunity for the author to provide comments, and observations, on the results found.

1.2 Organisational Context

Established in 1990, Company X is Ireland's only guaranteed Irish, fully authorised Telecommunications Company, offering a range of business and customer voice services.

Company X is located in Dublin, Ireland. It has a headcount of 130 employees. The organisational structure comprises of the following positions: A Director, 6 Line Managers, 5 Project Managers, 1 HR Manager, 5 Support Staff and 112 Engineers (Figure 2.1).

At present Company X's goal process is carried out through the company's Performance Appraisal system.

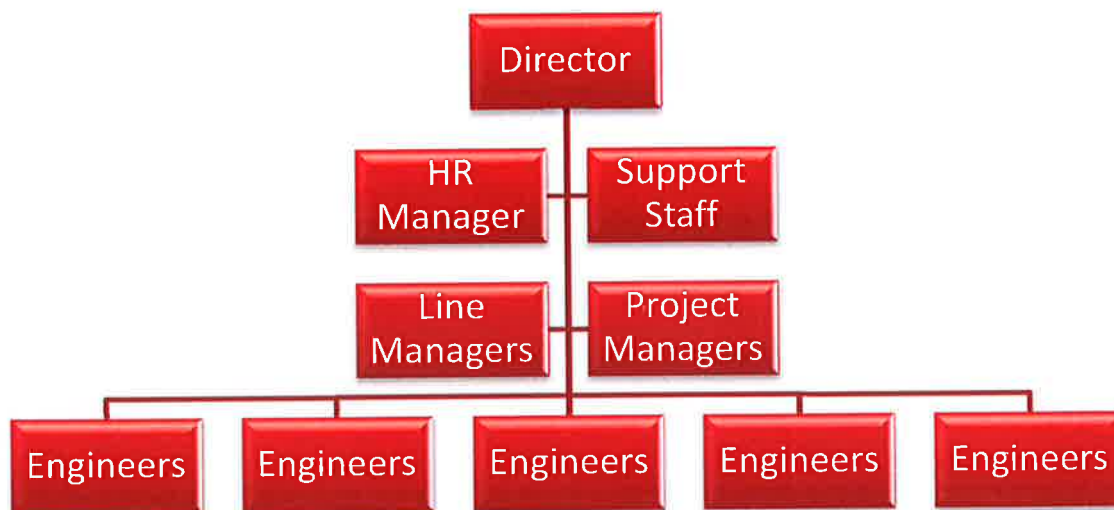


Figure 1.1: Company X Organisational Chart

Literature Review

2. Literature Review

The purpose of this chapter is to provide a comprehensive critical review of the opinions and ideas of the main theorists, and philosophers, on the topic of *goals*. This literature review provides an understanding of these theorists' relevant research and highlights any trends that are apparent by the review of key secondary and tertiary literature.

This chapter includes the basis for the research questions that this dissertation is built on. The theoretical framework that is provided offers an effective evaluation of literature by comparing and contrasting themes and ideas from key theorists, and experts, in the selected field of goal related research. This chapter looks at a range of up-to-date information on the subject of goals, with particular emphasis on commitment, motivation, feedback and task complexity. In addition, it includes a discussion on the merits of assigned versus participative goal setting. It also and includes methodologies and modalities from significant authors and theorists on the subject of goals.

The research questions used in this dissertation are based on the theories and concepts discussed in this literature review. These are outlined in Chapter Four.

2.1 The concept of a Goal

The topic of goals continues to be a subject of interest and importance to human resource specialists and management. Throughout the decades, goals and goal setting have received considerable attention in literature from both researchers and practitioners alike.

Conventionally there have been two approaches to the concept of goals. Firstly, goals can be described as future states of desired outcomes (*Vroom, 1960*). In this sense goals can be a written or a verbal statement depicting where an individual or organisation would like to be in the future.

Secondly, goals can be seen as constraints placed on present and future behaviour as a result of past and present decisions and commitments (*Simon, 1964*). Although the literature on goals has generally treated these approaches as two distinct entities it appears that these approaches are more complimentary to each other than mutually exclusive (*Porter, Lawler & Hackman, 1975*).

The history of goal setting dates as far back as the early 1900s. The theory of *Scientific Management* by *Fredrick Taylor* recognised the significance of goals and goal setting. Taylor often referred to a goal as a task. The original contributions from Taylor realised the importance of efficiency when carrying out tasks and goals. When a task or goal was given to an individual, Taylor measured how many tasks or goals were completed by that individual on a daily basis, and compensated that individual by paying the individual per task or goal. Taylor's theory peaked in popularity in 1920 when effectively an

employer's goal was to get workers to perform as efficiently as machines. However, interest in this approach began to dwindle over the next decade with improvements in working conditions being introduced due to social changes e.g., introduction of unions, working standards and minimum wages in some industries.

In 1930, Cecil Alec Mace, a behavioural theorist and a pioneer in advancing industrial psychology in Britain, first examined the effects of different types of goals on task performance. Mace helped discredit Taylor's theory and advocated that monetary rewards are not the most dominate work incentive. Over the following decades, theorists such as *Bandura, Latham and Locke*, among others, have paid significant attention to goals and, in particular, goal setting.

A term "Management by Objectives" was first introduced in the 1954 book *The Practice of Management* by Peter Drucker. Management by Objectives (MBO) is a method of agreeing goals within an organisation so that management, and employees, understand and agree upon the objectives. Employees work together to identify the goals for the organisation and coordinate their efforts towards goal success. The fundamentals of MBO are participative goal setting, selecting courses of actions and decision making. An important part of this process is the measuring and comparing of an employee's actual performance against the agreed objectives. Ideally, when employees themselves have been involved with the goal setting and the choice of the course of action to be followed by them, they are more likely to reach these goals.

2.2 Goal Functions

Goals serve a number of different functions. These include:

- Focusing the attention and effort of an employee in an agreed direction.
- Improving motivation and affecting action.
- They have an energizing purpose, for example, challenging goals require a greater effort than those less challenging.
- They can be employed as a benchmarking mechanism to justify various activities, for example; by implementing a metrics approach to measuring goals.

2.3 Types of Goals

Research has highlighted that there are three main types of goals that can impact on an individual's effort and performance.

Firstly, there are high level goals such as organisational or departmental goals. These goals are statements concerning the desired future direction of an organisation. Often these objectives are published through a company's vision statement. It is worth noting that the vision statement of an organisation is an aspiration i.e. it is a desired future state of where the organisation would like to be. An example of this would be a company aspiring to be the world leader in a particular market by setting a goal to increase a company's market share. In reality, organisational goals are often linked to the corporate strategy.

A second type of goal that is discussed is what is known as a 'task goal'. Task goals are detailed objectives assigned to an individual or small group. In a group situation, it is vital that the team is small enough to achieve this type of goal. The reason for this is that if the group is too big there is a risk of chaos and social loafing. Social loafing happens when people make less of an effort to achieve a goal when they are working in a group rather than working alone.

The final type of goal discussed is what is referred to as a personal goal. A personal goal comes from within an individual themselves. This means, a personal goal is created and developed by intrinsic motivation. Intrinsic motivation is outlined in *Fritz Hider's Attribution Theory*. An example of a personal goal would be a student who strives to become an expert in a chosen field rather than simply trying to pass an exam. In theory, the closer an individual's personal goals are to his assigned task goals the more likely that goal will not only be achieved but will exceed its targets (*Steer 1977*).

2.4 Assigned Versus Participative Goal Setting

In goal setting there are two methods utilised by organisations: assigned and participative. An assigned goal can be defined as a goal that has been assigned, or delegated, to an individual by her supervisor. In contrast, participative goal setting can be defined as a joint decision in which an individual is invited by their superior to be actively involved in setting their own individual goals.

The effects of participative decisions and goal setting have been the subject of considerable interest in both leadership and management literature. There are two viewpoints worth noting on goal setting and decision making according to the classical management theories. One is that the leader's, or manager's, role is to assign goals, ensure that the goals are on target and that they are achieved (*Massie, 1965*). The other viewpoint is that of the humanistic organisation theories. These theories suggest that the subordinates participate in their own goal setting. The theorist *Likert* believes that participation goal setting increases, firstly, acceptance of the goal and, secondly, commitment to the goal. These humanistic theories support the concept that a goal would be more important to an individual if that individual is an active participant in the setting of the goal. Research carried out by a number of theorists in the 1960s reached the following conclusions; subordinates who were actively involved in goal setting in most cases achieved their goals.

In 1975, *Latham and Yukl* conducted a study to determine which type of goal setting was more effective: assigned versus participative. In this experiment, twenty four employees were randomly assigned to participate in the setting of their own goals. The results proved interesting. The goals achieved were significantly higher for those who actively participated in their goal setting rather than those that who assigned goals by their manager.

Results also indicated that goal acceptance was increased when an individual felt actively engaged in the goal setting process. In addition, participation in goal setting resulted in a

greater understanding of the actual task requirement. It is important to note that the way a goal is assigned has a significant impact on an individual. If a goal is assigned abruptly, for example, without explanation or encouragement, it may lead to lower performance in that goal (*Latham, Erez, Locke, 1988*).

It should be noted however, that some theories appear to produce conflicting results.

Behavioural scientists have found that in some cases people do not want the responsibilities associated with participative goal setting. Reasons for this include, but are not limited to, apathy, a lack of interest and a non belief in an organisation's goal process as a whole.

Although there are conflicting theories on whether or not participative goal setting is, in fact, an advantage to the performance of a goal, the fact remains making a public agreement to the goal enhances commitment. It is presumed that this is because it makes one's action a matter of integrity in one's own eyes and in those of others (*Hollenbeck, Williams & Klien, 1990*).

The issue of self-efficacy, which in, effect, is a self belief that an individual can attain a specific task or goal, comes into play in participative goal setting. It is known that a high level of self-efficacy leads to a high level of goal commitment. Self-efficacy influences task choice, effort, persistence, resilience and achievement (*Bandura, 1997*). Individuals with high self-efficacy are more likely to exert effort when facing difficulties and persist at a task. It is important for management to take on board this knowledge and increase

self-efficacy in their employees. This can be done through encouragement, which would enhance overall confidence in an individual's belief that a goal is attainable. For example, managers could increase self-efficacy in their staff by encouraging them to become a master or expert in a chosen field.

Assigning a challenging goal is, in itself, increasing an individual's self-efficacy. It shows the individual that their superior has confidence in their competence in achieving a certain task or goal. For an employee to accept a goal numerous factors need to be given consideration. A lot of organisations implement the SMART goal method because it is deemed fair by both employers and employees (Appendix A).

In practice, the author has observed that of the two goal setting approaches, participative goal setting is the more valuable. The benefits of this method apply to both an organisation and its participating employee. However, this observation is based on employees who 'buy in' to the organisation's goal setting process as a whole. For the employees who display apathetic behaviour towards the goal process, it is imperative that management investigate why there is this apathy and define strategies to address these issues.

Reasons for this lack of interest, and perceived apathy towards the goal process, could be based on numerous factors. These may include, but are not limited to, a poor feedback process, lack of follow up of goal progress and historically 'non SMART' goals being imposed upon the employees.

While efforts should be made to accommodate the employees proposals for setting their own goals, in practice these goals are not always in line with the organisation's corporate strategy. Another shortcoming to this type of goal setting is that the goals proposed by the employees may not be always challenging and ambitious. Research has proven that challenging, yet realistic, goals are more motivational than those that are not. This is discussed further in *Section 2.5 Goal Acceptance*.

2.5 Goal Acceptance

The first element to consider when setting a goal is goal acceptance. From an employee's perspective, the accepting of a goal is directly related to their expectancy that achieving that goal has an added value. In general, this value needs to meet an individual's intrinsic needs. It is also worth noting that goal acceptance is not static, it is a dynamic process and can potentially change due to certain unplanned circumstances at any time during the goal period i.e. if a previously agreed goal changes during a specified timeframe it needs to be re-approved with the employee.

A critical element to goal acceptance is control. An individual is much more likely to accept a goal when he feels that he has a certain amount of personal control over the goal that is being assigned to him. Control satisfies an individual's need to feel a sense of mastery and personal competence (*De Charms, 1968*). Any perceived threat or risk to an individual's control could potentially result in resistance in accepting a goal. Research and previous studies have suggested that feeling in control of one's goals will ultimately

reduce tension and stress. The theoretical connection between intrinsic motivation and personal control has been developed in several cognitive theories by theorists such as *De Charms* and *Festinger* to name but a few.

2.6 Task Complexity

The second element to be considered in goal setting is that of *task complexity*. In this context task complexity refers to how challenging a task is for an individual. It has been proven that there is a correlation between, how complex and challenging a goal is, and the effort and performance put in by an individual to achieve it. This theory is supported by a number of laboratory studies (*Locke, 1968*).

However, in order for a goal to be accepted, and reached, it is crucial that an individual is equipped with the necessary competence and skill set required to attain that specific goal. If an individual does not have the relevant competence to complete the goal the performance will be low and the self-efficacy of the individual could be damaged.

While, in, theory an individual will strive to perform at a higher level to achieve challenging goals, from the author's own experience, a goal apathetic individual will not actively seek, or accept, complex tasks. This may result in acceptance of goals that don't allow the employee to meet their true potential. It is the responsibility of the organisation to identify an individual's competence, and design goals that allow an individual to develop professionally.

2.7 Feedback

Feedback matters. For goals to be truly effective, individuals need to be given timely, honest feedback in relation to their performance. If an individual is left in the dark about their progress, they have no way of knowing if their performance has been viewed in a positive or negative light by their evaluator. Agreed timelines for reviewing goals should be decided upon during the goal setting stage. Studies from *Jackson & Zedeck* in 1982 support the concept of feedback. Their findings indicated that individuals performed at a substantially higher level when they expected to be assessed or evaluated by another party such as their manager or supervisor.

If an individual is given constructive feedback, highlighting that their performance is below target, they normally take this feedback on board and increase their effort. The key here is that the feedback is given in a constructive manner. When feedback is given it is important that the evaluator focuses on the task not the individual. When giving feedback one should blend positive and negative comments rather than saying only critical things. One effective strategy is to implement, what the theorists refer to as, the *Sandwich Method*. Effectively this is to “sandwich” the criticism between positive statements or observations. This method advocates a sensitive and balanced approach to delivering feedback.

Feedback can be used as a mechanism to assess the successes and weaknesses of an individual’s goals. It can provide an opportunity for training to be organised if an individual is not meeting his goals due to lack of competence or any other significant

reason.

In an organisational setting, usually a performance appraisal provides a perfect opportunity to deliver feedback. However, best practice dictates that feedback should be given at regular intervals to ensure an individual is on track with their goals. There should be no surprises. Through regular feedback individuals are aware if they are on target to achieving their objectives. These meetings also offer an employee an opportunity to voice any concerns or opinions they may have.

While monitoring and tracking an individual's performance on a constant basis may appear to a supervisor, or line manager, as extra work and responsibility in an already full workload, in the long term the superior is making both his job, and the job of the individual, easier. The individual will always know what is expected of them and will appreciate the supervisor's interest in their success. As a result, ultimately the employee will have a greater probability of not only meeting their goals but also exceeding them.

In addition to managers giving feedback, feedback can also be given by one, or more, individuals from all levels of the organisation's hierarchy. This method is known as 360-degree feedback (See Figure 2.1). 360-degree feedback is a systematic collection of feedback on performance data on an individual or group derived from a number of stakeholders on their performance (*Ward, 1997*). 360-degree feedback is effectively feedback that comes from all around an employee i.e. peer-to-peer, superior-to-subordinate and subordinate-to-superior. It is deemed important to communicate to the

people giving the feedback whether or not the feedback is anonymous. It is believed that when feedback is given anonymously it tends to be more honest and accurate. There is less pressure on an individual to feel they have to give feedback in a certain desired way, therefore the feedback tends to be unbiased and balanced. This is particularly evident in subordinate-to-superior feedback where there may be perceived negative consequences for the subordinate.

There are several advantages of implementing the 360 Degree Feedback model in an organisation:

1. Employees are given the opportunity of getting a broader perspective of how their colleagues, team leaders and managers view their performance.
2. It promotes teamwork. Individuals who appraise each other are more likely to assist each other and be aware of each other's strengths, weaknesses and roles within the team (*Hunt, 2005*).
3. Peer-to-Peer feedback has a lot to offer because in many instances peers are in a position to give unique insight into an individual's contribution to a team or task.

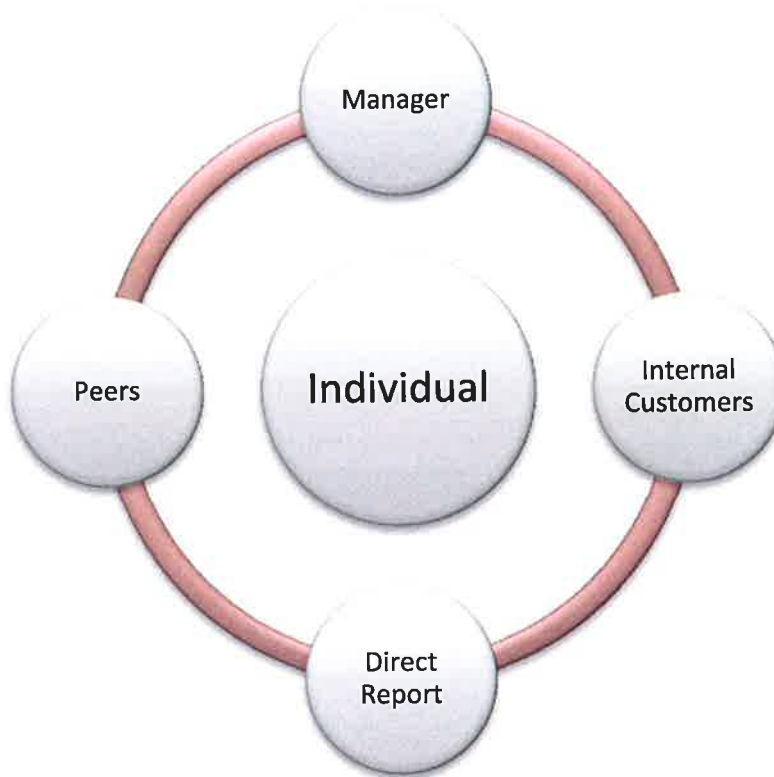


Figure 2.1 360 Feedback Model

2.7.1 Common Pitfalls of Feedback

Delivering feedback is a human-to-human interaction and, as such, it needs to be handled in a sensitive manner. Some pitfalls to delivering effective feedback include: lack of objectivity, poor timing and lack of preparation. These are known as perceptual errors and are outlined below.

1. Halo/Horn Effect

The society for *Human Resource Management* (2009) describes the Halo/Horn effect as “a form of interviewer bias occurring when the interviewer rates or judges an

individual based on the individual's strongest traits, be they negative or positive, and allows their overall perception of the person to overshadow other traits". Referred to as the *Halo Effect* when it works in the individual's favour, or the *Horn Effect* when it works against the individual. The appraiser is said to figuratively place either a *halo* or a *horn* on the individual's head. For example, as *Envision Software (2009)* states, "an individual who is constantly "late" for work is assumed to be negligent in their work-related duties, not committed to the job/company/project, and perhaps even lazy overall". *Envision Software (2009)* suggests "that by being aware of the 'Halo Effect' and how it works may afford the appraiser the opportunity to have a more objective judgment".

2. *Central Tendency*

Central Tendency typically occurs when the assessor rates all her employees with a central rate. For example, if the rating system is from 1 to 6, Central Tendency is where the line manager gives the rate of 3 to all her employees regardless of how the employee actually performed. Central Tendency can happen because the line manager giving the evaluation is afraid of the negative feeling that could occur if the evaluation is below the central rate. This could also be a result of lack of time and inclination on behalf of the manager. A suggested strategy to avoid this error is for the line manager to develop very specific clearly defined objectives and evaluate on each objective separately.

3. *Primary and Recency Effect*

Another feedback error is known as the *Primacy or Recency Effect*. The error occurs when the appraiser only evaluates an individual's performance on a recent task, or activity, that the individual has carried out, rather than evaluating on the whole appraisal period. In terms of the human memory and impressions, there is a tendency to be disproportionately affected by the first impressions and more recent events (Hale, 2006).

This error can occur in both a positive and negative way depending on whether the individual succeeded, or failed, in the most recent activity or task. To avoid this error, it is the belief of the author that the line manager should consciously evaluate the employee during the full appraisal cycle and not just in the lead up to the appraisal. This can be achieved through regular and timely feedback.

It should be apparent now that an important element of feedback is fairness. The *Equity Theory* states that an individual will only be motivated to perform well if he believes that he is being treated in a fair and equitable manner. If an individual feels that he is being treated unfairly, and is receiving unjust feedback, it may have a significant negative impact on his performance. In order for feedback to be deemed fair it is important that an individual feels that they have the ability to challenge, and rebut, an evaluation if they deem it is not accurate or fair. They need to feel there is an escalation process in place if required.

In worst cases, if an individual feels he did not receive a fair evaluation from the feedback, it can have a seriously demoralizing and de-motivating impact on the individual. From an organisation's perspective this could result in higher rates of turnover and high level of absenteeism. Hartel (2007) states that "individuals in an organisational setting are often highly concerned about the accuracy of rating scales and measurements used in feedback as the results derived from these can lead to serious and substantial career outcomes such as promotions, demotions and even termination of employment".

In order to avoid these errors it is vital that managers are equipped with the required skills for conducting feedback. Proper training and coaching is therefore a necessity.

2.8 Relationship between goals and motivation

Motivation is a topic that is intensely studied by researchers and theorists. It is widely accepted, and documented, that a powerful way of motivating people is through the setting of goals. The value of goal setting is so well recognized that entire management systems have goal setting basics incorporated within them for their motivational benefit. In fact, goal setting theory is generally accepted as amongst the most valid and useful motivational theories in industrial and organizational psychology, human resource management and organizational behaviour. If an individual is working towards a goal it provides a major source of motivation to actually reach the goal which in turn improves performance (Locke, 1977).

Motivation can be broken down into a generalised model (Figure 2.2). The basic building blocks of this model are:

- 1) Needs or Expectations
- 2) Behaviour
- 3) Goals
- 4) Feedback

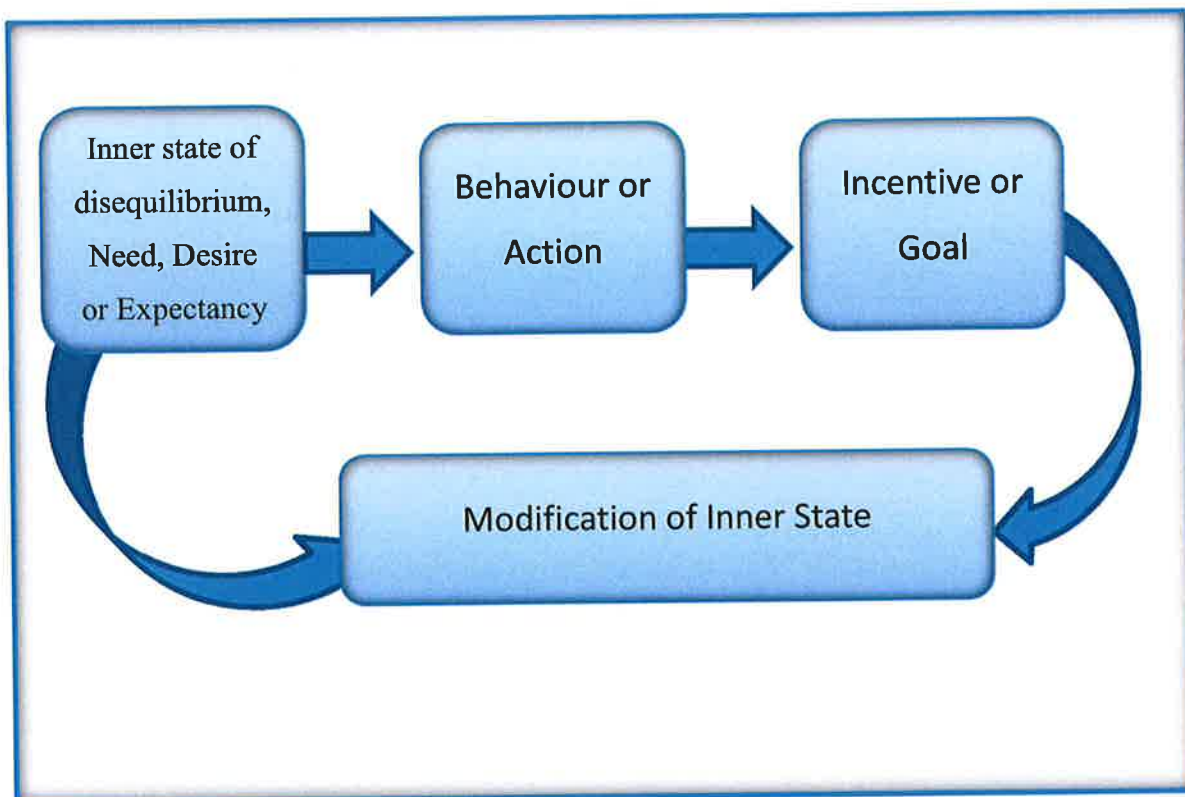


Figure 2.2 Basic Model of Motivation

Steers (1979) describes Figures 2.2 that individuals who have a strong desire to be with others may attempt to increase their interactions with those around them (i.e., their behaviour) in the hope of gaining the other people's friendship and support (i.e. the goal).

The author observes that an individual's need for affiliation is akin to level 3 of the well known *Hierarchy of Needs* model by *Abraham Maslow* (Appendix B).

Locke and Latham's High Performance Cycle is another significant model of motivation. The basis of this model is to emphasise concepts that have practical meaning to both employees and employers. It draws attention to the relationships between goals, individual performance, job satisfaction and commitment to goals. *The High Performance Cycle* incorporates several previously mentioned theories e.g. *Goal Setting Theory*, *Control Theory* and *Equity Theory*.

The *Cognitive Growth School* identified predominately with the theorist *Abraham Maslow's Hierarchy of Needs Theory* (Appendix B) and that of *Herzberg's Two Factor Theory* (Appendix C). Both these theories state that an individual's strong desire for personal growth and knowledge, if achieved, would lead to high self esteem and strong self-efficacy. The commonality between these motivational theories is that both can be affirmed through goal setting. A crucial feature in theories of employee motivation is that none of these theories could exclude the significant impact goal setting offers an individual's motivation. While initial theories argued that there was no value to motivation from goal setting it was later acknowledged that goal setting in fact contributes greatly to an individual's motivation.

It is important to note that goal setting is only one element that plays a part in an individual's motivation. Other elements, such as rewards and recognition, are essential

components of motivation. Social factors including influences from peers, family and friends can also play a valid role.

Another noteworthy consideration is the relationship between motivation and goal commitment.

Self-efficacy Approach

Self-efficacy occurs when an individual believes in their own ability and competence to achieve something. In short, the amount of self- efficacy a person has the more motivated they will be to achieve their goals.

Supportive Approach

The supportive approach, involves a person feeling that they have the necessary support needed to achieve the desired goal.

Figure 2.3 below, highlights two approaches to attaining motivation for being committed to a goal. This model depicts that if an individual has a sufficient level of self-efficacy, and enough support, they will be motivated to succeed in their goals.

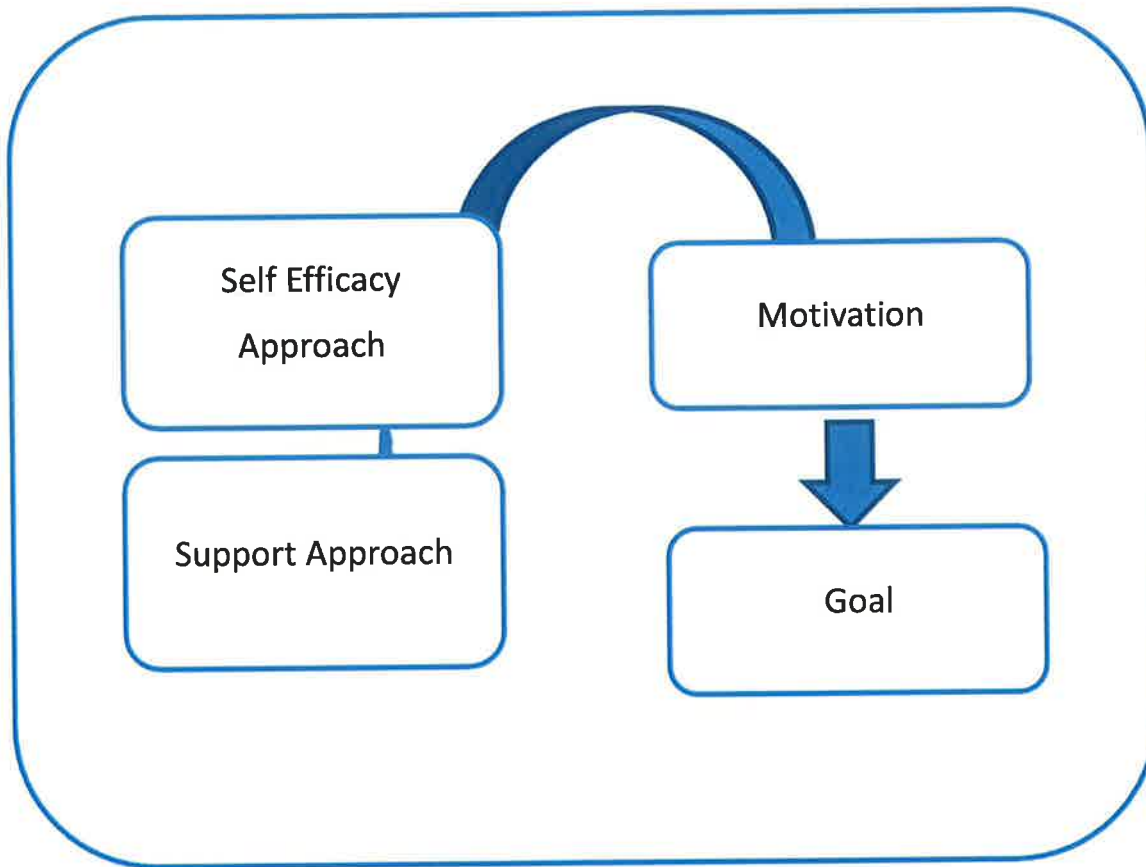


Figure 2.3 Self Efficacy and Support Approaches to Motivation

It is the author’s personal observation that what motivates one individual does not necessarily motivate another. For example, while there is a general assumption that a monetary reward is a good source of motivation, this is not necessarily always the case. An individual needs to initially identify what motivates them, and then work with his manager towards setting goals in line with these motivations.

2.9 Conclusion

This literature review has provided a comprehensive overview, and evaluation, of the opinions and ideas of the main theorists on the topic of goals. It has looked at goals from the perspective of goal setting, goal complexity, and motivation.

It highlighted the benefits of participated over assigned goal setting, and has investigated the link between goal acceptance and goal commitment. It also described the significance of how a challenging goal relates to an individual's self-efficacy. It explored the impact of effective feedback on an employee, and has described some of the common pitfalls of feedback delivery and remedies to avoid these pitfalls.

The Literature Review has proven that, when goals are correctly implemented, they set the foundation for professional achievement, rewarding both the employee and the organisation.

Research **Methodology**

3. Research Methodology

Research is a process whereby information is gathered in a systematic, and methodical manner, to aid decision making (*Domegan & Fleming, 2003*). This chapter highlights the primary ways in which data on ‘Goals’ in Company X was collected and analysed for the purpose of answering the research questions. The different types of research strategies and methodologies that are available are illustrated. The rationale behind the choice of research methodology, adopted for this project, is defended and justified. The advantages and disadvantages of the research method, which was selected for this research project, are also highlighted. Issues of research creditability, in terms of validity and reliability, are explored and an explanation of variables, concepts, and measurements have been examined and outlined. Finally, the topic of ethics and research design has been given consideration.

3.1 Purpose of Research

The objective of the research was to examine the practices and processes in the goal process of Company X as a whole. The study explored the topics that were discussed in the literature review, including whether:

- The employees of company X felt that the goal setting process was in line with the SMART goal approach.
- The employees felt that the organisation’s goals were aligned to their own individual goals.

- The employees felt that the goals that were given to them related to their personal career goals.
- The employees felt that they were active participants in their own goal setting and their performance was affected as a result of this involvement.
- There was a correlation between performance and how challenging a goal was.
- The employees received timely feedback in relation to their goals, if the feedback was biased or non-biased, and how motivated they were as a result.

The respondents also had the opportunity to make additional comments.

3.2 Methods of Research

Research projects can be undertaken for several different reasons. These research projects and studies can be grouped under three different types of categories:

1. Firstly, there are exploratory studies. These studies are a valuable means of seeking new insights into a problem. They strive to offer an understanding of the problem. In exploratory studies, initially the focus is broad in scale and eventually becomes narrower as the research progresses.
2. Secondly, there are descriptive studies. These studies offer an accurate profiling of people, events or situations. This is a statistical research method and, while the information collected is extremely accurate, it does not indicate the causes as to why something may have happened.

3. Lastly, explanatory research allows the researcher to study a situation or problem in order to explain the relationships between certain variables.

Some strategies belong very clearly to each of the above groups but are not necessarily mutually exclusive. Strategies include:

- *Experiments*
- *Surveys*
- *Case studies*
- *Theory building*
- *Ethnography*
- *Archival research*
- *Focus Groups*
- *Interviews*

It is worth noting that, while there is no one specific research approach in the continuum of research methods that has superiority over another, one may be more appropriate to implement for a certain research issue. In addition, it is also worth pointing out, that more than one of these methods can be used to compliment each other during a research task.

Practical issues such as time and economic resources also play a valid role when selecting the most suitable research approach.

3.3 Research Methodology

Research methodology is a systematic way to solve a problem. Essentially, the procedures by which researchers go about their work of describing, explaining and predicting phenomena are called research methodology.

The rationale for implementing the specific research methodology selected for this thesis was determined by investigating the subject matter, and associated theories, from a research perspective. As mentioned earlier, research strategies that are adopted can be used for exploratory, descriptive and explanatory research. In practice, when conducting research, the relationship between theory and research can take two contrasting forms a deductive approach or an inductive approach (Figure 3.1).

Deduction	Induction
Theory -> Observation/Findings	Observation/Findings -> Theory

Figure 3.1 Deductive Vs Inductive Approach

For this thesis a deductive approach was adopted. This approach includes the development of the theoretical framework, which was built in the Literature Review, combined with empirical observation which was conducted by quantitative analysis.

A deductive approach in this sense corresponds to the left-hand side of Kolb's experimental learning cycle since it begins with abstract conceptualization and then moves on to testing through the application of theory so as to create new experiences or observations (Gill and Johnson, 2005) (Appendix D).

Careful consideration, and thorough examination of the various data collection methods, which would allow for the elicitation of imperative information from the respondents, was given. It was decided that the research instrument to be used for this assignment was the data technique known as an online questionnaire. Internet and intranet-mediated questionnaires, and in particular those administered in conjunction with email, offer greater control because most users read and respond to their own mail at their personal computer (Witmer et al, 1999). Both quantitative research, through closed-end questions, and qualitative research, through open-ended questions, was conducted via the use of this online questionnaire. However, it is worth noting that only one question open-ended was used in this questionnaire. The reason being, that open-ended questions are difficult to analyse in order to establish a pattern or a trend.

Quantitative analysis is concerned with gathering facts, or data, that is numerical or can be turned into numerical data or statistically interpreted whereas qualitative data is used to understand behaviours and meaning (Saunders, 2003). Many authors agree that quantitative analysis is the most prevalent research strategy used by both students and researchers.

Qualitative research is used to gain insight into individual's attitudes, behaviours, values, concerns and motivations. Interviews and focus groups are common approaches used in qualitative research.

There are definite advantages to using both types of techniques. The main advantages of using a qualitative technique is that the researcher has the opportunity to gain a real insight into the thoughts and the opinions of the participants on what they really think about the research question. On the other hand, the main advantage of using a quantitative approach is that analysing numerical data is an accurate unit of measurement. This concept is supported by the theory of validity and reliability. In addition, another benefit is that there are well established methods for analysing numerical data and generating statistics as a result. The quantitative approach is an excellent method for creating comparisons and benchmarks. Quantitative research also facilitates generalization. For example, findings can be applicable not just to Company X, the direct subject of the research, but may also be applicable in other similar organisations. For these reasons, quantitative research was chosen as the primary method for this project.

To understand quantitative research is it crucial that the researcher has a good knowledge and understanding of what a concept is. Concepts are the building blocks of theory and represent the points around which business research is conducted (*Bryam & Bell, 2003*). In addition to concepts, measurements need to be taken into consideration. These go hand in hand. There is no use in establishing a concept if the researcher does not measure or quantify it. It is important to be aware that there are variations of measurements, and

these can be observed through scales such as the well known *Likert Scale*. With regard to this thesis, an example of a concept is *feedback*. In this context, a defined measurement of feedback is *motivation*. An example of this would be to measure or quantify how motivated an individual felt as a direct result of been given feedback.

Another important element in the area of concepts is an indicator. Indicators are used when concepts are difficult to quantify e.g. when an individual's attitude or, level of satisfaction, is being measured. Indicators are generally a range, or a scale, of values that the respondent can choose in response to a question.

Indicators can be implemented using questions in questionnaires or interviews. Many authors recommend using multiple indicators to measure a concept. This allows the researcher to develop a more comprehensive analysis of the subject matter e.g. *Likert Scale*.

Research methodology writers urge researchers to use both quantitative and qualitative methodologies in order to triangulate results (*Patton 1990, Brannick and Roche 1997*). *Gill & Johnson (1997)* perceive that a multi-method methodology leads to the convergent validation of research results through internal cross-checking.

In relation to the time periods that a researcher has to conduct a study on, there are two types of research terms that are noteworthy: cross-sectional research and longitudinal research. Cross-sectional research is the study of a specific issue at a particular time

where as longitudinal research is a study of a specific issue over time. The latter type of research lends itself to be capable of developing and changing over time. Due to the time constraints on this project, cross-sectional research has been applied.

3.3.1 Questionnaires

Questionnaires are perhaps the most widely used research tool in social sciences and management studies. A questionnaire is a highly structured data collection technique whereby each respondent is asked the same set of questions (*McColl, 1993*).

In an article on questionnaire design, *Cano (2009)* states that there are two different types of questions one can choose to ask. These are either open-ended questions or closed-ended questions. Open ended questions ask the respondents to answer the questions in their own words. These types of questions can be very useful in obtaining the respondent's ideas and opinions on a certain topic. However, because there is so much freedom in the answers they can be difficult to analyse, thus making a pattern very complex to interpret. For this reason, it was decided to use only one open-ended question in the questionnaire that was used for this project.

Cano (2009) describes closed-ended questions as questions that provide a variety of possible responses for the respondent to choose from. Closed ended questions are widely used by questionnaire designers as they provide uniform answers. These answers are a great deal easier to analyse, therefore making a pattern a much less complex task to

interpret. As a result of this closed-ended questions are dominant in the researcher's questionnaire.

3.3.2 Types of questionnaires:

There are two types of questionnaires available: *self-administered* and *interviewer-administered*. These approaches both vary according to how they are administered and depending on how much contact is involved with the respondent.

- *Self-administered* questionnaires are questionnaires that are usually completed by the respondents. These questionnaires are usually sent out via the internet, or, in some cases posted to the respondents who, on completion, return them to the questionnaire creator (*Saunders et al 2003*).
- *Interviewer-administered* questionnaires are questionnaires that are implemented in an interviewer fashion. For example, the interviewer asks the question and then the respondent gives an answer. This type of interview can be conducted via the telephone, or face to face, and the answers are recorded.

Figure 3.2 highlights the types of questionnaires that are available in the market today.

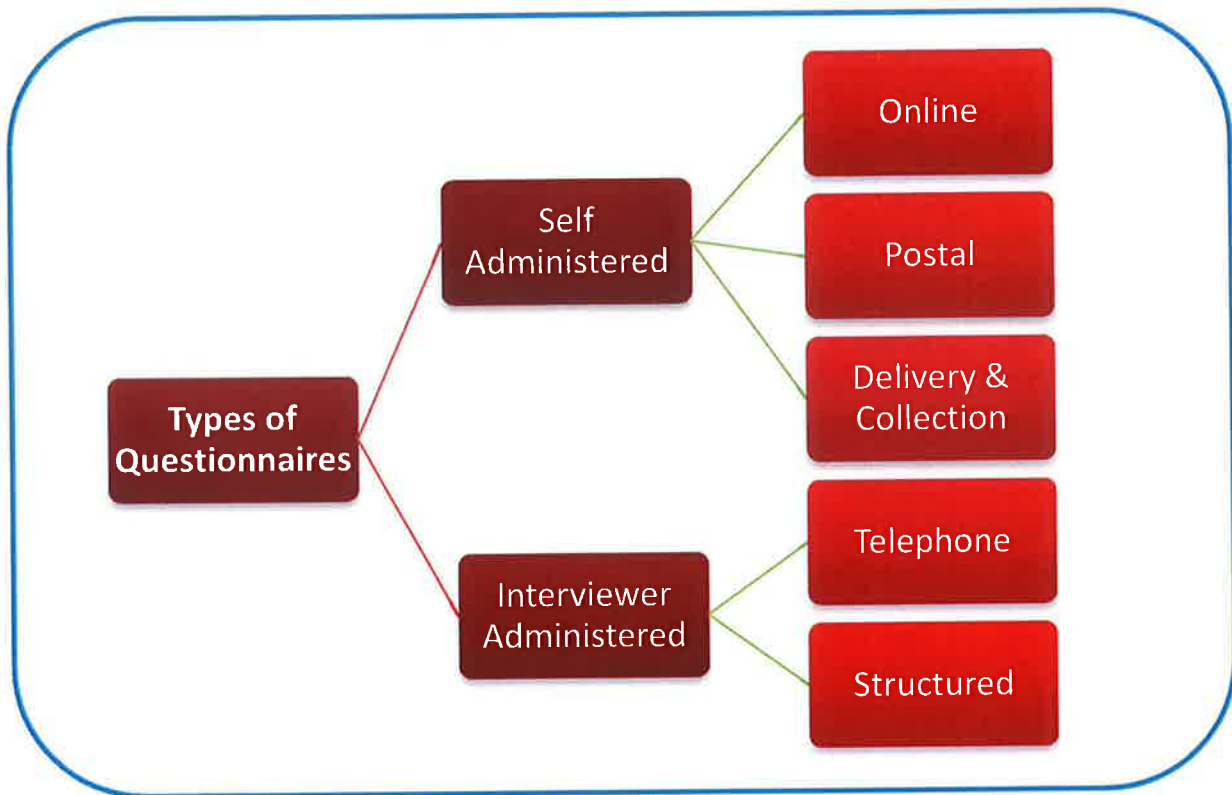


Figure 3.2 Types of Questionnaires

For this project the researcher has implemented a self-administered questionnaire and has distributed it via the internal email system utilised by Company X.

3.4 Advantages & Disadvantages of Questionnaires

There are advantages and disadvantages to conducting a questionnaire. An advantage is that they provide an economical service that enables a pattern, or trend, to become apparent in order for analysis can be carried out. Minimal resources are needed to administer them and they are familiar to most people. They are less intrusive than some other methodologies and can be completed in the respondents own time. However, there

are disadvantages worth mentioning. There is no allowance for probing, prompting or clarification of questions. Also a common criticism from individuals is that they dislike filling out 'forms'. Ideally, questionnaires require a high response rate in order to glean accurate statistical information.

Whilst there are disadvantages to using a questionnaire, it is a highly viable option to choose as a method of research. A questionnaire can offer easy comparison across a sample and is easily understood by a large audience. Therefore it was the primary research method chosen for this project.

3.5 Guaranteeing Credibility and Reliability

When interpreting research findings, a significant concern to the researcher is the reliability and validity of the data and results that has been collected. In order to diminish the chances of receiving inaccurate data, it requires that the researcher places a great emphasis on research design and 'getting it right' first time. The two vital elements that are crucial to the success of a research strategy are reliability and validity.

Reliability often refers to the extent to which your data collection techniques or analysis procedures will yield consistent findings (*Easterby-Smith et al, 2008*). Research has highlighted that there are common threats to reliability. In particular there are four serious threats and these are commonly referred to as:

Participant Error - Participant error is time related. For example, if your research topic was on 'Motivation in The Work Place', it would be best to survey your candidates during a non-biased time, for example, on a Wednesday. Studies would suggest that if you ask your respondents questions in relation to motivation on a Friday afternoon the results would prove to be more favourable than first thing Monday morning.

Participant's Bias - Participant's bias occurs if the respondent feels under pressure to answer a question in a certain way, or style, for fear of retribution. A remedy to avoid this could be to use an anonymous research strategy. In that way the respondents will not feel any pressure to answer in a certain way or style.

Observer Error - This error is particularly prevalent if a number of different people are conducting interviews. The observer's own thoughts and opinions could affect reliability.

Observer Bias - Similar to Observer Error, Observer Bias involves the observer or interviewer contributing personal biases to the findings.

Validity, on the other hand, determines whether the research truly measures what it was intended to measure or how truthful the research results are. In other words, does the research instrument allow the researcher to hit "the target" of your research object? Researchers generally determine validity by asking a series of questions (*Joppe, 2000*).

To minimize the risk of validity and reliability errors, the author distributed the questionnaires at what was believed to be a neutral time. The questionnaires were anonymous in order to avoid any biases and to strive to reveal honest feedback. The questionnaire aimed to avoid using leading questions which could also potentially lead to bias.

3.6 Structure of Questionnaire

Structure and layout of a questionnaire is imperative to a successful research project. It is vital that the structure is clear and easy to interpret. A strong response rate depends on implementing a correct structure. If a questionnaire is not easy to fill out respondents will be less likely to complete the questionnaire consistently, or, even to complete the questionnaire in the first place.

The questionnaire that was adopted for this report was a self-administrated questionnaire with a high percentage of closed-ended questions. To ensure success for the questionnaire for this report, the individual questions were carefully designed, the questionnaire was set out in a clear layout and pilot testing was conducted. The questions were specific, and relevant, and appropriate scales were applied.

3.7 Ethics

When conducting any type of research it is crucial to give consideration to ethics. For this project, substantial thought was given as to whether or not ethical issues existed by conducting the questionnaire. Ethical issues are fundamentally concerned with the wellbeing of the respondents who agree to be involved in the research.

The basics of ethics of research can be categorized into three main areas;

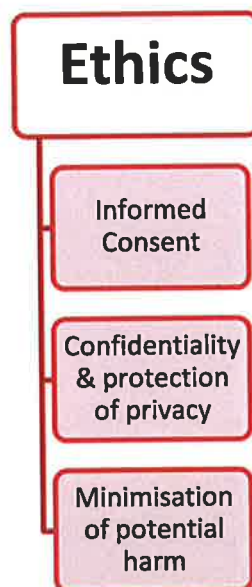


Figure 3.3 Graphical Representation of Ethics

- 1) Informed Consent gives the questionnaire designer an opportunity to inform potential respondents of the research procedure that is pending. Briefing potential participants of the reasons for the study, and allowing them to see what is actually

involved, gives the participants a chance to decide whether or not they would like to be involved in the project.

- 2) As a universal rule conducting research should not cause any disadvantage or harm to any of the participants. It is up to the researcher to ensure that all potential harm is minimised.
- 3) Impinging on an individual's privacy and a violating a breach of confidentiality are causing harm to an individual. It is the responsibility of the researcher to ensure that an individual's privacy is not encroached upon. A strategy for this is to conduct the research anonymously this way an individual's privacy and confidentiality would be protected. It also eliminates risk of biases.

The author feels that the questionnaire distributed to the sample in this project caused no embarrassment or disadvantage to any of the respondents. The nature of this project is considered not to be a contentious or sensitive one.

Research Analysis & ***Findings***

4. Research Analysis & Findings

As presented, the research method that was utilised in this study was an online, self-administered questionnaire with a high percentage of close-ended questions. This chapter presents the findings of the survey and analyses the information gathered.

4.1 Background

Initially this questionnaire was piloted to 10 employees in the organisation. These employees were selected at random from different departments and positions. The questionnaire was piloted to ensure the questions were understood, and interpreted, in the way in which they were intended. Research has proven that when designing a questionnaire the key to success is to issue a pilot questionnaire to a small sample first. The purpose of a pilot questionnaire is to highlight, to the questionnaire designer, any fundamental errors and allow necessary corrections to be made if needs be. From the feedback of the pilot questionnaire two questions were re-worded to provide better clarity. After the pilot questionnaire was amended, the final, approved online questionnaire was sent out to the entire sample.

Sampling is a process of specifying and securing a target population to take part in research. Many authors agree the larger the sample the better in order to facilitate concrete trends and patterns. The entire headcount of Company X was selected as the sample. Company X employs 130 employees.

The questionnaire was accompanied by a cover letter which explained its objective. The objective being, to solicit information from the employees. This information pertains to personal, and organisational, goals and how they affect an individual's performance and motivation. The timeframe for completion of the questionnaire, and the solicitation of informed consent from the respondents, was also included in the cover letter (Appendix E).

Of the 130 employees surveyed, 84 responded to the questionnaire. With a response rate of 65%, it is believed that the subject of *goals* is one of interest to the employees of Company X. It can be assumed a percentage of the employees who did not participate were either absent, on vacation or training courses. It was decided that the online questionnaire that was circulated would be anonymous. As discussed in the Research Methodology chapter, it is believed that when questionnaires are anonymous it increases the chances of receiving non-biased responses and honest feedback. The questionnaire avoided using leading questions which could also create a bias.

The questionnaire consisted of 12 questions in total. The full list of questions, included in the questionnaire, is outlined in Appendix F.

The questionnaire was promoted by posters which were distributed in the canteens and coffee dock areas around the building of Company X. There was also a section in the 'Sports and Social' website that had a brief paragraph outlining the purpose of the questionnaire. Data for the questionnaire was analysed using Microsoft Excel and

Microsoft PowerPoint. The questionnaire itself was produced using an in-house tool called Web Poll. Web Poll is a tool that supports poll creation and survey handling. An incentive was introduced to entice respondents to participate. In this case, the author offered to make a small donation to the organisation's sponsored charity for each questionnaire that was returned by the required date.

There are many different types of rating scales that can be used in a research process. In this case, due to the nature of the questions being asked, it was decided to use a *Likert* rating scale. A *Likert* rating scale compares statements against a 5 point rating scale, for example, from *Strongly Agree* to *Strongly Disagree* or *Highly Motivated* to *De-motivated*. This approach made graphing the results feasible and made a visual representation of the results readily available to the author.

Demographic questions were also added to this questionnaire to identify characteristics such as gender and position in the organisation. Psycho-graphic, or life style questions, were not included in this questionnaire as they were not deemed useful information for this study.

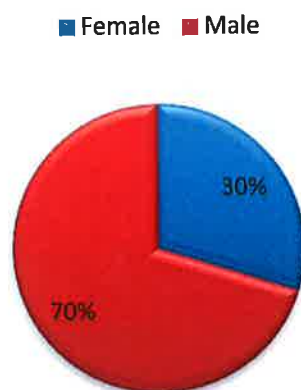
4.2 Findings

This section describes the results of the aforementioned questionnaire. The results were collated and analysed, and are presented in graphical format. Each research area has been explored and the results are comprehensively broken down, per question, below. In order to obtain a more comprehensive understanding of certain responses, respondents were asked to answer sub-questions depending on whether they gave a positive, or negative, response to that question.

4.2.1 Gender within the Organisation

The first section in the questionnaire was a demographic question, used to identify the gender of the sample. The results showed that 30% of the participants were female and 70% were male. Out of the 84 employees who replied, 25 were female and 59 were male. As Company X is predominately male this statistic was expected.

1. Gender within the Organisation



4.2.2 Positions held within the Organisation

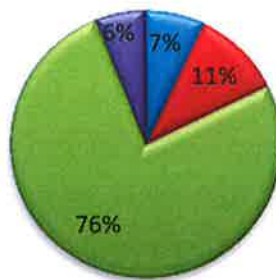
The next question was also a demographic question. This question was asked in order to identify what position the respondents held in the organisation. The four positions that were available were: Support Staff, Engineer, Project Manager and Line Manager.

The results showed that the majority (76%) of the respondents working in Company X were Engineers. A further 7% of participants were Line Managers, while 6% were Support Staff and the remaining 11% were Project Managers.

Therefore, the author was satisfied that there was good representation across the board of the different positions held within in the organisation.

2. Positions held within the Organisation

■ Line Manager ■ Project Manager ■ Engineer ■ Support Staff



4.2.3 My goals are clearly defined, achievable and realistic (i.e. SMART Goals)

The respondents were asked whether they felt that their goals were clearly defined, realistic and achievable i.e. SMART Goals.

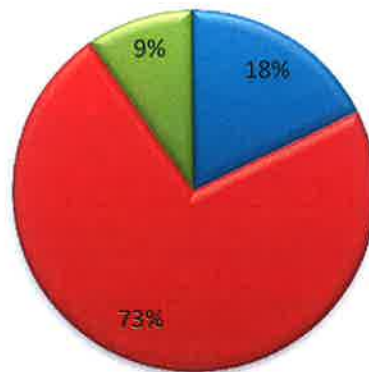
The SMART goal approach offers a platform for creating and developing goals at both an organisational and individual level. In essence, SMART goals facilitate strategic planning as this approach ensures goals are benchmarked against specific criteria i.e. Specific, Measurable, Achievable, Realistic & Timely.

In practice, Company X adopts the SMART approach to setting goals. From the questionnaire results it is evident that 91% of respondents felt their goals were measured against the SMART criteria. This is a very positive result for Company X as it is a common belief that when employees 'buy in' to the organisation's goal setting process,

the success rate of goal achievement is greatly increased.

3. My Goals are "SMART"

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know



4.2.4 My goals relate to the Organisation's goals and strategies

The respondents were then asked how they felt their own individual goals were related to the company's overall goals and strategies. Strategic management of human resources requires that individual and team goals are aligned with that of the organisation's goals and strategies.

Research has shown that when an individual understands how their personal goals relate, and are aligned, to an organisation's high level goals and strategies, those individuals, as one would expect, become more engaged in their work. Allowing individuals to become aware of how their immediate goals affect the "big picture" can focus an individual to

become more productive and, as a result, perform at a higher level. This is done in an effort to become part of the organisation's overall success.

The business value of having employees engaged in their work cannot be overestimated. As proof, a recent *Gallup Poll* showed that companies, with large numbers of dissatisfied workers, experience greater absenteeism, lower productivity and a higher employee turnover rate. Fortunately, clear goal alignment can remedy this situation by helping to create greater employee ownership in a company's ultimate success (*Wall Street Journal*, 2007).

In Company X it is the responsibility of the Line Manager to ensure that organisation's high level goals, and strategies, are communicated to the employee. In the goal setting process it is intended that the company's goals are aligned with the personal goals of the employee.

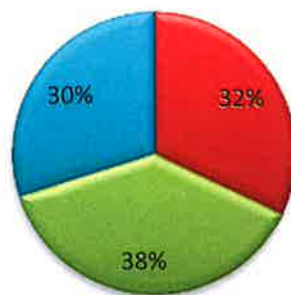
The results of the survey show that a staggering 30% of employees did not know whether or not their own individual goals were linked to the organisation's goals and strategies. 38% disagreed that their goals were linked to these goals and strategies. In fact, only 32% actually agreed that their own individual goals related to the businesses goals.

The results of this questionnaire highlighted that just under a third of employees in Company X were aware of how their own goals fitted in with the 'big picture'. From a business perspective this is disappointing. Research suggests that top-performing

organisations directly link employee goals to strategy. For this to improve, Company X needs to highlight to their employees the link between personal goals and corporate strategy.

4. My Goals relate to the Organisation's Goals & Strategies

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know



4.2.5 My goals relate to my personal career goals

Respondents were asked whether the goals set in their appraisal were related to their own personal careers goals.

The results speak for themselves. Only 34% agreed. The majority of respondents either didn't know (12%) or disagreed/strongly disagreed (54%) that their goals were directly related to their desired career path.

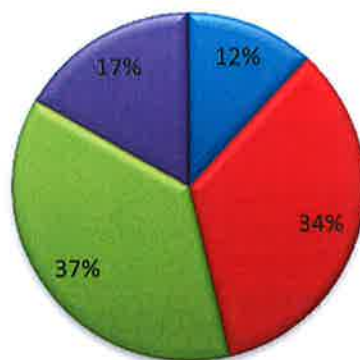
As mentioned earlier in the Literature Review, in addition to the company's goals and targets, the goal setting process should be used as a framework for personal development.

To ensure that an employee feels that their personal progression is valued, the author recommends that the manager encourages their employees to take ownership and responsibility for their own development. Once that ownership is established, the manager should be seen to be available to provide advice, and support, in relation to different careers paths that are available in the organisation. This should be a joint effort by both the manager and the employee. Once an employee is aware of the direction they wish to take, the author recommends that the manager grants access to career information and advice. Necessary training should be provided if required, and feasible.

The author believes that if these steps are implemented it will give rise to employees feeling motivated, and engaged, as they will feel they are a valued member of the organisation.

5. My goals relate to my personal career goals

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know



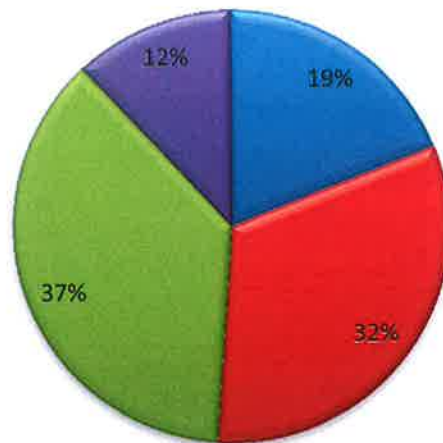
4.2.6 Assigned Versus Participative Goal Setting

Respondents were then asked whether they were active, or passive, participants in the goal setting process. As outlined in the Literature Review, goals can be either assigned or participative. An assigned goal can be defined as a goal that has been assigned, or delegated, to an individual by their supervisor. In contrast, participative goal setting can be defined as a joint decision in which an individual is invited by their superior to be actively involved in the setting of their own individual goals.

The results for Company X were somewhat interesting. There was an almost 50:50 split between those who felt they were actively involved and those who were not. The underlying reasons for split were not investigated further due to time constraints and complexity. The author feels that some of these reasons, for an employee not being an active participant, could be down to poor line management skills, employee apathy to the goal setting process and time pressures due to high workloads.

6. I feel fully involved in the goal setting process

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know



The respondents were then asked to quantify how successful, or unsuccessful, they were in achieving their goals. The respondents were asked to answer question 6a or 6b depending on whether they gave a positive, or negative, response to question 6. The questionnaire was designed in this manner in order to investigate the relationship between active goal setting and subsequent goal success.

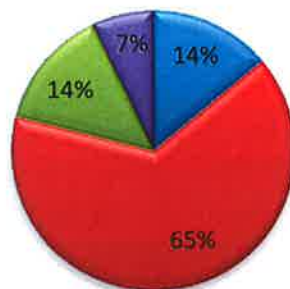
4.2.6.1 As an active participant I achieved X% of my goals

It can be seen from the results of question 6a that the 51% of those surveyed, who were actively involved in their goal setting, had a higher rate of goal achievement than those who were not. Almost 80% of them achieved the majority, or all, of their goals.

These results support theories from *Likert*, and other humanistic theorists, in so far that a goal is deemed more important to an individual if that individual has been an active participant in the setting of the goal. The result of this is that they will be more inclined to perform better in achieving this goal.

6a. As an active participant I achieved X% of my goals

■ All ■ Majority ■ Half ■ Some



4.2.6.2 As a non-active participant I achieved X% of my goals

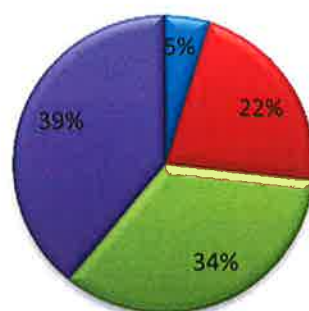
On the other hand, the 49% of those who reported they were not actively involved in their goal setting, had a significantly lower rate of goal achievement. Less than 30% of these respondents achieved the majority, or all, of their goals.

Again these findings are supporting previously mentioned theories outlined in the Literature Review. This supports the theory, that if an individual is given an opportunity to participate in the setting of their goals they are more likely to reach, or exceed, them.

The author is aware that there are obviously other external factors that could influence these results. However, both the *active* and *non-active* samples are exposed to the same influences, therefore, for the purpose of this questionnaire, these factors can be ignored.

6b. As a non-active participant I achieved X% of my goals

■ All ■ Majority ■ Half ■ Some



4.2.7 Goals should be challenging, but reasonable. (neither too hard, nor too easy)

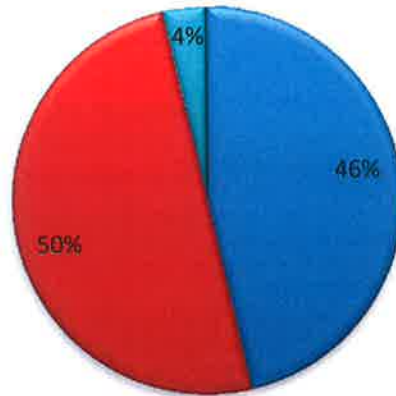
The next question in the questionnaire dealt with the concept of 'task complexity'. In this context, task complexity refers to how challenging a task is deemed by an individual. It also states that it is deemed reasonable i.e. that the individual has the relevant competencies and skill set to achieve it.

The results of this question were worthy of note, in so far that almost all of the respondents agreed that the level of task complexity was an important factor in motivating them to reach their targets. Even those individuals who had goals assigned to them, rather than participated in the goal setting process, recognised the importance of task complexity.

The author feels that if a goal is not challenging enough for an individual, boredom and a lack of interest, will give rise to a feeling of apathy towards the particular goal. Also worth nothing, if a goal is set and it is deemed too easy by an individual, the author feels their self confidence could take a knock as the individual may feel that they are not being recognised as being competent enough to take on a more challenging goal. In order for an individual to feel truly motivated by a goal they must feel that it is worth doing and adds value in some way.

7. Goals should be challenging but reasonable

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know



4.2.8 I perform to the best of my ability when a goal is challenging

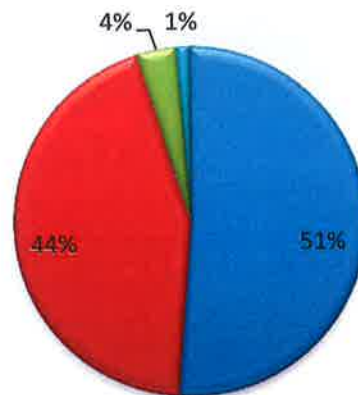
The results below support the fact that there is a correlation between how complex and challenging a goal is and the effort and performance put in by an individual to achieve it.

This theory is supported by Locke from a number of laboratory studies. (*Locke, 1968*)

95% of the respondents agreed with the statement *I perform to the best of my ability when a goal is challenging*. From an organisation's perspective this is a very positive start and therefore every effort should be made, by the company, to identify an individual's competence and ensure they have the necessary skills, and support, to reach challenging goals. The author feels that to ignore this, by creating mundane goals for an individual, is a wasted opportunity for the organisation and the employee. Therefore, designing challenging goals should be at the forefront of a manager's mind during the goal setting process.

8. I perform to the best of my ability when a goal is challenging

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know



4.2.9 My manager revisits my goals regularly to assess my progress

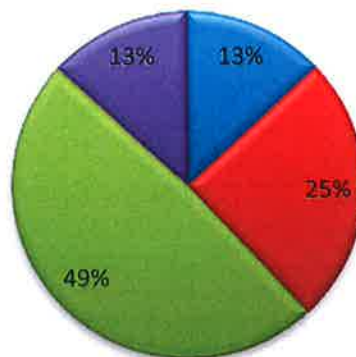
The respondents were asked whether they felt that their manager revisited their goals regularly to assess their progress and to ensure that they were on track to achieving them.

Best practice suggests that a manager should regularly check, and review, an employee's progress on their goals. As discussed in the Literature Review, both the individual, and their manager, should have a clear overview of an employee's performance to date in order for any problems or issues to be highlighted in a timely manner. This proactive approach ensures that preventable issues, or concerns, do not escalate into more major ones.

The results indicated that only a quarter of the employees surveyed agreed that their goals were reviewed in a timely manner. An overwhelming 62% disagreed that their manager followed up on their goals, and progress, throughout the year. The author feels that there is a disparity between Company X's approach to participative goal setting and the organisation's subsequent commitment to "goal follow-up". Whilst 73% of the respondents believe their goals are SMART goals, the fact is that only 25% of them are receiving timely feedback in relation to them. This would suggest that there is a break down somewhere in Company X's goal process and this is something that should be addressed by management.

9. My manager revisits my goals regularly to assess my progress

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know



The respondents were then asked how they felt as a result of the feedback they received. The respondents were asked to answer *Question 10* or *Question 11* depending on whether they gave a positive, or negative, response to *Question 9*. The reason for this was to

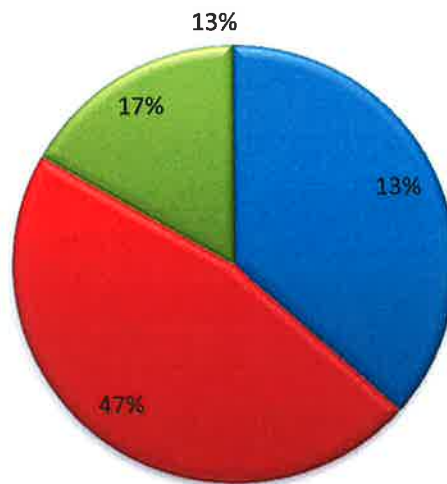
investigate whether there is a relationship between timely feedback and an employee's attitude to the feedback they received. It also looks at how motivated an individual feels as a result of perceived biased, or non-biased, feedback.

4.2.10 Respondents who received regular feedback

The 25% of respondents who answered positively to *Question 9*, were then asked if the regular feedback that they received was biased or non-biased (*Question 10a*). The results were positive. Over 60% felt that the feedback they received was delivered in a non-biased fashion.

10a. My manager gives non-biased feedback

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know

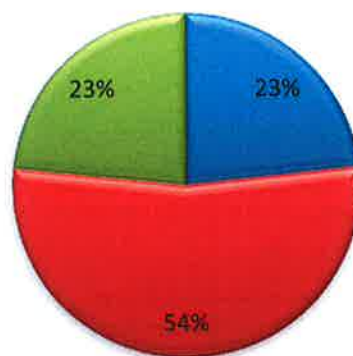


The same 25% sample was then asked how motivated they felt as a result of the most recent feedback they received in relation to their goal performance (*Question 10b*). The results were encouraging. Over 75% of those surveyed reported feeling motivated or highly motivated.

It could be argued, that the fact that these employees felt that they were regularly receiving updates in respect to their goals, meant that they were entering the goal reviewing process with a positive attitude. Receiving regular feedback on goal progress shows the individual that their goals are being taken seriously and they feel empowered to strive to achieve them.

10b. After the most recent feedback meeting, I felt....

■ Highly Motivated ■ Motivated ■ Not Very Motivated ■ Demotivated



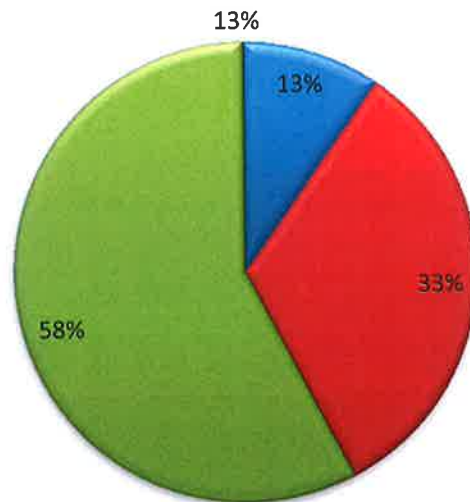
4.2.11 Respondents who did not receive regular feedback

The 75% who answered negatively to *Question 9*, were also asked if the feedback that they received was biased or non-biased (*Question 11a*). These were the respondents who felt that they did not receive feedback in a timely manner. The results showed that an overwhelming 58% reported that they felt the feedback they received, irregular in occurrence, was not without bias.

Investigating the possible types of biases was beyond the scope of this survey, however theory suggests that these could include biases such as the *Halo/Horn Effect* or *Central Tendency* as outlined in the Literature Review. The reality is that with any human to human interaction there are inevitably prejudices, be it consciously or subconsciously. In practice, the individual delivering the feedback needs to be aware of these biases and how they can be perceived by the recipient. A committed organisation will equip the manager delivering the feedback with the necessary tools and training to avoid these biases.

11a. My manager gives non-biased feedback

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know



The same 75% sample was then asked how motivated they felt as a result of the most recent feedback they received in relation to their goal performance (*Question 11b*). The results were in keeping with the negative trend above. Over 80% of those surveyed reported feeling not very motivated or de-motivated.

In contrast to the findings for the 25% who received regular feedback, it would appear that the employees, that felt that they were not receiving regular feedback in relation to their goals, had a negative attitude to the goal reviewing process from the start. They reported feeling that their managers gave them biased feedback and that they left the review meetings feeling less than motivated. This would support the author's comments above, that receiving regular feedback on goal progress, shows the individual that their

goals are being taken seriously by the organisation and that they will be recognised for achieving them.

4.2.12 Additional Comments

Finally, the respondents were asked if they wished to contribute any additional comments or suggestions. This was the only open-ended question in the questionnaire for the reasons outlined in the Research Methodology chapter. Some of the comments are quoted, and discussed, below.

"[There] should be more continuous feedback between appraisal dates".

The comment above supports the theories, and findings, in this thesis. As discussed, when receiving regular feedback, an individual knows what is expected of them and this ensures that they stay on target to achieving their goals.

"The "quality" of the goal setting process is dependent on the preparation my Line Manager does prior to the meeting".

An individual needs to feel that their manager has taken the time to prepare for the goal setting process. They should be able to work with the individual to design goals that allow them to develop professionally. When there is a perception that their manager is interested, and prepared, the employee will feel more valued and as a result, more motivated.

“I don't feel that I was asked for much input when my goals were decided”.

This comment relates to assigned versus participated goal setting. While the respondent does not state how he feels as a result of this, it can be seen from his other results that he reported feeling not very motivated after his most recent goal setting meeting. Goal acceptance comes into play here. Research has indicated that goal acceptance is increased when an individual feels actively engaged in the goal setting process and as a result they feel more motivated.

Conclusion

5. Conclusion

The objective of this thesis was to take a holistic view of the goal process in a chosen organisation. In particular it focused on goals from an employee's perspective. The *Literature Review* began with an examination of the main theories surrounding goals and the historical development of the concept of a goal. The author investigated the types of goals that are available and their main functions. The dynamics of task complexity, and how it affects goals, and goal performance, was explored. The merits of assigned versus participated goal setting was also discussed. The area of goal acceptance, and how crucial it is in the goal setting process, was given attention. The research highlighted the crucial importance of feedback and emphasised the need for feedback to be delivered in a timely, non-biased fashion. Finally, the relationship between goals and motivation was given consideration.

After the Literature Review was completed, the next step was to investigate the research methodologies available and to select the most appropriate for this project. Based on this investigation, the author chose to adopt a deductive approach by using quantitative analysis through a self-administered questionnaire. Conducting a questionnaire proved to be a very successful means of collecting and analysing data. It allowed the author to readily establish trends in the results. In hindsight, if time permitted, the author would have conducted face-to-face interviews, with a cross-section of those surveyed, in order to gain an insight to their thoughts and opinions on the topic. To address this time constraint, the author included an opportunity for the respondents surveyed to provide

additional comments. While not the ideal solution, the author feels that useful information was received from the sample with this open-ended question.

Ultimately the thesis has highlighted that goals play an imperative role in an employee's overall satisfaction and motivation. The findings revealed the importance of implementing the SMART goal approach at both an organisational and individual level. The results also showed that Company X needs to highlight, to their employees, the link between personal goals and corporate strategy. In addition, while the goal setting process should be used as a framework for personal career progression, the perception by the respondents is that this is not the case in Company X. As previously mentioned the author recommends that the organisation should recognise an individual's desired career path and develop personal goals for them to achieve this.

One of the more interesting results of the survey proved the evident relationship between active goal setting and subsequent goal success. The results demonstrated that there is a direct correlation between employees who were actively involved in the goal setting process and their rate of goal achievement. The author has established that there is also a significant link between how challenging a goal is perceived by an individual and their commitment to achieve it.

In keeping with the theories outlined in the *Literature Review*, the research has proven that feedback is as an essential element of the goal process. Results show that the organisation's commitment to "goal follow-up" is severely lacking in this case. One-third

of the respondents reported that they received timely feedback in relation to their goals. The survey proved that these individuals were more motivated and had a positive attitude towards the feedback process as a whole. However, almost two-thirds of the respondents reported that they did not receive regular feedback, and as a result reported feeling demotivated. The remedy for this issue would be to establish an agreed follow-up process for goal feedback. Essentially, Company X is very effective in their goal setting process but their goal follow up process needs to be improved. This would be one of the primary recommendations that the author would make to Company X if solicited to do so.

In conclusion, the research and findings of this project has offered notable support to the aforementioned theories in the *Literature Review*. It has demonstrated that having a proper goal setting process, embedded into an organisation's culture, not only offers motivation and satisfaction to an employee, but also improves an employee's overall performance. This in turn provides many benefits to the organisation's ultimate success.

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Appendices

Appendix A

S.M.A.R.T

S.M.A.R.T is a mnemonic used for a goal. This acronym stands for *Specific, Measurable, Achievable, Relevant, Timely*. The SMART approach is implemented by many organisations to assess goals for an individual. The method is often utilised as means of evaluating objectives and establishing if there are realistic and manageable for the individual who is being assigned them.

Appendix B

Maslow's Hierarchy of Needs

The theorist Abraham Maslow developed a theory on motivation in 1943. His theory was based on a hierarchy of needs; these needs were put in order of their perceived importance. Maslow believed that once each level or hierarch was satisfied only then would an individual be motivated to satisfy the next level or hierarch of wants and needs. Maslow's theory on motivation is a universal theory in so far as it can apply to every type of individual; issues such as culture and country of origin are not impacted.

Moorhead (2007) states that if a lower-level set of needs become deficient for some reason that individual will return back to the previous level on the hierarchy in order to satisfy that need or want again (Figure 1).

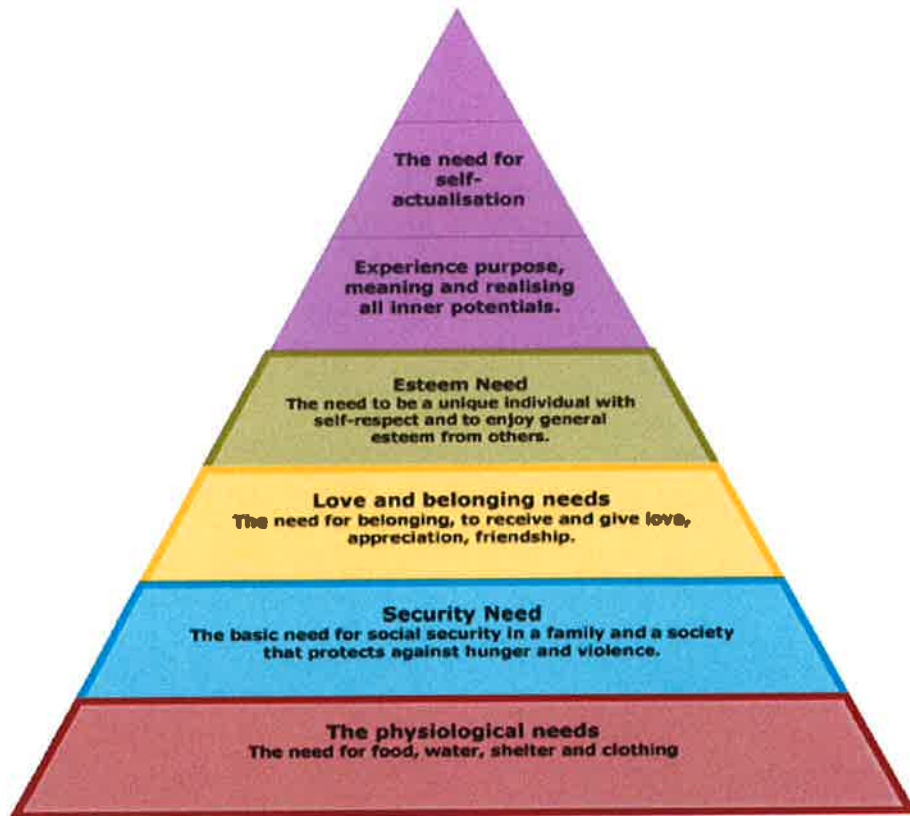


Figure 1: Maslow's Hierarchy of Needs

Appendix C

Hertzberg's Two Factory Theory

Hertzberg two-factor theory argues that there are certain elements in an organisation which cause job satisfaction (for example, achievement, recognition) and other elements that cause dissatisfaction (e.g. salary).

Appendix D

Kolb's Learning Cycle Theory

David Kolb produced the well known model of the 'Learning Cycle'. Kolb's model was fundamentally based on four constituents:

- 1) Concrete Experience,
- 2) Observation,
- 3) Abstract Conceptualization (learning from the experience)
- 4) Active Experimentation (experimenting with the lessons you have learnt from the experience).

Appendix E

9th June 2010

Hi All,

I'm a student in the National College of Ireland, studying a degree in Human Resource Management. As part of the final year I am undertaking a project on '*An Examination of the Goal Process in a chosen Organisation*'. I have designed a questionnaire on the goal process in Company X. My hope is that I will receive feedback from all levels of the organisation in order to get a true representation of the employees' perspective of the goal process.

It would be much appreciated if you fill out the attached questionnaire. The time taken to complete this should take no longer than 5 minutes. Please complete by close of business, Wednesday 16th June 2010.

Please note that this questionnaire is anonymous, therefore confidentiality is assured.

For each completed questionnaire I receive by this date, I will make a small donation to the *Irish Hospice Foundation* that Company X currently supports.

If you have any questions or queries, please do not hesitate to contact me.

Many thanks,
Joanne Dunne

Appendix F

Appendix F

Questionnaire on the Goal Setting Process in Company X

Please read the instructions carefully. Please select only one answer for each question. When completed, press the 'Done' button.

1. I am

- Male
- Female

2. My current position is:

- Support Staff
- Engineer
- Line Manager
- Project Manager

3. My goals are clearly defined, achievable and realistic (SMART Goals)

- Strongly agree
- Agree
- Don't Know
- Disagree
- Strongly disagree

4. My goals relate to the Organisation's goals and strategies

- Strongly agree
- Agree
- Don't Know
- Disagree
- Strongly disagree

5. My goals relate to my personal career goals.

- Strongly agree
- Agree
- Don't Know
- Disagree
- Strongly disagree

6. I feel fully involved in the goal setting process

- Strongly agree
- Agree
- Don't Know
- Disagree
- Strongly disagree

If you answered 'Agree' or 'Strongly Agree' to Question 6 please answer 6a. Otherwise please skip to 6b.

6a. As an active participant I achieved X% of my goals

- All
- Majority
- Half
- Some
- None

6b. As a non-active participant I achieved X% of my goals

- All
- Majority
- Half
- Some
- None

7. Goals should be challenging but reasonable (neither too hard nor too easy).

- Strongly agree
- Agree
- Don't Know
- Disagree
- Strongly disagree

8. I perform to the best of my ability when a goal is challenging

- Strongly agree
- Agree
- Don't Know
- Disagree
- Strongly disagree

9. My manager revisits my goals regularly to assess my progress

- Strongly agree
- Agree
- Don't Know
- Disagree
- Strongly disagree

If you answered 'Agree' or 'Strongly Agree' to Question 9 please answer 10a & 10b. Otherwise please skip to 11a & 11b.

10a. My manager gives non-biased feedback.

- Strongly Agree
- Agree
- Don't Know
- Disagree
- Strongly disagree

10b. After the most recent feedback meeting, I felt..

- Highly Motivated
- Motivated
- Not Very Motivated
- De-motivated

OR

11a. My manager gives non-biased feedback.

- Strongly Agree
- Agree
- Don't Know
- Disagree
- Strongly disagree

11b. After the most recent feedback meeting, I felt ..

- Highly Motivated
- Motivated
- Not Very Motivated
- De-motivated

12. Additional Comments:

Done

# Q1.	Q2. Current	Q3. My goals are clearly defined,	Q4. My goals relate to the	Q5. My goals relate to my personal
1 Male	Engineer	Agree	Disagree	Disagree
2 Male	Engineer	Agree	Don't Know	Agree
3 Male	Engineer	Agree	Don't Know	Agree
4 Male	Engineer	Agree	Disagree	Disagree
5 Female	Engineer	Agree	Disagree	Agree
6 Female	Support Staff	Agree	Disagree	Agree
7 Male	Engineer	Agree	Disagree	Agree
8 Male	Engineer	Agree	Don't Know	Agree
9 Female	Engineer	Agree	Disagree	Disagree
10 Male	Engineer	Strongly Agree	Don't Know	Agree
11 Male	Engineer	Disagree	Disagree	Disagree
12 Male	Engineer	Agree	Disagree	Agree
13 Female	Support Staff	Agree	Disagree	Disagree
14 Male	Engineer	Agree	Disagree	Agree
15 Male	Engineer	Agree	Don't Know	Agree
16 Male	Engineer	Agree	Disagree	Disagree
17 Female	Engineer	Agree	Disagree	Agree
18 Male	Engineer	Strongly Agree	Disagree	Strongly Agree
19 Male	Engineer	Agree	Disagree	Agree
20 Male	Engineer	Agree	Don't Know	Agree
21 Female	Engineer	Agree	Don't Know	Strongly Agree
22 Male	Engineer	Strongly Agree	Disagree	Strongly Agree
23 Male	Engineer	Agree	Disagree	Agree
24 Male	Engineer	Agree	Disagree	Agree
25 Male	Engineer	Strongly Agree	Don't Know	Strongly Agree
26 Male	Line Manager	Agree	Don't Know	Agree
27 Male	Support Staff	Strongly Agree	Disagree	Agree
28 Male	Line Manager	Agree	Don't Know	Agree
29 Male	Engineer	Strongly Agree	Disagree	Agree
30 Female	Engineer	Agree	Don't Know	Agree
31 Male	Engineer	Agree	Disagree	Strongly Agree
32 Female	Project Manager	Agree	Don't Know	Strongly Agree
33 Male	Engineer	Agree	Don't Know	Agree
34 Male	Engineer	Agree	Don't Know	Agree
35 Male	Engineer	Agree	Disagree	Agree
36 Male	Project Manager	Disagree	Don't Know	Strongly Disagree
37 Female	Support Staff	Strongly Agree	Don't Know	Strongly Agree
38 Male	Line Manager	Agree	Disagree	Disagree
39 Male	Engineer	Agree	Don't Know	Agree
40 Male	Engineer	Agree	Don't Know	Strongly Agree
41 Male	Project Manager	Strongly Agree	Don't Know	Strongly Disagree
42 Male	Engineer	Agree	Don't Know	Strongly Disagree

#	Q1.	Q2. Current	Q3. My goals are clearly defined,	Q4. My goals relate to the	Q5. My goals relate to my personal
43	Male	Engineer	Strongly Agree	Don't Know	Strongly Disagree
44	Female	Engineer	Disagree	Disagree	Strongly Disagree
45	Male	Engineer	Strongly Agree	Don't Know	Strongly Agree
46	Male	Engineer	Agree	Don't Know	Strongly Disagree
47	Female	Engineer	Agree	Don't Know	Strongly Disagree
48	Male	Engineer	Agree	Agree	Disagree
49	Male	Engineer	Agree	Agree	Strongly Disagree
50	Male	Project Manager	Strongly Agree	Disagree	Strongly Agree
51	Male	Engineer	Agree	Agree	Strongly Disagree
52	Male	Engineer	Agree	Agree	Disagree
53	Male	Project Manager	Disagree	Don't Know	Strongly Disagree
54	Female	Engineer	Agree	Agree	Disagree
55	Male	Line Manager	Agree	Agree	Disagree
56	Male	Engineer	Agree	Agree	Disagree
57	Female	Engineer	Agree	Disagree	Disagree
58	Female	Engineer	Agree	Disagree	Agree
59	Male	Line Manager	Strongly Agree	Agree	Strongly Disagree
60	Male	Engineer	Strongly Agree	Disagree	Agree
61	Male	Engineer	Agree	Agree	Disagree
62	Male	Engineer	Disagree	Agree	Disagree
63	Male	Project Manager	Agree	Agree	Disagree
64	Male	Engineer	Strongly Agree	Agree	Disagree
65	Female	Support Staff	Agree	Agree	Strongly Disagree
66	Male	Engineer	Agree	Disagree	Agree
67	Female	Engineer	Agree	Disagree	Agree
68	Female	Project Manager	Disagree	Agree	Disagree
69	Male	Engineer	Agree	Agree	Disagree
70	Female	Engineer	Disagree	Disagree	Strongly Disagree
71	Female	Engineer	Disagree	Agree	Disagree
72	Female	Engineer	Agree	Agree	Disagree
73	Male	Project Manager	Agree	Agree	Disagree
74	Male	Engineer	Agree	Agree	Disagree
75	Male	Engineer	Agree	Disagree	Disagree
76	Male	Engineer	Strongly Agree	Agree	Strongly Disagree
77	Female	Engineer	Agree	Agree	Disagree

#	Q1.	Q2. Current	Q3. My goals are clearly defined,	Q4. My goals relate to the	Q5. My goals relate to my personal
78	Female	Engineer	Agree	Agree	Disagree
79	Female	Engineer	Agree	Agree	Disagree
80	Male	Engineer	Agree	Agree	Disagree
81	Male	Line Manager	Agree	Agree	Disagree
82	Male	Engineer	Agree	Agree	Disagree
83	Female	Project Manager	Agree	Disagree	Agree
84	Female	Engineer	Agree	Agree	Disagree

Q6. I feel fully involved in the goal	Q6a. As an active	Q6b . As a non-	Q7. Goals should be challenging but reasonable (neither too hard nor t
Disagree		Majority	Strongly Agree
Strongly Agree	All		Strongly Agree
Strongly Agree	Majority		Strongly Agree
Disagree		Half	Don't know
Agree	Majority		Strongly Agree
Agree	Majority		Strongly Agree
Agree	All		Strongly Agree
Strongly Agree	Half		Agree
Strongly Agree	Half		Strongly Agree
Strongly Disagree		Half	Agree
Strongly Disagree		Half	Don't know
Agree	Majority		Strongly Agree
Disagree		Some	Agree
Agree	All		Strongly Agree
Agree	Majority		Strongly Agree
Disagree		Half	Agree
Agree	Some		Strongly Agree
Strongly Agree	All		Strongly Agree
Agree	Majority		Agree
Strongly Agree	Majority		Agree
Agree	Majority		Strongly Agree
Strongly Agree	Some		Agree
Agree	Majority		Strongly Agree
Agree	Majority		Strongly Agree
Strongly Agree	Majority		Agree
Strongly Agree	Half		Strongly Agree
Strongly Agree	Half		Agree
Agree	All		Agree
Strongly Agree	Majority		Strongly Agree
Agree	Majority		Agree
Strongly Agree	Majority		Strongly Agree
Agree	Majority		Agree
Agree	Majority		Strongly Agree
Agree	Half		Strongly Agree
Agree	All		Strongly Agree
Strongly Disagree		Majority	Agree
Strongly Agree	Majority		Agree
Disagree		Some	Agree
Agree	Majority		Agree
Agree	Some		Agree
Strongly Agree	Majority		Strongly Agree
Agree	Majority		Agree

Q6. I feel fully involved in the goal	Q6a. As an active	Q6b. As a non-	Q7. Goals should be challenging but reasonable (neither too hard nor t
Strongly Agree	Majority		Strongly Agree
Strongly Disagree		Half	Strongly Agree
Agree	Majority		Agree
Strongly Disagree		Half	Strongly Agree
Agree	Majority		Agree
Disagree		Some	Strongly Agree
Strongly Disagree		Some	Agree
Strongly Disagree	Majority		Strongly Agree
Disagree		Majority	Agree
Disagree		Some	Strongly Agree
Strongly Disagree		Majority	Agree
Disagree		Half	Strongly Agree
Strongly Disagree		Some	Agree
Disagree		All	Strongly Agree
Disagree		Some	Strongly Agree
Disagree		Some	Strongly Agree
Disagree	Majority	Majority	Strongly Agree
Agree		Half	Agree
Disagree		Half	Agree
Agree	Majority		Agree
Agree		Half	Agree
Agree	Majority		Agree
Disagree		Half	Agree
Disagree		Majority	Strongly Agree
Disagree		Some	Strongly Agree
Strongly Disagree		Half	Agree
Disagree		Half	Agree
Disagree		Majority	Agree
Disagree		Some	Agree
Disagree		Majority	Agree
Disagree		Majority	Agree
Strongly Disagree		Half	Strongly Agree
Disagree		Half	Agree
Disagree		Half	Agree

Q6. I feel fully involved in the goal	Q6a. As an active	Q6b. As a non-	Q7. Goals should be challenging but reasonable (neither too hard nor too easy)
Disagree		Some	Agree
Disagree		Some	Agree
Disagree		Some	Agree
Disagree		Some	Agree
Disagree	Majority		Strongly Agree
Agree		Some	Strongly Agree
Disagree			

Q8. I perform to the best of my ability when a goal is challenging	Q9. My manager revisits my goals	Q10a. My manager gives non-biased
Strongly Agree	Disagree	Disagree
Strongly Agree	Disagree	Strongly Agree
Strongly Agree	Disagree	Disagree
Don't Know	Disagree	Disagree
Aagree	Disagree	Disagree
Aagree	Disagree	Disagree
Aagree	Aagree	Strongly Agree
Strongly Agree	Aagree	Aagree
Strongly Agree	Strongly Agree	Aagree
Aagree	Strongly Disagree	Disagree
Disagree	Strongly Disagree	Strongly Disagree
Strongly Agree	Disagree	Disagree
Strongly Agree	Strongly Disagree	Disagree
Strongly Agree	Aagree	Aagree
Aagree	Disagree	Disagree
Strongly Agree	Aagree	Disagree
Aagree	Disagree	Disagree
Aagree	Strongly Agree	Strongly Agree
Aagree	Disagree	Strongly Agree
Aagree	Disagree	Strongly Agree
Strongly Agree	Disagree	Disagree
Aagree	Strongly Disagree	Strongly Agree
Aagree	Aagree	Disagree
Aagree	Strongly Agree	Disagree
Strongly Agree	Strongly Agree	Strongly Agree
Strongly Agree	Aagree	Disagree
Aagree	Aagree	Strongly Agree
Aagree	Aagree	Aagree
Strongly Agree	Disagree	Strongly Agree
Strongly Agree	Strongly Disagree	Disagree
Strongly Agree	Disagree	Disagree
Strongly Agree	Disagree	Strongly Agree
Strongly Agree	Aagree	Aagree
Strongly Agree	Strongly Agree	Strongly Agree
Strongly Agree	Aagree	Disagree
Strongly Agree	Strongly Disagree	Disagree
Strongly Agree	Strongly Agree	Strongly Agree
Aagree	Strongly Agree	Disagree
Aagree	Disagree	Disagree
Aagree	Aagree	Disagree
Strongly Agree	Disagree	Aagree
Aagree	Disagree	Disagree

Q8. I perform to the best of my ability when a goal is challenging	Q9. My manager revisits my goals	Q10a. My manager gives non-biased
Agree	Agree	Agree
Strongly Agree	Disagree	Agree
Strongly Agree	Agree	Strongly Agree
Agree	Disagree	Strongly Agree
Agree	Disagree	Disagree
Agree	Disagree	Agree
Strongly Agree	Disagree	Agree

Q10b. After the most recent feedback	Q11a. My manager gives non-biased	Q11b. After the most recent feedback
Demotivated	Disagree	Demotivated
Motivated	Strongly Agree	Demotivated
Demotivated	Disagree	Not very motivated
Demotivated	Disagree	Motivated
Demotivated	Disagree	Demotivated
Demotivated	Disagree	Not very motivated
Motivated	Disagree	Not very motivated
Motivated	Strongly Disagree	Demotivated
Motivated	Disagree	Not very motivated
Demotivated	Disagree	Not very motivated
Demotivated	Disagree	Not very motivated
Demotivated	Disagree	Not very motivated
Demotivated	Strongly Agree	Demotivated
Motivated	Strongly Agree	Not very motivated
Demotivated	Disagree	Not very motivated
Not very motivated	Strongly Agree	
Demotivated	Strongly Agree	Not very motivated
Highly motivated	Disagree	
Motivated	Disagree	Demotivated
Demotivated	Strongly Agree	Motivated
Demotivated	Disagree	Motivated
Not very motivated	Disagree	Demotivated
Not very motivated	Agree	
Motivated	Disagree	
Highly motivated	Strongly Agree	
Not very motivated	Strongly Disagree	
Motivated	Strongly Agree	
Motivated	disagree	
Motivated	Disagree	Not very motivated
Demotivated	Disagree	Not very motivated
Demotivated	Disagree	Demotivated
Not very motivated	Agree	Demotivated
Motivated	Agree	Not very motivated
Highly motivated	Disagree	Motivated
Not very motivated	Agree	Demotivated
Demotivated	Agree	Not very motivated
Highly motivated	Disagree	Not very motivated
Not very motivated	Disagree	Not very motivated
Demotivated	Agree	Not very motivated
Not very motivated	Agree	Demotivated
Not very motivated	Disagree	Not very motivated
Not very motivated	Disagree	Not very motivated

Q10b. After the most recent feedback	Q11a. My manager gives non-biased	Q11b. After the most recent feedback
Not very motivated	Agree	Demotivated
Demotivated	Agree	Motivated
Not very motivated	Agree	Motivated
Motivated	Strongly Agree	Demotivated
Motivated	Disagree	Not very motivated
Demotivated	Agree	Not very motivated
Demotivated	Strongly Agree	Demotivated
Highly motivated	Disagree	Demotivated
Motivated	Agree	Not very motivated
Demotivated	Agree	Motivated
Demotivated	Disagree	Demotivated
Motivated		Not very motivated
Not very motivated	Disagree	Not very motivated
Motivated	Disagree	Not very motivated
Demotivated	Disagree	Not very motivated
Motivated	Disagree	Demotivated
Highly motivated	Disagree	Not very motivated
Not very motivated	Disagree	Not very motivated
Motivated	Agree	Demotivated
Not very motivated	Agree	Motivated
Motivated	Agree	Motivated
Demotivated	Disagree	Demotivated
Not very motivated	Disagree	Not very motivated
Not very motivated	Agree	Not very motivated
Motivated	Agree	
Not very motivated	Agree	Demotivated
Motivated	Agree	Demotivated
Not very motivated	Disagree	Not very motivated
Demotivated	Disagree	Motivated
Not very motivated	Disagree	Demotivated
Not very motivated	Disagree	Not very motivated
Not very motivated	Disagree	Not very motivated
Not very motivated	Disagree	Not very motivated
Demotivated	Agree	Not very motivated
Demotivated	Agree	Demotivated

Q10b. After the most recent feedback	Q11a. My manager gives non-biased	Q11b. After the most recent feedback
Motivated	Agree	Not very motivated
Not very motivated	Disagree	Not very motivated
Highly motivated	Disagree	Demotivated
Not very motivated	Agree	Motivated
Not very motivated	Agree	Motivated
Motivated	Agree	Demotivated
Not very motivated	Agree	Not very motivated

12. Please fill in below, if you have any
no comment
no comments
Should be more continuous feedback between
The "quality" of the appraisal is nearly totally
It is up to the employee as well as the
no
None
The appraisals I have done in the past tend
no comments
My answers above are based on my first IPM
No
<i>No answer</i>
-
<i>No answer</i>
<i>No answer</i>
<i>No answer</i>
<i>No answer</i>
<i>No answer</i>
Available answers for O6 should be changed
<i>No answer</i>
<i>No answer</i>
<i>No answer</i>
<i>No answer</i>
Not a relevant Question..!!
<i>No answer</i>
<i>No answer</i>
<i>No answer</i>
Between appraisals, the line manager should
<i>No answer</i>
<i>No answer</i>
<i>No answer</i>
<i>No answer</i>
<i>No answer</i>
<i>No answer</i>
<i>I don't feel that I was asked for much input</i>
really useful if the manager puts a lot of
Appraisals should not be an opportunity to
Performance Appraisal Process to seem
<i>No answer</i>
Feedback on superiors is never requested.
<i>No answer</i>

12. Please fill in below, if you have any
No answer
No answer
No answer
No answer
No answer
No answer
No answer
No answer
No answer
No answer
No answer
It is a waste of time and effort. No one believes in it anyway. Managers look like liars. staff feel used and betrayed
No answer
No answer
No answer
No answer
No answer
No answer
No answer
No answer
No answer
No answer
Questionable how much performance assessment had taken place
No answer
No answer
No answer
No answer
No answer
No answer
No answer
No answer
No answer
No answer
No answer
No answer
No answer

12. Please fill in below, if you have any

There is input from project managers and team leaders but sometimes the line manager performing the appraisal has no idea what you did or how well you do it. Its up to the individual to speak up about work done and goals achieved

No answer

No answer

No answer

No answer

No answer

No answer

Breakdown Analysis of Goals Questionnaire for Company X - Appendix G

			Percentage
1. Gender	Female	25	29.8%
	Male	59	70.2%
			100.0%
2. Current Position	Line Manager	6	7.1%
	Project Manager	9	10.7%
	Engineer	64	76.2%
	Support Staff	5	6.0%
			100.0%
3. My goals are clearly defined, achievable and realistic (SMART Goals)	Strongly Agree	15	17.9%
	Agree	61	72.6%
	Disagree	8	9.5%
	Strongly Disagree	0	0.0%
	Don't Know	0	0.0%
			100.0%
4. My goals relate to the Organisation's goals and strategies	Strongly Agree	0	0.0%
	Agree	27	32.1%
	Disagree	32	38.1%
	Strongly Disagree	0	0.0%
	Don't Know	25	29.8%
			100.0%
5. My goals relate to my personal career goals	Strongly Agree	10	0.0%
	Agree	29	34.0%
	Disagree	31	37.0%
	Strongly Disagree	14	17.0%
	Don't Know	0	12.0%
			100.0%

Breakdown Analysis of Goals Questionnaire for Company X - Appendix G

6. I feel fully involved in the goal setting process	Strongly Agree	16	19.0%
	Agree	27	32.1%
	Disagree	31	36.9%
	Strongly Disagree	10	11.9%
	Don't Know	0	0.0%
			100.0%

6a. As an active participant I achieved X% of my goals	All	6	7.1%
	Majority	28	33.3%
	Half	6	7.1%
	Some	3	3.6%
	None	0	0.0%
			51.2%

6b. As a non-active participant I achieved X% of my goals	All	2	2.4%
	Majority	9	10.7%
	Half	14	16.7%
	Some	16	19.0%
	None	0	0.0%
			48.8%

7. Goals should be challenging but reasonable (n	Strongly Agree	39	46.4%
	Agree	42	50.0%
	Disagree	0	0.0%
	Strongly Disagree	0	0.0%
	Don't Know	3	3.6%
			100.0%

8. I perform to the best of my ability when a goal	Strongly Agree	43	51.2%
	Agree	37	44.0%

Breakdown Analysis of Goals Questionnaire for Company X - Appendix G			
	Disagree	3	3.6%
	Strongly Disagree	0	0.0%
	Don't Know	1	1.2%
			100.0%
9. My manager revisits my goals regularly to assess my progress			
	Strongly Agree	11	13.1%
	Agree	21	25.0%
	Disagree	41	48.8%
	Strongly Disagree	11	13.1%
	Don't Know	0	0.0%
			100.0%
10a. My manager gives non-biased feedback			
***This data is ONLY based on the 25% who answered positively to question 9 above.			
	Strongly Agree	11	36.7%
	Agree	14	46.7%
	Disagree	5	16.7%
	Strongly Disagree	0	0.0%
	Don't Know	0	0.0%
			100.0%
10b. After the most recent feedback meeting, I felt....			
	Highly Motivated	7	23.3%
	Motivated	16	53.3%
	Not Very Motivated	7	23.3%
	Demotivated	0	0.0%
			100.0%
11a. My Manager gives non-biased feedback			
	Strongly Agree	5	9.6%
	Agree	17	32.7%
	Disagree	30	57.7%
	Strongly Disagree	0	0.0%
	Don't Know	0	0.0%
			100.0%

Breakdown Analysis of Goals Questionnaire for Company X - Appendix G

11b. After the most recent feedback meeting, I felt....	Highly Motivated	0	0.0%
	Motivated	10	19.2%
	Not Very Motivated	26	50.0%
	Demotivated	16	30.8%
			100.0%

Please fill in below, if you have any additional comments on the goal setting process in Company X.	Replies	24	28.6%
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