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Toulouse Business School, France
To my Mother

Akram Al Ariss, Ph.D., is a researcher and lecturer in Human Resource Management (HRM) at the Toulouse Business School (France), one of the top business school in France and Europe (present also in Casablanca—Morocco and Barcelona—Spain). He is a visiting research professor at the London School of Economics for 2012 and is affiliated with Pennsylvania State University (U.S.A.), where he lectures on HRM and employment relations. He is also a member of DECERe and the Norwich Business School (U.K.). Having both Lebanese and French citizenship and cultural background, he holds a bachelor’s degree from the Lebanese American University (Lebanon), a master’s degree from the École des Mines (France), and a Ph.D. from Norwich Business School, University of East Anglia (U.K.).

Akram is interested in interdisciplinary approaches to researching and teaching HRM, and his interests include diversity, career, and international mobility. He has written several book chapters, journal articles, and book reviews on HRM in journals such as the Academy of Management Learning and Education, Thunderbird International Business Review, British Journal of Management, Career Development International, Arab Journal of Sociology, and European Journal of Industrial Relations. He has also written in international professional magazines, he serves on the Editorial Board of the Journal of World Business and Equality, Diversity, and Inclusion, and also reviews for more than 14 academic journals in the field of business and management. He has been a guest editor for both the Journal of Managerial Psychology and the Journal of Management Development.

Akram has experience in management consultancy and training in multinational organizations across Europe and the Arab regions, and has consulted in organizations including Projacs (Arab Middle East), Alcatel-Lucent (Paris), Assad Said Corporation (Kingdom of Saudi Arabia), RATP (Paris), and the Federal Demographic Council (United Arab Emirates). Akram speaks fluent English, French, and Arabic, has lectured internationally in graduate/executive programs in Europe, the U.S.A., and the Middle East, and was a visiting researcher at Brunel Business School in London during 2011.
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Foreword

One of the satisfying things about bringing out each new edition of *Human Resource Management* is that I know it gives readers around the world both an appreciation of the need to provide their employees with a safe, fulfilling, and respectful working environment, as well as modern concepts and techniques they can use to improve performance by aligning their firms’ human resource policies and practices with management’s strategic plans. I am pleased that this new Arab World Edition will extend these goals and book’s exposure to this new audience.

I originally wrote this book for the North American market, and it has been gratifying to see the book adopted over the years by students around the world, and translated into about a dozen languages in its various versions. Although the basic ideas—that HR methods can improve performance, and, more importantly, that employers should provide their employees with a safe, fulfilling, and respectful working environment—are the same the world over, this adaptation provides readers with local relevant examples, such as *The Kuwaitization Law, Globalization and the Arab Countries*, and *Managing Diversity in the Arab Countries*, that help students understand the book’s content in a context that is familiar to them.

Gary Dessler
November 2011
Preface

The Arab World Edition of Human Resource Management provides students and practicing managers in the Arab countries with a complete, comprehensive review of essential human resource management concepts and techniques in a highly readable and understandable form. As this Arab World Edition goes to press, it will be the first English-written textbook fully adapted to Arab organizations and societies. All managers—not just HR managers—will find that it provides a strong foundation in personnel management concepts and techniques to help them do their jobs. This edition thus continues to focus on practical applications that all managers working in the Arab countries need to be able to deal with in their HR-related responsibilities. This publication is designed to provide accurate and authoritative information on the subject matter covered, but is not intended as a source of legal or other professional advice for any purpose.

All those involved in adapting this book—not just the authors, but also the members of the Pearson Education editorial, sales, and production teams—are very proud of what we’ve achieved. Human Resource Management is a top selling textbook globally, and as you read this, students around the world are using it in many different languages, including French, Spanish, Indonesian, Russian, and both traditional and simplified Chinese.

KEY ARAB WORLD EDITION FEATURES

We have retained, modified, and added to several of the book’s popular in-text features, not all of which appear in every chapter, depending on their need and relevance to the specific topic discussed.

When You’re on Your Own: HR for Line Managers and Entrepreneurs

Aimed especially at line and small-business managers, the When You’re on Your Own features show managers how, for instance, to recruit and train new employees when their HR department is too busy to help, how to avoid committing management malpractice, how to develop a workable pay plan and testing program, and how to create a simple training program.

The New Workforce

Because globalization and diversity are central HR issues today, our new features entitled The New Workforce focus on the special issues involved in managing a diverse workforce. For example, this feature in Chapter 11 (compensation) explains how employers should compensate expatriate employees, who comprise a key sector of the Arab workforce.

Integrated Strategic HR

The intensely competitive nature of business today means that human resource managers must be able to defend their plans and contributions in strategic and measurable terms. This textbook is the first to provide specific, actionable
explanations and illustrations showing how to use managerial devices such as the HR scorecard process (explained fully in Chapter 3) to measure HR’s effectiveness in achieving the company’s strategic aims. A continuing case at the end of each chapter focuses on the KIPCO Asset Management Company (KAMCO), one of the leading asset management and investment companies in the MENA region, giving readers practice in applying strategic human resource management in action.

WHAT’S NEW IN THE ARAB WORLD EDITION?
There are several important changes in this edition.

Arab World Examples and Cases
We have adapted this text to include extensive examples and real-life cases from the Arab countries. We’ve also spread out the text and features to make the pages more readable for non-native English speakers. In addition, a continuous case centered on a cleaning company has been added at the end of each chapter, providing an opportunity to apply the concepts that have just been studied. All references to information not relevant to the Arab countries have been replaced with context-specific data and knowledge, resulting in a textbook that’s fully contextualized—geographically, historically, and culturally—within the Arab countries.

Completely Updated
All material has been updated throughout to apply to the Arab countries, and you’ll find lots of recent examples and research references and topics. Similarly, all figures and tables have also been updated for this edition.

New Comprehensive Cases
To provide faculty members in the Arab countries with a richer and more flexible textbook, four long and comprehensive cases appear in a separate section at the end of the book. Three of these are new regional comprehensive cases to provide students and faculty with an opportunity to discuss and apply the book’s concepts and techniques by addressing more extensive and realistic case-based issues. You’ll find them after the final chapter, in the Appendix.

SUPPLEMENTS
Instructor’s Manual  This fully adapted comprehensive supplement provides extensive instructional support. The instructor’s manual (IM) includes a course planning guide and chapter guides for each chapter in the text. The chapter guides include a chapter outline, lecture notes, answers to discussion questions, definitions of key terms, and references to the figures, tables, cases, and PowerPoint presentations in the text.

Test Item File  The test item file contains approximately 100 questions per chapter, including multiple choice, true/false, and short-answer/essay-type questions. Suggested answers, difficulty ratings and page number references are included for all questions.

PowerPoint presentations  The fully adapted PowerPoint slides that accompany the book can be used for class presentations, or by students for lecture review. Instructors may download the PowerPoint slides by visiting (www.XXXX).
MyManagementLab The fully adapted MyManagementLab (www.mymanagementlab.com) is an easy-to-use online tool that personalizes course content and provides robust assessment and reporting to measure student and class performance. All the resources you need for course success are in one place—flexible and easily adapted for your course experience. Some of the resources include an eBook version of all chapters, quizzes, video clips, and PowerPoint presentations that engage students while helping them to study independently.
While the authors are, of course, solely responsible for the content in *Human Resource Management*, I want to thank several people for their assistance. These include, firstly, the faculty who reviewed this Arab World Edition:

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Akram Al Ariss
Google, Inc. recently changed its employee screening process. A few years ago, candidates went through a dozen or more grueling in-person interviews. Then, the firm’s selection team would routinely reject candidates with years of work experience if they had just average college grades. However, as Google’s new head of human resources says, “Everything works if you’re trying to hire 500 people a year, or 1,000.” Now, Google is hiring thousands of people per year, and can’t be bogged down by such a slow hiring process. They’ve lightened the interview load (down to about five on average) and, among other things, no longer put as much weight on college grades. Other selection changes also followed.¹
WHERE ARE WE NOW?

Chapter 5 focused on the methods managers use to build an applicant pool. The purpose of Chapter 6, Employee Testing and Selection, is to explain how to use various tools and techniques to select the best candidates for the job. The main topics we’ll cover include the selection process, basic testing techniques, background and reference checks, ethical questions in testing, types of tests, and work samples and simulations. In the following chapter, Interviewing Candidates, we turn to the techniques you can use to improve your skills with what is probably the most widely used screening tool, the selection interview.

AFTER STUDYING THIS CHAPTER, YOU SHOULD BE ABLE TO:

1. Explain what is meant by reliability and validity.
2. Explain how you would go about validating a test.
3. Cite and illustrate our testing guidelines.
4. List several tests you could use for employee selection, and how you would use them.
5. Explain the key points to remember in conducting background investigations.
WHY CAREFUL SELECTION IS IMPORTANT

Once you have a pool of applicants, the next step is to select the best candidates for the job. This usually means filtering the applicant pool by using the screening tools explained in this chapter: tests, assessment centers, and background and reference checks. Then the prospective supervisor can interview likely candidates and decide who to hire.

Selecting the right employees is important for three main reasons: performance, costs, and legal obligations.

Performance First, your own performance always depends in part on your subordinates. Employees with the right skills will do a better job for you and the company. Employees without these skills or who systematically obstruct actions in an organization won’t perform effectively, and your own performance and the firm’s will suffer. The time to screen out undesirables is before they are in the door, not after.

Cost Second, it is important because it’s costly to recruit and hire employees. Hiring and training even in unqualified jobs can cost up to $5,000 or more in fees and supervisory time. The total cost of hiring a manager could easily be 10 times as high once you add search fees, interviewing time, reference checking, and travel and moving expenses.

Legal Obligations Third, it’s important because courts could find the employer liable when employees with criminal records or other problems use access to customers’ homes (or similar opportunities) to commit crimes. When lawyers recently sued Wal-Mart saying that several employees with convictions for sexually related offenses had assaulted young girls, Wal-Mart instituted a new program of criminal background checks for qualified candidates.2

Negligent hiring occurs when companies employ workers with questionable backgrounds without having taken adequate precautions at the selection stage. Avoiding negligent hiring claims requires taking ‘reasonable’ action to investigate the candidate’s background. This includes:

- Making a systematic effort to gain relevant information about the applicant, and verifying all documentation.
- Verifying all information supplied by the applicant, and following up on unexplained gaps in employment.
- Keeping a detailed log of all attempts to obtain information, including names and dates for phone calls or other requests.
- Rejecting applicants who make false statements of material facts or who have conviction records for offenses directly related and important to the job in question.
- Balancing the applicant’s privacy rights with others’ ‘need to know,’ especially when you discover damaging information.
- Taking immediate disciplinary action if problems arise.3

BASIC TESTING CONCEPTS

Selection is thus important. We’ll start with testing. A test is basically a sample of a person’s behavior. Using a test (or other selection tool) assumes the device is both reliable and valid.

Reliability

Reliability is a test’s first requirement and refers to its consistency: a reliable test is one that yields consistent scores when a person takes two alternate forms of the test or takes the same test on two or more different occasions.4
Reliability is very important. If a person scores 90 on an intelligence test on a Monday and 130 when retested on Tuesday, you probably wouldn’t have much faith in the test.

There are several ways to estimate consistency or reliability. You could administer the same test to the same people at two different times, and compare their test scores at time two with their scores at time one; this would provide a retest estimate. Or you could administer a test and then administer what experts believe to be an equivalent test later; this would be an equivalent form estimate.

A test’s internal consistency is another reliability measure. For example, a psychologist includes 10 items on a test of vocational interests, believing that they all measure, in various ways, a person’s interest in working outdoors. You administer the test and then statistically analyze the degree to which responses to these 10 items vary together. This would provide a measure of the internal reliability of the test. Psychologists refer to this as an internal comparison estimate. Internal consistency is one reason that some test questionnaires often contain several similar questions.

Many things could cause a test to be unreliable. For example, the questions may do a poor job of sampling the material, and may instead focus on different topics. Or there might be errors due to changes in the testing conditions; for instance, the room the test is in next month may be noisy.

Validity

Validity, while indispensable, only tells you that the test is measuring something consistently. It does not prove that you are measuring what you intend to measure.

A test, as we said, is a sample of a person’s behavior, but some tests are more clearly representative of the behavior being sampled than others. A typing test, for example, clearly corresponds to an on-the-job behavior. At the other extreme, there may be no apparent relationship between the items on the test and the behavior. This is the case with projective personality tests. Thus, in the Thematic Apperception Test illustrated in Figure 6-1, the psychologist asks the person to explain how he or she interprets an ambiguous picture. The psychologist uses that interpretation to draw conclusions about the person’s personality and behavior. In such tests, it is more difficult to prove that the tests are measuring what they are said to measure, in this case some trait of the person’s personality—that they’re valid.

Test Validity

Test validity answers the question, “Does this test measure what it’s supposed to measure?” Put another way, validity refers to the correctness of the inferences we can make based on the test. For example, if Zeinab gets a higher
Score on a mechanical comprehension tests than Yusuf, can we be sure that Zeinab has better mechanical comprehension than Yusuf? With employee selection tests, validity often refers to evidence that the test is job related—in other words, that performance on the test is a valid predictor of performance on the job. A selection test must be valid since, without proof of validity, there is no logical or legally permissible reason to continue using it to screen job applicants. In employment testing, there are two main ways to demonstrate a test’s validity: criterion validity and content validity.

**Criterion Validity** Demonstrating criterion validity means demonstrating that those who do well on the test also do well on the job, and that those who do poorly on the test do poorly on the job. Thus, the test has validity to the extent that the people with higher test scores perform better on the job. In psychological measurement, a predictor is the measurement (in this case, the test score) that you are trying to relate to a criterion, like performance on the job. The term criterion validity reflects that terminology.

**Content Validity** Employers demonstrate the content validity of a test by showing that the test constitutes a fair sample of the content of the job. The basic procedure here is to identify job tasks that are critical to performance, and then randomly select a sample of those tasks to be tested. In selecting students for dental school, many schools give applicants chunks of chalk, and ask them to carve something that looks like a tooth. If the content you choose for the test is a representative sample of what the person needs to know for the job, then the test is probably content valid. Clumsy dental students need not apply.

Demonstrating content validity sounds easier than it is in practice. Demonstrating that (1) the tasks the person performs on the test are really a comprehensive and random sample of the tasks performed on the job, and (2) the conditions under which the person takes the test resemble the work situation is not always easy. For many jobs, employers opt to demonstrate other evidence of a test’s validity—most often, criterion validity.

**How to Validate a Test** In order for a selection test to be useful, you should be fairly sure that test scores relate in a predictable way to job performance. Thus, other things being equal, students who score high on the graduate admissions tests also do better in graduate school. Applicants who score high on a mechanical comprehension test perform better as engineers. In other words, you should validate the test before using it, by ensuring that test scores are a good predictor of some criterion like job performance. (In this way, you demonstrate the test’s criterion validity.)

This validation process is usually done by an industrial psychologist. The human resource department coordinates the effort. The supervisor’s role is to describe the job and its requirements so that the human requirements of the job and its performance standards are clear to the psychologist. The validation process consists of five steps: analyze the job, choose your tests, administer the tests, relate the test scores and the criteria, and cross-validate and revalidate.

**Step 1: Analyze the Job** The first step is to analyze the job and write job descriptions and job specifications. Here, you need to specify the human traits and skills you believe are required for adequate job performance. For example, must an applicant be verbal, a good talker? Is programming required? Must the person assemble small, detailed components? These requirements become the predictors. These are the human traits and skills you believe predict success on the job.

In this first step, you also must define what you mean by ‘success on the job,’ since it’s this success for which you want predictors. The standards of
success are criteria. You could focus on production-related criteria (quantity, quality, and so on), personnel data (absenteeism, length of service, and so on), or judgments of worker performance (by persons like supervisors). For an assembler’s job, your predictors might include manual dexterity and patience. Specific criteria then might include quantity produced per hour and number of rejects produced per hour.

Some employers make the mistake of carefully choosing predictors (such as manual dexterity) while virtually ignoring the question of how they’re going to measure performance (the criteria). One study involved 212 gas utility company employees. The researchers found a significant relationship between the test that was used as a predictor and two performance criteria—supervisor ratings of performance and objective productivity indices. However, there was virtually no relationship between the same tests and two other criteria, namely an objective quality index or employee self-ratings.

**Step 2: Choose the Tests** Next, choose tests that you think measure the attributes (predictors, such as mechanical comprehension) important for job success. Employers usually base this choice on experience, previous research, and ‘best guesses.’ They usually don’t start with just one test. Instead, they choose several tests and combine them into a test battery. The test battery aims to measure a range of possible predictors, such as aggressiveness, extroversion, and numerical ability.

What tests are available and where do you get them? The best advice is probably to use a professional, such as a licensed industrial psychologist. However, many firms publish tests. For example, the Arabian Assessment and Development Center and other such centers publish and distribute tests.

**Step 3: Administer the Test** Next, administer the selected test(s) to employees. You have two choices here. One option is to administer the tests to employees presently on the job. You then compare their test scores with their current performance; this is **concurrent validation**. Its main advantage is that data on their performance is readily available. The disadvantage is that current employees may not be representative of new applicants (who are really the ones for whom you’re developing a screening test). Current employees have already had on-the-job training and have been screened by your existing selection techniques.

**Predictive validation** is the second and more dependable way to validate a test. Here you administer the test to applicants before you hire them. Then hire these applicants using only existing selection techniques, not the results of the new tests. After they have been on the job for some time, measure their performance and compare it to their earlier test scores. You can then determine whether you could have used their performance on the new test to predict their subsequent job performance.

**Step 4: Relate Your Test Scores and Criteria** The next step is to check if there is a significant relationship between scores (the predictor) and performance (the criterion). The usual way to do this is to determine the statistical relationship between (1) scores on the test and (2) job performance using correlation analysis, which shows the degree of statistical relationship.

If there is a correlation between test and job performance, you can develop an **expectancy chart**. This presents the relationship between test scores and job performance graphically. To do this, split the employees into, say, five groups according to test scores, with those scoring the highest fifth on the test, the second highest fifth, and so on. Then compute the percentage of high job performers in each of these five test score groups and present the data in an expectancy chart like that in Figure 6-2. In this case, someone scoring in the top fifth of the test has a 97 percent chance of being rated a high performer, while one scoring in the lowest fifth has only a 29 percent chance of being rated a high performer.
Step 5: Cross-Validate and Revalidate

Before putting the test into use, you may want to check it by cross-validating, by repeating steps 3 and 4 on a new sample of employees. At a minimum, an expert should revalidate the test periodically.

Content Validation

Demonstrating content validity requires a different procedure from that used to demonstrate criterion validity (as described in steps 1 through 5). Content validity tends to emphasize judgment. Here, you first do a careful job analysis to identify the work behaviors required. Then combine several samples of those behaviors into a test. A typing and computer skills test for a clerk would be an example. The fact that the test is a comprehensive sample of actual, observable, on-the-job behaviors is what provides content validity. Table 6-1 summarizes important testing guidelines, such as ‘use tests as supplements.’

Research Insight: Face Validity

What determines perceived test fairness? Following good test practices—a quiet test-taking environment, privacy, and so on—is important. Another factor is the obviousness of the link between the test and performing the job (in other words, the test’s ‘face validity’). In one study, 259 college students from France and the U.S.A. rated the ‘favorability’ of 10 selection procedures, and then specified what prompted them to rate some procedures as more favorable than others. The “perceived face validity of the selection procedure was the strongest correlate of favorability reactions among both samples.” Students’ reactions were highly favorable toward interviews and work sample tests, both of which had obvious links to the job itself. They were moderately favorable toward biographical information and written ability tests. Favorability reactions were neutral toward personality and honesty tests, and negative toward graphology. In general, reactions were more favorable when the students felt the employer had the right to obtain information with a particular technique, and when the procedure was widely used in industry. It may therefore sometimes make sense to substitute one valid test for another, if the new one comes across as more fair. Among other things, fairness in selection is important because “applicants who hold positive perceptions about selection are more likely to view the organization favorably and report stronger intentions to accept job offers and recommend the employer to others.”

Note: This expectancy chart shows the relation between scores made on the Minnesota Paper Form Board and rated success of junior draftspersons.

Example: Those who score between 37 and 44 have a 55 percent chance of being rated above average, and those scoring between 57 and 64 have a 97 percent chance.

Figure 6-2 Expectancy Chart

<table>
<thead>
<tr>
<th>Test scores</th>
<th>Chances in a hundred of being rated a “high performer”</th>
<th>% of “high performers” found in each test score group</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Highest 20%) 57—64</td>
<td></td>
<td>97</td>
</tr>
<tr>
<td>(Next highest 20%) 51—56</td>
<td></td>
<td>84</td>
</tr>
<tr>
<td>(Middle 20%) 45—50</td>
<td></td>
<td>71</td>
</tr>
<tr>
<td>(Next lowest 20%) 37—44</td>
<td></td>
<td>55</td>
</tr>
<tr>
<td>(Lowest 20%) 11—36</td>
<td></td>
<td>29</td>
</tr>
</tbody>
</table>
Table 6-1 Testing Program Guidelines

1. **Use tests as supplements.** Don’t make tests your only selection tool; use them to supplement other tools like interviews and background checks.

2. **Validate the tests.** It’s best to validate them in your own organization. However, the fact that the same tests have proven valid in similar organizations—called validity generalization—is usually adequate.

3. **Monitor your testing/selection program.** Ask questions such as, “What proportions of minority and non-minority applicants are rejected at each stage of the hiring process?” and “Why am I using this test—what does it mean in terms of actual behavior on the job?”

4. **Keep accurate records.** Record why you rejected each applicant. A general note such as ‘not sufficiently qualified’ is not enough. Your reasons for rejecting the person may be subject to validation at a later date.

5. **Use a certified psychologist.** Developing, validating, and using selection standards (including tests) generally require a qualified psychologist. Most respectable companies across the Arab region require persons who offer psychological services to the public to be certified or licensed. A Ph.D. degree (a bachelor’s degree is never sufficient) is usually one qualification. Potential consultants should provide evidence of similar work and experience in test validation, and demonstrate familiarity with laws and regulations in Arab countries.

6. **Manage test conditions.** Administer tests in areas that are reasonably private, quiet, and well lit, and make sure all applicants take the tests under the same test conditions. Once completed, keep test results confidential. Give them only to individuals with a legitimate need for the information and the ability to understand and interpret the scores (including the applicant). Train your supervisors regarding test results confidentiality.

7. **Revalidate periodically.** Employers’ needs and applicants’ aptitudes change over time. You should have your testing program revalidated periodically.

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**The New Workforce**

**Gender Issues in Testing**

In 2007, Abdallah S. Jum’ah, Saudi Aramco President and Chief Executive Officer, stated that “Saudi Aramco is working to develop men and women who are versatile and flexible, and who have both technical knowledge and solid people skills.”

This pattern of encouraging women to work in Arab countries has been increasing in recent years. Employers using selection tests should know that gender issues may distort the results. TV commercials for children’s toys show that gender-role socialization is a continuing reality. In particular, parents and others often socialize girls into traditionally female roles and boys into traditionally male roles. There is thus a “continuing overrepresentation of women in a small number of ‘pink collar’ jobs such as secretary and in the traditionally female professions, including nursing, teaching, and social work,”

and a continuing underrepresentation in traditional male areas such as engineering and the sciences. Such stereotypes are changing. One recent study found that both male and female managers “are rating women more as leaders than they did 15 and 30 years ago.”

Yet gender-role socialization does influence men’s and women’s test results. For example, it can influence the occupational interests for which candidates express a preference. Males tend to score higher on aptitude tests in what some view as male fields (such as mechanical reasoning). The test results may thus ironically maintain the narrowing of females’ career options.
Computerized and Online Testing

Computerized testing is increasingly replacing conventional paper-and-pencil and manual tests. In the developed countries, many firms such as FedEx Office (formerly FedEx-Kinko’s) have applicants take online or offline computerized tests—sometimes by phone, using the touch-tone keypad, sometimes online—to quickly prescreen applicants prior to more in-depth interviews and background checks. Banque du Liban is a leading banking institution in the Arab countries that uses computerized testing to select job candidates. Candidates are asked to undertake such tests before being able to proceed to further selection stages.

Capital One Example

Several years ago, Capital One Financial Corp. was using three paper-and-pencil tests for pre-employment screening: a cognitive skills test, a mathematical test, and a biodata job history test (which the firm used to predict job stability). The process was time consuming and inefficient: “We were having to process several thousand people a month just to hire 100,” says a company officer. The company’s new online system eliminates the paper-and-pencil process. Call center applicants working online complete the application and the upgraded mathematical and biodata tests (which might include number of years on last job, and distance from the nearest Capital One office, for instance). They also take an online role-playing call simulation. They put on a headset, and the program plays seven different customer situations. Applicants (playing the role of operators) answer multiple choice questions online as to how they would respond. The company is in the process of expanding its online pre-employment testing program to the United Kingdom and France.

Types of Tests

We can conveniently classify tests according to whether they measure cognitive (mental) abilities, motor and physical abilities, personality and interests, or achievement.

Tests of Cognitive Abilities

Cognitive tests include tests of general reasoning ability (intelligence) and tests of specific mental abilities like memory and inductive reasoning.

Intelligence Tests

Intelligence (IQ) tests are tests of general intellectual abilities. They measure not a single trait but rather a range of abilities, including memory, vocabulary, verbal fluency, and numerical ability.

Originally, the IQ (intelligence quotient) procedure was to divide a child’s mental age (as measured by the intelligence test) by his or her chronological age, and then multiply the results by 100. If an 8-year-old child answered questions as a 10-year-old might, his or her IQ would be 10 divided by 8, times 100, or 125.

For adults, of course, dividing mental age by chronological age wouldn’t make sense. Therefore, an adult’s IQ score is actually a derived score. It reflects the extent to which the person is above or below the ‘average’ adult’s intelligence score.

Amine Awad, Executive Director and member of the Banking Control Commission in Lebanon, explained that selection of candidates is based on three main criteria: (1) a test comprising intelligence questions as well as general knowledge and translation; (2) interviews with Commission members for candidates...
who were successful in the first test; and, finally (3) selection to ensure confessional diversity is maintained.\textsuperscript{21} In the U.S.A., intelligence is more systematically tested. It is often measured with individually administered tests like the Stanford-Binet Test or the. Employers can administer other IQ tests such as the Wonderlic to groups of people. Other intelligence tests include the Kaufman Adolescent and Adult Intelligence Test, the Slosson Intelligence Test, the Wide Range Intelligence Test, and the Comprehensive Test of Nonverbal Intelligence. These tests are rarely used in Arab companies, as selection based on intelligence is less systematic and developed.

**Specific Cognitive Abilities**

There are also measures of specific mental abilities, such as inductive and deductive reasoning, verbal comprehension, memory, and numerical ability.

Psychologists often call such tests aptitude tests, since they measure aptitude for the job in question. Consider the Test of Mechanical Comprehension in Figure 6-3, which tests the applicant’s understanding of basic mechanical principles. It may reflect a person’s aptitude for jobs—like that of machinist or engineer—that require mechanical comprehension. Other tests of mechanical aptitude include the Mechanical Reasoning Test and the SRA Test of Mechanical Aptitude. The revised Minnesota Paper Form Board Test consists of 64 two-dimensional diagrams cut into separate pieces. It provides insights into an applicant’s mechanical spatial ability; and could be used to screen applicants for jobs such as designers, draftspeople, or engineers.

**Tests of Motor and Physical Abilities**

You might also want to measure motor abilities, such as finger dexterity, manual dexterity, and (if hiring pilots) reaction time. The Crawford Small Parts Dexterity Test is an example. It measures the speed and accuracy of simple judgment as well as the speed of finger, hand, and arm movements. Other tests here include the Stromberg Dexterity Test, the Minnesota Rate of Manipulation Test, and the Purdue Peg Board. The Roeder Manipulative Aptitude Test screens individuals for jobs where dexterity is a main requirement.

Tests of physical abilities may also be required. These include static strength (such as lifting weights), dynamic strength (like pull-ups), body coordination (as in jumping rope), and stamina.\textsuperscript{22} Lifeguards, for example, must show they can swim a course before they’re hired.

**Measuring Personality and Interests**

Cognitive and physical abilities alone, however, seldom explain a person’s job performance. Other factors, like motivation and interpersonal skills, are very important. As one consultant put it, most people are hired based on qualifications, but most are fired for non-performance. And non-performance (or performance) “is usually the result of personal characteristics, such as attitude, motivation, and especially, temperament.”\textsuperscript{23}

Employers use personality tests to measure and predict such issues. For example, as part of its selection process for CEO candidates, Hewlett-Packard put its eventual choice, Carleton Fiorina, and other finalists through a two-hour, 900-question
personality test. Candidates had to indicate whether statements like “When I bump into a piece of furniture, I usually get angry” were true or false.\textsuperscript{25} (A few years later, the board of directors asked Fiorina to resign.)

**What Personality Tests Measure**  Personality tests measure basic aspects of an applicant’s personality, such as introversion, stability, and motivation.

Many of these tests are *projective*. The psychologist presents an ambiguous stimulus (like an ink blot or clouded picture) to the person. The person must then interpret or react to it. Since the pictures are ambiguous, the person supposedly projects into the picture his or her own emotional attitudes. A security-oriented person might describe the woman in Figure 6-1 (page 133) as “My mother worrying about what I’ll do if I lose my job.”

You’ll find sample personality tests online at www.psychtests.com. Box 6-1 presents sample personality test items.

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**BOX 6-1 Sample Personality Test Items**

*It does not make sense to work hard on something if no one will notice.*

- a. Definitely true
- b. Somewhat true
- c. Neither true nor false
- d. Somewhat false
- e. Definitely false

*I tend to let others do most of the talking in conversations.*

- a. Definitely true
- b. Somewhat true
- c. Neither true nor false
- d. Somewhat false
- e. Definitely false

*I have remained calm in situations where others have become upset.*

- a. Definitely true
- b. Somewhat true
- c. Neither true nor false
- d. Somewhat false
- e. Definitely false

---


**The ‘Big Five’**  Industrial psychologists often emphasize the ‘big five’ personality dimensions as they apply to personnel testing: extraversion, emotional stability/neuroticism, agreeableness, conscientiousness, and openness to experience.\textsuperscript{25}

Neuroticism represents a tendency to exhibit poor emotional adjustment and experience negative effects, such as anxiety, insecurity, and hostility. Extraversion represents a tendency to be sociable, assertive, active, and to experience positive effects, such as energy and zeal. Openness to experience is the disposition to be imaginative, non-conforming, unconventional, and autonomous. Agreeableness is the tendency to be trusting, compliant, caring, and gentle. Conscientiousness is comprised of two related facets: achievement and dependability.\textsuperscript{26}

In one study, extraversion, conscientiousness, and openness to experience were strong predictors of leadership.\textsuperscript{27} In another ‘big five’ study, neuroticism was negatively related to motivation, while conscientiousness was positively related...
Components of the ‘big five’—in particular, extraversion and openness to experience—also correlate with career interests and occupational types. And, “in personality research, conscientiousness has been the most consistent and universal predictor of job performance.”

Researchers in one study defined career success in terms of intrinsic success (job satisfaction) and extrinsic success (income and occupational status). Conscientiousness positively predicted both intrinsic and extrinsic career success. Neuroticism negatively predicted extrinsic success. (General mental ability also positively predicted extrinsic career success.) Siemens is a world leader in the sector of energy, industry, and healthcare. The company provides solutions in fields ranging from oil and gas, power generation, and distribution to healthcare, petrochemicals, and industrial automation. Siemens is committed to playing an active role in the Middle East and developing talent in the region, where it presently employs over 4,000 people of more than 60 nationalities. In a recent job ad, Siemens was seeking a ‘Marketing and Communication Consultant’ for its office in Dubai. The scope of the job included analyzing and consulting Siemens Energy on communication topics for the Middle East (such as events, press, media activities, film, employee communication), harmonizing communication activities with headquarters in Germany, and forming an active link between the local, regional, and global organization. Some of the important personality dimensions required for this job included an imaginative and autonomous disposition. The company also required candidates to be ‘proactive’ in communicating, consulting, and analyzing. Furthermore, candidates would need knowledge of the Middle East market, trends, and customs, and would be autonomous in analyzing and implementing business needs, leading and motivating teams, and investigating and understanding market developments. For such a position, industrial psychologists would need to emphasize the ‘big five’ personality dimensions, especially the ‘openness to experience’ dimension, when developing and implementing a selection test.

**Caveats** Personality tests—particularly the projective type—are the most difficult tests to evaluate and use. An expert must analyze the candidate’s interpretations and reactions and infer from them his or her personality. The usefulness of such tests for selection assumes that you can find a relationship between a measurable personality trait (like introversion) and success on the job. Measuring deviant behavior is a particular challenge. For instance, personality tests may help predict if an employee’s unpredictable behavior will pose a threat to workplace safety.

**Effectiveness** The difficulties notwithstanding, personality tests can help employers improve screening. For example, three researchers concluded: “Personality constructs are indeed associated with work performance, with some traits such as conscientiousness predicting success across jobs. Other traits are correlated with specific [performance] criteria or specific occupations. For example, extraversion correlates with success in sales and management jobs, as well as with training performance.”

A recent review of personality testing reached several conclusions. Employers are making increased use of personality testing. The weight of the evidence is that personality measures (and particularly the big five) do help predict job performance. And, employers can reduce the possibility of personality test faking by warning applicants that faking may reduce their chance of being hired.

**Interest Inventories** Interest inventories compare a candidate’s interests with those of people in various occupations. Such inventories have many uses. One example is career planning, since people are likely to do better in jobs involving activities that interest them. The inventory can also be useful as a selection tool. Clearly, if you can select people whose interests are roughly the same as those of successful incumbents in the jobs for which you are recruiting, it is more likely that such applicants will be successful.
Achievement Tests

Achievement tests measure what a person has learned. Most of the tests you take in school are achievement tests. They measure your ‘job knowledge’ in areas like economics, marketing, or human resources. Achievement tests are also popular at work. For example, the Purdue Test for Machinists and Machine Operators tests the job knowledge of experienced machinists with questions like, “What is meant by ‘tolerance’?” Other tests are available for other occupations. In addition to job knowledge, achievement tests measure the applicant’s abilities; a typing test is one example.

WORK SAMPLES AND SIMULATIONS

With work samples, you present applicants with situations representative of the job for which they’re applying, and evaluate their responses. Experts consider these (and simulations like the assessment centers in this section) to be tests. However, they differ from most tests, because they measure job performance directly. For example, work samples for a cashier may include operating a cash register and counting money; for a clerical position, work samples would include typing and proofreading.

Work Sampling for Employee Selection

The work sampling technique tries to predict job performance by requiring job candidates to perform one or more samples of the job’s basic tasks.

This approach has several advantages. It measures actual job tasks, so it’s harder to fake answers. The work sample content—the actual tasks the person must perform—is less likely to be unfair to minorities than a personnel test that may be biased toward a particular culture. Work sampling does not delve into the applicant’s personality or psyche, so there’s almost no chance of it being viewed as an invasion of privacy. Designed properly, work sampling tests also show better validity than other tests designed to predict performance.

Basic Procedure

The basic procedure is to select a sample of several tasks crucial to performing the job, and then to test applicants on them. An observer monitors performance on each task, and indicates on a checklist how well the applicant performs. Here is an example. In developing a work sampling test for maintenance mechanics, experts first listed all possible job tasks (like ‘install pulleys and belts’ and ‘install and align a motor’). Four crucial tasks were installing pulleys and belts, disassembling and installing a gearbox, installing and aligning a motor, and pressing a bushing into a sprocket.

They then broke down these four tasks into the steps required to complete them. Mechanics could perform each step in a slightly different way, of course. Since some approaches were better than others, the experts gave a different weight to different approaches.

Box 6-2 shows one of the steps required for installing pulleys and belts—‘checks key before installing.’ As the Box 6-2 shows, possible approaches here include checking the key against (1) the shaft, (2) the pulley, or (3) neither. The right of the figure lists the weights (scores) reflecting the worth of each method. The applicant performs the task, and the observer checks off the approach used.

<table>
<thead>
<tr>
<th>BOX 6-2 Example of a Work Sampling Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checks key before installing against:</td>
</tr>
<tr>
<td>— shaft score 3</td>
</tr>
<tr>
<td>— pulley score 3</td>
</tr>
<tr>
<td>— neither score 1</td>
</tr>
</tbody>
</table>

Note: This is one step in installing pulleys and belts.
Management Assessment Centers

A management assessment center is a two- to three-day simulation in which 10 to 12 candidates perform realistic management tasks (like making presentations) under the observation of experts who appraise each candidate’s leadership potential. The center itself may be a plain conference room, but it is often a special room with a one-way mirror to facilitate observation. Typical simulated exercises include:

- **The in-basket.** These exercises confront the candidate with an accumulation of reports, memos, notes of incoming phone calls, letters, and other materials collected in the actual or computerized in-basket of the simulated job he or she is about to start. The candidate must take appropriate action on each item. Trained evaluators then review the candidate’s efforts.

- **Leaderless group discussion.** Trainers give a leaderless group a discussion question and tell members to arrive at a group decision. They then evaluate each group member’s interpersonal skills, acceptance by the group, leadership ability, and individual influence.

- **Management games.** Participants solve realistic problems as members of simulated companies competing in a marketplace. They may have to decide, for instance, how to advertise and manufacture, and how much inventory to stock.

- **Individual presentations.** Trainers evaluate each participant’s communication skills and persuasiveness by having each make an assigned oral presentation.

- **Objective tests.** A center typically includes tests of personality, mental ability, interests, and achievements.

- **The interview.** Most require an interview between at least one trainer and each participant, to assess the latter’s interests, past performance, and motivation.

Supervisor recommendations usually play a big role in choosing assessment center participants. Line managers usually act as assessors and typically arrive at their ratings through an agreement process.40

Effectiveness Most experts view assessment centers as effective for selecting and promoting management candidates; the question is, are they worth their extra cost? They are expensive to develop, take much longer than conventional paper-and-pencil tests, require managers to act as assessors, and often require psychologists.

The Miniature Job Training and Evaluation Approach

Miniature job training and evaluation means training candidates to perform several of the job’s tasks, and then evaluating the candidates’ performance prior to hire. The approach assumes that those who demonstrate that they can learn and perform the sample tasks will be able to learn and perform the job itself.

Honda Example When Honda decided to build a new plant in Alabama, U.S.A., it had to hire thousands of new employees in an area where few people worked in manufacturing. Honda began running ‘help wanted’ ads. The ads sought applicants for a free training program Honda was offering as a precondition for applying for jobs at the new plant. Applicants had to have at least a high school diploma or the equivalent, employment for the past two years with no unexplainable gaps, and be resident in Alabama. Soon 18,000 people had applied.

Honda and the Alabama state employment agency first screened out those who lacked the education or experience, and then gave preference to applicants living near the plant. About 340 applicants per six-week session received special training at a new facility about 15 miles from the plant, two evenings a week. Training included classroom instruction, watching videos of current Honda employees in action, and actually practicing particular jobs. Some candidates who watched the videos dropped out when they saw the work pace.
The training sessions enabled special assessors from the Alabama state agency to scrutinize the trainees’ work and to rate them. They then invited those who graduated to apply for jobs at the plants. Honda teams, consisting of employees from HR and departmental representatives, did the final screening. They interviewed the candidates, reviewed their training records, and decided which ones to hire. New employees got a one-time drug test, but there were no other paper-and-pencil tests or credentials required. New hires got a three-day orientation. Then, assistant managers in each department coordinated their actual day-to-day training.

The Arab Car Manufacturing Project

How could we learn from Honda’s example in the Arab region? Several possibilities exist, such as in the context of the new car being developed in Saudi Arabia. The automotive industry is a promising one as the kingdom is one of the world’s largest producers of petrochemicals. Accordingly, the Saudi government supports the idea of local car manufacturing. When skilled engineers at King Saud University showed their prototype ‘Ghazal-1’ vehicle in 2010, the car manufacturing dream came a step closer to reality. If this project succeeds, other Arab countries could initiate similar projects. This would require hiring thousands of new employees in a region where few people work in car manufacturing. In such projects, we can imagine Arab companies following the example of Honda. They could screen applications by eliminating those who lack the education, give preference to applicants living near the plants, and then offer applicants special training.

Pros and Cons

The miniature job training approach tests applicants with actual samples of the job. The big problem is the expense involved in the individual instruction and training.

Realistic Job Previews

Sometimes, a dose of realism makes the best screening tool. For example, Wal-Mart found that associates who quit within the first 90 days did so because of conflict in their schedules or because they preferred to work in another geographic area. The firm then began explicitly explaining and asking about work schedules and work preferences. One study even found that some applicants accepted jobs with the intention of quitting, a fact that more realistic interviewing might have unearthed.
Employee Testing and Selection

HR for Line Managers and Entrepreneurs

The Manager

An irony of being a manager in even the largest company is that, when it comes to screening employees, you’re often on your own. Some human resource departments in large firms may work with the hiring manager to design and administer screening tools. However, in many of these firms, human resources does little more than some prescreening (for instance, administering typing tests to clerical applicants), background checks, and drug and physical exams.

What should you do if you are, say, the marketing manager, and want to screen some of your job applicants more formally? It is possible to devise your own test battery, but caution is required. Purchasing and then using packaged intelligence tests, psychological tests, or even tests of mechanical ability could be a problem. Doing so may violate company policy and raise questions of validity.

A preferred approach is to devise and use screening tools for which the face validity is obvious. The work sampling test we discussed is one example. It’s not unreasonable for the marketing manager to ask an advertising applicant to spend an hour designing an ad, or to ask a marketing research applicant to spend a half hour outlining a marketing research program for a hypothetical product.

However, even with relatively trouble-free tests like these, the hiring manager needs to keep guidelines in mind. In particular, you should protect the test taker’s privacy, take steps to ensure that the person’s rights are protected, and that the tests you devise are indeed a valid sample of the job.

The Small Business Owner

For the small business, one or two hiring mistakes could be very problematic. A formal testing program is thus advisable.

Some tests are so easy to use that they are particularly good for smaller firms. One is the Wonderlic Personnel Test, which measures general mental ability. With questions somewhat similar to the SAT, it takes less than 15 minutes to administer the four-page booklet. The tester reads the instructions, and then keeps time as the candidate works through the 50 problems on the two inside sheets. The tester scores the test by totaling the number of correct answers. Comparing the person’s score with the minimum scores recommended for various occupations shows whether the person achieved the minimally acceptable score for the type of job in question. The Predictive Index is another example. It measures work-related personality traits, drives, and behaviors—in particular dominance, extroversion, patience, and blame avoidance—on a two-sided sheet. A template makes scoring simple. The Predictive Index program includes 15 standard personality patterns. For example, there is the ‘social interest’ pattern, for a person who is generally unselfish, persuasive, and patient. This person would be good with people and a good personnel interviewer, for instance.

Computerized testing programs can be also useful for small employers. For example, many employers rely on informal typing tests when hiring office help. Computerized testing could include a typing test, proofreading test, filing test, business vocabulary test, business math test, and clerical knowledge test.

Summary

Table 6-2 summarizes the validity, cost, and potential adverse impact of several popular assessment methods for evaluating job candidates.


**TABLE 6-2** Evaluation of Assessment Methods on Four Key Criteria

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Validity</th>
<th>Adverse Impact</th>
<th>Costs (Develop/ Administer)</th>
<th>Applicant Reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive ability tests</td>
<td>High</td>
<td>High (against minorities)</td>
<td>Low/low</td>
<td>Somewhat favorable</td>
</tr>
<tr>
<td>Job knowledge tests</td>
<td>High</td>
<td>High (against minorities)</td>
<td>Low/low</td>
<td>More favorable</td>
</tr>
<tr>
<td>Personality tests</td>
<td>Low to moderate</td>
<td>Low</td>
<td>Low/low</td>
<td>Less favorable</td>
</tr>
<tr>
<td>Biographical data inventories</td>
<td>Moderate</td>
<td>Low to high for different types</td>
<td>High/low</td>
<td>Less favorable</td>
</tr>
<tr>
<td>Integrity tests</td>
<td>Moderate to high</td>
<td>Low</td>
<td>Low/low</td>
<td>Less favorable</td>
</tr>
<tr>
<td>Structured interviews</td>
<td>High</td>
<td>Low</td>
<td>High/high</td>
<td>More favorable</td>
</tr>
<tr>
<td>Physical fitness tests</td>
<td>Moderate to high</td>
<td>High (against females and older workers)</td>
<td>High/high</td>
<td>More favorable</td>
</tr>
<tr>
<td>Situational judgment tests</td>
<td>Moderate</td>
<td>Moderate (against minorities)</td>
<td>High/low</td>
<td>More favorable</td>
</tr>
<tr>
<td>Work samples</td>
<td>High</td>
<td>Low</td>
<td>High/high</td>
<td>More favorable</td>
</tr>
<tr>
<td>Assessment centers</td>
<td>Moderate to high</td>
<td>Low to moderate, depending on exercise</td>
<td>High/high</td>
<td>More favorable</td>
</tr>
<tr>
<td>Physical ability tests</td>
<td>Moderate to high</td>
<td>High (against females and older workers)</td>
<td>High/high</td>
<td>More favorable</td>
</tr>
</tbody>
</table>

*Note: There was limited research evidence available on applicant reactions to situational judgment tests and physical ability tests. However, because these tests tend to appear very relevant to the job, it is likely that applicant reactions to them would be favorable.*


**BACKGROUND INVESTIGATIONS AND OTHER SELECTION METHODS**

Testing is usually only part of an employer’s selection process. Other tools may include background investigations and reference checks, pre-employment information services, honesty testing, graphology, and substance abuse screening.

### Background Investigations and Reference Checks

Most employers try to check and verify the job applicant’s background information and references. In one survey of about 700 human resource managers in the U.S.A., 87 percent said they conduct reference checks, 69 percent conduct background employment checks, 61 percent check employee criminal records, 56 percent check employees’ driving records, and 35 percent sometimes or always check credit. Other commonly verified data included legal eligibility for employment (in compliance with immigration laws), dates of prior employment, military service (including discharge status), education, identification (including date of birth and address to confirm identity), criminal records (current residence, last residence), motor vehicle record, credit, licensing verification, Insurance and/or Social Security number; and reference checks.

The situation in most Arab countries, however, is very different. For instance, in the U.A.E., companies rarely do background verification when selecting candidates based on skills. One reason is that most working people in the U.A.E. are expatriates, making it difficult to get information from their countries of origin regarding their background and employment history. If a person proves to be unqualified, however, the company will issue a warning and the employment could be terminated. In Lebanon, as in the U.A.E., it is not customary to do reference checks.
Having said that, how deeply you search will depend on the position being filled. For example, a credit and education check would be more important when hiring an accountant than a groundskeeper. In any case, it is also advisable to periodically check, say, the credit ratings of employees (like cashiers) who have easy access to company assets, and the driving records of employees who routinely use company cars.

**Aims**  There are two main reasons to conduct pre-employment background investigations and/or reference checks—to verify factual information provided by the applicant, and to uncover damaging information such as criminal records and suspended drivers’ licenses. Lying on one’s application is not unusual. As one manager says, “it’s not uncommon to find someone who applies and looks good, and then you do a little digging and you start to see all sorts of criminal history.”

**Types of Background Checks**  Most employers at least try to verify an applicant’s current (or former) position and salary with his or her current (or former) employer by phone (assuming doing so was cleared with the candidate). Others call the applicant’s current and previous supervisors to try to discover more about the person’s motivation, technical competence, and ability to work with others (although many employers have policies against providing such information). Some employers get background reports from commercial credit rating companies. The latter can provide information about credit standing, reputation, character, and lifestyle. Some employers ask for written references. Figure 6-4 shows a form used for phone references.

More employers are now checking candidates’ social networking site postings. One employer went to Facebook.com and found that a top candidate described his interests as smoking marijuana and shooting people. The student may have been kidding, but did not get the offer.

**Effectiveness**  The background check is an inexpensive and straightforward way to verify factual information about the applicant, such as current and previous job titles, current salary range, dates of employment, and educational background. However, realistically, managers don’t view reference letters as very useful. In one older study, only 12 percent replied that reference letters were ‘highly valuable,’ 43 percent called them ‘somewhat valuable,’ 30 percent viewed them as having ‘little value,’ and (6 percent) as having ‘no value.’ Asked whether they preferred written or telephone references, 72 percent favored the telephone reference, because it allows a more candid assessment and provides a more personal exchange. In fact, reference letters ranked lowest—seventh out of seven—as selection tools. Ranked from top to bottom, the tools were interview, application form, academic record, oral referral, aptitude and achievement tests, psychological tests, and reference letters.

One survey found that only 11 percent of respondents said the information they get about a candidate’s violent or ‘bizarre’ behavior is adequate. Fifty-four percent of respondents said that they get inadequate information in this area. Of 11 types of information sought in background checks, only three were ranked by a majority of respondents as ones for which they received adequate information: dates of employment (96 percent), eligibility for rehire (65 percent), and job qualifications (56 percent). With regard to salary history, reasons for leaving a previous job, work habits, personality traits, human relations skills, special skills or knowledge, and employability, “fewer than half of HR managers responding to the survey said they were able to obtain adequate information.”

**Making Background Checks More Useful**  So what is the prospective employer to do? Is there any way to obtain better information? Yes.

- First, include on the application form a statement for applicants to sign explicitly authorizing a background check, such as:
(Verify that the applicant has provided permission before conducting reference checks.)

Candidate
Name __________________________

Reference
Name __________________________

Company
Name __________________________

Dates of Employment
From: ____________________ To: ____________________

Position(s)
Held __________________________

Salary __________________________

History __________________________

Reason for Leaving __________________________

Explain the reason for your call and verify the above information with the supervisor (including the reason for leaving)
________________________________________________________________________

1. Please describe the type of work for which the candidate was responsible.
________________________________________________________________________

2. How would you describe the applicant's relationships with coworkers, subordinates (if applicable), and with superiors?
________________________________________________________________________

3. Did the candidate have a positive or negative work attitude? Please elaborate.
________________________________________________________________________

4. How would you describe the quantity and quality of output generated by the former employee?
________________________________________________________________________

5. What were his/her strengths on the job?
________________________________________________________________________

6. What were his/her weaknesses on the job?
________________________________________________________________________

7. What is your overall assessment of the candidate?
________________________________________________________________________

8. Would you recommend him/her for this position? Why or why not?
________________________________________________________________________

9. Would this individual be eligible for rehire? Why or why not?
________________________________________________________________________

Other comments?
________________________________________________________________________

FIGURE 6-4 Reference Checking Form
I hereby certify that the facts set forth in the above employment application are true and complete to the best of my knowledge. I understand that falsified statements or misrepresentation of information on this application or omission of any information sought may be cause for dismissal, if employed, or may lead to refusal to make an offer and/or to withdrawal of an offer. I also authorize investigation of credit, employment record, driving record, and, once a job offer is made or during employment, workers’ compensation background if required.

• Second, since telephone references apparently produce more accurate assessments, it’s probably best to rely on telephone references. Here use a form (as in Figure 6-4), and remember that you can probably get more accurate information regarding dates of employment, eligibility for rehire, and job qualifications than other background information (such as reasons for leaving a previous job).52

• Third, persistence and sensitivity to potential red flags improve results. For example, if the former employer hesitates or seems to qualify his or her answer when you ask, “Would you rehire?” don’t just go on to the next question. Instead, try to unearth what the applicant did to make the former employer pause.

• Fourth, use the references offered by the applicant as a source for other references. You might ask each of the applicant’s references, “Could you please give me the name of another person who might be familiar with the applicant’s performance?” In that way, you begin getting information from references who may be more objective, because they weren’t referred directly by the applicant.

• Fifth, try to ask open-ended questions, such as, “How much structure does the applicant need in his/her work?” in order to get the references to talk more about the candidate.53

Table 6-3 summarizes suggestions for employers regarding the collection of background information.

---

**TABLE 6-3 Collecting Background Information**

1. Check all applicable laws in your country.
2. Don’t obtain information you’re not going to use.
3. Use information that’s specific and job related.
4. Keep information confidential and up to date.
5. Never authorize an unreasonable investigation.
6. Make sure you always get at least two forms of identification from the applicant.
7. Always require applicants to fill out a job application.
8. Compare the application to the résumé (people tend to be more imaginative on their résumés than on their application forms, where they must certify the information).
9. Particularly for executive candidates, include background checks of such things as involvement in lawsuits.
10. Separate the tasks of (1) hiring and (2) doing the background check (a recruiter or supervisor anxious to hire someone may cut corners when investigating the candidate’s background).


---

**Honesty Testing**

Honesty tests are psychological tests designed to predict job applicants’ proneness to dishonesty and other forms of counter-productivity. Most of these test measure attitudes regarding things like tolerance of others who steal, acceptance of
rationalizations of theft, and admission of theft-related activities. One study focused on 111 employees hired by a major retail convenience store chain to work at store or gas station counters. The firm estimated that ‘shrinkage’ equaled 3 percent of sales, and believed that internal theft accounted for much of this. Scores on an honesty test successfully predicted theft here, as measured by termination for theft.

Honesty Testing Programs: What Employers Can Do In practice, detecting dishonest candidates involves not just tests, but a comprehensive anti-theft screening procedure:

• **Ask blunt questions.** Ask direct questions in the face-to-face interview. For example, says one expert, there’s nothing wrong with asking the applicant, “Have you ever stolen anything from an employer?” Other questions to ask include, “Have you recently held jobs other than those listed on your application?”; “Have you ever been fired or asked to leave a job?”; “What reasons would past supervisors give if they were asked why they let you go?”; “Have past employers ever disciplined you or warned you about absences or lateness?”; and, “Is any information on your application misrepresented or false?”

• **Listen, rather than talk.** Allow the applicant to do the talking so you can learn as much about the person as possible.

• **Check all employment and personal references.**

• **Test for drugs.** Devise a drug-testing program and give each applicant a copy of the policy.

• **Establish a search-and-seizure policy and conduct searches.** Give each applicant a copy of the policy and require each to return a signed copy. The policy should state that all lockers, desks, and similar property remain the property of the company and may be inspected routinely.

Honesty testing still requires some caution. Having just taken and ‘failed’ what is fairly obviously an ‘honesty test,’ the candidate may leave the premises feeling his or her treatment was less than proper. Some ‘honesty’ questions also pose invasion-of-privacy issues.

Graphology

*Graphology* refers to the use of handwriting analysis to determine the writer’s basic personality traits. Graphology thus has some resemblance to projective personality tests, although graphology’s validity is highly suspect.

In graphology, the handwriting analyst studies an applicant’s handwriting and signature to discover the person’s needs, desires, and psychological makeup. According to the graphologist, the writing in Figure 6-5 suggests that the writer is an ambitious achiever.

Graphology’s place in screening sometimes seems inappropriate. Perhaps most importantly, studies suggest that it is generally not valid, or that when graphologists do accurately size up candidates, it’s because they are also aware of other background information. Yet some firms continue to use graphology—indeed, to swear by it. It tends to be more popular in Europe, where “countries like France or Germany have one central graphology institute, which serves as the certifying body.”

Notice the following:

- Firm, long downstrokes with good pressure - determination
- High long t-bars that slant upwards - enthusiasm and ambition
- Lines that slant upwards - more enthusiasm
- Letters that slant to the right - desire for involvement and proactivity
- A right margin that goes close to the right edge of the page - a certain fearlessness.

![Figure 6-5 “The worker Bee”](http://graphicinsight.co.za/writingsamples.htm, accessed December 2, 2011.)
Physical Exams

Once the employer extends the person a job offer, a medical exam is often the next step in the selection process (although this may also take place after the new employee starts work).

There are several reasons for pre-employment medical exams. One is to verify that the applicant meets the physical requirements of the position; another is to discover any medical limitations you should take into account in placing the applicant. The exam will also establish a record and baseline of the applicant’s health for future insurance or compensation claims. By identifying health problems, the examination can also reduce absenteeism and accidents and, of course, detect communicable diseases that may be unknown to the applicant.

Improving Productivity Through HRIS: Comprehensive Automated Applicant Tracking and Screening Systems

The applicant tracking systems we introduced in Chapter 5 do more than compile incoming internet-based résumés and track applicants during the hiring process. The new systems also do three things to help companies screen applicants.

First, most employers also use their applicant tracking systems (ATSs) to eliminate applicants who do not meet minimum, non-negotiable job requirements, like submitting to drug tests or holding a driver’s license.

Second, employers use these advanced ATSs to test and screen applicants online. This includes internet-based skills testing (in accounting, for instance), cognitive skills testing (such as for mechanical comprehension), and even psychological testing. Some design their ATSs to screen for intangibles. For example, companies customize systems that match applicant skills with the company’s culture, and in particular, identify applicants who are naturally inclined to work in teams.

Third, the newer systems don’t just screen out candidates, but discover ‘hidden talents.’ Thanks to the internet, applicants often send their résumés out across a wide range of job openings, hoping a shotgun approach will help them hit a match between their résumé-based qualifications and the listed job requirements. For most employers, this is simply a screening nuisance. However, for those who design their ATS to do so, the ATS can identify talents in the candidate pool that lend themselves to job matches at the company that even the applicant didn’t know existed when he or she applied. Box 6-3 lists what an effective ATS should do.

**BOX 6-3 Checklist: What to Look for in an Applicant Tracking System (ATS)**

The employer thinking of adopting an ATS should seek one that meets several minimum functionality requirements. Among other things, the ATS should be:

- Easy to use.
- Capable of being integrated into the company’s existing HRIS platform, so that, for instance, data on a newly hired candidate can flow seamlessly into the HRIS payroll system.
- Able to provide employee selection performance metrics reports, including ‘time to fill,’ ‘cost to hire,’ and ‘applicant source statistics.’
- Able to facilitate scheduling and tracking of candidate interviews, e-mail communications, and completed forms, including job offers.
- Able to provide automated screening and ranking of candidates based upon job skill profiles.
- Able to provide an internal job posting service that supports applications from current employees and employee referral programs.
- Able to cross-post jobs to commercial job boards such as www.monster.com.
- Able to integrate the ATS job board with your company’s own website, for instance, by linking it to your site’s ‘careers’ section.
- Able to provide for requisition creation and signoff approvals.
1. In this chapter, we discussed techniques for screening and selecting job candidates; the first was testing.

2. As used by psychologists, the term reliability always means ‘consistency.’ One way to measure reliability is to administer the same (or equivalent) tests to the same people at two different times. Or you could focus on internal consistency, comparing the responses to roughly equivalent items within the same test.

3. Test validity answers the question, “What does this test measure?” We discussed criterion validity and content validity. Criterion validity means that those who do well on the test do well on the job; content validity means that the test constitutes a fair sample of the content of the job.

4. There are many types of personnel tests in use, including tests of intelligence, physical skills, achievement, aptitude, and personality, as well as interest inventories.

5. For a selection test to be useful, tests should be validated to ensure that scores predict job performance. This requires five steps: (1) analyze the job, (2) choose your tests, (3) administer the test, (4) relate test scores and criteria, and (5) cross-validate and validate the test.

6. Some basic testing guidelines include (a) use tests as supplements, (b) validate the tests for appropriate jobs, (c) analyze all current hiring and promotion standards, (d) beware of certain tests, (e) use a certified psychologist, and (f) maintain good test conditions.

7. The work sampling selection technique is based on the assumption that the best indicator of future performance is past performance. Here you use the applicant’s actual performance on the same (or a very similar) job to predict his or her future job performance. The steps are: (a) analyze the applicant’s previous work experience, (b) have experts list component tasks for the open job, (c) select crucial tasks as work sample measures, (d) break down these tasks into steps, (e) test the applicant, and (f) relate the applicant’s work sample score to his or her performance on the job.

8. Management assessment centers are another screening device and expose applicants to a series of real-life exercises. Performance is observed and assessed by experts, who then check their assessments by observing the participants when they are back at their jobs. Examples of ‘real-life’ exercises include a simulated business game, an in-basket exercise, and group discussions.

9. Even though most people prefer not to give bad references, most Western companies still carry out some sort of reference check on their candidates. These can be useful in raising red flags, and questionnaires (page 148) can improve the usefulness of the responses you receive.

10. Other selection tools include honesty tests and graphology. While graphology appears to have little predictive value, honesty tests have been used with some success.

DISCUSSION QUESTIONS

1. What is the difference between reliability and validity? In what respects are they similar?

2. Explain how you would go about validating a test. How can this information be useful to a manager?

3. Explain why you think a certified psychologist who is specifically trained in test construction should (or should not) always be used by a small business that needs a test battery.

4. Give some examples of how to use interest inventories to improve employee selection. In doing so, suggest several examples of occupational interests that you believe might predict success in various occupations, including college professor, accountant, and computer programmer.

5. Why is it important to conduct pre-employment background investigations? Outline how you would go about doing so.

6. Explain how you would get around the problem of former employers being unwilling to give bad references on their former employees.

7. How can employers protect themselves against negligent hiring claims?

INDIVIDUAL AND GROUP ACTIVITIES

1. Write a short essay discussing some of the ethical considerations in testing.

2. Working individually or in groups, develop a list of specific selection techniques that you would suggest your dean use to hire the next HR professor at your school. Explain why you chose each selection technique.

3. Working individually or in groups, contact a publisher of a standardized test and obtain from it written information regarding the test’s validity and reliability. Present a short report in class discussing what the test is supposed to measure and the degree to which you think the test does what it is supposed to do, based on the reported validity and reliability scores.
A Test for a Reservation Clerk

Purpose: The purpose of this exercise is to give you practice in developing a test to measure one specific ability for the job of airline reservation clerk for a major airline. If time permits, you'll be able to combine your tests into a test battery.

Required Understanding: Your airline has decided to outsource its reservation jobs to Europe. You should be fully acquainted with the procedure for developing a personnel test and should read the following description of an airline reservation clerk’s duties:

Customers contact our airline reservation clerks to obtain flight schedules, prices, and itineraries. The reservation clerks look up the requested information on our airline’s online flight schedule systems, which are updated continuously. The reservation clerk must speak clearly, deal courteously with the customer, and be able to quickly find alternative flight arrangements in order to provide the customer with the itinerary that fits his or her needs. Alternative flights and prices must be found quickly, so that the customer is not kept waiting, and so that our reservations operations group maintains its efficiency standards. It is often necessary to look under various routings, since there may be a dozen or more alternative routes between the customer’s starting point and destination.

You may assume that we will hire about one-third of the applicants as airline reservation clerks. Therefore, your objective is to create a test that is useful in selecting a third of those available.

How to Set Up the Exercise/Instructions: Divide the class into teams of five or six students. The ideal candidate will obviously have to have a number of skills and abilities to perform this job well. Your job is to select a single ability and to develop a test to measure that ability. Use only the materials available in the room, please. The test should permit quantitative scoring and may be an individual or a group test.

Please go to your assigned groups and, as per our discussion of test development in this chapter, each group should make a list of the abilities relevant to success in the airline reservation clerk’s job. Each group should then rate the importance of these abilities on a five-point scale. Then, develop a test to measure what you believe to be the top-ranked ability. If time permits, the groups should combine the various tests from each group into a test battery. If possible, leave time for a group of students to take the test battery.

APPLICATION CASE

Al Baraka Banking Group

Al Baraka Banking Group (ABG) is the one of biggest Islamic banking groups in the Arab World. ABG offers retail, corporate and investment banking and treasury services, strictly in accordance with the principles of the Islamic Shari’ah. The group has a wide geographical presence in the form of subsidiary banking units in 12 countries, which provide their services through more than 400 branches. As an Islamic banking group known to be hardworking and highly ethical in the way it does things, it needs to look for excellent job candidates. Assume that ABG has asked your advice to recruit an executive manager. This manager will be responsible for planning, organizing, directing, and controlling banking activities and generating profits for Bank Et-Tamweel Al-Tunisi Al Saudi in Tunisia and the Egyptian Saudi Finance Bank in Egypt (both are part of Al Baraka Group).

Questions

1. What should this position’s job description look like?
2. What are the ideal job specifications for the person in this position?
3. How should Al Baraka Banking Group go about recruiting and screening for this position? What selection tools, specifically, would you use?

CONTINUING CASE

Honesty Testing at Al Nazafa Company

Ziad finds screening job applicants a hard job. The people who actually do the cleaning work come from Asian countries and are selected before being tested. The immigration laws in Lebanon make it difficult to bring in a candidate just for testing or for a trial period. Applicant screening can also be frustrating because of some of the qualities Ziad likes to screen for. Two of the company’s most critical problems are employee turnover and employee honesty. Ziad and Thouraya sorely need practices that will reduce the employee turnover rate. They would like to know if there’s a way to do this through distance-employee testing and screening techniques, because of the time and money wasted on the never-ending need to recruit and hire new employees. An even greater concern to Ziad and Thouraya is the need to
institute practices to screen out those employees who may steal from the company.

Employee theft is an enormous problem for companies like Al Nazafa. For example, the cleaners often work on customers’ sites without Ziad being present.

Here is what Ziad and Thouraya would like you to answer:

**Questions**

1. What would be the advantages and disadvantages to their company of routinely administering honesty tests to all employees?

2. Specifically, what other screening techniques could the company use to screen out theft-prone and turnover-prone employees, and how exactly could these be used in their case as their job candidates are mostly based abroad before coming to Lebanon?

3. How should her company terminate employees caught stealing, and what kind of procedure should be set up for handling reference calls about these employees when they go to other companies looking for jobs?
### 4. KEY ACCOUNTABILITIES:

<table>
<thead>
<tr>
<th>Description</th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IT Strategy:</strong></td>
<td></td>
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<tr>
<td>• Contribute to the formulation of IT strategy, plans and budget with a special focus on Support and Assistance to those requiring help with the information systems domain.</td>
<td>• IT processes enhances communication, productivity, and reporting</td>
</tr>
<tr>
<td><strong>Needs Identification:</strong></td>
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<tr>
<td>• Identify end-user and customer requirements on technical support and information respectively, study their expectations and design and implement a suitable framework for meeting these requirements through an effectively efficient Help Desk.</td>
<td>• Clarity of requirements to be addressed • Positive feedback on services from all customers • Qualitative and cost-effective technical solutions and recommendations</td>
</tr>
<tr>
<td><strong>Customer Support:</strong></td>
<td></td>
</tr>
<tr>
<td>• Monitor customer feedback on help and support provided and continuously seek improvements—ensure that all inputs from customers are appropriately managed and learn from difficulties faced. Study best practices and systems in other organizations to underpin the continuous improvement and enhancement in the quality and range of services provided.</td>
<td>• Positive feedback on services from all customers • Quality and efficiency of systems used</td>
</tr>
<tr>
<td><strong>Records:</strong></td>
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<tr>
<td>• Maintain adequate records of help and support progress, in developing the files focus on the main areas of Applications, Hardware, Office Support, and Call Management so that specific sections can feel fully accountable for service improvements.</td>
<td>• Logs and support works are properly filed • Progress is easily measurable</td>
</tr>
<tr>
<td><strong>Direction of Subordinates:</strong></td>
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</tr>
<tr>
<td>• Organize and supervise the activities and work of subordinates to ensure that all work within a specific area of IT Help Desk activity is carried out in an efficient manner which is consistent with operating procedures and policy.</td>
<td>• Audit of compliance versus procedure and policy • Cost efficiency of the area</td>
</tr>
<tr>
<td><strong>Instruction Manuals and Guides</strong></td>
<td></td>
</tr>
<tr>
<td>• Prepare instruction manuals and guides for easy reference by personnel and in order to ensure clarity on every step of the IT Help Desk process.</td>
<td>• Clarity and practicability of the manual • Accuracy in paperwork and documentation</td>
</tr>
<tr>
<td><strong>People Development:</strong></td>
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<tr>
<td>• Guide, motivate, and develop subordinates to work together as a team and display high levels of performance.</td>
<td>• Ongoing management of performance via regular one-to-one meetings and provision of formal and informal feedback and appraisal</td>
</tr>
<tr>
<td><strong>Budgeting and Cost Control:</strong></td>
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</tr>
<tr>
<td>• Monitor the financial performance of a given area of activity versus budgets so that areas of unsatisfactory performance are identified and rectified promptly and potential performance improvement opportunities are capitalized upon.</td>
<td>• Financial variance versus budget</td>
</tr>
<tr>
<td><strong>Policies and Procedures:</strong></td>
<td></td>
</tr>
<tr>
<td>• Recommend improvements to departmental procedure and direct the implementation of instructions and controls covering a specific area of IT Help Desk activity so that all relevant procedural/legislative requirements are fulfilled while delivering a quality, cost-effective service to customers.</td>
<td>• Compliance with procedural and legislative requirements • Effective communication of procedures and instructions</td>
</tr>
</tbody>
</table>

### 5. QUALIFICATIONS, EXPERIENCE, & SKILLS:

*As per the skills dictionary*

- IT University Degree
- 4 Years of Related Experience
- English Language
- Knowledge of Policies and Procedures
- Time Management
- PC
- Performance Management
- Project Management
- IT Applications
- IT Business Analysis

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<th>Level</th>
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<td>Level 3</td>
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### 6. COMPETENCIES:

*As per the competencies dictionary*

- Developing Others
- Empowerment & Delegation
- Organizational Alignment & Change Management
- Customer Service Orientation
- Teamwork & Cooperation

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<th>Level</th>
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<tr>
<td>Level 1</td>
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<tr>
<td>Level 3</td>
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<tr>
<td>Level 3</td>
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</tbody>
</table>
## Questions

In teams or individually, review the job description of an IT help desk officer (see Figure 6-6), and then answer the following questions:

1. Provide a detailed example of a sample test for the job title IT Help Desk Officer.

2. Provide a detailed example of two personality test questions for the IT help desk officer position.

3. What other tests would you recommend to KAMCO’s HR director for the IT help desk officer?

### FIGURE 6-7  HR Scorecard for KAMCO: Employee Testing and Selection

<table>
<thead>
<tr>
<th>Strategic Performance Metrics (Are we achieving our strategic goals?)</th>
<th>Ranking in industry client satisfaction surveys</th>
<th>Profit margins and total annual profits</th>
<th>Percentage share of market</th>
<th>Annual revenues</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Strategic Performance Metrics (Are we achieving our strategic goals?)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategically Relevant Client and Organizational Outcome Metrics (How can we measure whether our service is improving and having the desired effects?)</th>
<th>Client service satisfaction index</th>
<th>Number of written client compliments and/or complaints per year</th>
<th>Client metrics and KAMCO outcome metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Strategically Relevant Client and Organizational Outcome Metrics (How can we measure whether our service is improving and having the desired effects?)</td>
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</tbody>
</table>

<table>
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<tr>
<th>Strategically Relevant Employee Capability and Behavior Metrics (What skills and actions must our employees demonstrate if our company is to achieve its strategic goals?)</th>
<th>Employee turnover</th>
<th>Employee morale</th>
<th>Employee client-oriented behavior metrics</th>
<th>Employee service commitment and engagement index</th>
<th>Percentage of employees scoring at least 90 percent on a KAMCO core values quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Strategically Relevant Employee Capability and Behavior Metrics (What skills and actions must our employees demonstrate if our company is to achieve its strategic goals?)</td>
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| Strategic HR Activity Metrics (What HR function should we focus on, and how should we measure its efficiency and effectiveness?) | Chapter 6: Employee Testing and Selection Percentage of employees hired based on validated employment tests |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| 2. Strategic HR Activity Metrics (What HR function should we focus on, and how should we measure its efficiency and effectiveness?) |                                                          |                                                                                                             |

<table>
<thead>
<tr>
<th>KAMCO Basic Strategic Themes (What basic themes must we in HR pursue to help KAMCO achieve its strategic goals?)</th>
<th>Create client-oriented workforce</th>
<th>Embed core values</th>
<th>Encourage personal employee growth and learning</th>
<th>Emphasize partnership and sense of ownership</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. KAMCO Basic Strategic Themes (What basic themes must we in HR pursue to help KAMCO achieve its strategic goals?)</td>
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## KEY TERMS

<table>
<thead>
<tr>
<th>Term</th>
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<tbody>
<tr>
<td>content validity</td>
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<tr>
<td>criterion validity</td>
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<tr>
<td>expectancy chart</td>
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<tr>
<td>interest inventory</td>
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<tr>
<td>management assessment center</td>
<td>143</td>
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<tr>
<td>miniature job training and evaluation</td>
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<td>negligent hiring</td>
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<tr>
<td>reliability</td>
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<td>test validity</td>
<td>133</td>
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<tr>
<td>work samples</td>
<td>142</td>
</tr>
<tr>
<td>work sampling technique</td>
<td>142</td>
</tr>
</tbody>
</table>
BLOM BANK

BLOM Bank was founded in 1951 as a joint stock company. It grew slowly in its first 20 years, although it survived several Lebanese banking and political crises during that period. From 1970 onwards its growth was more rapid and, by 1981, it had become the largest bank in the Lebanese Republic in deposits as well as total assets. In response to the Lebanese crises and the onset of the civil war in 1975, the bank expanded internationally and established a network of branches in the Middle East and Europe to become the Lebanese bank with the greatest international presence, currently operating in 12 countries, including many Arab and European countries.

BLOM HR managers identify potential talent through CVs received via the corporate website, external job postings on job boards, career/job fairs, recommendations from internal employees, and walk-in applicants. Selection is based primarily on educational background and work experience. The recruitment process consists of a written entrance exam, a technical interview with the department concerned, and an interview with the HR department.

The HR department uses Oracle-based HRM software, which allows selection according to specific criteria, depending on the search needs, in order to filter suitable candidates for each job opening. This software provides a detailed report on the applicant’s history, personal information, qualifications, and acquired skills; hence allowing a more accurate search.

Once a pool of applicants has been selected, the HR department uses BLOM-owned testing and assessment tools rather than relying on assessment centers, which are very common in Lebanon. These assessment tools include:

- A test to assess logical thinking
- A test to assess language and writing skills
- A psychometric test to assess personality traits and attributes relevant to the job.

A key message BLOM tries to send to students across the Arab labor market is that in today’s changing job market, companies are no longer looking to hire employees or people with limited qualifications acquired through their educational degrees to occupy generalist positions; but are rather seeking to recruit talent and potential that can be developed to occupy specialized key positions. This approach comes from BLOM management’s belief that today’s employees will become tomorrow’s executives; however, the path has to be traveled at an appropriate pace.

The training and development department at BLOM assesses employees’ needs, and then provides training, develops skills and competences, evaluates performance, and finally monitors progress. Training and development are divided into internal and external categories. Internal training includes professional and field expertise from BLOM Bank, which offers all employees technical training in various banking operations as well as on the various aspects of the bank’s culture. By hosting internal training, the HR department provides actual examples, problems, and challenges that employees encounter daily in their work. External training includes in-house and external workshops, both local and abroad, focused on both soft and hard skills. Employees also attend foreign language courses and specialized seminars for banking qualifications required by the monetary authorities.
In an effort to shape and manage the careers of employees, the HR department runs two programs to help employees climb the professional ladder faster. The management training program (MTP) targets high performers in branches and offers a position as an Assistant or Branch Manager at the end of the five-year training program. The fast-track program (FTP) targets high performers across all departments and offers them a senior position in their departments at the end of the five-year training program. In order to better manage the senior roles the employees will undertake, they are encouraged to pursue higher education with full sponsorship from the bank. Employees not on the program are also offered financial assistance to pursue master’s and doctorate degrees.

The HR department at BLOM considers human resource development a new topic in the Arab countries. The main challenge faced by HR managers is to build cultural acceptance and greater openness towards new concepts and practices. Therefore, the bank is trying to smooth the way for the training and development process by gradually introducing topics that senior level employees can accept, and by providing management support for this introduction.

In today’s challenging work environment, BLOM Bank has taken different initiatives to compete in the changing job market in Lebanon and the Arab countries. These include, among others:

- Career development plans and career paths
- Tailored succession plans
- Continuously updated compensation and benefits schemes
- Continuously updated performance-based incentive schemes
- Tailored fast-track programs to prepare key elements and talent for internal promotion and for key positions.

Finally, it is important to note that BLOM, in Lebanon and the MENA region, has a tailor-made set of measures to ensure that safety and health procedures are being applied. Such measures include:

- Emergency first aid kits are distributed throughout each department or branch within BLOM Bank.
- First aid teams present on the premises are formed of staff members who have undergone specialized training and been practicing for some time.
- HR and administration divisions work closely to audit and monitor each employee’s working environment and conditions to ensure that safety procedures are well implemented.
- Safety procedure training is provided to increase employee awareness of how to avoid accidents as far as possible.
- Accidents at work are covered by the bank and all employees are granted medical insurance.

Questions
1. The text mentions different methods used by BLOM HR managers to identify potential talent. What other methods would you suggest to improve the current HR recruitment system? Coupled with educational background and work experience, what other information could be used in the selection process?
2. BLOM HR managers believe that Arab companies today are seeking to recruit talent and potential that can develop to occupy specialized and key positions. Do you agree with this statement? How can BLOM managers develop their employees’ careers in a way that will help them become tomorrow’s executives?
3. BLOM HR managers feel that gaining greater openness to the introduction of new management concepts and practices is a challenge. What training techniques can BLOM introduce to develop the competencies of employees? Give a comprehensive list of techniques based on your reading of this textbook.
4. BLOM management has taken different initiatives to compete within the changing job market in Lebanon and the Arab countries. What actions would you suggest to BLOM HR managers to increase the commitment and motivation of their employees? Give specific examples (such as compensation and benefits) of how this could be implemented.

5. BLOM in Lebanon and the MENA region has measures to ensure that safety and health procedures are being applied. What do you think is missing in these measures? Do you think the same measures should apply everywhere in the Arab countries? Give a detailed explanation of your answers with specific examples.

GOOGLE

Fortune magazine recently named Google the best of top 100 companies to work for, and there’s little doubt why. Among the benefits they offer are free shuttles equipped with Wi-Fi to pick up and drop off employees in the San Francisco Bay area, free gourmet meals, five free on-site doctors, free flu shots, unlimited sick days, a US$2,000 bonus for referring a new hire, on-site car wash and oil change, free on-site laundry machines (with free detergent), a giant lap pool, volleyball courts, ping-pong and football tables, TGIF parties, annual all-expenses-paid ski trips, and free lectures from famous people. For many, it’s the gourmet meals and snacks that make Google stand out. For example, HR director Stacey Sullivan loves the Irish oatmeal with fresh berries at the company’s Plymouth Rock Cafe, near Google’s ‘people operations’ group. “I sometimes dream about it,” she says. Engineer Jan Fitzpatrick loves the raw bar at Google’s Tapas restaurant on the Google campus. Then, of course there are the stock options—each new employee gets about 1,200 options to buy Google shares (recently worth about US$480 per share). In fact, dozens of early Google employees (Googlers) are already multimillionaires thanks to Google stock.

For their part, Googlers share certain traits. They tend to be brilliant, team oriented (teamwork is the norm, especially for big projects), and driven. Fortune describes them as people who ‘almost universally’ see themselves as the most interesting people on the planet, are happy-go-lucky on the outside, but type A—highly intense and goal directed—on the inside. They’re also super-hardworking, (which makes sense, since it’s not unusual for engineers to be in the hallways at 3 a.m. debating some new mathematical solution to a Google search problem). They’re so team oriented that when working on projects, it’s not unusual for a Google team to give up its larger, more spacious offices and to crowd into a small conference room, where they can ‘get things done.’ Historically, Googlers generally graduate with great grades from the best universities, including Stanford, Harvard, and MIT. For many years, Google wouldn’t even consider hiring someone with less than a 3.7 average—while also probing deeply into the why behind any B grades. Google also doesn’t hire lone wolves, but wants people who work together and people who also have diverse interests (narrow interests or skills are a turnoff at Google). Google also wants people with growth potential. The company is expanding so fast that they need to hire people who are capable of being promoted five or six times—it’s only, they say, by hiring such overqualified people that they can be sure employees will be able to keep up as Google and their own departments expand.

The starting salaries are highly competitive. Experienced engineers start at about $130,000 a year (plus about 1,200 shares of stock options, as noted), and new MBAs can expect between $80,000 and $120,000 per year (with smaller option grants). Most recently, Google had about 10,000 staff members, up from its start a few years ago with just three employees in a rented garage.

Of course, in a company that’s grown from three employees to 10,000 and from zero value to hundreds of billions of dollars in about five years, it may be quibbling to talk about ‘problems,’ but there’s no doubt that such rapid growth does confront Google’s management, and particularly its ‘people operations’ group, with some big challenges. Let’s look at these.
For one, as noted above, Google is a 24-hour operation, and with engineers and others frequently pulling all-nighters to complete their projects, the company needs to provide a package of services and financial benefits that supports that kind of lifestyle, and helps its employees maintain an acceptable work-life balance.

As another challenge, Google’s enormous financial success is a double-edged sword. While Google usually wins the recruitment race when it comes to competing for new employees against competitors like Microsoft or Yahoo, Google does need some way to stem a rising tide of retirements. Most Googlers are still in their late twenties and early thirties, but many have become so wealthy from their Google stock options that they can afford to retire. One 27-year-old engineer received a million-dollar founder’s award for her work on the program for searching desktop computers, and wouldn’t think of leaving, “except to start her own company.” Similarly, a former engineering vice president retired (with his Google stock profits) to pursue his love of astronomy. The engineer who dreamed up Gmail recently retired (at the age of 30).

Another challenge is that the work not only involves long hours but can also be very tense. Google is a very numbers-oriented environment. For example, consider a typical weekly Google user interface design meeting. Marisa Meyer, the company’s vice president of search products and user experience runs the meeting, where her employees work out the look and feel of Google’s products. Seated around a conference table are about a dozen Googlers, tapping on laptops. During the two hour meeting, Meyer needs to evaluate various design proposals, ranging from minor tweaks to a new product’s entire layout. She’s previously given each presentation an allotted amount of time, and a large digital clock on the wall ticks off the seconds. The presenters must quickly present their ideas, but also handle questions such as “what do users do if the tab is moved from the side of the page to the top?” Furthermore, it’s all about the numbers—no one at Google would ever say, for instance, “the tab looks better in red”—you need to prove your point. Presenters must come armed with usability experiment results, showing, for instance, that a certain percent preferred red or some other color, for instance. While the presenters are answering these questions as quickly as possible, the digital clock is ticking, and when it hits the allotted time, the presentation must end, and the next team steps up to present. It is a tough and tense environment, and Googlers must have done their homework.

Growth can also undermine the “outlaw band that’s changing the world” culture that fostered the services that made Google famous. To paraphrase one of its top managers, the hard part of any business is keeping that original innovative, small-business feel even as the company grows.

Creating the right culture is especially challenging now that Google is truly global. For example, Google works hard to provide the same financial and service benefits in every place it does business around the world, but it can’t match its benefits exactly in every country because of international laws and taxation issues. Offering the same benefits everywhere is more important than it might initially appear. All those benefits make life easier for Google staff, and help them achieve a work-life balance. Achieving the right work-life balance is the centerpiece of Google’s culture, but also becomes more challenging as the company grows. On the one hand, Google does expect all of its employees to work super hard; on the other hand, it realizes that it needs to help them maintain some balance. As one manager says, Google acknowledges “that we work hard but that work is not everything.”

Recruitment is another challenge. While Google certainly doesn’t lack applicants, attracting the right applicants is crucial if Google is to continue to grow successfully. Working at Google requires a special set of traits, and screening employees is easier if they recruit the right people to begin with. For instance, they need to attract people who are super-bright, love to work, have fun, can handle the stress, and who also have outside interests and flexibility.

As the company grows internationally, it also faces the considerable challenge of recruiting and building staff overseas. For example, Google now is introducing a new vertical market-based structure across Europe, to attract more business advertisers to
its search engine. (By vertical market-based structure, Google means focusing on key vertical industry sectors such as travel, retail, automotive, and technology.) To build these industry groupings abroad from scratch, Google recently moved the former head of its U.S. financial services group to Europe to be the vertical markets director there. Google is thus looking for heads for each of its vertical industry groups for all its key European territories. Each of these vertical market heads will have to educate their market sectors (retailing, travel, and so on) so Google can attract new advertisers. Google already has about 12 offices across Europe, and its London office tripled in size to 100 staff in just two years.

However, probably the biggest challenge Google faces is gearing up its employee selection system, now that the company must hire thousands of people per year. When Google started in business, job candidates typically suffered through a dozen or more in-person interviews, and standards were so high that even applicants with years of great work experience often got turned down if they had just average college grades. But recently, even Google’s founders have acknowledged to security analysts that setting such an extraordinarily high bar for hiring was holding back expansion. For Google’s first few years, one of the company’s founders interviewed nearly every job candidate before they were hired, and even today a cofounder still reviews candidates’ qualifications before they get a final offer.

The experience of one candidate illustrates what Google is up against. They interviewed a 24-year-old for a corporate communications job at Google. Google first made contact with the candidate in May, and after two phone interviews, invited him to headquarters. There he had separate interviews with about six people and was treated to lunch in a Google cafeteria. They also had him turn in several ‘homework’ assignments, including a personal statement and a marketing plan. In August, Google invited the candidate back for a second round, which they said would involve another four or five interviews. In the meantime, he decided he’d rather work at a start-up, and accepted another job at a new internet-based instant messaging provider.

Google’s new head of human resources, a former GE executive, says that Google is trying to strike the right balance between letting Google and the candidate get to know each other and also moving quickly. To that end, Google recently administered a survey to all Google’s current employees, in an effort to identify the traits that correlate with success at Google. In the survey, employees had to respond to questions relating to about 300 variables, including their performance on standardized tests, how old they were when they first used a computer, and how many foreign languages they speak. The Google survey team then went back and compared the answers against the 30 or 40 job performance factors they keep for each employee. They thereby identified clusters of traits that Google might better focus on during the hiring process. Google is also trying to move from the free-form interviews they’ve had in the past to a more structured process.

Questions

1. What do you think of the idea of Google correlating personal traits from the employee’s answers on the survey to their performance, and then using this as a basis for screening job candidates? Is it a good idea or not? Please explain your answer.

2. The benefits that Google offers obviously represent an enormous expense. Based on what you know about Google and on what you have read in this book, how would you defend all these benefits if you were making a presentation to the security analysts analyzing Google’s performance?

3. If you wanted to hire the brightest people around, how would you go about recruiting and selecting them?

4. To support its growth and expansion strategy, Google wants (among other traits) people who are super bright, work hard, often round-the-clock, are flexible, and maintain a decent work–life balance. List five specific HR policies or practices you think Google has implemented or should implement to support its strategy. Explain your answer.
5. What sorts of factors do you think Google will have to take into consideration as it tries to transfer its culture and reward systems and way of doing business to its operations abroad?

6. Given the sorts of values and culture Google cherishes, briefly describe four specific activities you suggest they pursue during new-employee orientation.

ARAMEX

Aramex provides comprehensive logistics and transportation solutions. Established in 1982 as an express operator, the company rapidly transformed itself into a global brand. Aramex today is a publicly traded company on the Dubai Financial Market (DFM: ARMX), employing more than 8,600 people in over 310 locations around the globe, and it has an alliance network with worldwide presence. Aramex is also the first company in the region to release an audited sustainability report that outlines its commitments to key stakeholders—communities, customers, employees, business partners, investors, and the environment. The third edition of its sustainability report was released in early 2010.

Aramex employees are encouraged to innovate, be creative, and take risks and decisions that will translate into new products, services, and opportunities. The company has a flat organization and continuously encourages its people to be innovative, be decision makers, and create their own opportunities within the organization. Aramex management understand that their role is to equip their employees with a set of skills and the support they need to be flexible, allowing them to continuously tackle the evolving challenges in a changing environment. Therefore, the company has created a career development program per function and position, where employees go through a specific program in order to develop. This strategy of promoting has resulted in many employees moving up the ladder, growing into and handling different positions and responsibilities where needed.

Aramex’s decision making structure is based on a decentralized model, where each region is empowered to make decisions. This lean, flat business model enhances effectiveness and responsiveness to the diverse local environments, where stations operate as local companies while maintaining a unified global brand. The model also promotes collaborative decision making within a common business development strategy.

Aramex management is structured by type of service and by geographical location. Each main service line and geographical area is assigned a Chief Executive Officer (CEO). Country managers and cross-functional country-based ‘Aramex teams’ are assigned to this coherent network to offer coordination of all Aramex services on a per-customer basis. All company operations are run by teams. This team culture creates a collaborative decision making atmosphere based on trust, respect, and a quest for shared goals. Finally, the company has a global support office (GSO) in Amman that provides strategic and technical support to the stations around the world, ensuring consistency in the quality of operations and services.

Aramex aims to prevent incidents and the company strives for a ‘zero’ incident/accident standard at its facilities. To ensure this, the station security team in conjunction with the HR department conducts departmental and job-specific training to either coach newcomers or update existing skills. If procedures and processes are amended, then the necessary safety training must be taught as well. Despite an increase in the number of stations in 2009, the number of reported accidents per million shipments has decreased significantly. Aramex also ensures that all staff members take part, at a minimum, in bi-annual evacuation safety training at all of its facilities. A number of selected staff also undergo specified first aid and fire fighting training to combat emergencies that might arise. All newly hired couriers undergo safe driving awareness training sessions as part of their basic training, in which they are accompanied and evaluated by a senior courier before taking full responsibility for their assigned area. An internal team audits each property on a yearly basis to ensure that it complies with the high safety and security standards set. If irregularities are discovered, steps are taken to address and rectify the issues without delay.
Aramex management—including Corporate HR Manager Andera Kassisieh, Manager of CEO Operations Reem Khouri, HR Consultant Musa Anz, and Chief Operating Officer Iyad Kamal—believe that students in the Arab countries need to be encouraged to be problem solvers and not just solution implementers. They believe that if this change is to happen in the Arab world, it is them who needs to create it, find new solutions and new ways of doing things, and mobilize themselves, others, and the resources available in order to create the changes they wish to see. They take this same approach at Aramex. If employees aren’t satisfied with a service, a product, or a situation; they are encouraged to experiment and try to find a new way of doing things. Even if employees make mistakes, this is seen as a way to learn and grow through trial and error.

Questions

1. Write a one-page outline listing three or four recommendations you would make with respect to Aramex’s career development program. In your recommendations, explain how you would assist employees to move up the ladder, growing from operational jobs to handling different managerial positions and responsibilities.

2. Develop a 10-question structured interview form that Aramex HR managers can use to interview potential country managers. The key ideas in these questions should involve teamwork, innovation, risk taking, and decision making.

3. Imagine you’re a manager at Aramex in Dubai, and the company is sending you on a one-year expatriation to its GSO in Amman. What could make your expatriation succeed? What could make it fail? Discuss your answers in detail.

4. Aramex’s top management think students in the Arab countries need to be problem solvers, not just solution implementers. What type of training would be suitable to develop such student competencies? Discuss the form and content of two training courses that would enhance students’ capacities to create, find new solutions and ways of doing things, and mobilize teams to create the desired change.

STRATA

Based in Al Ain, Strata Manufacturing PJSC (Strata) is part of a significant investment in the development of an integrated aerostructures industry in the Emirate of Abu Dhabi. The company works in partnership with major aircraft manufacturers, such as Airbus and Boeing, to develop, design, and manufacture the next generation of civil airline transport aircraft. In July 2008, in conjunction with the purchase of Etihad Airways aircraft from Airbus, Mubadala, there was a guaranteed US$1 billion worth of work/business to be supplied by Strata to Airbus between 2010 and 2020. The agreement includes knowledge transfer and support for design and implementation of a composite aerostructures manufacturing facility from Airbus.

Strata uses Oracle HRMS software for its HR administration. The Oracle recruitment module is used from the budgeting stage, to enter the details of the successful candidate when they join the company. During the selection process, assessment centers working for Strata typically use a combination of simulations, interviews, and psychometrics to measure the performance of candidates against the skills and behaviors required for success in a particular job. This greatly increases the chances of finding suitable candidates.

Strata’s biggest challenge at present is findings skilled workers in a country that’s still in the process of creating its integrated aerospace industry. With the support of Mubadala Aerospace, Strata is committed to implementing a framework to support U.A.E. nationals through the education and training system to create professional careers in the aerospace industry. The company continues to work for agreements between overseas educational and training organizations and Abu Dhabi-based universities and technical colleges, and in conjunction with the Abu Dhabi Government and local aerospace companies to provide the necessary skill sets for the people of the U.A.E. to be part of this industry.
Emiratization is a priority of the company, in conjunction with TANMIYA, the Emirates National Development Authority, Higher Colleges of Technology, Zayed University and U.A.E. University. Strata took part in the Careers UAE 2010 exhibition which attracted tremendous interest in the company from U.A.E. citizens, and is providing strong social returns by creating over 1,000 job opportunities, least 50 percent of which will be filled with U.A.E. nationals across all job profiles. Together with Mubadala Aerospace, Strata is working with the Al Ain International Aviation Academy (AAIAA) to provide a 22 month training program in composite aerostructures manufacturing and assembly, to equip U.A.E. nationals with the skills to become part of Abu Dhabi’s aerospace industry.

A good percentage of Strata’s workforce is expatriates. For expat recruitment, Strata HR members travel to overseas countries to search for the right candidates. The first 12 people hired by Strata came from eight different countries, and today Strata has almost 300 employees from 17 countries. Strata seeks people “with the skills, knowledge, experience, innovation, and enthusiasm to create, run, and perform.” With its focus on business goals, nationality has never been a barrier. Instead, staff members collaborate to get the job done. Whether nationals or expatriates, the main human resource challenges for Strata are the following:

1. Developing high-performing teams
2. Succession planning
3. Managing talent through change
4. Finding/sourcing talent externally
5. Developing high potential
6. Managing performance
7. Engaging people: driving their motivation by an enhanced communication
8. Assessing the best talent to join the organization
9. Identifying high potential
10. Selecting the best candidates for internal moves

The common language spoken throughout the organization is English, which also reflects the common language of the aerospace industry. With many staff from Arab nations, Arabic is the second most widely spoken language at Strata. Through patience, tolerance, and mutual respect, language has never been a barrier, and the company continues to thrive and perform. Furthermore, Strata has established a Social Committee comprising a multinational team. Again, inclusivity is a priority, with events being held in a way to ensure that the number of participating employees is optimized. A recent example is a ‘Golf Day’ where employees were able to gain knowledge and skills along with having a lot of fun. Team building and comradeship were a clear spinoff.

Strata’s HR management mission statement is “to foster a business culture and working environment that emphasizes quality, enhances productivity, demands integrity while offering high levels of satisfaction to The Company employees.” Therefore, the culture within Strata is one of openness, inclusivity and involvement. When Strata started, a daily communications session was held with the CEO and the entire team. As the team grew, this became unmanageable, but the approach evolved into parallel sessions, divided by function, held at the same time. Today, account managers and functional heads continue to hold team-wide information sharing sessions daily or twice weekly in an open style, with a weekly communications meeting of the entire workforce.

Strata does not have labor unions or similar bodies. As stated in its company manual, “the HR policies and procedures of the company are based on the belief that success of the group is primarily dependent on its people and that motivation and development of employees is mutually beneficial, for the employee and the company.” This belief is brought to life through regular open communication with all areas of the workforce, where issues are raised and addressed. For Strata’s top
management, looking after the welfare of its workforce is as important as delivering the product and shareholder returns. There is a code of ethics published as part of HR policy and procedures, in line with the tradition and customs of the country with a view to achieving an equitable working ambience and a strong reputation for the company. Looking ahead, Strata is currently devising a social responsibility program aimed at supporting the local community and environment through a range of initiatives. This will involve staff from all business areas of Strata and will be driven by collaboration and cooperation.

Questions

1. The textbook defines ethics as “the principles of conduct governing an individual or a group,” and specifically as the standards used to decide what one’s conduct should be. From your reading of this text, identify and explain five key points that make Strata an ethical company.

2. The textbook lists numerous suggestions for ‘how to manage diversity.’ Based on what you know about Strata and its inclusive approach to hiring expatriates, what do you think are the five most important steps an employer can take to manage diversity in the workplace? What types of diversity can a company manage in the Arab countries? Give a specific example.

3. Based on what you have learned about this case, what suggestions would you make to Strata to help it overcome the 10 key human resources challenges it faces?

4. Explain specifically how strategic human resource management at Strata seems to support the company’s broader strategic aims. What does this say about the advisability of linking the HR strategy to a company’s strategic aims?

ENDNOTE

1. Interview questionnaire completed by Lara Shalhab—Training & Development Specialist, BLOM Bank, for the purpose of this book, September 26, 2011.


3. Interview questionnaire completed by Andera Kassisieh—Corporate Human Resources Manager, Reem Khouri—Manager of CEO Operations, Musa Anz—HR Consultant, and Iyad Kamal—Chief Operating Officer, Aramex, for the purpose of this book, November 2010.


5. Interview questionnaire completed by Strata for the purpose of this book, February 2011.
action learning | تعلم من العمل
A training technique by which management trainees are allowed to work full-time analyzing and solving problems in other departments.

adaptability screening | الكشف عن قابلية التكيف
A process that aims to assess the assignee’s (and spouse’s) probable success in handling a foreign transfer.

affirmative action | عمل إيجابي للتخلص من أثار التمييز
Steps that are taken for the purpose of eliminating the present effects of past discrimination.

alternation ranking method | طريقة الترتيب بالتناوب
Ranking employees from best to worst on a particular trait, choosing highest, then lowest, until all are ranked.

applicant tracking systems | نظم تتبع المتقدم للوظيفة
Online systems that help employers attract, gather, screen, compile, and manage applicants.

application form | طلب التحاق
The form filled in by job applicants that provides information on education, prior work record, and skills.

appraisal interview | مقابلة تقييم
An interview in which the supervisor and subordinate review the subordinate’s performance appraisal and make plans to remedy deficiencies and reinforce strengths.

apprenticeship training | تدريب مهني
A structured process by which people become skilled workers through a combination of classroom instruction and on-the-job training.

authority | السلطة
The right to make decisions, direct others’ work, and give orders.

behavior modeling | قوة سلوكيّة
A training technique in which trainees are first shown good management techniques in a film, are asked to play roles in a simulated situation, and are then given feedback and praise by their supervisor.

behavior modification | تحديل السلوك
Using contingent rewards or punishment to change behavior.

behavioral interview | مقابلة لدراسة السلوك
A series of job-related questions that focus on how the candidate reacted to actual situations in the past.

behaviorally anchored rating scale (BARS) | (BARS) طريقة التدرج البياني السلوكي
An appraisal method that aims at combining the benefits of narrative critical incidents and quantified ratings by anchoring a quantified scale with specific narrative examples of good and poor performance.

behavior-based safety | السلامة القائمة على السلوك
Identifying worker behaviors that contribute to accidents and then training workers to avoid these behaviors.

benchmark job | الوظائف القياسية
A job used to anchor the employer’s pay scale, around which other jobs are arranged in order of relative worth.

benefits | المزايا
Indirect financial and non-financial payments employees receive while employed with the company.

bias | التحيز
The tendency to allow unrelated factors such as age, race, and sex to affect the appraisal ratings employees receive.

burnout | إجهاد فرط العمل
The total depletion of physical and mental resources caused by excessive striving to reach an unrealistic work-related goal.

candidate-order (or contrast) error | خطأ ترتيب (أو تباين) المرشح لوظيفة
An error of judgment made by an interviewer due to interviewing one or more very good or very bad candidates just before the interview in question.

career | مسار مهني
The occupational positions a person has had over many years.

career anchor | المرتكز الوظيفي
A concern or value that a person will not give up if a career choice has to be made.

career cycle | الدورة الوظيفية
The various stages a person’s career goes through.

career development | التطوير الوظيفي
The lifelong series of activities that contribute to a person’s career exploration, establishment, success, and fulfillment.

career management | إدارة المسار المهني
The process of enabling employees to better understand and develop their career skills and interests, and to use these skills and interests more effectively.
career planning | التخطيط الوظيفي
The deliberate process through which someone becomes aware of personal skills, interests, knowledge, motivations, and other characteristics; and establishes action plans to attain specific goals.

case study method | طريقة دراسة الحالة
A development method in which the manager is presented with a written description of an organizational problem to diagnose and solve.

central tendency | النزعة المركزية
A tendency to rate all employees at a similar level, such as rating them all average.

classes | فئات
Job groupings based on a set of rules for each group or class, such as amount of independent judgment, skill, physical effort, and so forth, required. Classes usually contain similar jobs.

codetermination | المساواة بين العاملين في اتخاذ القرار
The legal right of employees to have a voice in setting company policies.

compensable factor | عامل التقييم التعويضي
A fundamental, compensable element of a job, such as skills, effort, responsibility, and working conditions.

competencies | الجدارات
Demonstrable characteristics of a person that enable the performance of a job.

competency-based job analysis | تحليل الوظائف على أساس الجدارة
Describing a job in terms of the measurable, observable, behavioral competencies an employee must exhibit to do a job well.

competitive advantage | ميزة تنافسية
Any factors that allow an organization to differentiate its product or service from those of its competitors to increase market share.

computerized forecasts | تنبؤات محوسبة
Determination of future staff needs by projecting sales, volume of production, and personnel required to maintain this volume of output, using software packages.

content validity | صلاحية المحتوى
A test that is content valid is one that contains a fair sample of the tasks and skills actually needed for the job in question.

controlled experimentation | التجربة الموجودة
Formal methods for testing the effectiveness of a training program, preferably with before-and-after tests and a control group.

criterion validity | صلاحية المعيار
A type of validity based on showing that test scores (predictors) are related to job performance (criterion).

critical incident method | طريقة الوقائع الحرجة
Keeping a record of uncommonly good or undesirable examples of an employee’s work-related behavior and reviewing it with the employee at predetermined times.

decline stage | مرحلة التراجع
Period where many people face having to accept reduced levels of power and responsibility, and must learn to develop new roles as mentors or confidantes for younger people.

dejobbing | توسيع نطاق المسؤوليات
Broadening the responsibilities of the company’s jobs, and encouraging employees not to limit themselves to what’s on their job descriptions.

diary/log | يوميات / سجل
Daily listings made by workers of every activity in which they engage as well as the time each activity takes.

direct financial payments | المدفوعات المالية المباشرة
Pay in the form of wages, salaries, incentives, commissions, and bonuses.

dismissal | فصل الموظف عن المنصب
Involuntary termination of a person’s employment with a firm.

distributive justice | عدالة التوزيع
The fairness and justice of the result of a decision.

diversity | تنوع
Diversity generally refers to the variety or multiplicity of demographic features that characterize a company’s workforce, particularly in terms of race, sex, culture, national origin, handicap, age, and religion.

downsize | خفض العدد
To reduce, usually dramatically, the number of people employed by a firm.

electronic performance monitoring (EPM) | المراقبة الإلكترونية للآداء
Having supervisors electronically monitor the amount of computerized data an employee is processing per day, and thereby his or her performance.

electronic performance support systems (EPSS) | النظم الإلكترونية لدعم الأداء
Sets of computerized tools and displays that automate training, documentation, and phone support, integrate this automation into applications, and provide support that’s faster, cheaper, and more effective than traditional methods.

Emiratization | التوطين
The process of nationalizing the workforce in the United Arab Emirates, which includes an obligation to hire local Emirati employees rather than expatriates.

employee assistance program (EAP) | برنامج مساعدة الموظفين
A formal employer program for providing employees with counseling and/or treatment programs for problems such as alcoholism, gambling, or stress.

employee compensation | أجر الموظفين
All forms of pay or rewards going to employees and arising from their employment.
This is the first textbook on human resource management that has been completely adapted and designed for the Arab market. This book provides cross-national and comparative perspectives on human resource management theory, ensuring contextualized learning for students of the Arab region. Many examples and trends from across the Arab world help students relate to the material by providing a familiar context. Covering essential areas of human resource management including recruitment and placement, training development and compensation, employee relations, and more; readers will come to understand important theoretical components of the discipline and how they can be applied in local or international business.

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