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Accelerating Human Resource Development in Saudi Arabia

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MSC in Project Management.

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ABSTRACT

Across the global market, various companies have different policies, practices and procedures to assess their employees and upgrade or downgrade them as the case maybe.

However, there have been a lot of studies and researches conducted that have highlighted the need for companies to address their HR- human resource practices. With the ever increasing size of the global market and the introduction of new products and players, there is always the need for executives that can deliver company objectives within specified time frame.

Organizations have developed training program and appraisal procedures to shorten the promotion span and ensure that go-getters and achievers that were contributing to the objectives of the company were rewarded and kept motivated. This gave birth to the concept of Accelerated Promotion Schemes that were implemented in various industries; in this paper, we have taken one such scheme that was implemented by the UK police and examined the key 6 elements that were the back bone of the scheme.

We took this scheme and build up 2 Research questions to assess the readiness of companies in Saudi Arabia for implementing an Accelerated Promotion Scheme akin to the one used by the UK police. Based upon the problem statement and Research questions, interviews were conducted and responses gathered and collated and the recommendations and conclusions are drawn.

CHAPTER 1. INTRODUCTION

1.1. INTRODUCTION

The key element for the success or failure of any organisation is its employees, with this basic principle, Strategic Human Resource Development (SHRD) as a discipline came into being. Strategic Human Resource Development is all about the development of the Human Resources and managing it in sync with the objectives of the company and ensuring its competitiveness in its market and at the same time ensuring that its employees are able to develop their careers. With an information boom all around impacting a business in all aspects of its functioning, management should be able to access the relevant information, interpret and then manipulate it to meet the company's objectives and requirements. Ever since its conception, Human Resource Management, (HRM) and how it impacts an organisation has been the subject of a lot of studies and researches and from which evolved a lot of best practices, but still, a one size fits all approach has never been known for HRM due to diversities in people and environment. Each study shed light on new methods and practices that would ensure growth and prosperity of the organisation. Studies proposed a new focus on needs assessment for employees and the organisation, a new look at organisation planning and employee training, career orientation and evaluation, and over all Human Resource procedures to undergo major changes to meet the new trend and requirements that support the business growth and competitiveness for talented employees. Human resource practices have been moved from basic administrative work toward career development for its employees but there are still a lot of organisations that need to develop their Human Resources. A lot of organisations have developed procedures of training and promotions that support employees' growth within the organisation so as to reduce the employee turnover. The procedures are developed keeping in mind the organisation, the industry and the market in which it operates in.

In this study, analysis of a scheme used in the United Kingdom by their Police Force that is known as the 'Accelerated Promotion Scheme' or APS. The basic idea behind the development and implementation of APS was to condense the time

required for the training and promotion of the officers within the force. With this scheme, it has been possible to develop officers with excellent calibres to meet the demands of their new positions. From inception to date, the scheme has achieved its own success practices and has been updated and modified. While comparing this scheme and its procedures to that of a business organisation, the more basic feature of HRM like training, evaluation and promotion take a different connotation and a different meaning that requires a lot of in-depth information on business and how to merge this scheme keeping the organisation's aims and objectives and employees expectations. The application of a scheme such as the APS in developed countries would differ in terms of desirability and need when it's being applied in a country like Saudi Arabia that is still developing.

The research shows that Saudi Arabia is seeking to reach international standards for human resource practices and it has succeeded in some sectors, but HR requires further development in others. In Saudi Arabia, there are vast differences between the way the HR functions strategically, keeping in perspective the long term objectives of the organisation or sector, and what is actually used and implemented in terms of practices and uses of HR in business sectors. A tool like the APS can be used at the entry level for training fresh graduates that are hired by an organisation. This way these new entrants can be handpicked for desirable roles and prepare them to meet organisational needs within a much shorter time span and make them perform rather than waiting for them to perform.

The research paper goes through the defining Human Resource Management and understanding their concepts. Further, it will identify 6 elements which will ensure a closer study of organizations needs and their employees needs, the processes and procedures of selection, training, evaluation, motivation and the overall update of system functions and employees status. Examples will be stated on the current promotion schemes in place and their definition in tuned with business environment. Further on, a definition of the APS in the police force in UK and how it was able to provide a solution for the promotions problem within the police force. From there, it will move to the study of these HR practices in perspective of companies in Saudi Arabia. Post the study of Saudi companies practices which will be done through research methodologies, the analysis will outline their readiness for implementing the APS in their current HR practices and whether the Saudi

companies will benefit from the implementation of the scheme or not. This will then lead to the recommendations, limitations, and then conclusion of the research study.

1.2. PROBLEM STATEMENT

Companies hiring fresh Saudi graduates are faced with the uphill task for ensuring that the fresh entrants are able to perform the required roles of the jobs assigned to them on account of lack of experience and understanding. Companies have pointed out that even though positions are being filled, the responsibilities of the job are not being met objectively.

Fresh Saudi graduates need much more focussed training before they can completely fill the role of the position that they have been hired for. The competition is getting fiercer by the day and it is vital that each hired person adds value to the organisation. Companies in Saudi Arabia have varied human resource development practices with vast difference across industries. With the Saudization policies wherein all companies are required by law to keep a fixed percentage of Saudi nationals on their workforce, companies are finding it extremely difficult to retain good Saudi employees after they have trained and motivated them as they move to stronger or better performing companies once they have acquired necessary skill sets and have progressed to performers as compared to starters and slow learners. Certain Human Resource practices are typical to certain industries especially in the area of hiring Saudi women (as some companies refuse to hire women or are not familiar to working with females) and as such the readiness for companies in Saudi Arabia for implementing APS needs to be assessed to the last detail as it would require a very solid foundation of Human Resource Management.

1.3. AIMS

The dissertation studies Human Resource practices and how they have evolved from mere administrative and paper pushing tasks to now assessing individual needs, selecting and motivating individuals and ensuring their competitiveness within the working environment and industry. Various techniques that primarily focus on the acceleration of the development of employees are studied and evaluated based upon the 6 elements that have been chosen for APS. Several examples and definitions are explored in the light of the 6 elements that will be used as indicative tools for measuring the accelerated development and growth of employees in companies. Examples of Hewlett-Packard (HP) experience, Leskiw Sample Progression Model, The 6 Sigma Process, and UK's APS program in the UK Police force have been used. For testing the viability of the 6 elements, Saudi Arabia has been selected as the country for the study on account of its recent emphasis of development in HR practices like reducing unemployment through Saudization and women joining the work force.

December, 2005 when Saudi Arabia became a member of the WTO, existing companies have had to raise their level of human resource practices as they would be open to greater scrutiny from the international regulatory bodies thereon. Companies would need to compete in terms of performance and profitability as there would be new entrants into the market that would already have established human resource development processes and practices in place and would pose a serious threat to already established companies that have been operating in the country in the past. Various policies have been put in place by the government for the development of the local population like the Saudization policy. The aim of this policy is to reduce the number of unemployed Saudis in the country but it does not address as to how it will train them and add to their skill set for performance on the job. Such policies do ensure that position are filled but does not result in their saturation. The present human resource development scenario is a tough call for companies in Saudi Arabia and face a lot of challenges for training and improving their performance.

With Saudi Arabia as the candidate market for the study, it has led to the formulation of 2 Research questions:

1. Does Saudi Arabia have the required infrastructure for the implementation of an APS?
2. Will companies in Saudi Arabia benefit from the implementation of a scheme like APS?

1.4. OBJECTIVES

From the aim of the study, the stated objectives therefore are:

- Evaluate Human Resource practice and choosing 6 elements for APSs.
- State the example of APS used in the UK's police force.
- Analyze Saudi Arabia's economy and Human Resource practices in the context of the 6 chosen elements for APS.
- Evaluate the level of Human Resource Development and readiness of Saudi companies to implement APS.
- Address the question whether companies in Saudi Arabia are going to benefit from the APS or not.

The primary aim of the study is:

1. Identify 6 elements necessary for APS implementation in companies as a tool for the development of HR.
2. Evaluate the HR situation in Saudi Arabia by focusing on these 6 elements
3. Can companies in Saudi Arabia benefit from the APS based upon the analysis of the 6 elements.

CHAPTER 2. LITERATURE REVIEW

2.1. HUMAN RESOURCE MANAGEMENT DEFINITION AND PRACTICES

In this chapter, we will review primary and secondary literature about the feasibilities of APS and take it step by step as a process of building blocks. Every employed individual aspires to rise up the ladder in his or her organization; in today's competitive global market, each firm strives to hire the best so that the objectives of the organization are met; in so doing, the organization ensures that it 'looks' after the employee. Many human resource practices have developed and resulted into best practices in public and private sector alike to ensure the best performance out of their employees. One such organization was the UK Police Force; they were much ahead in the race of ensuring that the able were promoted on a much faster pace so that they remained motivated towards the force and their job and ensured that the objectives were being met. This scheme when developed came to be known as the APS and is presently being used by the UK Police Force for promoting deserving officers on a fast track and acts as a motivator.
(tulliallan.police.uk/www/apsg.htm)

2.1.1. WHY DEVELOP A SCHEME

Here, we will go through the reasons for developing an APS. The need for an APS is not only as a tool to increase and shorten the span of assessment of an employee and promote thereafter but to ensure that the deserving employees are rewarded on account of their exemplary performances and keeps them motivated thereby. The scheme requires having standards, who to choose, how to choose, tools to train, time to train, evaluate the performances, retrain if necessary, and then promote the successful candidates. By implementing such a scheme, it will enable a company's employees to be on a fast paced promotion track that would ensure that its employees are satisfied based upon their needs assessments and they can grow within the organization; this way they can be moulded as leaders that would be guiding the company through their new positions to its success (Sobol et al. 2007).

HR development has been termed as a “succession /progression/ development process” and a crucial system that needs to be implemented as a part of a company’s culture because of the prevailing ‘war for talent’ in the book, ‘Best Practices for Succession Planning’. Companies that have a personnel development programme or scheme are more often a better option when it comes to switching jobs or making a move for the better. Such companies are perceived as being more ‘employee needs oriented’ and present the employees with a future (Sobol et al. 2007).

An APS can benefit companies in the long term and can be compared with the company’s best practices that are used in the businesses. The individual elements of such a scheme can be used as developmental tools for training and promotional processes. Each company would be having its own internal system for promotions, but the importance and relevance of a scheme such as APS is that they both would yield the same result for the company and that would be selection of the right candidate for a particular higher position. Procedures may touch common grounds between those already being used by companies and the APS provides a basic framework that will fine tune the process of selection, be it the police force or a business environment like Saudi Arabia. The idea behind development of the scheme it is to compare the elements as a base for what will help a company prosper. It can also be seen as a measuring base of where changes need to be implemented in a company’s HR system in order to implement an APS that can be seen as a company’s measure for leadership development and learning what is seen as a best practice process to improving training method in an organization. The procedure may include entry exams, personnel monitoring, interviews, performance tracking, and standard application acceptance procedures. Factors that might influence a selection process or decision may include, the number of applicants needed for a future position, the number of positions available, the time frame for training, the budget for training, the material for training, or even the employee’s work needs and career options.

Not all leaders are born; some of the reasons to focus on developing schemes that will nurture leaders would be to account for the risks that may occur without earlier notice which may require a new leader to be put into action. So they are not chosen by competitor companies (Hayman and Lorman 2004, (Lawler 2005). Being

open for new ideas allows employees to accept more challenges and provide them with various options of finding solutions and being innovative rather than standing still and grasping on to old methods that may not apply to new business challenges (Ready et al. 1994). Companies are giving more attention to their people, their employees, their business developers, their operations managers, their engineers, and all their employees who influence and affect the performance of the company. They are being regarded as executives and are developed on that base (Ready et al. 1994)

Looking at APS as a system that provides systematic development, constant exposure to what is new in the market and flexible change mechanism that allows for simultaneous growth of the organization and the individual. Leadership development acts as trigger for individuals and organizations that need to stay in charge of their market status and be initiators of innovation over their competition. APS should not only be regarded as a means to higher position but mainly as a method of developing leaders who are aware of their companies needs and are committed to continue its growth and are able to anticipate the market opportunities and threats that may affect the organization's performance. APS is also considered as an inhibitor of employee's loyalty to their company with the meeting promise of personal growth and career prosperity.

Through the best practice literature available, many businesses which showed growth, continuity, and competitiveness had some common practices that kept the company effective in the changing environment. These practices were then shared and compared with companies that did not perform as well to use it as lessons learned or as a benchmark base to act upon and adjust their standards accordingly. Some of the lessons learned found in the literature include Hewlett-Packard (HP) experience, the six sigma practice, the six key human development strategy of best practice, and other cases that lead to similar conclusions of gathering information, setting strategies, aligning resources, choosing candidates, delivering training, evaluating performance, promoting or retraining, and then re-evaluating and adjusting the system itself.

The initial (and still is in many cases) idea behind high flyer programs Also known as Fast Track Promotions or APS is to choose high potential candidates to be part of

a development program that trains them to be managers and earn them faster promotions and better performance ” (Larsen, 1997). Sometimes choosing certain candidates may cause for a need to see them succeed regardless if they are actually at their highly anticipated performance or not (Larsen, 1997).

2.2. 6 HRD ELEMENTS FOR APS

Various elements of HRD play an important role in APS and we will discuss these points step by step, each step will be taken as we progress step by step. When developing the APS, certain basic elements are crucial to make it a success and ensure continuity of the scheme with the organisation. These elements are the building blocks on which employee development assessment starts, and where it can evolve to include or adopt an APS. By looking at the various practices existing, the main elements extracted were:

1. Needs assessment for companies and individuals.
2. Selection procedures of individuals from within the company.
3. Training process and its components (budget, material, time, and trainers)
4. Evaluation process which may lead to promotion or further training
5. Motivation of employees (and employers) to be a part of such a system
6. System evaluation and update when change is necessary

There are different stages in which these six elements. Take the needs assessment, for example, there are some companies that would include it in their strategic plans for the development of the company and its employees, while other companies rarely assess their needs.

2.2.1. ELEMENTS FOR APS

2.2.1.1. NEEDS ASSESSMENT

Companies that have been deemed successful are well known for their in-house training of employees and are geared up to meet the evolving markets' challenges

and through this, they are able to retain those who would be leaders within the organization. Various methods are used to analyse their business needs, their employees' needs, and the potential of growth of the company and employees together. Such companies keep business objectives and employees objectives aligned where both seek the end result of growth and innovation for the individual and the company. Company employees need to know where they stand, what their capabilities are, where they need to improve, and where they can progress to from where they stand (Sobol et al. 2007)

Unilever, a well known established MNC explains the reasons for having a structured plan: Having leaders ready to meet the rising competition and client demands in all levels of the company. The war for talent is making it hard to train and retain competent employees who look more for growth and career planning. There is a new leadership style that requires the company and employees to adapt to new growth standards, new customer management styles, having more speed and lower costs. Unilever used an interconnected model where every employee is in a learning state its selection process and competence growth is aligned with its yearly goals' achievements (Sobol et al. 2007).

There are various methods to ascertain employee needs and drawing similarities between project management in human resources and employees' need assessment, we see that the project management phases include initiation, planning, execution, monitoring, and closing. In order to execute these phases, the Project Manager and the project management team are responsible for putting each phase into practice and meet the different demands of the different phases. They are also responsible for ensuring the project stays within the three main constraints of time, cost and quality (PMI 2004, Westland 2006).

Human resource management is part of the project management process where the project team identified (needs assessment), chosen (selection), executed the project, trained when needed, monitored (evaluation) and rewarded (motivation). Once the project is complete, the recorded data is used as lessons learned for future projects to apply (system update). Project management provides a focused look at HR development. It zooms in on how the project manager and the project team affects the performance of the project. By doing so, they are aware of what needs to be done, who can do the work. If the need arises (as a forecasted risk or change

requirement), they will also assign new personnel for new tasks and train the existing personnel who are also part of the project. The manager and team also need to be aware of the risks involved when there is a shortage of personnel or when errors occur because of lack of skill or know-how. Employee shortage or high margins of error cause: delays, reworks, overruns of budget, and poor quality of task execution that harms the overall project (PMI 2004).

Another way to ascertain need assessment is to see how a company is presently evaluating its current needs, in terms of business needs, employee needs. It will address questions such as where does the company stand? What values does it need to have instilled in its employees? Prior to taking on a new project, does it have required trained employees to handle the project or task? Is the company going through a critical phase in terms of its performance? If there is potential in some new beginners or middle managers, can the company help them grow by training or by adding more tasks to their current jobs then promote them? Its best to address these are they would result in addressing this element of APS and the development scheme can be used as a tool to strengthen strategies of the business (Leskiw and Singh 2007).

Hewlett-Packard (HP) assessed the needs of the organisation through a process that required its senior managers to focus on strategic outcomes. They were then asked to derive important objectives of development, and outline ways and steps as to how to reach them, who to facilitate them, and reengineer the human resource to meet the development process (Ready et al. 1994). Through this exercise, the organisation was able to ascertain whom to develop as future executives of the business and how to develop them and who will develop the guidelines and curricula for the developments and thereafter the integration of the development program with the existing human resource systems that were already in place (Ready et al. 1994). While assessing needs, both company and employee needs should be the focus of the senior management as it is important to ensure the competitive edge of a company. Senior managers should assess their subordinates and identify the career of the executive in light of technical and managerial capabilities, additional responsibilities should be added to their role so that the expansion of their capabilities and progression is monitored and they can progress to higher ranks. Senior managers can assess the progressions through a method of

identifying the organisational charts and what entry level employee needs to achieve at each level in order to progress to the next position, this way they are able to assess his or her needs; with the help of an organised human resource developmental planning and procedures, employees needs for growth are met which contribute organizations growth needs. (Egan, Upton, Lynham, 2006).

The work of Egan et al (2006) looks at individuals' needs assessment and how these individuals view their career needs. Egan et al went on to identify employees need to work through their need to have a career therefore, through their different definitions of careers, human resource needs to 'align' employees' career progression needs with the need of the company in order to achieve employee's fulfilment and simultaneously utilize it to the requirement of the company from its employees.

2.2.1.2. SELECTION

The selection of the right candidate is the next step to consider. A manager should identify employees that can outperform in higher ranks and which employees still require further progress in their current jobs. A comprehensive selection system allows for properly choosing from the company's internal pool of candidates. When selecting the candidates to be trained, such selection process must be well understood and communicated between affected stakeholders. People within the organization need to be well informed about their capabilities in terms of accepting additional responsibility of mentoring and learning with their end goal set on benefiting individuals and the company. In addition to the needs assessment of the employees, the needs of the business are to be identified and persons are chosen and this can be through study of capabilities, evaluating past performances, examinations, and then the selection of high potential candidates (Leskiw and Singh 2007).

In retrospect looking at the Hewlett-Packard experience, the procedure adapted by the organisation sheds the light on the concept of having multiple procedures or systems of selection for the different managerial levels with their different individual development needs in order to meet the overall organizational learning need (Ready

et al. 1994). Selection would entirely be dependent and focussed on productivity. It will be built around the potential of the candidate and this will include showing commitment, creativity, analytical skills, vision, market awareness, and dedication to perform at higher standards.

Identification and selection criterion revolves around a very basic premise and that is the person's ability to manage other people, and here in re the promotion element, it will assess how the individual will handle subordinates through their skills, knowledge about a task. Employees are also identified as 'performers', 'potential', 'possible', and 'problem' employees (Margerison and Smeed 1984). This helps manger identify which candidate to focus on and who will yield better results over others.

Egan et al (2006) identify a selection procedure of trait factor theory, where employees' abilities are used as an indicator to which position they will be able to perform and the theory assumes that employees can be assigned to certain positions according to their skills and what skills that positions require to be completed. Companies differ in their internal structures and how they select and train their employees. In Sonnenfeld and Peiperl (1988) article, it was stated that companies that are competitive in their field, have career paths, believe in team performance, and allow for managerial and technical career growth are known as the academy.

When selecting employees for higher rank positions, many companies target their existing pool of talent as they are already familiar with the company's needs and its internal environment. This type of employees focus allows for internal promotions and growth of individual that already have company specific knowledge and experience (Baron, Davis-Blake, Bielby, 1986).

When looking at the individuals' career progression, mangers need to view them as possibilities at hierarchal progression and how well these individuals are performing in their current position (FERENCE, Stoner, Warren, 1977). FERENCE et al (1977) identified them as "learners, stars, solid citizens, and dead wood". Categorizing a company's employees' support selecting the employees who can show growth and potential that could affect the company positively.

Companies need to match its need with employees' needs and find ways of meeting the new demand of employees' personal development rather than promotion growth in order sustain its high performing employees (Viney, Adamson, Doherty, 1997). Companies seeking to recruit or promote employees that could perform their stated requirements and objectives have developed selecting recruitment, training and development procedures that are suited to the organization needs. (Hayman, Lorman, 2004)

2.2.1.3. TRAINING

Training guidelines are set according to the set business goals 'company needs' and employees capabilities, 'employee needs'. Training is about developing employees' abilities so that they are made to perform. Citing Unilever, as an example, competencies are: 'the qualities that allow exceptional leaders to deliver growth at all levels of the business. Leadership is defined by behaviour, not by hierarchy.' Therefore, they aim at developing these competencies through Leadership Growth Profile, which involves several stages of growth such as: passion for growth, breakthrough thinking, change catalysts, developing self and others, empowering others, strategic influence, team commitment, and team leadership (Sobol et al. 2007).

Training can be viewed as a company's learning system it is recommended to have several methods of learning and to have it embedded in the company's business conduct. Aside from formal learning courses, action learning or learning by practice is one way of effective learning. The learning system needs to provide opportunities for learning and feedback procedures that support furthers developments of individuals (Leskiw and Singh 2007).

Other elements that can influence the learning system include existing leaders who might have gone through a similar learning procedure and succeeded in getting

promoted, or even leaders who are seen as role models and credible leaders whom subordinates will look up to and listen to. One of the uses of technology is the use of video conferencing to get employees at different operational locations involved in the training program or when receiving lectures, seminars, and conferences from external vendors (Leskiw and Singh 2007).

Cacioppe et al define training as 'related to the present job while development is considered learning for the growth of an individual' since organization need to develop their employees to be able to compete, training plans have to be targeted at employees needs and organization business needs (Cacioppe, Warren-Langford, Bell, 1990). Training is also seen as a way of maintaining high performance in organization through further development of its employee's skills and abilities to perform (Buckley and Caple 2007). This defined as performance management where having employee performance to be improved in order to sustain the company's overall performance (Buckley and Caple 2007).

The need for training arises when employees are required to synergies their performances to keep pace with developing trends and work environments, training would also ensure that a reduction in errors and faults at work, decrease in costs due to mistakes or work needing to be redone and in the end. This high performance of individuals extends to better job outcomes leading to better departmental outcomes then overall performance of the organization (Buckley and Caple 2007).

2.2.1.4. EVALUATION

Evaluation can also be conducted as pre-training evaluation to assist the employees' performance before and after the training. Taking project management as a referral, for the project to stay on schedule, on budget, and at the required quality, monitoring project team performance allows for noticing any changes. Observation of the project team allows for requesting changes when applicable, recommending corrective activities and preventive action. It also allows for appraisal

of exceptional performances, penalties or training for under performers (PMI 2004:218).

Going back to Unilever example, the company has also created a coaching culture that would attract openness, discussion, and de-layering within the company. Overall, the coaching culture allows for more communication and feedback which helps align personal and organizational goals and interests (Sobol et al. 2007).

A recent development system that is gaining focus is employee's 360 degree evaluation. This is used as a monitoring and evaluation system where an employee is granted evaluation from several levels of the organization. This includes his superior manager, his peers, his subordinates, and himself. This feedback systems keeps the development procedure flowing and the flaws in performance are more accurate and can be updated. When implementing such an evaluation system, applying it to all levels of the organization will be crucial for it to be effective, as employees might be reluctant at the beginning to evaluate their direct supervisors or managers. But this is used as an effective learning system that keeps employees well informed of how they are performing and what are some of the expectations of peers, subordinates and predecessors which can improve their performance in their current position and for their future positions (Leskiw and Singh 2007).

Evaluation can be based upon behaviour required in performing a certain job (Smith, 1986) or, 'leadership, communications, commercial awareness, change orientation, working with others, developing people, taking responsibility, practical thinking, planning, and quality focus' (Hayman, Lorman, 2004). These are some competencies or skill to evaluate in employees performance. Such competencies depend on the position requirements that are expected from the employee which is different from one position to another. Siddique (2004) outline evaluation to be based on performance success in administrative and financial performance and overall quality of work environment. These vary according to the company's 'size, age, ownership, training and developmental opportunities' (Siddique 2004). He went on to say that performance can be enhanced through constant analysis and review of work being done to ensure continuous satisfaction with job outcomes (Siddique 2004).

2.2.1.5. MOTIVATION

What would motivate an employee to perform has always been a question that needs to be addressed by the human resource team. Citing the example of Unilever again; it is a company known for its internationally competitive products. It operates a very diverse employee base which is used to deliver its outstanding performance (Sobol et al. 2007). They believe that its people are the centre of its work and its values state:

“...we grow as a company by growing our people” (Sobol et al. 2007).

When considering succession planning, companies have a chance to continue growing alongside their employees. When employees notice increased training and promotion within a company, it acts as a trigger to loyalty, commitment and increased creativity towards the company.

The employees that perform and those that do not meet the required outcomes from their trainings have their results met with careful measures of retraining then re-evaluating until they reach the required outcome that makes them legible for promotions (Leskiw and Singh 2007).

Employees are motivated to work in companies where they can see their career expanding. They also have to be comfortable with the environment they are working in (Egan, Upton and Lynham; 2006). Employees are also motivated when receiving proper coaching and work experience that allows for career growth (Egan, Upton and Lynham; 2006). A company's method of motivation is through assessing employees in their careers. Now that hierarchies are getting flatter, employees' career focus is changing accordingly.

Having the right attitude for the job becomes part of their motivators to staying their positions. (King 2004) companies need to assess employees with such adjustments. Work-adjustment mechanisms acquiescence compromise integrative responses organizational adaptability, position performance, work habits and attitudes, co-worker relationships, advancement and career choice, and plans stages, the nature of the tasks may change, and the motivation for mastering them may be different, but the process of vocational adjustment remains the same (Crites, 1969, p. 356) and (King, 2004)

With the changing work environment, companies find it hard to provide secure position for employees who seek to stay with the company to advance their careers. Employees are aware that career progression is becoming less likely nowadays and this is where the challenge lies for companies that realize this fact and wish to retain their employees but are unable to offer their career prosperity (Ball, 1998). Companies are not sure how to motivate in the turbulent environment. This effect can be adjusted through the new concept of knowledge gain. Since career isn't about growth and expansion anymore, companies are now exploring motivating employees through adding to their knowledge and know-how as a tool for their career growth (Bird, 1994).

'Role clarity improves workers' morale, job satisfaction and productivity' (Siddique, 2004). In order to retain employees, companies need to have motivated employees that need to be aware of their companies demands to be successful, employees need to know their capabilities to perform their tasks and what to expect in return from the company if they achieve their proposed goals. Employees need to be motivated through reward (Lawler III, 2005).

2.2.1.6. SYSTEM EVALUATION

Many companies fall into the gap of having plans for improvement and the desire to change but they fail to have the proper infrastructure in place that supports a learning environment. Developing employees and providing individual growth has to be part of the company's objectives that it seeks to achieve, it has to be embedded as part of its regulations and procedures that must be followed and implemented at different levels of the company (Leskiw and Singh 2007).

When evaluating the effectiveness of a program or a system companies get to learn how it affected the performance of employees and confirm whether the methods used helped improve such development. Managers along with the human resource department can evaluate the system's effectiveness through asking questions of what is being performed, is the performance meeting the set standards,

and do the managers fully and employees understand their responsibility (Leskiw and Singh 2007).

Any new evaluation system that is developed will always come with its share of woes to the employees as it all depends upon how they perceive it and that determines their willingness to participate in it. Employers and employees need to be educated about the pros of the scheme and explain its benefits for them to adopt it.

Take the process such as Six Sigma is a “total quality management” system that can be seen as a “navigation system” that helps “define, measure, analyze, improve, and control” business processes and use it to facilitate breakthrough goals and meet them successfully (Pandey 2007). Six Sigma relies on gathering data, analyzing it, knowing where the need to improve exists, how to improve, and how to control and retain the desired outcome (Pandey 2007). In the HR development system of evaluation, managers get the chance to look at their current performance status, compare it with the level of achievement they seek to reach, what they need to adjust.

2.2.2. PUTTING RESOURCES TOGETHER TO DEVELOP AN APS

We will discuss what the required resources for putting up an APS are and we have 10 steps that we will build upon and touch in detail. After going through various types of development techniques and performance evaluation procedures, the following 6 development elements were chosen as a general method of implementing a human resource development program that can form a base for an APS. These elements can serve as a guideline for companies needing a swift measure to promote from within. These elements can support companies in identifying their internal performance need and improve them. The time frame was not defined as each company would have a separate set of standards for promotion time and what it considers as an accelerated program. In case of the police force, 15 years of service for every position is considered long, while comparing this with the business environment of the 21st century, 5 years per position is considered long, while others see it as a reasonable time to promote, some would disregard it. The sample procedure is:

1. 1 year entry level employees' performances are monitored.
2. Selecting employees to be chosen for APS through observing their competence, through conducting tests, and through interviews.
3. Their results are analyzed and a certain number of applicants are chosen (e.g. 10 people)
4. An optional procedure is that a year of job rotation spending 2 months in each department (IT, marketing, finance, HR, operations, Management) with testing their outcomes in each position
5. Assessment of their performance to determine their strengths and weaknesses according to their department functions. (seeing where their future capabilities may be best applied)
6. 1 year procedure of training courses, shadowing, on the job training, increased position tasks and responsibilities.
7. Evaluation of progress and development
8. If there is a progress and development is within the set criteria , then the employee is to be promoted
9. If there is a progress and development is not within the set criteria, then training courses, shadowing, on the job training, increased position tasks and responsibilities for another year.
10. Then reevaluated, and accordingly promoted.

In other words there needs to be a system already in place to ensure that the procedures are followed and managed properly by all levels of the company and all stakeholders who will be affected positively (or negatively) by implementing such a system. This can also serve as a comparison measure to study the current time needed for employees' development, and find methods to reduce that time frame while maintaining the quality of training and performance.

The stated model can be considered as a second step process that needs to be implemented for employee development, and accordingly, the strategy and plan of action can be outlined and coordinated with different responsible departments to ensure that requirements, budgets, manpower, and material are allocated for the achievement and implementing the scheme where and when needed in a proper

manner. Once the promotion scheme is in place, the stakeholders responsible will continue monitoring, evaluation, adjusting, and further developing the program and its components to be more incorporated as part of the companies way of conducting business rather than a must do process that may be cancelled or abandoned in the future.

Companies need to develop a system that is already in practice, and then use an APS as an improvement to train and develop their employees and to cultivate leaders and executives. Furthermore, APS will need certain basic components to be in place in the company prior to its development further. Such components include: company and employee needs assessment program, selection, training, evaluation, motivation and system evaluation.

1. Why develop an APS?
2. Why do we need to develop leaders?
3. What are the elements needed to develop company's personnel?
4. How can a company measure its performance against its employee's improvements?

There can be a similar program for the other employees as well but addressing different objectives. This option could provide an alternative to an APS as it is a focused process that has certain clear defined objectives around which the scheme would revolve as it would ensure leadership developmental opportunities are still available for the remaining members of the organization. When initiating a scheme along the line of APS, The management competencies are changing and new managers are required to develop new skill that allows them to have control and flexibility in the new environment such as being dynamic, flexibility and adaptability to change, they have to be flexible enough to change because the market is demanding change and flexibility (Hayes et al 2000).

Human resource management has taken a strategic aspect now and a lot of resource development is aligning their work performance with the business strategy of the company. Human resource development s must facilitate such knowledge transfer competent employees for company's success which ensure execution of set

mission and vision of the company (Horwitz 1999). Evaluation can be done through verbal communications between managers and the Human Resource department, or through data gathering through questionnaires' of training from employees being trained and by comparing the performance of employees before and after receiving the training (Horwitz 1999).

2.2.3. WHY IS HUMAN RESOURCE DEVELOPMENT A LIMITED FIELD

A lot of organizations have a low budget for training; some even carry as low as 2% of their annual budget (Horwitz 1999). Attributing factors can be the difficulty to measure the training needs for the company (Horwitz 1999). The development of employees should be included with their direct managers' responsibilities which is not the case as their priorities are to get the job done rather than what their subordinates are learning (Horwitz 1999) and this is the case in a lot of companies. Strategic human resource developments requires companies to focus on building a successful strategy that has a back bone of competent work force for execution (Papalexandris and Nikandrou 2000). By training employees, companies are increasing the quality of their employees' performance which in turn improves their work outcome and therefore the company's performance (Papalexandris and Nikandrou 2000).

2.2.4. TQM IN HUMAN RESOURCE DEVELOPMENT

Organizations that seek to implement new quality standards or change their management to include total quality management (TQM) standards they are expected to focus on training their employees on the new quality requirements. Senior managers need to develop flexible attitudes in embracing such change in order to act as models for their subordinates to follow (Hamzah and Zairi 1996). These measures need to be communicated and taught to subordinates by their managers who have to be responsible for supporting implementation of TQM procedures. Their recognition of performance acts as a motivator to followers to keep raising their quality performance (Hamzah and Zairi 1996).

2.2.5. EVALUATION IN HUMAN RESOURCE DEVELOPMENT

Evaluation of employees can be through end of class feedback questionnaires, continuous subordinate and manager evaluation and employee survey (Hamzah and Zairi 1996). Empowerment is about allowing subordinates to have control on their work decisions and to give them the authority to make their own decisions and be accountable for their actions in the job they are holding (Hamzah and Zairi 1996). Flatter organizations are requiring such empowerment to take place. With proper training, this can be easily facilitated.

When reviewing the human resource system, measures need to be identified according to which HR task need to be evaluated according to which business objective (Hamzah and Zairi 1996) use both qualitative and quantitative measures of performance, focus on the criteria of performances that need to be changed or adjusted and monitor them closely, human resource managers also include the operational managers that are directly affected by the employees being trained and monitored; this way any changes in learning or training can be communicated and observed. Constant communication review and changes to the human resource practices and training ensure they support business goals and are providing employees with proper work execution.

Benchmarking human resource management allows for comparison of best practices available in companies and learning from their experience, and possibly implementing these procedures, to improve the company's current human resource management practices. By doing so, companies that already provide a benchmark for their practice have higher chance to become employer of choice to jobseekers and are able to retain their employees to execute their business goals (Hamzah and Zairi 1996).

2.2.6. HUMAN RESOURCE DEVELOPMENT IN SME

In Small and Medium sized Enterprises (SME) (Beaver and Hutchings 2005), it was obvious that SMEs ignored their human resource development compared to larger organizations. Human resource management in SMEs has a more informal human resource practice compared to the practices of the larger organizations. SMEs have difficulties attracting and sustaining the qualified employees although they have a greater flexibility when change and innovation are required than large organizations (Beaver and Hutchings 2005).

Human resource development is about life long training and learning of employees and providing them with the required competences for their work performance. (Beaver and Hutchings 2005) Strategic human resource development is linking these competencies and performances to the company's objectives and goals (Beaver and Hutchings 2005). SMEs salaries are low and they are not very open to training due to the high cost of training, unidentified objectives, having more short term plans than long term, senior managers don't see a need for training unless it was necessary or done through on the job learning (Beaver and Hutchings 2005).

SMEs need their employees to be more flexible to work at several jobs and to multi task (Beaver and Hutchings 2005). In SME most used training is on the job training that is handled directly by company owners or managing directors which allows for director supervision of employees and business activities (Beaver and Hutchings 2005). SMEs need to define their internal constraint in terms of HRD in order to be more attractive and stable as it expands in size which will provide a structured career path that would attract employees to their company in the long term (Beaver and Hutchings 2005).

2.2.7. TRAINING IN HUMAN RESOURCE DEVELOPMENT

In this short paragraph, we will review the impact of training on HRD. The training of employees' on specific jobs is for the continuous development for both the

employees as well as the company (Beaver and Hutchings 2005). Creating a culture that enforces and encourages learning may be seen as attractive and motivating for employees to join and stay with the company that appears to have a set budget for training and developing its employees (Beaver and Hutchings 2005).

The reason behind training employees would allow for having the flexibility to reassign them to different positions when the need arises and providing them with adequate managerial knowledge eliminates the shortage managerial need. Training allows the preparation of individual for the unforeseen charges that occur in organizations (Beaver and Hutchings 2005).

Employees are the ones that provide innovation to the company even on a small scale, focusing on creativity performance, and effectively allowing for growth to take place (Beaver and Hutchings 2005). Employees, like companies, are aware of the changing environment and the need to be up to date with new information and market demands. Constantly paying attention to improving their performance and adding their knowledge to their jobs will ensure their job stability and senior managers satisfaction of their performance and efforts (Cheng and Ho, 2001).

2.2.8. MOTIVATION IN HUMAN RESOURCE DEVELOPMENT

It is the desire of the individual to learn what is provided in a training course (Cheng and Ho, 2001) and how it can affect the receivers learning process if he or she isn't interested or doesn't have the desire to learn.

Job involvement is about employees being able to identify with the importance of their jobs to their overall need or importance of self-image (Cheng and Ho, 2001). This realization can help encourage learning which increases their skill, improves their performance, and add value to their job (Cheng and Ho, 2001). This will also allows for commitment to training if the identified position corresponds with their pursuit of career growth (Cheng and Ho, 2001).

2.3. WHAT IS APS – AN OVERVIEW

APS is an elaborate scheme that uses a lot of parameters; we will be giving a general overview of the scheme. For the use of this research, the 6 elements that have been chosen to be pivotal in the study are the 6 elements of the APS that was implemented by the UK Police Force. This was chosen as one form of promotion that was developed, used, and then adjusted to fulfill the needs of the police force. The APS was mainly developed in order to solve the long duration of promotions at the police force. Training and development of employees is about preparing future leaders to run and manage the operations of the company as they progress in their career with managers facing new market challenges, it is their responsibility to ensure subordinates' comprehension of their current and future tasks when required.

Employees should be selected, trained, and evaluated based on the company's needs. The procedure and methods used for such development must be closely monitored for its performance and succession providing the necessary and expected outcomes that prove to be useful for the company. Depending on the company's needs and stage of HR progress, training and development can take one of two forms:

The company may choose to implement HR practice according to a 5-Year Plan, which allows for planning the future objectives of the company. Identifying the needed skills and caliber to perform the operations, and then select, train, evaluate, and promote employees in the time manner that corresponds to the 5-Year Plan. This plan would be reviewed quarterly, semi-annually, annually, or once the five years are done. When time is deemed as a critical factor and 5 years is considered a long time for completion of training and staffing employees for higher posts, the procedure can be applied on a smaller scale with focused training and development of a choice of specific candidates for an identified future position in a shorter duration, which may take a total of one year instead of five with certain training and company's requirement.

The second method would be using the HR procedures in a shorter time frame for employees as a method of constant development. When employees' progress is monitored and improved on monthly and yearly bases "Not necessary followed by position promotion", the senior managers would be able to hand over critical decisions and responsibilities to subordinates while being confident that they can handle the tasks at hand. In this method, accelerating promotion through condensed training, development, and applying promotion of added responsibility and authority to subordinates, senior managers will need continuous update of training systems, in order to facilitate proper knowledge acquisition and application to the job at hand.

The use of one method over the other depends on the company's structure and business process and what it needs to succeed.

The following example looks at a structure where the first method is applied. The example chosen is of the UK's police force and its implementation of APS for officers that wanted to achieve managerial positions faster than the usual career progression. The reason for using the police force as an example is the long duration it takes for an officer to progress from one rank to a higher one. This duration was decreased by the development on APS program where officers are trained and promoted in a shorter time than the regular progression time. The following paragraphs will summarize the procedures, requirements and duration of training and promotion in the police force.

When reviewing the APS in the police force, and comparing its elements in training and development of employees, will include; needs assessment selection procedure, training, evaluation, and system evaluation.

2.3.1. APS IN THE UK POLICE FORCE

The concept of APS originated in the United Kingdom Police force. It was initially developed as a method to decrease the time frame for police officers to get promoted through the hierarchy. The current state of the promotion scheme is moving towards the constant development of the participating officers rather than them only having a promotion after completion of the basic requirements (Rhodes 2006).

When APS was developed in the police force, it had progressed and undergone several changes and amendments to its processes and moved towards constant development of its personnel rather than static procedures of promotion (Charman et al 1999).

The scheme assesses the needs, the entry and progress within the scheme is monitored. Thereafter, we have a selection process and then there is a training and promotion involved. The participants are then evaluated and the system on the whole is evaluated.

CHAPTER 3. SAUDI ARABIA

3.1. GENERAL OVERVIEW

Saudi Arabia is a monarchy, ruled by a King and governed by Islamic regulations which shapes its tradition culture, values, social, economic and political practices with the Holy Quran and the Prophet teachings (Sharia) being the base for the legal laws and judicial system in the country (Mellahi 2007).

3.1.1. OBJECTIVES

With Saudi Arabia joining the World Trade Organization (WTO), SAGIA (Saudi Arabia General Investment Authority) in one of its reports mentioned that the level of performance of the existing companies in the Kingdom had to be raised in order to meet the international standards with increased demand for quality performance. Saudi companies are now challenged with meeting into quality when their employees are educated but not well trained on international measures. Also, the Saudization policy applies for reducing the number of unemployed Saudis help in providing jobs for Saudis, but not in training them and adding to their skills and performance, with position being filled, but not saturated with talent Saudi Companies are facing a greater challenge of training their employees and improving their performance.

Saudi graduates still have longer time to achieve the level of competence of their seniors, which also concludes that there is a need to help Saudi graduates perform better faster. Saudi graduates need more hands on expertise and focused training to get in the loop of experience and meet the high demand of the market, the company, and their seniors. In the following paragraph, SA is explored though its demographics, economics, and HR practice.

3.1.2. SAUDI ARABIA DEMOGRAPHICS

Saudi Arabia is an expanding global market with a high demand for competent employees. It is ranked as number 2 in terms of oil exports with a GDP of \$ 546 billion in 2007 (CIA. GO. 2007). having high demand for competent employees, Saudi Arabia is in constant demand for talented, dedicated, and high achieving workers. When need for business professionals was crucial, expatriates were the best option to fill such a gap. But in current times, and with plans of Saudization, Saudis are being gradually introduced to the economy with their various education backgrounds. Certain companies have developed training programs to help prepare, train, and promote their employees to be more competent with their current positions and to facilitate their promotion to higher level positions. With the use of the identified 6 elements, their use will be helpful to companies in Saudi to train their competent employees and promote them into their managerial positions.

A cycle to consider is that APS and the 6 elements can be used as a procedure to retain competent employees in the company. It is also a method that will help allocate the employees to their proper position in the company. By developing a set of standard procedures of choosing, evaluating, training, then evaluating and promoting, companies can align their growth and employee allocation plans with their candidate's future career progress and personal achievements; which creates a win-win situation. It is not about reducing vacant positions as much as allowing for efficiency of work done and job performance which leads to better organizational outcome and company performance.

3.1.3. ABOUT SAUDI PEOPLE, EMPLOYMENT, AND EDUCATION

Saudi Arabia being a major oil producer worldwide was successful in attracting international companies. With operating over 18,900 companies in 2007(SAMA, 2008); Saudi Arabia has to meet the global standards that it promises to offer. In order to do so, it needs to hire calibre that is willing and capable enough to meet

their requirements of high quality, high productivity, high creativity, and most importantly, fast performance.

Saudi Arabia ranked 76 in Human Development index in 2004 (UNDP). When considering statistical data, it is important to note that 40% of the population is under the age of 15 (CIA.gov, 2007). Saudi had an unemployment rate of 11.05% in 2007 (SAMA, 2008). When considering this population of unemployed Saudis to focus on, this is where the training programs and HR attention should be aligned to train and gain business outcome from.

According to research findings:

- most of the current training programs are focused on Nationals and how to bring their level of competence to the expatriates and to the market demand
- There are some consideration that needs to be given to the concept that expatriates are considered qualified for their positions in the sense that they are employed for their background and field expertise which , considerably, the nationals don't have.
- Also the fact that manual low-paid jobs are saturated with foreign labour where Saudis won't work and can't.
- to consider who is most capable, employees are evaluated through their level of productivity, consideration to time factor of task execution, quality of work submitted, creativity, performing well under pressure, and potential to grow in terms of loyalty and forward vision towards work and the company
- HR Manager can develop a performance scale to measure such component for choosing the candidates though needs assessment and evaluation of performance.

3.2. APS IN SAUDI ARABIA

3.2.1. HUMAN RESOURCE PRACTICES IN SAUDI ARABIA

What is Saudi Arabia economic status? This is the question that we must take head on. If it is ready to apply APS, what are some of the advantages they can gain

from adopting an APS practice, especially that the economies around Saudi Arabia are growing rapidly in comparison to the growth rate currently in Saudi Arabia? With high demands for professionalism, Saudi companies are put under pressure and criticism to meet the expectations of their international partners and meet their standards of business performance, and cooperation. This is where APS can help, as it can form the start of growth at an acceptable international level. It must be noted that there need to be certain measures to follow before actually implementing the APS practice through the use of the 6 elements identified early.

According to the United Nations (UN) report on the Millennium Development Goals (MDG), the Gulf Cooperation Council (GCC) has the income and capacity to reach the set goals by 2015; having the lowest per capita GDP growth rate in the 1990s and early 2000 and a slow progress of human development. One of the Arab region's problems is unemployment (UN 2005).

The high number of foreign labour whom are recruited because nationals have proper education quality and their skills don't fit the work requirement which leads to nationals being unemployed (UN 2005)

3.2.2. HUMAN RESOURCE DEVELOPMENT IN SAUDI ARABIA

Saudi Arabia has several issues to consider in terms of its manpower market this include the increased growth of population, dependability on expatriates, low expectations of national and social approval of Saudis working in the private sector (Mellahi 2007). When consider in population growth, 60% of the population is under the age of 21 which proposes a constant challenge of constantly supplying job opportunities for Saudis that are graduating (Mellahi 2007).

Bontis (2004) conducted a study of human development by studying the intellectual development index in a country. Bontis states that the Arab region needs to have a national investment of Human development through education and training. Also he points out that Arab nations gain 90 percent of their revenues from oil but their other industries lack that level of development of the oil industry suggesting the need for diversified industrialized base, a stronger education system. He relates the lack of "modernization" to the lack of infrastructure that supports

human development and growth. The system is governed by an Islamic Monarchy and this has been the way since independence.

The government suggested to hiring Saudis as it cannot guarantee that foreign workers would stay in the country with the lack of security (Budhwar and Mellahi 2006). They state that the Saudi government has formed policies (Saudization) that require companies to hire a certain percentage of Saudi employees and penalties will be carried out on companies that don't meet such percentage. Some of the major problems with this policy are that: Saudi employees do not have the required skill or education level that allows them to work at the company's expected performance, they also cost more (if not double) the wage of a foreign worker and would work less than foreign workers do. Saudi employees would also complain rather than do the work and would refuse to work in minor skilled jobs because they perceive it as socially low or unacceptable for them. Foreign workers in Saudi Arabia have dropped by fifty percent in 2005 (Budhwar and Mellahi 2006). The oil reserves are used as the main source of funding for the economy and businesses in Saudi Arabia economic society.

3.2.3. POLICIES IN SAUDI ARABIA

Al Dosary states that foreign labour in Saudi is causing an economic drawback as they compete with Saudi labour, social drawback because of the different cultures between foreigners and Saudi, psychological and security drawbacks for fear of sudden exit of foreign employees, and no knowledge transfer to local employees.

Some of reasons attributed to Saudization are the presence of skilled expatriates in high numbers. In order to have a better development performing HR needs to develop and train to ensure long term growth nationals (Al Dosary 2004). Saudization was implemented by the Government to reduce the rate of unemployed Saudis. This is considered as the replacement of foreign labour with Saudi employees; reducing the reliance on foreign labour, and providing jobs for Saudis through the government policy of employing a certain percentage of Saudis in companies in the private sector (Al Dosary and Rahman 2005).

With the quick rise of the oil sector leading to the swift growth of the economy, Saudis were not able to meet the constant demand for up to date quality

performance or keep up with the growth of the industry which lead to their hiring to be mainly in the government sectors while the private sector was being occupied with foreign labour (Al Dosary and Rahman 2005).

With Saudization, the income gained by workers gets to be spent inside the Kingdom compared to the income that is sent by foreign workers to their families outside the kingdom which amounted to 9% of the GDP in 1999 (Al Dosary and Rahman 2005).. although the public sector is the biggest employer for Saudis (65% of their labour force), Saudization in the public sector still holds a challenge as Saudis are employed in nonexistent positions and paying them salaries(Al Dosary and Rahman 2005).

With lack of proper regulations of employee management in the private sector and the reliance on the laws issued since 1969, managers in private sectors were reported for not treating their foreign labour fairly "although they are the majority of their work force" and for adopting an immediate hire and fire management style, and would hire employees that are submissive to their employer and who will have low demands (Mellahi 2007).

CHAPTER 4. METHODOLOGY

4.1. OVERVIEW

The following pages will translate the information extracted from the literature review and will be applied through certain Research questions regarding applying an APS in Saudi Arabia. It will include the subjects chosen to be tested, the formulation of the questions, the companies that were targeted, and how the field study was performed.

The study included **interviewing** individuals in Human Resource Managerial Positions in the Private sector (mainly). The **companies were chosen** from different sectors with different business practices (Industrial, Services, and Commercial sectors). The company's sizes ranged from below fifty employees to large corporations with over five thousand employees. Also the companies' age was also including companies that just started in the business and others that were operating for more than thirty years.

A set of questions were asked through interviews that were conducted either in person or via conference call. The questions were mainly targeted towards company's HR Managers or Senior executives who have fair knowledge of the company's HR practices, rules and regulations, and long term HR plans. Their answers depended mostly on their knowledge of the company's HR practices and the future growth plans for the HR function in the company. This also included their insight on APSs and how they might be a part of their current HR practices.

The questions were divided into **four main parts** where parts one and two were for data collection to build a profile on the companies being studied and the people participating in the interviews; and parts three and four were generally concerned with the HR practices in the company and the Manager's opinions on issues and solutions for HR in their company.

Before applying such tools in the Saudi environment, it was important to know that Human resources as a field of study and as a contributor to company's

operations is considered recent in Saudi companies. Therefore, the field search conducted was formulated in a way which accounts for the various types and stages of HR practices in Saudi companies. This ranges from companies who might not have a fully functional HR department, to companies where their HR department has a strategic role in the company. It is important to note that the Saudi working environment has different sets of HR “beliefs” and “problems” that needed to be considered while formulating the questions such as the Saudization law and gender practices. These considerations were included in some of the questions as different sectors had different problems and different practices and analysis of versions of HRD, SHRD, and APS.

The recommendations provided were based on the literature review and the field study which helped in forming the general concept of appropriate APS, the business concept of APS, and where Saudi Arabia stands in terms of readiness for adopting APS.

4.2. RESEARCH DESIGN

The combative was used in this study in order for the interviewees to have the chance to add their personal perspective to the answer. It was also useful to give them the option at given general answers and more clarity to their answers than might not have answered properly without the presence of the interviewer. Furthermore, the range of questions was required to cover several aspects of HR where the interviewee might need to elaborate, where other forms of data collection only require a straight forward answer that might be misleading.

4.3. Sample Size

The sample size was chosen in a manner that would allow for representative number from each sector in Saudi Arabia. The target companies had to have a wide range of profile that sets them in different stages, sizes, and sectors. In terms of stages, selected companies were either recent (less than two years), approaching maturity (in their five years of operations), or mature (more than five years of

operation). In terms of size of companies, their number of employees range from less than 100 employees, between 100 and 1000 employees, and more than 1000 employees. As for sectors, most of the targeted companies were part of the private sector, and they all cover the major sectors of operation which were

The number of companies targeted was 40 as to cover at least five companies from different sectors with various company ages, operations and ownership within the same sector. The companies which actually replied and interviewed were 39 and the number of participants was different than what anticipated (further details of participants are stated in the analysis outcome 1). The sample size was mainly chosen in a manner that would cover a random sample of companies from the eight sectors available in Saudi Arabia.

4.4. INTERVIEW QUESTIONS

The interview questions were constructed in a manner that helps gather information that is specific to certain study aspects yet generally applicable to the different business fields.

The interview started with a brief description of the research subject and what are the elements to be asked about the APS. **The interview questions were set in four parts for which the answers are available in chapter 5.** The first was to gather information about the company. Such information helps in building a profile of the company being studied, which later on is used as a base to identify the pool of companies that were evaluated. Such information as company size, maturity, and sector add to the identity for which companies may favour the APS, or move towards basic HR practices.

The second part involves gathering information about the person being interviewed. This usually adds to the information collected to whether the company does implement the stated HR strategies and practices or not. Also, it helps gain more information on the person being interviewed and to anticipate which direction would the interview take, if they need further explanations on following questions, and to know their views on their company's participation on employee growth and HR practices that exist in General in Saudi Arabia.

The third and fourth part of the interview deal with the Research questions of the research. Part three focused on gathering company information on HR practices that were specified through the literature review which identifies if the company has the infrastructure for APS. Gathering information on company's needs assessment procedures, competency selection patterns, training facilities, evaluation of employees' performance, motivation, and review of HR policies and practices within the company helps answering the question of where Saudi companies stand in terms of building a benchmark base where they can implement an APS. Once Saudi companies were studied in terms of their level of APS Applicability, Saudi HR managers were asked about their perspectives on whether they believe that having an APS part of their HR practice will benefit their companies or not. These questions were constructed in a manner that provides an overview of how HR managers view the issues faced in their companies and if they see APS as a method that can change or improve certain problems that they face in their department. Once these questions were concluded, the interviewees were asked their overall opinions on the interview and their recommendations for future research.

4.5. PILOT TEST

The pilot test was performed by asking four different participants from four different companies from different fields to answer the questions. These participants were HR managers, HR consultants, and senior executives who had the additional responsibility of handling the HR department in the company. They were explained in great detail the concept behind the study where the APS objectives were to be assessed and its viability to be implemented across companies in Saudi Arabia. The objective behind the pilot test was to ensure that the right type of questions were constructed, that the questions were designed in a manner to elicit the right response without coming across as offensive. At the end of the pilot test, it was found to be a satisfactory exercise. The interviewees understood the questions and answering them with ease. All participants agreed that the questions were a fair representation of the various HR practices that need to be asked about and then

used as a base for companies who may seek to apply APS. They also stated that the questions were clearly understood and are tackling the issues that may exist in Saudi companies in different sectors. Following the pilot, these questions were used in the interviews along with a brief description of the study and the aims of the interview.

4.6. QUESTIONS PREFACE

In the process of going through the literature, certain concepts and view points were considered for the formation of the questions. Some literature regarded the size and age of the company may have an effect on the type or maturity of HR functions. Others indicate that organizational culture and structure may affect the implementation or acceptance of HR involvement in strategic planning processes. Building a profile and gaining the opinion of senior managers or in this case HR managers of the company allows for the study of acceptance of HR as a change agent within the company, and to look at the existing perspective of HR managers on the status of Human Resource development in their company and in general practices in Saudi Arabia. Their views and backgrounds are of importance for building a base or a comparison that would go along or contradict the perspectives gathered from the literature review.

4.6.1. QUESTIONS PREFACE-PART I

Part one was about gathering information on the company, which were: the size of the company, which sector was it part of (public or private), the ownership of the company, the age, and the business sector it belongs to (industrial, commercial, etc.).

4.6.2. QUESTIONS PREFACE-PART II

Part two was concerned with the interviewees background and current status in the company: their Gender, nationality, educational background, position, overall years of experience, years with the company, if promotion was received, and if training was received, how often, type of training, material provided, method of delivery, usefulness of training, comprehension of interviewees of their duties, satisfaction with their work, and if they had achievements in the company. Once these questions were completed, the focus shifted from knowing the company and the individual to learning the HR practice being used.

4.6.3. QUESTIONS PREFACE-PART III

Part three contains the questions on the first Research question: Do Saudi companies have the infrastructure for APS; which is divided into six main parts. When going through the literature, many differences were considered to build a general view of this part of the Research question. 3 main factors were considered: first, from the APS, what were some of the components that are used and are available in term of business practices. Second, in business practices, what further HR components that were not yet mentioned through the police force literature but are still apparent in the business practices of HR. Third, the chosen components are unified to form a general guideline to be studied for HR maturity in any given company and adding the components that may appear in Saudi companies and not international setting. This does not mean that these are the best and only options of HR maturity or practice. These are only some of the component that may be applied in several ways but are not considered as a limit for what companies can use to reach a formal HR practice that leads to APS. From APS, Business HR practice, and Saudi culture and business practice, the questions formulated looked into concepts (elements) of needs assessment (company and employees), competency selection procedure, Training, Evaluation, Motivation, and overall system evaluation.

For part three, the questions tackled parts of what is included in HR department activities that may be needed for positive performance of the company and can be used as a base for further development of the HR activities that can support APSs. Answers provided by companies may already show and confirm the use of one form or another that goes in parallel with APS. Although the main concept for formulating

these questions was to study the HR activity, having fast track promotions or executive development programs in a few of the participants serves as a positive outcome that confirms they not only have a developed HR procedure for training but they also reached the level of integration that speeds the process and serves their companies needs for competence in higher positions.

4.6.3.1. NEEDS ASSESSMENT (FOR BOTH COMPANY AND INDIVIDUALS)

Needs assessment was mainly the focus on what the company requires to excel and what employees need to meet their company's expectation and competitive performance. It is mainly asking the questions of What Caliber the company is looking for, its future Business objectives and Challenges, how capable is the Manpower to support such objectives, and the strength of their HR department to support training of the current staff. Through these concepts , the questions that were asked were: company's yearly turnover rate, rate of vacant positions yearly, percentage of employees being promoted from within the company, if the company is rapidly expanding and in constant need of talented employees, if the structure support learning and Empowerment of employees, if it is difficult to meet quality standards because of incompetent employees, the ability of employees to communicate work challenges to supervisors, and what are some of the plans to expand the role of HR in the company.

4.6.3.2. COMPETENCY SELECTION

The second component (element) is the competency selection procedure. The questions were focusing on the efficiency of the selection procedures, if they are having positive outcomes from the process they have in place, if they are able to identify their needed competency, consider candidates, properly test their skills and knowledge, and judge whether hiring them is the right decision or not. The question also look into the criteria used for hiring, if it is relevant for the company's

performance, for the talent pool that exists in the market, and the accuracy of getting to middle grounds and hiring suitable candidates. this competency selection is not only considered for entry level employees or employees that are hired from outside the company, it is also considered for employees to be chosen for special training programs and how to choose candidates that show higher potential of growth and success in upper management positions. The questions were to: find if the company faces difficulties when wanting to promote from within, if it is hard to find competent employees who fit the vacant jobs, if they agree that their selection procedure allows for the most qualified employees to be chosen that best fit the vacant position, if their criteria for senior positions include skills, background, gender, nationality, or experience; if the common difficulties when hiring where employees are incompetent, inexperienced, and not Saudi; and if the selection procedure involved skill tests, performance charts, background check, and/ or interviews.

4.6.3.3. TRAINING

Through the review of literature, training has several components that it covers. Such components include the material to be taught, the trainers to teach, eat employees to train, the duration of training, the place of lecturing, the budget for training, and other procedures to consider when developing a training program for a company. Depending on the company, its application of training, and the outcomes it seeks from training, training system as a complete package may be one whole program or several programs with different procedures for different departments that exist under the umbrella of one company. For some companies, a standard training program exists for all new joiners to participate in, while having a separate program for employees who are already working with the company and need further development of certain skills for their current positions, and another program for prospectus employees that are considered for managerial positions and need a separate kind of managerial training that would have a shorter more extensive time line than other training programs that exist in the company. No one setting is better

than the other, as it mainly depends on the needs of the company and what is more efficient for its performance. Therefore the questions asked: if the company had a training system, if they had a training procedure, if they had a training budget, if they agreed that Qualified trainers are available and easy to facilitate, if they train employees for their jobs, if they train employees for future positions, the Bases of providing training (basic company procedure, employee need, market need for new technology), and if they consider training to be a need or not.

4.6.3.4. EVALUATION

Although motivation deals with psychological and personal interests of individuals, it does play a vital role in affecting the performance of employees and their commitment to companies. The literature states that employee motivation will have several factors that can either encourage employees to perform or de-motivate them which can hinder their performance. Such factors include salary, promotion, ethics, work load, subordinate – supervisor relation, empowerment of employees, flexibility of working hours, and commitment of the company to its employees and their environment. Certain gestures from the company activity acts as indicators for employees that their company is where they want to establish their career, they feel safe and secure to work there, they are well compensated for their work, and are treated fairly in terms of penalties and rewards. When considering the questions, they were mainly taken from the perspective of employees, doing research on potential employers and looking for some indicators that satisfy certain criteria that employees see as crucial for commitment to employees. The interview included questions of the percentage of current managers who were entry level employees, if the company seeks internal talent for the vacant positions, if employees can aspire to reach CEO positions, if the company lost competent employees to competition, if it is difficult to maintain competent employees, and if Senior management positions are open for Saudi, foreign, male, female candidates who show leadership skills, know-how, problem solving, and years of experience. Motivation is not limited to this perspective, but this is one angle that it can be used to benefit companies in identifying what can keep their employees motivated.

4.6.3.5. MOTIVATION

After the training criteria are established, companies are asked of their evaluation of training in terms of performance and effectiveness of received training. Different evaluation procedures are used in companies, some depend on the overall performance of employees, other look at personality traits, and some mainly depend on client reviews of individuals that got the work done. The evaluation in general considers the performance of employees (trainees) before, during, and after the training, if an appraisal system exists in the company, the frequency of evaluation reports, the follow up of supervisors on employees progress, if evaluation is used for further development of employees and so on. Evaluation procedures are not limited to the ones stated in the literature review or the ones asked about in the questions. These procedures and tests were the most commonly used, some were recently developed, and others were used for over forty years by companies and are still applicable to business practices today. Not all companies use these procedures, but in general companies may have preference for some procedures over others. The questions asked if the company performs annual appraisals and evaluation, if it has a reward/penalty system for employees who over/under perform, what evaluation procedures are used (360 evaluation, supervisor evaluation, customer evaluation of employee, goal achievement evaluation); if the promotion procedures are strict, and if Evaluation procedures help in improving employee performance or not.

4.6.3.6. REVIEW AND EVALUATION OF THE SYSTEM

The last set of question for this section deals with the review and evaluation of the HR system as a whole. Not necessarily in terms of information technology and software, but as an overall system of assigning company and employees needs, selection of candidates through proper procedures, training for current and future positions, evaluation of performance , and the overall performance of these process in terms of meeting their set goals and establishing the objectives that were stated

and comparing them with what is being done in the market and whether or not the company is benefiting from implementing such a system. Companies would ask the question of whether the system effective or not? If the performance quality of trainees is at the expected level; when promoted, are employees meeting the challenges of their new positions, and if their system needs adjusting. Therefore the questions for this section asked about the frequency of reviewing the training program, if it changed throughout the years, and what was usually changed (Selection procedure, training procedure, budget, schedule, training material, trainers, or evaluation procedure).

4.6.4. QUESTIONS PREFACE-PART IV

As for part four, it deals with the second Research question stated which is: can Saudi Companies benefit from APS? Once the first Research question was established, the second phase to consider if the APS studied in the literature would benefit Saudi companies and their employees. According to the literature, when considering company status in Saudi Arabia, there are different factors that may not be apart in international set up or might not be seen as an obstacle in foreign setup but it is considered as one in Saudi perspective. The questions formulated for this section were based on opinions and agreements of managers with the following statements: Saudization is harming the company's selection procedure (the need to hire a certain percentage of Saudis who might not have the skills that are suitable for company), having standard procedures enforcing training and promotion, a company can limit the side effect of Saudization, providing equal opportunities for reaching managerial positions based on training and skills, a company can increase the number of competent employees ; companies are still relying on foreign labor because Saudi employees cannot perform at the level of competence of foreign labor; the Saudi culture proposed a challenge for proper implementation of HR policy rules; By focusing on training current employees, a company can guarantee better performance and knowledge gain; Company Performance can be increased by training employees according to the set business goals; By providing equal opportunities for training and promotion, employees will be motivated to perform

better in their current and future positions; and Empowerment can be facilitated through training and selection of competent employees.

4.7. LIMITATIONS

Some of the research limitations represented in this study includes the generality of the subject and the narrow scope of the chosen field study.

Applying such a scheme would require many changes in several departments at several levels in the company. such changes were either not possible due to the time limit required for the study, or for the concept of information secrecy, and in many cases, Managers in general, were reluctant on the idea of changing their current HR status and give it (in their words) “a higher responsibility than administrative HR”. The APS requires a commitment on several levels and from several individuals in managerial roles. Many companies refused participating in the research at first for the assumption that it will require releasing their company information to the public. Even as the interviews were conducted, some HR Managers had their own preservations on what information to release and what they chose to keep out of the research. The secrecy reason lead the researcher to construct the field study in a manner of general questions where the interviewees were comfortable participating and assured that company identity is concealed and classified information is not required. At the same time, the questions were targeted in a manner that gathers a complete view of the company and its level of HR practices in a manner that can provide a sufficient answer for the identified Research questions.

Another limitation was that the some companies would require the interviews to be conducted in Arabic which presented a challenge of adding more time during the interview for translating the questions and translating the answers. Another issue was the values and traditions in Saudi Arabia that prohibit the researcher from visiting a large number of companies. Being a female, requesting meeting with senior male managers represented a challenge of accessing certain companies who have a rather conservative approach to dealing with women. Another challenge that presented itself that the researcher had some restrictions of travelling between the cities of Saudi Arabia which limited her search pool to Jeddah and some companies with a base in Riyadh that agreed for a conference call interview. But other cities

presented a greater challenge where dealing with a female was still considered a taboo or an option they can choose not to consider.

Another limitation that occurred after the Pilot testing was that, some participants suggested different ways of asking certain questions, or adding different views to the situation that was not considered for the study. Other options would have taken the research to a totally different direction which moves it away from the perspective of APS. These contributions by participants only occurred after the pilot was conducted successfully and the interviewees did not have information to add or change in the questions at that early stage.

In summary, these were some limitations that prohibited full coverage of companies in Saudi Arabia and the application of APS in these companies. Other than that, the literature review and the interview results allowed to get a starting point for further focused research to be conducted on companies in Saudi Arabia.

CHAPTER 5. RESULTS AND ANALYSIS

The analysis will touch upon the results and interpretations of the data collected from the interviews conducted and how it contributes to the stated Research question.

The interview consisted of 66 questions divided in four main parts. These questions were asked to 39 interviewees whose positions included HR directors, HR assistants, training managers, general managers, and company founders. The interviewees provided various answers to the subject of APS, their company's status on HR practices, and whether they would benefit from APS or not.

The duration of interview time ranged from minimum 30 minutes to a maximum of 1 hour and 30 minutes. 7 out of 39 were conducted via conference call, 3 were sent through email, and the remaining 29 were in person interviews.

The reasons behind asking such questions in such manner revolve around the idea of gathering information in general on what are the perspectives of HR management that exist in Saudi Arabia. From there, the rest of the questions help build an idea of what are the common practices that exist, if they are more common in certain sectors than others and the attitudes of interviewees toward HR practices in general and APS in specific. 39 as a number of interviews might seem insufficient, but it does include a range of companies that are market leaders in Saudi Arabia and whose HR managers helped in keeping their employees at a performance level that goes along the companies' successes.

The main concept is to look at the percentage of companies that provide answers considered to be moving in parallel with what is expected as a substantial HR practice. If companies do succeed in doing so, then these companies are compared with what is considered as a comparable candidate to what is expected for an APS. Therefore, parts three and four will be compared in terms of answers with the ideal answer sheet that was prepared as a benchmark point. Once that is established, the profile of the companies that provided the closest answer will be

evaluated to see the similarities or the likelihood of APS existence or acceptance in Saudi companies.

The main purpose of this section is to view the percentages of answers received and to determine if the overall results create a solid answer for the stated Research questions.

5.1. OUTCOMES 1

Results of company profiles:

Table 5.1.1 outlines the percentages for the first question (the size of the company) this places the majority of companies surveyed as small, medium and large companies and represents the sample size.

Table 5.1.1: What is the size of your company?

| Number of employees | F | Percent | Cumulative Percent |
|--------------------------|----|---------|--------------------|
| Valid 10-50employees | 9 | 23.1 | 23.1 |
| 50-100 employee | 3 | 7.7 | 30.8 |
| 100-500 employees | 11 | 28.2 | 59.0 |
| 500-1000 employees | 4 | 10.3 | 69.2 |
| 1000-5000 employees | 9 | 23.1 | 92.3 |
| more than 5000 employees | 3 | 7.7 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.1.2 looks at the general sectors that were surveyed. Mainly the private sector was the focus but one organization was considered from both the public sector and the private sector. This places the percentages at 97.4% for the private sector and 2.6 % for the public sector.

Table 5.1.2: your company is part of which sector (public or private)

| Private or public | F | Percent | Cumulative Percent |
|----------------------|----|---------|--------------------|
| Valid private sector | 38 | 97.4 | 97.4 |
| both | 1 | 2.6 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.1.3 states the type of company in terms of ownership. The highest numbers of participants were from companies with limited liability ownership (33.3 %), then family business (20.5%), then joint venture and partnership (10.3 %), the sole ownership and General Corporation (7.7%), 2 of the companies were a limited share partnership company (5.1 %), then a public shareholding company and a foreign investment company (2.6%).

Table 5.1.3: your company is a (ownership):

| Type of ownership | F | Percent | Cumulative Percent |
|-----------------------------------|----|---------|--------------------|
| Valid joint venture | 4 | 10.3 | 10.3 |
| partnership | 4 | 10.3 | 20.5 |
| limited liability company | 13 | 33.3 | 53.8 |
| sole ownership | 3 | 7.7 | 61.5 |
| family business | 8 | 20.5 | 82.1 |
| general corporation | 3 | 7.7 | 89.7 |
| public shareholding company | 1 | 2.6 | 92.3 |
| limited share partnership company | 2 | 5.1 | 97.4 |
| foreign investment | 1 | 2.6 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.1.4, it identify the ages of companies being interviewed. The majority of companies surveyed have been in the market for more than 31 years (30.8%) and 20-30 years (17.9%). The remaining companies varying from 10-20 years (15.4%), 5-10 and 2-5 years (12.8%), to less than 2 years (10.3%) are at similar percentages of companies participating in the interviews.

Table 5.1.4: your company has been in the market for:

| Company age | | F | Percent | Cumulative Percent |
|-------------|-----------------------|----|---------|-----------------------|
| Valid | less than 2 years | 4 | 10.3 | 10.3 |
| | 2-5 years | 5 | 12.8 | 23.1 |
| | 5-10 years | 5 | 12.8 | 35.9 |
| | 10-20 years | 6 | 15.4 | 51.3 |
| | 20-30 years | 7 | 17.9 | 69.2 |
| | more than 31 years | 12 | 30.8 | 100.0 |
| | Total | 39 | 100.0 | |

Table 5.1.5: As for the market sector or type of business operations, the companies were classified in Table 5 as: 25.6% of the participants belonged to the finance, insurance, real estate, and business services sector; 20.5% were companies with multiple activities; 17.9% of the companies were part of the transport, storage, and communications sector; 10.3% was the equal percentage of companies that were part of the Manufacturing sector, construction sector, and community , social and personal sector (including healthcare); 2.6% of the participants were mining, crude oil, electricity, Gas and Water, and whole sale and retail, trade and restaurants, and hospital sectors.

Table 5.1.5: your company is part of which sector

| Market sector | F | Percent | Cumulative Percent |
|---|----|---------|-----------------------|
| Mining, Crude oil, electricity, Gas, and Water | 1 | 2.6 | 2.6 |
| Manufacturing industries | 4 | 10.3 | 12.8 |
| construction | 4 | 10.3 | 23.1 |
| wholesale & retail, trade & restaurants & hotels | 1 | 2.6 | 25.6 |
| transport, Storage, & communications | 7 | 17.9 | 43.6 |
| Finance, Insurance, Real estate, & business services | 10 | 25.6 | 69.2 |
| Community, Social, & personal Services (including Healthcare) | 4 | 10.3 | 79.5 |
| Multiple Sectors | 8 | 20.5 | 100.0 |
| Total | 39 | 100.0 | |

5.2. OUTCOMES 2

Results of interviewees profile:

Table 5.2.1 outlines the gender of interviewees. 82.1 % were Male and 17.9% were female.

Table 5.2.1: your gender is

| Gender | | F | Percent | Cumulative Percent |
|--------|--------|----|---------|-----------------------|
| Valid | Male | 32 | 82.1 | 82.1 |
| | Female | 7 | 17.9 | 100.0 |
| | Total | 39 | 100.0 | |

Table 5.2.2 outlines the nationalities of interviewees where the majority (79.5%) were nationals, while the remainder (20.5%) were from various nationalities including British, Jordanian, Pakistani, Egyptian, Sudanese, American, and Syrian.

Table 5.2.2: Your nationality is

| National or foreigner | | F | Percent | Cumulative Percent |
|--------------------------|-----------|----|---------|-----------------------|
| Valid | National | 31 | 79.5 | 79.5 |
| | Foreigner | 8 | 20.5 | 100.0 |
| | Total | 39 | 100.0 | |

Table 5.2.3 indicates the education qualification and identifies that around half of the candidates to hold bachelor degrees (46.2%) and (41 %) hold master degrees, some

were with Doctorate degrees (10.3 %), while a minority with High school certificate (2.6%).

Table 5.2.3: Your education background is

| Education background | F | Percent | Cumulative Percent |
|--|----|---------|--------------------|
| Valid high school certificate | 1 | 2.6 | 2.6 |
| undergraduate degree (bachelor degree) | 18 | 46.2 | 48.7 |
| graduate degree (master) | 16 | 41.0 | 89.7 |
| graduate degree (doctorate) | 4 | 10.3 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.2.4: outlines the positions of the interviewees. These range from HR managers (33.3%), HR consultants and managing directors (10.3 %), to training managers, recruitment managers, HR officers, HR Directors, and general managers at (5.1%), then individuals who were talent manager, HR specialist, assistant general manager, HRM assistant, HR relationship manager, recruitment diversity and training leader, client servicing manager, and HRD manager at 2.6%.

Table 5.2.4: You are currently filling this survey as

| Position of interviewee | F | Percent | Cumulative Percent |
|---|----|---------|--------------------|
| Valid HR manager | 13 | 33.3 | 33.3 |
| Training manager | 2 | 5.1 | 38.5 |
| Recruitment manager | 2 | 5.1 | 43.6 |
| Talent manager | 1 | 2.6 | 46.2 |
| HR consultant | 4 | 10.3 | 56.4 |
| HR specialist | 1 | 2.6 | 59.0 |
| Managing director | 4 | 10.3 | 69.2 |
| Assistant General Manager | 1 | 2.6 | 71.8 |
| HRM Assistant | 1 | 2.6 | 74.4 |
| HR Relationship Manager | 1 | 2.6 | 76.9 |
| HR Officer | 2 | 5.1 | 82.1 |
| Recruitment diversity & Training Leader | 1 | 2.6 | 84.6 |
| Client Servicing Director | 1 | 2.6 | 87.2 |
| HR Director | 2 | 5.1 | 92.3 |
| HR Development Manager | 1 | 2.6 | 94.9 |
| General Manager | 2 | 5.1 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.2.5 states the overall work experience of participants where more than half have over 10 years of work experience (53.8%), 35.9% have 5-10 years of work experience, while the remainder has 2-5 years of work experience (10.3%)

Table 5.2.5: Your overall years of work experience

| Overall years of experience | F | Percent | Cumulative Percent |
|-----------------------------|----|---------|--------------------|
| Valid 2-5 years | 4 | 10.3 | 10.3 |
| 5-10 years | 14 | 35.9 | 46.2 |
| more than 10 years | 21 | 53.8 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.2.6 deals with the years of work experience within the company being analyzed. Almost half of the participants were with their companies between 2-5 years (43.6%), others were there for less than 2 years (33.3%), and the rest were for more than 8 years (17.9%) and between 5-8 years (5.1%)

Table 5.2.6: how long have you been working with the company

| Years w/the company | F | Percent | Cumulative Percent |
|-------------------------|----|---------|--------------------|
| Valid less than 2 years | 13 | 33.3 | 33.3 |
| between 2-5 years | 17 | 43.6 | 76.9 |
| between 5-8 years | 2 | 5.1 | 82.1 |
| more than 8 years | 7 | 17.9 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.2.7 looks into the promotions received by the interviewees. 13 of the participants haven't received promotion (33.3) either for being recruited directly to their managerial position, or for being the company owners, or for recently joining the company. Others received one promotion (28.2%), two promotions (17.9%), three promotions (7.7%), and one received seven promotions (2.6%). It is also important to point out that some participants refused to place an answer for this question as it doesn't apply for their position whether they were HR consultants or company owners (10.3%).

Table 5.2.7: In your years with company have you been promoted and how many times

| Times of receiving training | | F | Percent | Cumulative Percent |
|-----------------------------|---------------------|----|---------|-----------------------|
| Valid | No, I haven't | 13 | 33.3 | 37.1 |
| | Yes, once | 11 | 28.2 | 68.6 |
| | Yes, twice | 7 | 17.9 | 88.6 |
| | Yes, three times | 3 | 7.7 | 97.1 |
| | 7times | 1 | 2.6 | 100.0 |
| | Total | 35 | 89.7 | |
| Missing | .00 | 4 | 10.3 | |
| Total | | 39 | 100.0 | |

Table 5.2.8 looks into the interviewees training received with their company. Once they answer no, the questions that follow relating to this one will be cancelled out. In this case it includes questions 9 to 13. The majority answered yes (87.2%) and the minority (12.8%) skipped all through to start again at question fourteen.

Table 5.2.8: In your years with the company have you received training

| Yes/No | | F | Percent | Cumulative Percent |
|--------|-------|----|---------|-----------------------|
| Valid | No | 5 | 12.8 | 12.8 |
| | Yes | 34 | 87.2 | 100.0 |
| | Total | 39 | 100.0 | |

Table 5.2.9, For those who did receive training at their current positions, some received it once a year (25.6%), twice a year (15.4%), three times a year (20.5%), four times a year (10.3%), while fewer had it for seven times a year (5.1%), 8 times and continuous (2.6%), while a few also had it provided on the bases of need (5.1%).

Table 5.2.9: If yes how many did you receive

| Frequency of training received | | F | Percent | Cumulative Percent |
|--------------------------------|--|----|---------|-----------------------|
| Valid | once a year | 10 | 25.6 | 29.4 |
| | twice a year | 6 | 15.4 | 47.1 |
| | three times a year | 8 | 20.5 | 70.6 |
| | four times a year | 4 | 10.3 | 82.4 |
| | 8 times | 1 | 2.6 | 85.3 |
| | seven times | 2 | 5.1 | 91.2 |
| | Continuous | 1 | 2.6 | 94.1 |
| | whenever needed and whenever available | 2 | 5.1 | 100.0 |
| | Total | 34 | 87.2 | |
| Missing | .00 | 5 | 12.8 | |
| Total | | 39 | 100.0 | |

Tables 5.2.10 through to 5.2.14 in Appendix B answers the question of what type of training was commonly used. Only 35.9% used in house training by staff, 53.8% did receive in house training by trainer, 71.8% received outsourced training, while few received conference training (2.6%) and online training (5.1%)

Table 5.2.15 looks into the general type of material trained on, the majority had both soft and technical, while 17.9% received only technical training, and the remainder received soft skills 15.4%.

Table 5.2.15: What type of training was it?

| Soft/Technical skills | | F | Percent | Cumulative Percent |
|-----------------------|----------------------|----|---------|-----------------------|
| Valid | soft skills training | 6 | 15.4 | 17.6 |
| | technical training | 7 | 17.9 | 38.2 |
| | both | 21 | 53.8 | 100.0 |
| | Total | 34 | 87.2 | |
| Missing | .00 | 5 | 12.8 | |
| Total | | 39 | 100.0 | |

As for Tables 5.2.16 to 5.2.22 in Appendix B, they outline the methods used for training delivery. 64.1% received their training through classroom courses in the company premises, 71.8% received classroom courses outside the company premises, 20.5% did receive one to one training, 23.1% received online training, 35.9% received on the job training, while 5.1% received workshop training, and 2.6% received lectures and seminars.

Table 5.2.23 looks into the opinion of interviewees on the effect of the received training on their job performance. , 43.6% strongly agreed that the training received was helpful, 38.5% agree, while 5.1% neither agree nor disagree. Which mainly provides a positive perception that the training is helpful and effective?

Table 5.2.23: Would you consider the training provided helped you perform better at your job

| Agree/Disagree | F | Percent | Cumulative Percent |
|----------------------------------|----|---------|--------------------|
| Valid neither agree nor disagree | 2 | 5.1 | 5.9 |
| Agree | 15 | 38.5 | 50.0 |
| strongly agree | 17 | 43.6 | 100.0 |
| Total | 34 | 87.2 | |
| Missing .00 | 5 | 12.8 | |
| Total | 39 | 100.0 | |

Table 5.2.24 deals with the question of the interviewees understanding of their main duties and responsibilities. 56.4% strongly agree with this statement, while 38.5% agree and 5.1% neither agree nor disagree.

Table 5.2.24: You have a comprehensive understanding of your main duties and responsibilities

| Agree/disagree | F | Percent | Cumulative Percent |
|----------------------------------|----|---------|--------------------|
| Valid neither agree nor disagree | 2 | 5.1 | 5.1 |
| Agree | 15 | 38.5 | 43.6 |
| strongly agree | 22 | 56.4 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.2.25 looks into the satisfaction of interviewees with their work in the company. 43.6% strongly agree with this statement, 46.2% agree, 7.7% neither agree nor disagree, while 2.6% strongly disagrees with this statement.

Table 5.2.25: Up to date, you are very satisfied with your work with this company

| Agree/Disagree | F | Percent | Cumulative Percent |
|----------------------------|----|---------|--------------------|
| Valid strongly disagree | 1 | 2.6 | 2.6 |
| neither agree nor disagree | 3 | 7.7 | 10.3 |
| agree | 18 | 46.2 | 56.4 |
| strongly agree | 17 | 43.6 | 100.0 |
| Total | 39 | 100.0 | |

As for the final Table in part 2, Table 29 looks at the achievements or contributions of the interviewees to the company. 66.7% strongly agree with this statement, 30.8% agree, while 2.6% strongly disagree with this statement.

Table 5.2.26: Up to date, you have two or more important achievement in this company

| Agree/Disagree | F | Percent | Cumulative Percent |
|-------------------------|----|---------|--------------------|
| Valid strongly disagree | 1 | 2.6 | 2.6 |
| Agree | 12 | 30.8 | 33.3 |
| strongly agree | 26 | 66.7 | 100.0 |
| Total | 39 | 100.0 | |

5.3. OUTCOMES 3

Research question 1: Does your company have the required infrastructure to implement APS

For the following set of questions, they address the basic questions about the viability of the company in terms of having the requisite infrastructure to implement APS specifically.

5.3.1. (NEEDS ASSESSMENT)

Table 5.3.1.1 represent the yearly turnover rate within companies. 46.2% had a yearly turnover rate of less than 10% and between 10-25%, while a minority of 7.7% had between 25-50%? This shows a level of stability within the company's work force that allows for a low turnover regardless of the size, sector, or life span of the company.

Table 5.3.1.1: what is your yearly turnover rate?

| % of turnover | | F | Percent | Cumulative Percent |
|---------------|--------------|----|---------|--------------------|
| Valid | less than10% | 18 | 46.2 | 46.2 |
| | 10-25 % | 18 | 46.2 | 92.3 |
| | 25-50 % | 3 | 7.7 | 100.0 |
| | Total | 39 | 100.0 | |

Table 5.3.1.2 addresses the rate of turnover in terms of vacant positions, states that 48.7% had less than 10% vacant positions, 35.9% had 10-25%, 7.7% had 25-50% of vacant positions, and one company (2.6%) had more than 50% vacant positions, this

portrays a higher saturation rate in most companies and high level of employee stability. The company outlining more than 50% of vacancy was one of the few companies that was new in the market and had a high demand for employees and still required to establish a strong employee base. As for the missing data (5.1%), these were companies that refused to disclose their rate of vacant positions as a mode of company regulation and secrecy.

Table 5.3.1.2: what is your rate of vacant positions yearly?

| % of vacant positions | | F | Percent | Cumulative Percent |
|-----------------------|------------------|----|---------|-----------------------|
| Valid | less than 10% | 19 | 48.7 | 51.4 |
| | 10-25 % | 14 | 35.9 | 89.2 |
| | 25-50 % | 3 | 7.7 | 97.3 |
| | more than 50% | 1 | 2.6 | 100.0 |
| | Total | 37 | 94.9 | |
| Missing | .00 | 2 | 5.1 | |
| Total | | 39 | 100.0 | |

Table 5.3.1.3 represents the percentage of employees promoted from within the company. This helps in knowing how far the internal talent pool is considered for higher ranks, or if there are other options available for higher positions. 41% had less than 10% promotions from within, 25.6% promoted between 10-25%, 12.8% promoted between 25-50%, 7.7% promoted more than 50% of their employees and only one company (2.6%) promoted a total of 100% of its employees. Many would argue that the usual range of promotion considering the fact that positions become less available as employees rise up the chain of command, it was still expected to have a higher percentage of employees who grew and prospered within their companies and not merely recruited from an external pool of candidates. Some companies choose not to respond to the question or to have the answer that it does

not apply to them as their companies are still new in the market (less than 2 years) and cannot yet predict or accurately answer such a question. Others choose also not to reply as a mode of company regulation and secrecy not to disclose such information.

Table 5.3.1.3: how many employees do you promote from within the company?

| % of promotions | | F | Percent | Cumulative Percent |
|-----------------|------------------|----|---------|-----------------------|
| Valid | less than 10% | 16 | 41.0 | 45.7 |
| | 10-25% | 10 | 25.6 | 74.3 |
| | 25-50% | 5 | 12.8 | 88.6 |
| | more than 50% | 3 | 7.7 | 97.1 |
| | 100% | 1 | 2.6 | 100.0 |
| | Total | 35 | 89.7 | |
| Missing | does not apply | 4 | 10.3 | |
| | Total | 39 | 100.0 | |

Table 5.3.1.4 deals with the growth and expansion of the company and whether it is in constant need for talented employees. The majority answered yes for this question (92.3%), minority answered no (5.1%) and one company choose not to answer this question. Companies with high expansion rates and in constant need for talent employees will face one of the following: a constant need to recruit, a need to train, a need to select, and a need to keep the successful and talented employees interested, motivated, and working at full performance to help support the company's success.

Table 5.3.1.4: is your company rapidly expanding and is in constant need of talented employees

| Expansion and need for talent Y/N | | F | Percent | Cumulative Percent |
|-----------------------------------|-------|----|---------|--------------------|
| Valid | No | 2 | 5.1 | 5.3 |
| | yes | 36 | 92.3 | 100.0 |
| | Total | 38 | 97.4 | |
| Missing | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

Table 5.3.1.5 considers the support for learning and empowerment of employees in the company. For employees to learn, perform, and achieve they require the company's support in terms of providing material, funds, knowledge transfer, and facilities that enable proper learning and empowerment of individuals in that company. Majority provided the answer of Yes (79.5%), minority answered no (12.8%), while 2 interviewees preferred to answer both yes and no (5.1%) to the same question and one interviewee (2.6%) chose not to answer the question. From this question it is noticed that the majority agree to have a structure that supports learning. For those companies that chose to answer both yes and no, they were reluctant to give a specific answer as it depends on their work structure, and how the decision making process is carried out in their company, which may mean that certain cases will involve complete empowerment of employees while others will prohibit such a function to take place.

Table 5.3.1.5: Does your structure support learning and empowerment of employees?

| Support learning Y/N | | F | Percent | Cumulative Percent |
|----------------------|-----------------|----|---------|--------------------|
| Valid | No | 5 | 12.8 | 13.2 |
| | Yes | 31 | 79.5 | 94.7 |
| | both yes and no | 2 | 5.1 | 100.0 |
| | Total | 38 | 97.4 | |
| Missing | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

Table 5.3.1.6, interviewees are asked if they find difficulties meeting quality standards because of incompetent employees. The percentages were close enough where 51.3 % answered yes and 41% answered no. Only two interviewees (5.1%) provided the answer of both yes and no and one interviewee chose not to answer the question 2.6%. although the higher percentage of companies did have problems meeting quality standard, the number of companies that answered no still provides a strong base that companies are able to control the issue of in competence while keeping their quality intact and at the required standards. For the companies that chose the yes and no answer they were also inclining that it depended on the situation or the case at hand where some scenarios call for ignoring the standard quality or lowering it to meet the set deadline, which not related to specific incompetence of the employees. As for the majority, it seems that incompetence is an issue that needs to be reduced in order to keep and raise the quality standards of any given company.

Table 5.3.1.6: Is it difficult to meet quality standards because of incompetent employees?

| Difficult to meet Quality standards Y/N | | F | Percent | Cumulative Percent |
|---|-----------------|----|---------|--------------------|
| Valid | No | 16 | 41.0 | 42.1 |
| | Yes | 20 | 51.3 | 94.7 |
| | both yes and no | 2 | 5.1 | 100.0 |
| | Total | 38 | 97.4 | |
| Missing | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

Table 5.3.1.7 asks the question of the ability of employees to communicate their work challenges to their supervisors. Majority answered yes 84.6%, a lower percentage answered no 10.3%, and the remaining 2 (5.1%) answered either by depends or sometimes. This implies that supervisors are aware of their subordinate's challenges and are willing to be involved in their current issues and where they stand

in their work. For the companies that answered by depends and sometimes decided to be conservative as not all employees chose to share their challenges with supervisors, and not supervisors put in the time and effort to hear out their employees challenges.

Table 5.3.1.7: Are employees able to communicate their work challenges to supervisors?

| Communication with supervisors Y/N | | F | Percent | Cumulative Percent |
|------------------------------------|-------------------|----|---------|--------------------|
| Valid | No | 4 | 10.3 | 10.3 |
| | Yes | 33 | 84.6 | 94.9 |
| | sometimes/depends | 2 | 5.1 | 100.0 |
| | Total | 39 | 100.0 | |

Table 5.3.1.8, interviewees were asked on their future plans to help expand the role of HR. This was a general question with general answer. It helps in giving an overall view of where the company currently stands and where it seeks to reach in the future. As for expansion, the level of structured HR growth within the company varied between the participants. Their future plans depended on what they have established so far and how they seek to continue onwards. Some provided answers dealt with strengthening the HR existence and function within the company by installing HR software that help organize the required data and HR activities, others were concerned with having to start a separate HR department as their current HR practices are handled by either the finance department or the company's administration, and the remaining of companies were already at the level of fully integrating their HR practice that shape the company's strategies, mission and vision, and/or are using methods of training and promotion similar to the APS mentioned in the study. Because the answers provided have different views, Table 5.3.1.8 categorises these answers into 4 main groups.

According to these groups, 15.4% (first group) of the companies interviewed are considering or already applying methods of APSs in their HR practice. 23.1% (second group) have a fully functional HR department and are looking to or already

using their HR department for Strategic HR planning, executive development, and/or participating in shaping the companies vision and mission. 46.2% are the majority of companies which are in the third group where they are moving towards strengthening their current HR practices, developing further procedures, refining training and evaluation tactics, redesigning their HR structure, and expanding their HR budget and methods of recruitment. The final group (fourth group), which were to treat HR as a separate entity eventually, or were still at basic levels of acquiring HR elements of training material, selection and evaluation procedures, and those who do not consider the need for a separate HR department at the current state of the company, contributed by 12.8% to this answer.

This question does not form a bias to one company or another, or favour an answer over the other, it merely states that the companies that are solidifying their HR department, and moving towards the future characteristics of HR development and strategic HR practices exist in a higher number in Saudi companies than was anticipated when the research was first carried out. This is a positive outcome that shows promise of growth and prosperity for the HR departments in Saudi companies. Companies that have a lower expectation of a full functional HR department, does not mean they care less about their employees, it only states that certain company structures that were examined could not have a separate HR department because of the way the companies conduct their business. Although their HR activities were fairly basic yet effective in terms of recruitment, selection, training, and evaluation, these companies still provided an encouraging work place and employee commitment and growth that kept their employees satisfied and their performance levels high.

Table 5.3.1.8: How do you seek to expand the role of HR in the company?

| Expand HR role | | F | Percent | Cumulative Percent |
|----------------|---|----|---------|-----------------------|
| Valid | 1. using APS/fully integrated HR | 6 | 15.4 | 15.8 |
| | 2.using strategic HR practices/ fully integrated HR | 9 | 23.1 | 39.5 |
| | 3. expanding HR practices/ further development of HR department | 18 | 46.2 | 86.8 |
| | 4. basic HR function/ mainly administrative/ expand HR | 5 | 12.8 | 100.0 |
| | Total | 38 | 97.4 | |
| Missing | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

5.3.2. (SELECTION PROCEDURE)

Table 5.3.2.1 looks into the concept of promotions inside the company. Most respondents (56.4%) did not have a problem promoting from within while the rest answered by saying yes (38.5%). Some of the stated reasons for answering yes were the concept of ownership and structure of the company in which promotions may take a longer time to be in effect while in other situations, certain positions are already occupied with company owners or family relatives who control higher positions. In other situations, some companies stated that the structure or type of work does not allow for position type of promotion. An employee can remain in the same position as it is the maximum that can be reached in their line of work but would receive promotions in terms of salary raise or grade change but the position would still be the same.

Table 5.3.2.1: Do you find difficulty promoting from within

| Difficulty promoting Y/N | | F | Percent | Cumulative Percent |
|--------------------------|-------|----|---------|--------------------|
| Valid | No | 22 | 56.4 | 59.5 |
| | Yes | 15 | 38.5 | 100.0 |
| | Total | 37 | 94.9 | |
| Missing | .00 | 2 | 5.1 | |
| Total | | 39 | 100.0 | |

In Table 5.3.2.2, interviewees were asked if they had difficulties finding competent employees who fit vacant positions. A low percentage of them answered no (17.9) while the majority answered yes (79.5%). Many agreed that competencies are difficult to find in their field of work and the concept of finding Saudis with sufficient talent and competence was scarce. Many argued that competent employees (Saudis specially) are few and already have positions where their companies know their value and plan to keep them satisfied so they don't consider leaving their current positions.

Table 5.3.2.2: Is it hard to find competent employees who fit the vacant job?

| Employees for vacant positions Y/N | | F | Percent | Cumulative Percent |
|------------------------------------|-----------------|----|---------|--------------------|
| Valid | No | 7 | 17.9 | 17.9 |
| | Yes | 31 | 79.5 | 97.4 |
| | both yes and no | 1 | 2.6 | 100.0 |
| | Total | 39 | 100.0 | |

Table 5.3.2.3 asks if they agree that their selection procedure allows for the most qualified employees to be chosen that best fit the vacant position. There were various answers provided by various participants, 28.2% strongly agree, 38.5% agree, 17.9% neither agree nor disagree, 12.8% disagree, one participant strongly disagrees. This question provides an open view on selection procedures, the higher percentage of agreement yields a satisfaction level with how selection is carried out and the results that it provides the level of quality candidates the company looks for. Companies that disagreed stated that in many times the selection procedure provides a delusion of the right fit where candidates pass the interviews and selection tests with high scores yet when it is time to do the actual job they flunk either within the three months trial time or within the first year of employment. Which raises the question of what component is missing or is making the misjudgement and the need to change the candidate after hiring.

Table 5.3.2.4: Your selection procedure allows for the most qualified employees to be chosen that best fit the vacant position

| Best choice of employees Agree/Disagree | F | Percent | Cumulative Percent |
|---|----|---------|--------------------|
| Valid strongly disagree | 1 | 2.6 | 2.6 |
| Disagree | 5 | 12.8 | 15.4 |
| neither agree nor disagree | 7 | 17.9 | 33.3 |
| Agree | 15 | 38.5 | 71.8 |
| strongly agree | 11 | 28.2 | 100.0 |
| Total | 39 | 100.0 | |

Tables 5.3.2.5 to 5.3.2.11 in Appendix B deal with the concept of what companies look for in senior positions, if it is skills, background, gender, nationality, experience or other options that were not stated. 92.3% look for skills, 76.9% look for background, 53.8% don't consider gender as a factor for senior positions, 59% don't consider nationality a factor, and 92.3% saw experience as a major factor. Other participants were concerned with age, flexibility, capabilities, core values, personality, the best person for the job and Arabic speaking, politics/connection, talents and ethics.

Tables 5.3.2.12 to 5.3.2.16 in Appendix B answer the question of the common difficulties interviewees face when hiring, whether the candidates were not competent, not experienced, and/or not Saudi and if there were other difficulties that were not stated. 59% agreed candidates were not competent, 64.1% agreed they were not experienced, and 59% agreed that they were not Saudis. While some agreed that in some cases all three stated difficulties were apparent when hiring, other difficulties were also noticed. Candidates either wanted higher salary and required a transferable Iqama, the Budget does not support hiring more people

even if there is a need for more employees, inflexibility, rigidity, attitude and personality of candidates may be unsuitable for the company and may harm their performance; high cost for foreign and Saudi where they request high salaries than what is offered at similar positions in different companies; fairness with team members , leadership capability, and not Arabic speaking were also part of the problems faced while hiring.

Questions 5.3.2.17 to 5.3.2.22 in Appendix B deal with component of the selection procedures if the companies used skill tests, performance charts, background check, interviews, or other methods that were not specified in the options. 64.1% used skill tests, 43.6% used performance charts, 61.5% used background check, but the most common method used was the interviews (97.4%). During the interviews many companies used a combination of skill test, background checks and interviews, very few used performance chart along the rest of the selection procedures. Other methods included Psychometric test, personality testing, profile testing, Thomas test, case study exam, assessment tools, IQ test, and team members' feedback which suits the different business needs.

5.3.3. (TRAINING)

Table 5.3.3.1 asks if the companies have a training system. The majority confirmed having a training system (71.8%) while the rest answered by saying they didn't (25.6%). Some of the reasons for not having a training system was for the fact that some organizations were of smaller size and did not require a training system to be available, others were still newly established and their capabilities may not allow for a training system to be in place.

Table 5.3.3.1: Do you have a training system?

| Y/N | | F | Percent | Cumulative Percent |
|---------|-------|----|---------|-----------------------|
| Valid | No | 10 | 25.6 | 26.3 |
| | Yes | 28 | 71.8 | 100.0 |
| | Total | 38 | 97.4 | |
| Missing | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

Table 5.3.3.2, companies were asked if they had a procedure available for training as some companies who might not have had a training system had a procedure that allows for proper execution of training. Most companies answered yes (66.7%) and only few answered no (30.8%).

Table 5.3.3.2: Do you have a training procedure

| Y/N | | F | Percent | Cumulative Percent |
|---------|-------|----|---------|-----------------------|
| Valid | No | 12 | 30.8 | 31.6 |
| | Yes | 26 | 66.7 | 100.0 |
| | Total | 38 | 97.4 | |
| Missing | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

Table 5.3.3.3, companies were asked if they had a training budget. 69.2% do have a training budget and 28.2%. For some companies the forms of training budget existed either as a part of their salary while others did not have a specific budget but was approved when required.

Table 5.3.3.3: Do you have a training budget?

| Y/N | | F | Percent | Cumulative Percent |
|---------|-------|----|---------|-----------------------|
| Valid | No | 11 | 28.2 | 28.9 |
| | Yes | 27 | 69.2 | 100.0 |
| | Total | 38 | 97.4 | |
| Missing | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

Table 5.3.3.4 when interviewees were asked if qualified trainers are available and easy to facilitate, various replies were given on this statement. 7.7% strongly disagree, 17.9% disagree, 10.3% neither agree nor disagree, 35.9% agree, and 23.1% strongly agree with the statement. The various percentages have to do with several factors that involve the company's business sectors, their need for trainers with up to date knowledge with their field of work, their need for trainers who can understand employees needs and communicate the knowledge to them properly, the need for trainers who are bilingual and would work as part of the company premises.

Table 5.3.3.4: Qualified trainers are available and easy to facilitate

| Agree/Disagree | | F | Percent | Cumulative Percent |
|----------------|----------------------------|----|---------|-----------------------|
| Valid | strongly disagree | 3 | 7.7 | 8.1 |
| | Disagree | 7 | 17.9 | 27.0 |
| | neither agree nor disagree | 4 | 10.3 | 37.8 |
| | Agree | 14 | 35.9 | 75.7 |
| | strongly agree | 9 | 23.1 | 100.0 |
| | Total | 37 | 94.9 | |
| Missing | .00 | 2 | 5.1 | |
| Total | | 39 | 100.0 | |

Table 5.3.3.5, the interviewees are asked if they train their employees for their current jobs. Although the expectation that all companies would answer yes (87.2%), some companies answered no (10.3%) to this question for several reasons . some deal with work challenges that require a level of accuracy where mistakes are not tolerated and there is no time to train for current position, other companies focus on future training more than current training as they presume that existing employees are capable of performing at the required standard and would only require future added knowledge, and others did not have the facility or the option to train because of their current small scale of employees.

Table 5.3.3.5: Do you train your employees for their jobs?

| Y/N | | F | Percent | Cumulative Percent |
|---------|-------|----|---------|-----------------------|
| Valid | No | 4 | 10.3 | 10.5 |
| | Yes | 34 | 87.2 | 100.0 |
| | Total | 38 | 97.4 | |
| Missing | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

As for Table 5.3.3.6, the interviewees were asked if they trained their employees for future positions. 71.8% did train them for future positions while 28.2% did not train them for future positions. Many companies were able to participate in the growth of their employees for their future possible positions, but that does not mean that the companies that didn't don't have that in mind. Mainly companies focus on the now and what needs to be fixed or adjusted at the current situation or position held by an employee.

Table 5.3.3.6: Do you train your employees for future positions?

| Y/N | | F | Percent | Cumulative Percent |
|-------|-------|----|---------|-----------------------|
| Valid | No | 11 | 28.2 | 28.2 |
| | Yes | 28 | 71.8 | 100.0 |
| | Total | 39 | 100.0 | |

Table 5.3.3.7 to 5.3.3.11 in Appendix B are concerned with the bases used to provide the training, whether it is a basic company procedure, employee's needs fulfilment, markets needs obligation, or other bases that were not stated in the question. 61.5% based the trained as the company's procedure, 82.1% based it on employees needs, 53.8% based on market needs. Others provided training depending on associate and supervisor agreement, survey and company based training, job needs, and business needs in general. The answers provided a mix that needs to be considered when choosing a training specially when companies will consider it a basic procedure, an employee's need, and a market need as each component will have different types of trainings, one will be more static, another will be individualized, and the last would be interchanging and constantly updated according to the markets trends and expectations from the company. A combination of these factors and the others mentioned by participants allow companies to provide tailored training that provide positive outcomes for the trainees and their companies.

Table 5.3.3.12, interviewees were asked if they considered training a need. All participants agreed that training is a need especially if companies wish to stay competitive in the market and to bring up the quality of work performance of its employees.

Table 5.3.3.12: Do you consider training a need?

| Y/N | F | Percent | Cumulative Percent |
|-----------|----|---------|-----------------------|
| Valid Yes | 39 | 100.0 | 100.0 |

5.3.4. (EVALUATION AND PROMOTION)

Table 5.3.4.1 asks whether a company performs annual appraisals and evaluations. 89.7% answered yes and 5.1% answered no. 2 of the interviewed companies chose not to answer this question as their company has recently started operations and performing annual appraisal does not yet apply to their case.

Table 5.3.4.1: Do you perform annual appraisals and evaluation?

| Y/N | F | Percent | Cumulative Percent |
|---------|-------|---------|--------------------|
| Valid | No | 2 | 5.1 |
| | Yes | 35 | 89.7 |
| | Total | 37 | 94.9 |
| Missing | .00 | 2 | 5.1 |
| Total | | 39 | 100.0 |

Table 5.3.4.2, interviewees were asked if they had a reward/penalty system for employees who over/under achieve. The majority answered yes (76.9%) and some answered no (10.3%). This question carried out both the positive and negative feedback for employees' performance and evaluation. For that, some companies chose to answer both yes and no for this question (10.3%). This was for the concept that some do have a reward procedure where employees receive bonuses while their penalty only exists as not receiving bonuses. Other companies don't have a reward system except for the idea that the employee keeps performing at the expected quality performance. Under achievers are penalized by leaving the company, while achievers only guarantee their stay in the company. Different methods of reward and penalty existing in companies ranging from reward trips, grade change, and salary increase, and the penalties usually meant no commission or bonuses for under achievers, along with notices, extensive training, and possibly

evicting their positions. No one method is perceived as the most effective over the other, each company culture and structure proposes different techniques that are suitable for one company that might not be acceptable at a different company with different business practices.

Table 5.3.4.2: Do you have a reward /penalty system for employees who over/under perform

| Y/N | | F | Percent | Cumulative Percent |
|---------|--------------------|----|---------|-----------------------|
| Valid | No | 4 | 10.3 | 10.5 |
| | Yes | 30 | 76.9 | 89.5 |
| | both yes and no | 4 | 10.3 | 100.0 |
| | Total | 38 | 97.4 | |
| Missing | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

Table 5.3.4.3 to 5.3.4.8 in Appendix B look into the evaluation procedure used in the company whether it is 360 degree evaluation, supervisor evaluation, customer evaluation of employees, goal achievement evaluation, or other evaluation that are not stated in the options. 41% used 360 degree evaluation, 79.5% used supervisor evaluation, 38.5% used customer evaluation of employees, and 76.9% used goals achievement evaluation. As for other methods that were not stated as part of the question, interviewees used 270 degree supervisor evaluation, subordinates evidence of improvement in their work, balance score card of performance, and development and achievement plans for individuals. Supervisor evaluation and goals achievement received the highest percentages in the options which deem them as some of the most popular evaluation procedures used in companies. It is also important to note that some companies had used a combination of all the options stated in the question for their evaluation procedure as a way of ensuring accurate results of the performances and evaluation of employees.

Table 5.3.4.9 looks into the promotion procedure used in the company and if interviewees thought it to be strict or not. 56.1% answered no and 38.5% answered yes provided that it depended on certain factors such as employee performance and achievements and position availability. Some argued that these components were not enough at some situations as getting promotion might take longer or might never be granted even for high achievers in the company.

Table 5.3.4.9: Do you consider your promotion procedures to be strict?

| Y/N | | F | Percent | Cumulative Percent |
|---------|-------|----|---------|-----------------------|
| Valid | No | 22 | 56.4 | 59.5 |
| | Yes | 15 | 38.5 | 100.0 |
| | Total | 37 | 94.9 | |
| Missing | .00 | 2 | 5.1 | |
| Total | | 39 | 100.0 | |

As for Table 5.3.4.10, interviewees were asked if the evaluation procedure helped in improving employees performance. 5.1% disagreed, 10.5% neither agreed nor disagreed, 35.9% agreed, and 48.7% strongly agreed. Some of the participants agreed that evaluation procedure helped monitor performance and provide feedback to the employees so they can improve their performance with the help of their supervisors when necessary, while others mentioned that sometimes having evaluation procedure only allowed knowing where employees stand but communicating their performance and expecting improvement was not always the case if the employee was not willing to change.

Table 5.3.4.10: Evaluation procedure helps in improving employee performance

| Y/N | | F | Percent | Cumulative Percent |
|-------|-------------------------------|----|---------|-----------------------|
| Valid | disagree | 2 | 5.1 | 5.1 |
| | neither agree nor disagree | 4 | 10.3 | 15.4 |
| | agree | 14 | 35.9 | 51.3 |
| | strongly agree | 19 | 48.7 | 100.0 |
| | Total | 39 | 100.0 | |

5.3.5. (MOTIVATION)

Table 5.3.5.1 was looking at the percentage of entry level employees who are now holding managerial positions in the company. the highest percentage was given for less than 10% (35.9%) followed by more than 50% (20.5%) and one company specified a 100% for managerial positions being occupied by employees who started off at entry level positions. 25-50% received a low percentage (7.7%), and 10-25% received 17.9%. 6 of the participants (15.4%) did not participate in this answer due to some factors such as being new in the market and not yet having the level of growth that allows for employee promotion. Others were still recruiting managers directly for higher positions as they looked more for managerial experience in their field rather than promoting then allowing for learned managerial experience to take place.

Table 5.3.5.1: How many of your current managers were entry level employees

| % of Managers | | F | Percent | Cumulative Percent |
|---------------|------------------|----|---------|-----------------------|
| Valid | less than 10% | 14 | 35.9 | 42.4 |
| | 10-25% | 7 | 17.9 | 63.6 |
| | 25-50% | 3 | 7.7 | 72.7 |
| | more than 50% | 8 | 20.5 | 97.0 |
| | 100% | 1 | 2.6 | 100.0 |
| | Total | 33 | 84.6 | |
| Missing | .00 | 6 | 15.4 | |
| | Total | 39 | 100.0 | |

Table 5.3.5.2, interviewees were asked if they seek internal talent. 92.3 % answered yes and 3.7% answered o. This question provides a positive attitude towards internal talent pool that they are the first to be considered for new positions and higher ranks within the company.

Table 5.3.5.2: Do you seek internal talent?

| Y/N | | F | Percent | Cumulative Percent |
|-------|-------|----|---------|-----------------------|
| Valid | No | 3 | 7.7 | 7.7 |
| | Yes | 36 | 92.3 | 100.0 |
| | Total | 39 | 100.0 | |

Table 5.3.5.3 consider the option that employees can aspire to reach CEO positions. 74.4% answered yes to this question while 23.1% answered no. This was due that in certain companies company founders were the ones holding CEO positions and others allowed access to this position to family members who will run the business as successors to their fathers or uncles who established the business and passed it through family generations.

Table 5.3.5.3: Can employees aspire to reach CEO POSITIONS?

| Y/N | | F | Percent | Cumulative Percent |
|---------|-------|----|---------|-----------------------|
| Valid | No | 9 | 23.1 | 23.7 |
| | Yes | 29 | 74.4 | 100.0 |
| | Total | 38 | 97.4 | |
| Missing | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

Table 5.3.5.4 considered the concept of losing competent employees to competition. 74.4% answered yes and 23.1% answered no. It seemed that companies had lost competent employees to new companies that were offering higher salaries and

better benefits than what they were offering. Some companies also argued that some of the employees are requesting promotions and salary increases that the company is not willing or capable of offering to the employees. These are some of the main reasons for losing competent employees.

Table 5.3.5.4: Have you lost competent employees to competition?

| Y/N | | F | Percent | Cumulative Percent |
|---------|-------|----|---------|-----------------------|
| Valid | No | 9 | 23.1 | 23.7 |
| | Yes | 29 | 74.4 | 100.0 |
| | Total | 38 | 97.4 | |
| Missing | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

Table 5.3.5.5: asks if companies find difficulties maintaining competent employees. 66.7% answered yes and 33.3% answered no. The same problems that were stated for Table 79 apply here where employees tend to bargain for a higher salary, more vacations, and/ a promotion as a method of recognition for their work. Such demands drain the company's efforts to keep their employees satisfied. Many companies worked together with their competent employees and allowed them to further training to help improve their skills and/or providing a sponsorship for obtaining master degrees in their field of work that helps both the employee and the company in terms of self growth, commitment and loyalty towards the company.

Table 5.3.5.5: Is it difficult to maintain competent employees?

| Y/N | | F | Percent | Cumulative Percent |
|-------|-------|----|---------|-----------------------|
| Valid | No | 13 | 33.3 | 33.3 |
| | Yes | 26 | 66.7 | 100.0 |
| | Total | 39 | 100.0 | |

Tables 5.3.5.6 to 5.3.5.11 in Appendix B deal with the question of openness of senior management positions for employees who are Saudi, foreign, male, and female candidates who have the knowledge, skills, experience and know-how for such positions. The reason behind this question to look at candidates that are equal in terms of credentials and experience, if there will be a preference to a certain nationality or gender if other values are considered the same. 84.6% chose Saudis, 69.2% chose foreign, 84.6% chose male, and 51.3% chose female candidates. As it was evident through the choices, many of the companies easily answered by saying all of these candidates had equal chances to reach managerial position, but the overall percentages leaned towards the Saudi and male candidates in the first place then foreign candidates, then female candidates. This outcome can be argued to be a base fact as managerial positions in Saudi company's culture are mainly handled by male candidates who are Saudi. Some companies used various combinations where they had focused on having male candidates regardless of their nationality due to the nature of the business (companies in the industrial sector). In some cases where companies were owned and run by females, this required a preference to have female candidates over male candidates to run senior positions regardless of their nationality. Other candidates to be considered for senior positions were those who fitting the culture of the organization, allowing a higher percentage of diversity, and those who had personal connections that may work as an asset for better performing in the senior position.

5.3.6. (UPDATING SYSTEM)

Table 5.3.6.1 looks at the frequency of reviewing the training program available at the company. companies that never review their training program received 15.4% , companies that reviewed it once every 2 years received 2.6%, companies reviewing it once every year received 38.5% (which was the highest), companies that review their program twice a year received 12.8%, three times a year received 5.1%, monthly received 2.6%, continuously received 12.8%, and updated when needed received 2.6%. The most common review duration in companies was once every year which allowed the companies to update their training material, budget, delivery methods, and evaluations to stay competitive and continue growing. Training programs in general need to be updated and monitored at different levels until the training system or procedure as a whole is sufficient for the company's needs. At earlier stages of implementing the training programs it may undergo several stages before it stabilizes. After that certain components would be changing according to the market needs and employees needs that affect the company's performance and competitiveness? It is important to note that some companies did not provide an answer as it did not apply to their company for not having a training program because of their company's small size or being new in the market.

Table 5.3.6.1: How often do you review your training program?

| Review frequency | | F | Percent | Cumulative Percent |
|------------------|----------------------|----|---------|--------------------|
| Valid | Never | 6 | 15.4 | 16.7 |
| | once every two years | 1 | 2.6 | 19.4 |
| | once every year | 15 | 38.5 | 61.1 |
| | twice a year | 5 | 12.8 | 75.0 |
| | three times a year | 2 | 5.1 | 80.6 |
| | Monthly | 1 | 2.6 | 83.3 |
| | continuously | 5 | 12.8 | 97.2 |
| | update when needed | 1 | 2.6 | 100.0 |
| | Total | 36 | 92.3 | |
| Missing | .00 | 3 | 7.7 | |
| Total | | 39 | 100.0 | |

Tables 5.3.6.2 and Tables 5.3.6.3 to 5.3.6.11 in Appendix B depend on the answer received in Table 5.3.6.2. For some of the participants who did not answer question 5.3.6.2 and/or never reviewed their training program did not answer the following questions.

For those who reviewed their training and promotion system, they were asked if it had changed in question 5.3.6.2., 66.7% answered yes, 7.7% answered no, and 25.6% did not answer this question.

Table 5.3.6.2: If you do review your system of training and promotion, has it changed through the years

| Y/N | | F | Percent | Cumulative Percent |
|---------|-------|----|---------|--------------------|
| Valid | No | 3 | 7.7 | 10.3 |
| | Yes | 26 | 66.7 | 100.0 |
| | Total | 29 | 74.4 | |
| Missing | .00 | 10 | 25.6 | |
| Total | | 39 | 100.0 | |

Tables 5.3.6.3 to 5.3.6.11 in Appendix B depend on the answer to the previous questions. For those who had some changes to their training program changed their selection procedure (41%), training procedure (33.3%), budget (64.1%), schedule (46.2%), training material (53.8%), trainers (43.5%) evaluation procedure (46.2%), and other updates of the program included the environment and training components. Most used a combination of changes which included changing the schedule, material, budget and trainers. Others changed or updated all the mentioned components of the training programs. These changes depended on where the company is in its level of maturity with the HR practices and expenditure maturity.

5.4. OUTCOME 4

Research question 2: Can you benefit from APS

Table 5.4.1 looks at interviewees' opinion that Saudization is harming their selection procedure. 17.9% strongly disagree, 35.9% disagree, 10.3% neither agree nor disagree, 23.1% agree, and 12.8% strongly agree. Slightly more than half the participants disagree that Saudization harms the selection procedure. Although it is a positive percentage, it does not eliminate the fact that around 36% still have problems with Saudization. This question was stated due to the concept that certain companies were required to employ a percentage of Saudis in their company, which caused disregarding some selection criteria in order to meet the set quota of Saudis employed. Some companies argued that not all Saudis being employed are not talented or are below the required standards of work performance. Some even suggested that having proper training in place and setting the standards with what limitation presented can help meet Saudization quota and still perform at a competitive level in their market.

Table 5.4.1: Do you agree that Saudization is harming your selection procedure?

| Agree/Disagree | F | Percent | Cumulative Percent |
|----------------------------|----|---------|--------------------|
| Valid strongly disagree | 7 | 17.9 | 17.9 |
| Disagree | 14 | 35.9 | 53.8 |
| neither agree nor disagree | 4 | 10.3 | 64.1 |
| Agree | 9 | 23.1 | 87.2 |
| strongly agree | 5 | 12.8 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.4.2 slightly depends on the answer to the previous question (96). The perception was: if Saudization did harm the selection procedure, participants were asked if they agree that having standard procedure enforcing training and promotion they can limit the side effect of Saudization. 2.6% strongly disagreed, 7.7% disagreed, 23.1% neither agreed nor disagreed, 35.9% agreed, and 30.8% strongly agreed. Although the majority did not agree that Saudization is harming their selection procedures and standards, The majority agreed that having procedure which is a must or a basic component for training and promotion, the negative effect of Saudization or generally speaking the concept of hiring employees that do not meet the companies' standards can be decreased or put aside once managers have in mind that new entrants will receive training to ensure sufficient performance that is accepted by the company. Participants agreed to the general concept of this question even if it does not have to focus on Saudis only but to include different factors of training new joiners in general.

Table 5.4.2: Do you agree that having standard procedures enforcing training and promotion you can limit the side effect of Saudization

| Agree/Disagree | F | Percent | Cumulative Percent |
|----------------------------|----|---------|--------------------|
| Valid strongly disagree | 1 | 2.6 | 2.6 |
| Disagree | 3 | 7.7 | 10.3 |
| neither agree nor disagree | 9 | 23.1 | 33.3 |
| Agree | 14 | 35.9 | 69.2 |
| strongly agree | 12 | 30.8 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.4.3 states that providing equal opportunities of reaching managerial positions based on training and skills, you can increase the number of competent employees within the company. 2.6% strongly disagreed, 7.7% disagreed, 5.1% neither agreed nor disagreed, 33.3% agreed, and 51.3% strongly agreed. Although the majority agreed with this statement, many argued that equal opportunities cannot

be offered for employees even if they were trained. They also stated not everyone can be treated with the same level of focus due to the difference in personalities, needs, and contribution to the company.

Table 5.4.3: By providing equal opportunities of reaching managerial positions based on training and skills, you can increase the number of competent employees within the company

| Agree/Disagree | F | Percent | Cumulative Percent |
|----------------------------|----|---------|--------------------|
| Valid strongly disagree | 1 | 2.6 | 2.6 |
| Disagree | 3 | 7.7 | 10.3 |
| neither agree nor disagree | 2 | 5.1 | 15.4 |
| Agree | 13 | 33.3 | 48.7 |
| strongly agree | 20 | 51.3 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.4.4 asks the agreement of interviewees that they are still relying on foreign labour because Saudi employees cannot perform at the level of competence of foreign labour. 25.6% strongly disagreed with this statement, 12.8% disagreed, 12.8% neither agreed nor disagreed, 35.9% agreed, and 12.8% strongly agreed. These opinions were based on different experiences with foreign and Saudi labour. Some companies thought that Saudis are looked at as a burden instead of an asset that can be reliable over foreign employees who may choose to leave without returning (which causes them to take their knowledge and experience). Others argue that their sector (industrial as an example) suffer from the lack of Saudis with knowledge or background in such fields of work, which leads to recruiting foreigners to occupy these positions.

Table 5.4.4: Do you agree that you are still relying on foreign labour because Saudi employees can't perform at the level of competence of foreign labour?

| Agree/Disagree | F | Percent | Cumulative Percent |
|----------------------------|----|---------|--------------------|
| Valid strongly disagree | 10 | 25.6 | 25.6 |
| Disagree | 5 | 12.8 | 38.5 |
| neither agree nor disagree | 5 | 12.8 | 51.3 |
| Agree | 14 | 35.9 | 87.2 |
| strongly agree | 5 | 12.8 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.4.5 considers the Saudi culture and if the interviewees agree that it proposed a challenge for proper implementation of HR policy rules. This question was considered when looking at the literature and how certain factors need to be considered when applying international regulation in Saudi concept. Certain procedures had to be adjusted or specially tailored that would go with accepted norms in the Saudi culture. 103% strongly disagreed, disagreed, and neither agreed nor disagreed, 46.2% agreed, and 23.1% strongly agreed to this statement. The majority agreed that there were special adjustment to be made for their HR practices such as providing separate offices for females, and accepting the fact that some men or women refuse to directly address the opposite gender due to religious and cultural restrictions. In some cases, interviewing female candidates had to involve their spouses or guardian to be present at the interviews which may not occur in different settings.

Table 5.4.5: Do you agree that Saudi culture proposed a challenge for proper implementation of HR policy rules?

| Agree/Disagree | F | Percent | Cumulative Percent |
|----------------------------|----|---------|--------------------|
| Valid strongly disagree | 4 | 10.3 | 10.3 |
| Disagree | 4 | 10.3 | 20.5 |
| neither agree nor disagree | 4 | 10.3 | 30.8 |
| Agree | 18 | 46.2 | 76.9 |
| strongly agree | 9 | 23.1 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.4.6, interviewees are asked if they agree that, by focusing on training their current employees they can guarantee better performance and knowledge gain. This question is focused on keeping their employees performance at a rise and providing training that allow for knowledge gain and improved performance. 2.6% strongly disagreed with this statement, 7.7% disagree, 12.8% neither agreed nor disagreed, 28.2% agreed, and 48.7% strongly agreed with this statement. Interviewees argue that training does not always increase the level of competence of employees. As some interviewees state it (some people just don't want to learn).

Table 5.4.6: By focusing on training your current employees, you can guarantee better performance and knowledge again

| Agree/Disagree | F | Percent | Cumulative Percent |
|----------------------------|----|---------|--------------------|
| Valid strongly disagree | 1 | 2.6 | 2.6 |
| Disagree | 3 | 7.7 | 10.3 |
| neither agree nor disagree | 5 | 12.8 | 23.1 |
| Agree | 11 | 28.2 | 51.3 |
| strongly agree | 19 | 48.7 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.4.7 states that company’s performance can be increased by training employees according to the set business goals. This question is targeting the bigger picture of training by focusing not only what employees can do at their current positions but also what they can be capable of doing when they realize its contribution to the overall company’s success and how it can be part of the mission, vision and strategy of the company. 2.6% disagreed, 5.1% neither agreed nor disagreed, 30.8% agreed, and 61.5% strongly agreed with this statement. The majority of interviewees agreed that training employees based on the company’s goals did improve the overall company’s performance.

Table 5.4.7: Company performance can be increased by training employees according to the set business goals

| Agree/Disagree | | F | Percent | Cumulative Percent |
|----------------|----------------------------|----|---------|--------------------|
| Valid | Disagree | 1 | 2.6 | 2.6 |
| | neither agree nor disagree | 2 | 5.1 | 7.7 |
| | Agree | 12 | 30.8 | 38.5 |
| | strongly agree | 24 | 61.5 | 100.0 |
| | Total | 39 | 100.0 | |

Table 5.4.8, participants were asked their opinion on providing equal opportunities for training and promotion, employees will be motivated to perform better in their current and future positions. This question looks into the concept of motivation of employees through reward of training and promotion. 5.1% disagreed, 25.6% agreed, and 69.2% strongly agreed. Therefore the majority agreed that employee would perform better when given the opportunity to grow and progress in their career within the company.

Table 5.4.8: By providing equal opportunities for training and promotion, employees will be motivated to perform better in their current and future positions

| Agree/Disagree | | F | Percent | Cumulative Percent |
|----------------|-------------------|----|---------|-----------------------|
| Valid | Disagree | 2 | 5.1 | 5.1 |
| | Agree | 10 | 25.6 | 30.8 |
| | strongly agree | 27 | 69.2 | 100.0 |
| | Total | 39 | 100.0 | |

Table 5.4.9, interviewees were asked if they agreed with the statement that empowerment can be facilitated through training and selection of competent employees. The concept behind this question was to provide managers with the tool to allow subordinates to take decisions and use company resources and rely on them to take the right decisions if they were properly selected and trained to act according to the company's accepted regulations. 2.6% disagree, 7.7% neither agree nor disagree, 46.2% agree, and 43.6% strongly agree. The majority agree that they can entrust subordinates with decision making and company resources when they are chosen through proper selection and have received sufficient training. Others argued that empowerment depends largely on the position being handled, and that the company's chain of command which may not support subordinates to access company's resources or major decisions.

Table 5.4.9: Empowerment can be facilitated through training and selection of competent employees

| Agree/Disagree | | F | Percent | Cumulative Percent |
|----------------|-------------------------------|----|---------|-----------------------|
| Valid | Disagree | 1 | 2.6 | 2.6 |
| | neither agree nor disagree | 3 | 7.7 | 10.3 |
| | Agree strongly | 18 | 46.2 | 56.4 |
| | agree | 17 | 43.6 | 100.0 |
| | Total | 39 | 100.0 | |

5.5. SUMMARY OF FINDINGS

Summarizing the findings will bring us to the results of the four outcomes that we have based the results of our questionnaire.

Through Outcome 1, the profiles of the company based upon their industry were identified and they were classified according to size and incorporation. Variables like the duration of the company in the Saudi business environment were touched and how this would shape the receptivity towards a program such as the APS.

Outcome 2 covered the profiles of the employees that were working with the company based upon gender, nationality, demographics and covers their educational qualifications. it provided information about the individual that was responding to the questionnaire about APS as a tool in HR. the most important aspect of outcome 2 was to establish how long the employees was with the company and whether they had been promoted or not and whether they had undergone any type of training on the job, and it was seen that nearly half of those interviewed didn't know what their job profile required them to do. About half of the individuals said that they were satisfied with their jobs and the remaining half were split that neither agreed and were not satisfied with their job, this is indicative of an absence of an evaluation program that motivates all the employees on an equal footing in a high percentage of saudi companies.

Outcome 3 was put forth to ascertain the readiness of the company for implementing a program like APS and it touched upon the components of the tool. Upon responses for needs assessment, selection procedure, training, evaluation & promotion, motivation, updating system, it was found that most of the companies were unaware of a lot of human resource development program and didn't consider it a very important aspect in the development of the individual as well as the company, there was a low employee turnover ratio but it was not because of dissatisfaction of the employees of their needs fulfilment but because of the labour laws. Promotion and employee participation is not a common phenomenon. One of the most startling discoveries was that a lot of companies still didn't have a distinct human resource department and it was overlapped by the administration of the company as they didn't perceive the need for having a separate department. About 46% of the companies feel that there is need to move towards having a separate HR department.

Outcome 4 address the second matter and that is would APS benefit the company. 40% of the responses confirmed that Saudization is harming the development of their selection procedure as they have to bend the rules a lot in order to be permitted to be a functioning entity. A ripple effect is that it has to rely more of foreigners in terms of delivering the objectives of the company and a strong number agreed to this. Tools like training were accepted to be an agent of improvement in the company performances and nearly 65% of those interviewed were aligned on this.

Overall, it was discovered that majority of companies have an established HR practice and are acquiring further HRM growth and expansion through having a functional department and adding to its development practice through APS or strategic HRM. Additionally, companies were restrictive in their approach of a comprehensive APS program as they would encounter limitations on account of the workforce and regulatory requirements for Saudization. Training was were not a very common phenomenon though it was perceived as an important aspect of company and employee development.

CHAPTER 6. RECOMMENDATIONS AND CONCLUSIONS

6.1. INTRODUCTION

As a first step, readiness for companies in adapting the APS was assessed in the findings and how those interviewed that do hold significant positions in those organizations were open to the idea of having an accelerated promotion program or something similar to it. Most of the companies were traditionally managed businesses where the majority of companies were family owned business and had a less formal human resource tool to assess and appraise employee performances. As an outcome of the findings, company readiness needs to be addressed so that APS would be more of a phase II in the implementation paradigm which will be discussed through the recommendations in greater details based upon the findings.

6.2. RECOMMENDATIONS

When looking at best practices in Human Resources, APS can be seen as a second phase of perfecting the HR standards that are applied in a company. But in order to do that, the company needs to assess its current practices and compare it with other standards and successful companies to see where it stands and where it needs to improve. Some of the main criteria that it needs to look into as a foundation for applying APS is to gather information on what are the best practices available, have it part of the business strategy to improve HR quality and standards, evaluate candidates that are chosen for development, constantly reviewing the training and performance of the individuals, constantly re-enforcing the new learning culture, evaluating and assessing the employees performance before, during and after training, re-evaluating the raining system to check its accuracy and finally, re-

establish the system in a manner where time is condensed and promotion is given at a shorter time than the original system used to need.

Just accepting a program that will address promotions on a fast track for performing employees is not enough bases for the implementation of APS. Human resource development as a field discipline should be recognised and there should be formal methods of assessing individual needs and addressing them so that employee motivation is perceived amongst the employees of the company. Even existing employees are often in unaware about their responsibilities on the job, it is imperative that human resource development should address these basic drawbacks in the existing structures of the companies that are presently operative in the country.

Human resource policies need to be enacted in companies functioning in the country and this will arise from the development of a human resource department in the companies. Companies in Saudi Arabia have been protected from the global competition as the economy protect the local companies and the recent induction of Saudi Arabia by the WTO will expose the companies to higher standards of employment and employees and there would be likelihood of movement of employees amongst organizations. Hence, it is imperative that companies develop robust human resource plans so that they are better equipped to assess employees' needs and in turn result in employee motivation that benefits both in the long term.

When looking at APS, companies need to evaluate their current status, employee development practices, and business objectives in order to create a base for the use of APS. Different companies will have different needs to be considered ready for APS. The application of APS will depend on certain variables that exist in a company, some of which are:

1. Strong HR development policy,
2. Evaluation system that is carefully studied and implemented,
3. Company culture that supports change, leadership, and career progression,
4. Relevant HR objectives that are closely linked to the business objectives,
5. HR development budget in place that is in constant review,

The strength of these components depends on the business and the willingness of the managers to have these components strictly implemented and embedded in

their business practice, and their awareness of the influence such elements can affect the business. APS can be the change agent that reinforces the influence of HR developmental culture of a company.

Part of the success of introducing a new system is the acceptance of current employees of such a system. Their willingness to change and adopt the new system can be a crucial factor for the success of a new system such as APS. Employees need to be fully briefed with the importance of APS, especially senior managers who might be reluctant to apply it if they see it as more work for them, more money to be spent on training, more time where employees may spend on training rather than on their task at hand. It can also be a challenge of changing the decision making process and allowing subordinates to have full control of their tasks as their training should allow them to have more awareness of the risks at hand.

In an aim to reach a universal solution or system which is applicable to any and every business sector, looking at examples of best practice in HR management and using it as lessons for companies that wish to restructure their HR practices will provide a stronger base for leadership development and future competitive edge for a company. Businesses are currently realizing that in order to gain a competitive edge, they need to invest in their human element of the company whom will lead their innovation and growth process.

A sample recommendation of how or what is suggested when implementing APS as a process was gathered from different statements and procedures being currently employed by various companies that was obtained through comprehensive interviews and from the literature review. It is mainly based on views of the researchers, which can be applied in a complete cycle or in parts according to the company's needs. These procedures do not limit or exclude other procedures that exist; instead, it shares some of the common aspects of HR practices that may provide a solution to some HR deficiencies that may hinder a company's performance.

The Sample progression procedure is already in the point detailing resources assimilation to develop an APS (*Literature Review section 4: Putting resources together to develop an APS; page 30*). The 10 points highlighted there need not be repeated here. Each step leads to the next in order to achieve the objective of the scheme.

The stated ten step procedure to APS can be considered as the business project that needs to be implemented for employee development, and accordingly, the strategy and plan of action can be outlined and coordinated with different responsible departments to ensure that requirements, budgets, manpower, and material are allocated for the achievement and implementing the scheme where and when needed in a proper manner. Once the promotion project is in place, the stakeholders responsible will continue monitoring, evaluation, adjusting, and further developing the program and its components to be more incorporated as part of the companies way of conducting business rather than a must do process that may be cancelled or abandoned in the future. None the less it should also be maintained and made flexible enough to adapt to the changes occurring in the market in order to keep being effective and efficient.

Other aspects for research may include one or more of the used perspectives in this research as a main focus or comparison for future research. Zooming in on motivation and culture, companies' needs and selection, training and evaluation, technology and HRM, or APS as the main HR process or APS as a backup HR strategy can yield different results and viewpoints that may enrich the value of this Study for Saudi HR managers.

It is recommended that the level of education needs an improvement along with English and technical skills of Saudis to help them perform at the same or higher level of foreign employees and constantly updating their knowledge with what is needed. Second solution provided is companies or employers to be committed to employing and training Saudi employees. Using the mass media and information technology helps in providing a wider awareness of what is happening in terms of HR development and may possible enforce charging policies and attitudes to support the improvement of education, training, and employment of Saudis in companies overall. The forth solution deals with the change and adjustment of rules and regulations that affect the HR development process. Any improvement may not take place unless the legislative power and laws passed Support the stated changes to HRD is Saudi. The fifth solution can be done through gradual change between hiring Saudis and hiring foreigners by encouraging hiring more Saudis and lowering or limiting the number of allowed foreign labour. Also, adding new focus on companies in the private sector so Saudis are aware of more work options that they weren't

exposed to, this includes the Government support and encouragement to hire train and retain Saudis over foreign labour and going through this replacement process gradually.

6.3. CONCLUSION

Like every aspect of the management in the global economic market that is evolving and developing, Human Resources are not far behind in the race to keep pace with globalization and increasing demand to retain good people. As an outfall of this, there have been a lot of researches and studies covering different aspects of human resource development and management.

Majority of the recent studies revolve around how to delve into the human psyche of an employee and address his or her needs and aspirations. By ensuring that companies stay ahead, they develop programs and scheme to ensure the involvement of employees, this involvement makes a mark on the individual and give him/her a feeling that his or her interests are being taken care of by the company. This can be done by promotions, trainings, seminars and the works. This is the way a lot of human resource departments are functioning in most countries. However, some companies are much ahead of the race and they nurture young leaders, put them on accelerated training programs, involve them in seminars and ensure their development as prospective leaders. When a company takes care of its employees by way of ensuring their growth, a sense of loyalty towards to company is perceived in the employee.

What plagues most organizations managed by the old school of thought is that seniority is what gets rewarded; performance would not be the right KPI to assess an employee and promote him or her thereafter. All this has changed with the high employee turnover in most industry, companies are developing new process, scheme and procedures to ensure that a go-getter stays with the organization and contributes actively to it and keeps on doing so. For this reason, there are now

schemes that addresses promotions on a fast pace to keep the employee motivated and dedicated towards the company.

In such an environment, it naturally that APS should find a way in every organization. How it is perceived and implemented would vary from industry to industry and company to company. HR should be included and studied to what best fits the company. APS can be a stand-by procedure or the main HR practice for the company's growth and competitiveness.

In Saudi Arabia, human resource is way behind and a lot of work needs to be put together for a scheme like APS are still a long shot off but the country becoming a member of the WTO and SAGIA providing 100% ownership, a lot is set to change in terms of human resource management and development in the few years to come. The recent years has seen a lot of Saudi youths getting educated abroad and coming back to work or take on the helms of the family businesses where there is one. Most educated youth upon returning to Saudi Arabia would look for greener pastures and seek high paying jobs as they are protected by the regulatory matters that support Saudization. However, it should not be limited at that, and there should be an adequate evaluation system for all employees across any organization so that every employees' have a greater job satisfaction at their jobs.

One of the most important aspects that needs to be addressed is the employee on job training that will render him or her to be better equipped to handle the responsibilities at hand, this is presently non existent and the individual is required to learn on the job, this would not result in his or her delivering as per the objectives of the organisation, the flip side is that the employee at times would have difficulty grasping with learning on the job and a sense of dissatisfaction would creep in; hence, training is to be implemented as a first step in any organisation as a part of the human resource regime.

Human Resource Management is a field that is here to stay and it will ensure productivity increase in employees' and the direct benefit would be reaped by the organization. So lets face it, management of employees' is must do for a growing organization.

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APPENDICES

APPENDIX A

Interview questions

Saudi Arabia and Readiness for APS (APS)

The survey in hand is only for academic purposes in fulfillment Of the requirement for the degree of Master Degree in Project Management.

The purpose of this survey is to evaluate the current practices of Human Resource (HR) training and Promotion systems used in Saudi Arabia and to measure the readiness of Saudi companies in implementing new practices and schemes to develop their HR departments.

The survey is a result of a study conducted for “APS (APS)”, training and promotion system that helps train and promotes employees in a shorter period than the usual promotion time frame. In order to implement such a scheme, the company must evaluate its current Human Resource practices to establish the infrastructure needed to support the new system. The following are elements that form the infrastructure for implementing the APS (APS):

1. **Needs Assessment:** What Caliber is the company looking for? What are its future Business objectives and Challenges? Do they have the Manpower to support such objectives? Does the company have an HR base that can support training of the current staff? What is the company’s grading system? what are the future needs for expansion and new leadership
2. **Competency selection:** Who are the available candidates in the company? What are their current skills (competencies)? What are the standard qualifications you are looking for in order to choose between the candidates? What do they need to learn to reach the stated requirements? How much time do they need to be trained and get promoted?
3. **Training:** what are the training materials needed? How will you train your employees? Who will be responsible for the training? What is the budget for training?
4. **Evaluation:** how is the trainee performing before, during and after the training? What is the appraisal system used? Are the trainees being evaluated annually? Are their superiors following through on their progress? Can they be promoted for their new position or they will require further training?

5. **Motivation:** do managers motivate their employees? Are employees encouraged to try new methods? Do employees feel like they belong to the company?
6. **Review and evaluation of the System:** Is the system effective? Is the performance quality of trainees at the expected level? When promoted, are they meeting the challenges of their new positions? Does the system need adjusting?

The following survey questions were constructed to ask whether Saudi Companies have these elements and whether APS would be beneficial for them. The questions are divided into four parts:

Part one: The current status of the company;

Part two: The employees' background and information;

Part three: Saudi companies have the infrastructure for APS;

Part four: Saudi companies will benefit from APS.

Please answer the survey to your best of knowledge on your company's current HR practices. Information used in this survey will be confidential and will only be used for research analysis only.

Thank you for taking time to participate in this study.

Part 1: background information - company

1. What is the size of your company?

| | |
|--|---------------------------------|
| | 10 – 50 employees |
| | 50 – 100 employees |
| | 100 - 500 employees |
| | 500 – 1000 employees |
| | Other, Please specify: |

2. Your company is part of the :

| | |
|--|----------------|
| | Private sector |
| | Public sector |

3. Your company is a :

| | |
|--|---------------------------|
| | Joint venture |
| | Partnership |
| | Limited liability company |
| | Sole ownership |
| | Family business |
| | General corporation |
| | Other, please specify: |

4. Your company has been in the market for:

| | |
|--|------------------------|
| | Less than 2 years |
| | 2– 5 years |
| | 5– 10 years |
| | 10 – 20 years |
| | Other, please specify: |

5. Your company is part of which sector:

| | |
|--|------------------------|
| | Agriculture |
| | Biotechnology |
| | Chemicals |
| | Clothing |
| | Engineering |
| | Information Technology |
| | Services |
| | Construction |
| | Real estate |
| | Food and beverages |
| | Healthcare |
| | Telecommunications |
| | oil and Gas industry |
| | Tourism |

| | |
|--|-----------------------------|
| | Pharmaceutical |
| | retail and Consumer goods |
| | Marketing |
| | Consultancy |
| | Banking and finance |
| | HR training and development |
| | HR services |
| | Investment |
| | Project management |
| | Automobile |
| | Events management |
| | Other, please specify: |

Part 2: background information – applicant

1. Your gender is:

| | |
|--|--------|
| | Male |
| | Female |

2. Your nationality is:

| | |
|--|----------------------------|
| | National |
| | Foreigner, please specify: |

3. Your education background is:

| | |
|--|--|
| | High school certificate |
| | College diploma |
| | Undergraduate degree (Bachelor Degree) |
| | Graduate degree (Masters) |
| | Graduate degree (Doctorate) |
| | Other, please specify: |

4. You are currently filling this survey as?

| | |
|--|----------------------------------|
| | HR Manager |
| | Training Manager |
| | Recruitment Manager |
| | Compensation and benefit manager |
| | Other, Please Specify: |

5. your overall years of work experience (in current company and/or in other companies)

| | |
|--|-------------------------------------|
| | less than 2 years |
| | 2– 5 years |
| | 5– 10 years |
| | More than 10 years, please specify: |

6. How long have you been working with the company?

| | |
|--|------------------------|
| | Less than 2 years |
| | Between 2-5 years |
| | Between 5-8 years |
| | More than 8 years |
| | Other, please specify: |

7. In your years with the company (if more than 2 years) have you been promoted and how many times?

| | |
|--|--|
| | No, I haven't |
| | Yes, once |
| | Yes, twice |
| | Yes, three times |
| | This is the year I will receive my first promotion |
| | Other, please specify: |

8. In your years with the company have you received training?

| | |
|--|-----|
| | Yes |
| | No |

9. If yes How Many did you receive (how often)?

| | |
|--|------------------------|
| | Once a year |
| | Twice a Year |
| | Three times a year |
| | Four times a year |
| | Five times a year |
| | Other, please specify: |

10. What type of training?

| | |
|--|-----------------------------|
| | In house training (staff) |
| | In house training (trainer) |
| | Outsourced trainer |
| | All of the above |
| | Other, please specify: |

11. What type of training was it?

| | |
|--|---|
| | Soft Skills training (presentation skills, leadership skills, negotiation skills) |
| | Technical training (accounting, programming, Law, Marketing) |

12. What method was used in training delivery?

| | |
|--|--|
| | Classroom courses (In the company premises) |
| | Classroom courses (outside company premises) |
| | One to one training |
| | Online training |
| | On the job training |
| | All of the above |
| | Other, please specify: ... |

13. Would you consider the training(s) provided helped you perform better at your job?

| | |
|--|----------------------------|
| | Strongly agree |
| | Agree |
| | Neither Agree nor disagree |
| | Disagree |
| | Strongly disagree |

14. You have a comprehensive understanding of your main duties and responsibilities

| | |
|--|----------------------------|
| | Strongly agree |
| | Agree |
| | Neither Agree nor disagree |
| | Disagree |
| | Strongly disagree |

15. Up to date, you are very satisfied with your work in this company

| | |
|--|----------------------------|
| | Strongly agree |
| | Agree |
| | Neither Agree nor disagree |
| | Disagree |
| | Strongly disagree |

16. Up to date, you have two or more important achievement in this company

| | |
|--|----------------------------|
| | Strongly agree |
| | Agree |
| | Neither Agree nor disagree |
| | Disagree |
| | Strongly disagree |

Part three: Research question 1: do have an APS infrastructure

- (1) needs assessment (company and employees)
- (2) Selection procedure
- (3) Training
- (4) Evaluation and promotion
- (5) Motivation
- (6) Updating the system

1. (1) What is your yearly turnover rate?

| | |
|--|------------------------|
| | Less than 10% |
| | 10-25% |
| | 25-50% |
| | More than 50% |
| | Other, please specify: |

2. (1)What is your rate of vacant positions yearly?

| | |
|--|------------------------|
| | Less than 10% |
| | 10-25% |
| | 25-50% |
| | More than 50% |
| | Other, please specify: |

3. (1)How many employees do you promote from within your company?

| | |
|--|------------------------|
| | Less than 10 % |
| | 10-25 % |
| | 25-50 % |
| | More than 50 % |
| | Other, please specify: |

4. (1) is your company rapidly expanding and is in constant need of talented employees? (*Expansion rate? How many would you need?*)

| | |
|--|-----|
| | Yes |
| | No |

5. (1)Does your structure support learning and Empowerment of employees? (*How? do they refer back to their supervisors, do they have full access to company resources*)

| | |
|--|-----|
| | Yes |
| | No |

6. (1)Is it difficult to meet quality standards because of incompetent employees? (*Example? How do you confirm following quality standards?*)

| | |
|--|-----|
| | Yes |
| | No |

7. (1) Are employees able to communicate their work challenges to supervisors? (*Open communication? No communication?*)

| | |
|--|-----|
| | Yes |
| | No |

8. (1)How do you seek to expand the role of HR in the company? (*Ideas? New procedures? Employ in-house trainer? Executive development programs?*)

1. (2)Do you find difficulty promoting from within? (*You cannot depend on your employees? external employees bring new ideas?*)

| | |
|--|-----|
| | Yes |
| | No |

2. (2) Is it hard to find competent employees who fit the vacant jobs? (*High standards? Difficult tasks? Doesn't fit the criteria by 100 %?*)

| | |
|--|-----|
| | Yes |
| | No |

3. (2) Your selection procedure allows for the most qualified employees to be chosen that best fit the vacant position. *(Success rate?)*

| | |
|--|----------------------------|
| | Strongly agree |
| | Agree |
| | Neither Agree nor disagree |
| | Disagree |
| | Strongly disagree |

4. (2) In senior positions, do you look for skills, background, gender, nationality, or experience? *(How do you select the combination? Based on the job? Based on the person? Based on availability and need for a candidate)*

| | |
|--|------------------------|
| | Skills |
| | Background |
| | Gender |
| | Nationality |
| | Experience |
| | All of the above |
| | Other, please specify: |

5. (2)What difficulties do you find when hiring (not competent, not experienced, and not Saudi)?

| | |
|--|------------------------|
| | Not competent |
| | Not experienced |
| | Not Saudi |
| | All of the above |
| | Other, Please specify: |

6. (2) Your selection procedure involves skill tests, performance charts, background check, and/ or interviews?

| | |
|--|-----------------------|
| | Skill tests |
| | Performance charts |
| | Background check |
| | Interviews |
| | All of the above |
| | Other, please specify |

1. (3) Do you have a training system? (*Selection criteria? Training facility? Training material? Evaluation of performance after training*)

| | |
|--|-----|
| | Yes |
| | No |

2. (3) Do you have a training procedure? *(What are the steps? What should the candidate do? What is the process or the cycle of training? What is the procedure for what type of training – in-house training, one week training)*

| | |
|--|-----|
| | Yes |
| | No |

3. (3) Do you have a training budget?

| | |
|--|-----|
| | Yes |
| | No |

4. (3) Qualified trainers are available and easy to facilitate?

| | |
|--|----------------------------|
| | Strongly agree |
| | Agree |
| | Neither Agree nor disagree |
| | Disagree |
| | Strongly disagree |

5. (3) Do you train your employees for their jobs? *(Standard procedure?)*

| | |
|--|-----|
| | Yes |
| | No |

6. (3) Do you train your employees for future positions? (*Only when needed? Prepare them for their career growth?*)

| | |
|--|-----|
| | Yes |
| | No |

7. (3) On what bases do you provide training (basic company procedure, employee need, market need for new technology)?

| | |
|--|-------------------------|
| | Basic company procedure |
| | Employee needs |
| | Market needs |
| | All of the above |
| | Other, please specify: |

8. (3) Do you consider training a need? (*Employees need to be up-to-date? It is better to learn by practice?*)

| | |
|--|-----|
| | Yes |
| | No |

1. (4) Do you perform annual appraisals and evaluation?

| | |
|--|-----|
| | Yes |
| | No |

2. (4) Do you have a reward/penalty system for employees who over/under perform?

| | |
|--|-----|
| | Yes |
| | No |

3. (4) What is your most used evaluation procedure (360 evaluation, supervisor evaluation, customer evaluation of employee, goal achievement evaluation)? (Because they are cost effective? Because they are efficient? Because they are accurate?)

| | |
|--|----------------------------------|
| | 360 degree evaluation |
| | Supervisor evaluation |
| | Customer evaluation of employees |
| | Goal Achievement Evaluation |
| | All of the above |
| | Other, please specify: |

4. (4) Do you consider your promotion procedures to be strict? (*Promotion only after 2 years with the company? Promotion only after 5 years with the company?*)

| | |
|--|-----|
| | Yes |
| | No |

5. (4)Evaluation procedure helps in improving employee performance? (*Not always? Why not?*)

| | |
|--|----------------------------|
| | Strongly agree |
| | Agree |
| | Neither Agree nor disagree |
| | Disagree |
| | Strongly disagree |

1. (5) How many of your current managers were entry level employees?

| | |
|--|------------------------|
| | Less than 10% |
| | 10-25% |
| | 25-50% |
| | More than 50% |
| | Other, please specify: |

2. (5) Do you seek internal talent?

| | |
|--|-----|
| | Yes |
| | No |

3. (5) Can employees aspire to reach CEO positions?

| | |
|--|-----|
| | Yes |
| | No |

4. (5) Have you lost competent employees for competition?

| | |
|--|-----|
| | Yes |
| | No |

5. (5)Is it difficult to maintain competent employees?

| | |
|--|-----|
| | Yes |
| | No |

6. (5)Senior management positions are open for Saudi, foreign, male, female candidates who show leadership skills, knowhow, problem solving, and years of experience? *(How do you choose?)*

| | |
|--|------------------------|
| | Saudi |
| | Foreign |
| | Male |
| | Female |
| | All of the above |
| | Other, please specify: |

1. (6) How often do you review your training program?

| | |
|--|------------------------|
| | Never |
| | Once every three years |
| | Once every two years |
| | Once every year |
| | Twice a year |
| | Three times a year |
| | Other, please specify: |

2. (6)If you do review your system of training and promotion, has it changed throughout the years?

| | |
|--|-----|
| | Yes |
| | No |

3. (6)What do you often change in a system? Selection procedure, training procedure, budget, schedule, training material, trainers, or evaluation procedure?

| | |
|--|------------------------|
| | Selection procedure |
| | Training procedure |
| | Budget |
| | Schedule |
| | Training material |
| | Trainers |
| | Evaluation procedure |
| | All of the above |
| | Other, Please specify: |

Part four: Research question 2: can you benefit from APS

1. Do you agree that Saudization is harming your selection procedure? (where you need to hire a certain percentage of Saudis who might not have the skills you are looking for at your company)

| | |
|--|----------------------------|
| | Strongly agree |
| | Agree |
| | Neither Agree nor disagree |
| | Disagree |
| | Strongly disagree |

2. Do you agree that having standard procedures enforcing training and promotion you can limit the side effect of Saudization

| | |
|--|----------------------------|
| | Strongly agree |
| | Agree |
| | Neither Agree nor disagree |
| | Disagree |
| | Strongly disagree |

3. By providing equal opportunities of reaching managerial positions based on training and skills, you can increase the number of competent employees within the company

| | |
|--|----------------------------|
| | Strongly agree |
| | Agree |
| | Neither Agree nor disagree |
| | Disagree |
| | Strongly disagree |

4. Do you agree that you are still relying on foreign labor because Saudi employees cannot perform at the level of competence of foreign labor?

| | |
|--|----------------------------|
| | Strongly agree |
| | Agree |
| | Neither Agree nor disagree |
| | Disagree |
| | Strongly disagree |

5. Do you agree that Saudi culture proposed a challenge for proper implementation of HR policy rules

| | |
|--|----------------------------|
| | Strongly agree |
| | Agree |
| | Neither Agree nor disagree |
| | Disagree |
| | Strongly disagree |

6. By focusing on training your current employees, you can guarantee better performance and knowledge gain

| | |
|--|----------------------------|
| | Strongly agree |
| | Agree |
| | Neither Agree nor disagree |
| | Disagree |
| | Strongly disagree |

7. Company Performance can be increased by training employees according to the set business goals.

| | |
|--|----------------------------|
| | Strongly agree |
| | Agree |
| | Neither Agree nor disagree |
| | Disagree |
| | Strongly disagree |

8. By providing equal opportunities for training and promotion, employees will be motivated to perform better in their current and future positions.

| | |
|--|----------------------------|
| | Strongly agree |
| | Agree |
| | Neither Agree nor disagree |
| | Disagree |
| | Strongly disagree |

9. Empowerment can be facilitated through training and selection of competent employees

| | |
|--|----------------------------|
| | Strongly agree |
| | Agree |
| | Neither Agree nor disagree |
| | Disagree |
| | Strongly disagree |

APPENDIX B

Analysis Tables

Outcomes 1:

Table 5.1.1: What is the size of your company?

| Number of employees | F | Percent | Cumulative Percent |
|--------------------------|----|---------|--------------------|
| Valid 10-50employees | 9 | 23.1 | 23.1 |
| 50-100 employee | 3 | 7.7 | 30.8 |
| 100-500 employees | 11 | 28.2 | 59.0 |
| 500-1000 employees | 4 | 10.3 | 69.2 |
| 1000-5000 employees | 9 | 23.1 | 92.3 |
| more than 5000 employees | 3 | 7.7 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.1.2: your company is part of which sector (public or private)

| Private or public | F | Percent | Cumulative Percent |
|----------------------|----|---------|--------------------|
| Valid private sector | 38 | 97.4 | 97.4 |
| both | 1 | 2.6 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.1.3: your company is a (ownership):

| Type of ownership | F | Percent | Cumulative Percent |
|---|----|---------|-----------------------|
| Valid joint venture | 4 | 10.3 | 10.3 |
| partnership | 4 | 10.3 | 20.5 |
| limited liability company | 13 | 33.3 | 53.8 |
| sole ownership | 3 | 7.7 | 61.5 |
| family business | 8 | 20.5 | 82.1 |
| general corporation | 3 | 7.7 | 89.7 |
| public shareholding company | 1 | 2.6 | 92.3 |
| limited share partnership company | 2 | 5.1 | 97.4 |
| foreign investment | 1 | 2.6 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.1.4: your company has been in the market for:

| Company age | F | Percent | Cumulative Percent |
|-------------------------|----|---------|-----------------------|
| Valid less than 2 years | 4 | 10.3 | 10.3 |
| 2-5 years | 5 | 12.8 | 23.1 |
| 5-10 years | 5 | 12.8 | 35.9 |
| 10-20 years | 6 | 15.4 | 51.3 |
| 20-30 years | 7 | 17.9 | 69.2 |
| more than 31 years | 12 | 30.8 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.1.5: your company is part of which sector

| Market sector | F | Percent | Cumulative Percent |
|---|----|---------|--------------------|
| Mining, Crude oil, electricity, Gas, and Water | 1 | 2.6 | 2.6 |
| Manufacturing industries | 4 | 10.3 | 12.8 |
| construction | 4 | 10.3 | 23.1 |
| wholesale & retail, trade & restaurants & hotels | 1 | 2.6 | 25.6 |
| transport, Storage, & communications | 7 | 17.9 | 43.6 |
| Finance, Insurance, Real estate, & business services | 10 | 25.6 | 69.2 |
| Community, Social, & personal Services (including Healthcare) | 4 | 10.3 | 79.5 |
| Multiple Sectors | 8 | 20.5 | 100.0 |
| Total | 39 | 100.0 | |

Outcomes 2

Table 5.2.1: your gender is

| Gender | F | Percent | Cumulative Percent |
|------------|----|---------|-----------------------|
| Valid Male | 32 | 82.1 | 82.1 |
| Female | 7 | 17.9 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.2.2: Your nationality is

| National or foreigner | F | Percent | Cumulative Percent |
|--------------------------|----|---------|-----------------------|
| Valid National | 31 | 79.5 | 79.5 |
| Foreigner | 8 | 20.5 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.2.3: Your education background is

| Education background | F | Percent | Cumulative Percent |
|--|----|---------|--------------------|
| Valid high school certificate | 1 | 2.6 | 2.6 |
| undergraduate degree (bachelor degree) | 18 | 46.2 | 48.7 |
| graduate degree (master) | 16 | 41.0 | 89.7 |
| graduate degree (doctorate) | 4 | 10.3 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.2.4: You are currently filling this survey as

| Position of interviewee | F | Percent | Cumulative Percent |
|---|----|---------|--------------------|
| Valid HR manager | 13 | 33.3 | 33.3 |
| Training manager | 2 | 5.1 | 38.5 |
| Recruitment manager | 2 | 5.1 | 43.6 |
| Talent manager | 1 | 2.6 | 46.2 |
| HR consultant | 4 | 10.3 | 56.4 |
| HR specialist | 1 | 2.6 | 59.0 |
| Managing director | 4 | 10.3 | 69.2 |
| Assistant General Manager | 1 | 2.6 | 71.8 |
| HRM Assistant | 1 | 2.6 | 74.4 |
| HR Relationship Manager | 1 | 2.6 | 76.9 |
| HR Officer | 2 | 5.1 | 82.1 |
| Recruitment diversity & Training Leader | 1 | 2.6 | 84.6 |
| Client Servicing Director | 1 | 2.6 | 87.2 |
| HR Director | 2 | 5.1 | 92.3 |
| HR Development Manager | 1 | 2.6 | 94.9 |
| General Manager | 2 | 5.1 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.2.5: Your overall years of work experience

| Overall years of experience | F | Percent | Cumulative Percent |
|-----------------------------|----|---------|--------------------|
| Valid 2-5 years | 4 | 10.3 | 10.3 |
| 5-10 years | 14 | 35.9 | 46.2 |
| more than 10 years | 21 | 53.8 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.2.6: how long have you been working with the company

| Years w/the company | F | Percent | Cumulative Percent |
|-------------------------|----|---------|--------------------|
| Valid less than 2 years | 13 | 33.3 | 33.3 |
| between 2-5 years | 17 | 43.6 | 76.9 |
| between 5-8 years | 2 | 5.1 | 82.1 |
| more than 8 years | 7 | 17.9 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.2.7: In your years with company have you been promoted and how many times

| Times of receiving training | | F | Percent | Cumulative Percent |
|-----------------------------|------------------|----|---------|--------------------|
| Valid | No, I haven't | 13 | 33.3 | 37.1 |
| | Yes, once | 11 | 28.2 | 68.6 |
| | Yes, twice | 7 | 17.9 | 88.6 |
| | Yes, three times | 3 | 7.7 | 97.1 |
| | 7times | 1 | 2.6 | 100.0 |
| | Total | 35 | 89.7 | |
| Missin g | .00 | 4 | 10.3 | |
| Total | | 39 | 100.0 | |

Table 5.2.8: In your years with the company have you received training

| Yes/No | | F | Percent | Cumulative Percent |
|--------|-------|----|---------|--------------------|
| Valid | No | 5 | 12.8 | 12.8 |
| | Yes | 34 | 87.2 | 100.0 |
| | Total | 39 | 100.0 | |

Table 5.2.9: If yes how many did you receive

| F of training received | F | Percent | Cumulative Percent |
|--|----|---------|--------------------|
| Valid once a year | 10 | 25.6 | 29.4 |
| twice a year | 6 | 15.4 | 47.1 |
| three times a year | 8 | 20.5 | 70.6 |
| four times a year | 4 | 10.3 | 82.4 |
| 8 times | 1 | 2.6 | 85.3 |
| seven times | 2 | 5.1 | 91.2 |
| Continuous | 1 | 2.6 | 94.1 |
| whenever needed and whenever available | 2 | 5.1 | 100.0 |
| Total | 34 | 87.2 | |
| Missing | 5 | 12.8 | |
| Total | 39 | 100.0 | |

Table 5.2.10: What type of training: in house training (staff?)

| In-house (staff) y/N | | F | Percent | Cumulative Percent |
|-------------------------|-------|----|---------|-----------------------|
| Valid | Yes | 14 | 35.9 | 41.2 |
| | No | 20 | 51.3 | 100.0 |
| | Total | 34 | 87.2 | |
| Missin g | .00 | 5 | 12.8 | |
| Total | | 39 | 100.0 | |

Table 5.2.11: In house training (trainer)

| In-house (trainer) Y/N | | F | Percent | Cumulative Percent |
|---------------------------|-------|----|---------|-----------------------|
| Valid | yes | 21 | 53.8 | 61.8 |
| | No | 13 | 33.3 | 100.0 |
| | Total | 34 | 87.2 | |
| Missin g | .00 | 5 | 12.8 | |
| Total | | 39 | 100.0 | |

Table 5.2.12: Outsourced trainer

| Outsourced trainer Y/N | | F | Percent | Cumulative Percent |
|------------------------|-------|----|---------|--------------------|
| Valid | yes | 28 | 71.8 | 82.4 |
| | No | 6 | 15.4 | 100.0 |
| | Total | 34 | 87.2 | |
| Missing | .00 | 5 | 12.8 | |
| Total | | 39 | 100.0 | |

5.2.13: Other, specify

| Other | | F | Percent | Cumulative Percent |
|---------|-----------------------|----|---------|--------------------|
| Valid | conferences, seminars | 1 | 2.6 | 2.9 |
| | online training | 2 | 5.1 | 8.8 |
| | no | 31 | 79.5 | 100.0 |
| | Total | 34 | 87.2 | |
| Missing | .00 | 5 | 12.8 | |
| Total | | 39 | 100.0 | |

5.2.14: All of the above (b10.4)

| All of the above Y/N | | F | Percent | Cumulative Percent |
|----------------------|-------|----|---------|--------------------|
| Valid | Yes | 9 | 23.1 | 26.5 |
| | no | 25 | 64.1 | 100.0 |
| | Total | 34 | 87.2 | |
| Missin g | .00 | 5 | 12.8 | |
| Total | | 39 | 100.0 | |

Table 5.2.15: What type of training was it?

| Soft/Technical skills | | F | Percent | Cumulative Percent |
|-----------------------|----------------------|----|---------|--------------------|
| Valid | soft skills training | 6 | 15.4 | 17.6 |
| | technical training | 7 | 17.9 | 38.2 |
| | both | 21 | 53.8 | 100.0 |
| | Total | 34 | 87.2 | |
| Missin g | .00 | 5 | 12.8 | |
| Total | | 39 | 100.0 | |

Table 5.2.16: Method of training delivery: classroom courses (in the company premises)

| Classroom in company Y/N | | F | Percent | Cumulative Percent |
|--------------------------|-------|----|---------|--------------------|
| Valid | Yes | 25 | 64.1 | 73.5 |
| | No | 9 | 23.1 | 100.0 |
| | Total | 34 | 87.2 | |
| Missing | .00 | 5 | 12.8 | |
| Total | | 39 | 100.0 | |

Table 5.2.17: Classroom courses (outside company premises)

| Classroom outside company Y/N | | F | Percent | Cumulative Percent |
|-------------------------------|-------|----|---------|--------------------|
| Valid | Yes | 28 | 71.8 | 82.4 |
| | No | 6 | 15.4 | 100.0 |
| | Total | 34 | 87.2 | |
| Missing | .00 | 5 | 12.8 | |
| Total | | 39 | 100.0 | |

Table 5.2.18: One to one training

| One on one training Y/N | | F | Percent | Cumulative Percent |
|-------------------------|-------|----|---------|--------------------|
| Valid | yes | 8 | 20.5 | 23.5 |
| | No | 26 | 66.7 | 100.0 |
| | Total | 34 | 87.2 | |
| Missing | .00 | 5 | 12.8 | |
| | Total | 39 | 100.0 | |

Table 5.2.19: Online training

| Online Y/N | | F | Percent | Cumulative Percent |
|------------|-------|----|---------|--------------------|
| Valid | yes | 9 | 23.1 | 26.5 |
| | No | 25 | 64.1 | 100.0 |
| | Total | 34 | 87.2 | |
| Missing | .00 | 5 | 12.8 | |
| | Total | 39 | 100.0 | |

Table 5.2.20: On the job training

| On the job Y/N | | F | Percent | Cumulative Percent |
|-------------------|-------|----|---------|-----------------------|
| Valid | Yes | 14 | 35.9 | 41.2 |
| | No | 20 | 51.3 | 100.0 |
| | Total | 34 | 87.2 | |
| Missing | .00 | 5 | 12.8 | |
| Total | | 39 | 100.0 | |

Table 5.2.21: Other

| Other | | F | Percent | Cumulative Percent |
|-------------|-------------------------------------|----|---------|-----------------------|
| Valid | attending instant conference | 1 | 2.6 | 2.9 |
| | lectures + practical sessions | 1 | 2.6 | 5.9 |
| | workshop | 2 | 5.1 | 11.8 |
| | No | 30 | 76.9 | 100.0 |
| | Total | 34 | 87.2 | |
| Missin g | .00 | 5 | 12.8 | |
| Total | | 39 | 100.0 | |

Table 5.2.22: All of the above (b12.6)

| All of the above Y/N | | F | Percent | Cumulative Percent |
|-------------------------|-------|----|---------|-----------------------|
| Valid | yes | 5 | 12.8 | 14.7 |
| | No | 29 | 74.4 | 100.0 |
| | Total | 34 | 87.2 | |
| Missin g | .00 | 5 | 12.8 | |
| Total | | 39 | 100.0 | |

Table 5.2.23: Would you consider the training provided helped you perform better at your job

| Agree/Disagree | F | Percent | Cumulative Percent |
|----------------------------------|----|---------|--------------------|
| Valid neither agree nor disagree | 2 | 5.1 | 5.9 |
| Agree | 15 | 38.5 | 50.0 |
| strongly agree | 17 | 43.6 | 100.0 |
| Total | 34 | 87.2 | |
| Missing | 5 | 12.8 | |
| Total | 39 | 100.0 | |

Table 5.2.24: You have a comprehensive understanding of your main duties and responsibilities

| Agree/disagree | F | Percent | Cumulative Percent |
|----------------------------------|----|---------|--------------------|
| Valid neither agree nor disagree | 2 | 5.1 | 5.1 |
| Agree | 15 | 38.5 | 43.6 |
| strongly agree | 22 | 56.4 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.2.25: Up to date, you are very satisfied with your work with this company

| Agree/Disagree | F | Percent | Cumulative Percent |
|----------------------------|----|---------|--------------------|
| Valid strongly disagree | 1 | 2.6 | 2.6 |
| neither agree nor disagree | 3 | 7.7 | 10.3 |
| agree | 18 | 46.2 | 56.4 |
| strongly agree | 17 | 43.6 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.2.26: Up to date, you have two or more important achievement in this company

| Agree/Disagree | F | Percent | Cumulative Percent |
|-------------------------|----|---------|--------------------|
| Valid strongly disagree | 1 | 2.6 | 2.6 |
| Agree | 12 | 30.8 | 33.3 |
| strongly agree | 26 | 66.7 | 100.0 |
| Total | 39 | 100.0 | |

Outcomes 3

Research question 1: Does your company have the required infrastructure to implement APS

(NEEDS ASSESSMENT)

Table 5.3.1.1: what is your yearly turnover rate?

| % of turnover | F | Percent | Cumulative Percent |
|---------------------|----|---------|--------------------|
| Valid less than 10% | 18 | 46.2 | 46.2 |
| 10-25 % | 18 | 46.2 | 92.3 |
| 25-50 % | 3 | 7.7 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.3.1.2: what is your rate of vacant positions yearly?

| % of vacant positions | | F | Percent | Cumulative Percent |
|-----------------------|------------------|----|---------|-----------------------|
| Valid | less than 10% | 19 | 48.7 | 51.4 |
| | 10-25 % | 14 | 35.9 | 89.2 |
| | 25-50 % | 3 | 7.7 | 97.3 |
| | more than 50% | 1 | 2.6 | 100.0 |
| | Total | 37 | 94.9 | |
| Missin g | .00 | 2 | 5.1 | |
| Total | | 39 | 100.0 | |

Table 5.3.1.3: how many employees do you promote from within the company?

| % of promotions | | F | Percent | Cumulative Percent |
|-----------------|-------------------|----|---------|-----------------------|
| Valid | less than 10% | 16 | 41.0 | 45.7 |
| | 10-25% | 10 | 25.6 | 74.3 |
| | 25-50% | 5 | 12.8 | 88.6 |
| | more than 50% | 3 | 7.7 | 97.1 |
| | 100% | 1 | 2.6 | 100.0 |
| | Total | 35 | 89.7 | |
| Missin g | does not apply | 4 | 10.3 | |
| Total | | 39 | 100.0 | |

Table 5.3.1.4: is your company rapidly expanding and is in constant need of talented employees

| Expansion and need for talent Y/N | | F | Percent | Cumulative Percent |
|-----------------------------------|-------|----|---------|--------------------|
| Valid | No | 2 | 5.1 | 5.3 |
| | yes | 36 | 92.3 | 100.0 |
| | Total | 38 | 97.4 | |
| Missing | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

Table 5.3.1.5: Does your structure support learning and empowerment of employees?

| Support learning Y/N | | F | Percent | Cumulative Percent |
|----------------------|-----------------|----|---------|--------------------|
| Valid | No | 5 | 12.8 | 13.2 |
| | Yes | 31 | 79.5 | 94.7 |
| | both yes and no | 2 | 5.1 | 100.0 |
| | Total | 38 | 97.4 | |
| Missing | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

Table 5.2.3.6: Is it difficult to meet quality standards because of incompetent employees?

| Difficult to meet Quality standards Y/N | | F | Percent | Cumulative Percent |
|---|-----------------|----|---------|--------------------|
| Valid | No | 16 | 41.0 | 42.1 |
| | Yes | 20 | 51.3 | 94.7 |
| | both yes and no | 2 | 5.1 | 100.0 |
| | Total | 38 | 97.4 | |
| Missing | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

Table 5.3.1.7: Are employees able to communicate their work challenges to supervisors?

| Communication with supervisors Y/N | | F | Percent | Cumulative Percent |
|------------------------------------|-------------------|----|---------|--------------------|
| Valid | No | 4 | 10.3 | 10.3 |
| | Yes | 33 | 84.6 | 94.9 |
| | sometimes/depends | 2 | 5.1 | 100.0 |
| | Total | 39 | 100.0 | |

Table 5.3.1.8: How do you seek to expand the role of HR in the company?

| Expand HR role | | F | Percent | Cumulative Percent |
|----------------|---|----|---------|-----------------------|
| Valid | 1. using APS/fully integrated HR | 6 | 15.4 | 15.8 |
| | 2.using strategic HR practices/ fully integrated HR | 9 | 23.1 | 39.5 |
| | 3. expanding HR practices/ further development of HR department | 18 | 46.2 | 86.8 |
| | 4. basic HR function/ mainly administrative/ expand HR | 5 | 12.8 | 100.0 |
| | Total | 38 | 97.4 | |
| Missin g | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

(SELECTION PROCEDURE)

Table 5.3.2.1: Do you find difficulty promoting from within

| Difficulty promoting Y/N | | F | Percent | Cumulative Percent |
|--------------------------|-------|----|---------|--------------------|
| Valid | No | 22 | 56.4 | 59.5 |
| | Yes | 15 | 38.5 | 100.0 |
| | Total | 37 | 94.9 | |
| Missing | .00 | 2 | 5.1 | |
| Total | | 39 | 100.0 | |

Table 5.3.2.2: Is it hard to find competent employees who fit the vacant job?

| Employees for vacant positions Y/N | | F | Percent | Cumulative Percent |
|------------------------------------|-----------------|----|---------|--------------------|
| Valid | No | 7 | 17.9 | 17.9 |
| | Yes | 31 | 79.5 | 97.4 |
| | both yes and no | 1 | 2.6 | 100.0 |
| Total | | 39 | 100.0 | |

Table 5.3.2.4: Your selection procedure allows for the most qualified employees to be chosen that best fit the vacant position

| Best choice of employees Agree/Disagree | F | Percent | Cumulative Percent |
|---|----|---------|--------------------|
| Valid strongly disagree | 1 | 2.6 | 2.6 |
| disagree | 5 | 12.8 | 15.4 |
| neither agree nor disagree | 7 | 17.9 | 33.3 |
| agree | 15 | 38.5 | 71.8 |
| strongly agree | 11 | 28.2 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.3.2.5: In senior positions do you look for: skills?

| Y/N | F | Percent | Cumulative Percent |
|-----------|----|---------|--------------------|
| Valid yes | 36 | 92.3 | 92.3 |
| No | 3 | 7.7 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.3.2.6: Background

| Y/N | F | Percent | Cumulative Percent |
|-----------|----|---------|--------------------|
| Valid Yes | 30 | 76.9 | 76.9 |
| No | 9 | 23.1 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.3.2.7: Gender

| Y/N | F | Percent | Cumulative Percent |
|-----------|----|---------|--------------------|
| Valid yes | 18 | 46.2 | 46.2 |
| no | 21 | 53.8 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.3.2.8: Nationality

| Y/N | F | Percent | Cumulative Percent |
|-----------|----|---------|--------------------|
| Valid yes | 16 | 41.0 | 41.0 |
| No | 23 | 59.0 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.3.2.9: Experience

| Y/N | F | Percent | Cumulative Percent |
|-----------|----|---------|-----------------------|
| Valid yes | 36 | 92.3 | 92.3 |
| No | 3 | 7.7 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.3.2.10: Other, specify

| Y/N | F | Percent | Cumulative Percent |
|--|----|---------|-----------------------|
| Valid age | 1 | 2.6 | 2.6 |
| Flexibility | 1 | 2.6 | 5.1 |
| Capabilities | 1 | 2.6 | 7.7 |
| care values | 1 | 2.6 | 10.3 |
| Personality | 1 | 2.6 | 12.8 |
| the best person for the job& Arabic speaking | 1 | 2.6 | 15.4 |
| No | 31 | 79.5 | 94.9 |
| politics/connection | 1 | 2.6 | 97.4 |
| talents & ethics | 1 | 2.6 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.3.2.11: All of the above (d4.6)

| Y/N | F | Percent | Cumulative Percent |
|-----------|----|---------|-----------------------|
| Valid Yes | 12 | 30.8 | 30.8 |
| No | 27 | 69.2 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.3.2.12: What difficulties do you find when hiring: not competent

| Y/N | F | Percent | Cumulative Percent |
|-----------|----|---------|-----------------------|
| Valid yes | 23 | 59.0 | 59.0 |
| no | 16 | 41.0 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.3.2.13: Not experienced

| Y/N | F | Percent | Cumulative Percent |
|-----------|----|---------|-----------------------|
| Valid yes | 25 | 64.1 | 64.1 |
| no | 14 | 35.9 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.3.2.14: Not Saudi

| Y/N | F | Percent | Cumulative Percent |
|-----------|----|---------|-----------------------|
| Valid yes | 23 | 59.0 | 59.0 |
| no | 16 | 41.0 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.3.2.15: Other specify

| Y/N | F | Percent | Cumulative Percent |
|---|----|---------|-----------------------|
| Valid high salary , transferable lgama | 1 | 2.6 | 2.6 |
| Budget | 2 | 5.1 | 7.7 |
| inflexibility rigidity and attitude | 1 | 2.6 | 10.3 |
| personality | 1 | 2.6 | 12.8 |
| high cost for foreign & Saudi | 1 | 2.6 | 15.4 |
| high salary request | 4 | 10.3 | 25.6 |
| fairness w/ team members , leadership capability | 1 | 2.6 | 28.2 |
| not Arabic speaking | 1 | 2.6 | 30.8 |
| No | 26 | 66.7 | 97.4 |
| attitudes | 1 | 2.6 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.3.2.16: All of the above (d5.4)

| Table 50.1 | F | Percent | Cumulative Percent |
|------------|----|---------|--------------------|
| Valid yes | 16 | 41.0 | 41.0 |
| no | 23 | 59.0 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.3.2.17: Your selection procedure involves: skill tests

| Y/N | F | Percent | Cumulative Percent |
|-----------|----|---------|--------------------|
| Valid yes | 25 | 64.1 | 64.1 |
| no | 14 | 35.9 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.3.2.18: Performance charts

| Y/N | F | Percent | Cumulative Percent |
|-----------|----|---------|--------------------|
| Valid yes | 17 | 43.6 | 43.6 |
| no | 22 | 56.4 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.3.2.19: Background check

| Y/N | F | Percent | Cumulative Percent |
|-----------|----|---------|-----------------------|
| Valid yes | 24 | 61.5 | 61.5 |
| no | 15 | 38.5 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.3.2.20: Interviews

| Y/N | F | Percent | Cumulative Percent |
|-----------|----|---------|-----------------------|
| Valid yes | 38 | 97.4 | 97.4 |
| no | 1 | 2.6 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.3.2.21: Other specify

| Y/N | | F | Percent | Cumulative Percent |
|-------|----------------------------|----|---------|-----------------------|
| Valid | Psychometric test | 2 | 5.1 | 5.1 |
| | personality testing | 3 | 7.7 | 12.8 |
| | profile testing | 1 | 2.6 | 15.4 |
| | Thomas test | 1 | 2.6 | 17.9 |
| | case study exam | 1 | 2.6 | 20.5 |
| | assessment tools | 1 | 2.6 | 23.1 |
| | personality and IQ test | 1 | 2.6 | 25.6 |
| | team members feedback | 1 | 2.6 | 28.2 |
| | No | 28 | 71.8 | 100.0 |
| | Total | 39 | 100.0 | |

Table 5.3.2.22: All of the above

| Y/N | | F | Percent | Cumulative Percent |
|-------|-------|----|---------|-----------------------|
| Valid | yes | 14 | 35.9 | 35.9 |
| | no | 25 | 64.1 | 100.0 |
| | Total | 39 | 100.0 | |

(TRAINING)

Table 5.3.3.1: Do you have a training system?

| Y/N | | F | Percent | Cumulative Percent |
|-------------|-------|----|---------|-----------------------|
| Valid | No | 10 | 25.6 | 26.3 |
| | Yes | 28 | 71.8 | 100.0 |
| | Total | 38 | 97.4 | |
| Missin g | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

Table 5.3.3.2: Do you have a training procedure

| Y/N | | F | Percent | Cumulative Percent |
|-------------|-------|----|---------|-----------------------|
| Valid | No | 12 | 30.8 | 31.6 |
| | Yes | 26 | 66.7 | 100.0 |
| | Total | 38 | 97.4 | |
| Missin g | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

Table 5.3.3.3: Do you have a training budget?

| Y/N | | F | Percent | Cumulative Percent |
|-------------|-------|----|---------|-----------------------|
| Valid | No | 11 | 28.2 | 28.9 |
| | Yes | 27 | 69.2 | 100.0 |
| | Total | 38 | 97.4 | |
| Missin g | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

Table 5.3.3.4: Qualified trainers are available and easy to facilitate

| Agree/Disagree | | F | Percent | Cumulative Percent |
|----------------|-------------------------------|----|---------|-----------------------|
| Valid | strongly disagree | 3 | 7.7 | 8.1 |
| | disagree | 7 | 17.9 | 27.0 |
| | neither agree nor disagree | 4 | 10.3 | 37.8 |
| | Agree | 14 | 35.9 | 75.7 |
| | strongly agree | 9 | 23.1 | 100.0 |
| | Total | 37 | 94.9 | |
| Missin g | .00 | 2 | 5.1 | |
| Total | | 39 | 100.0 | |

Table 5.3.3.5: Do you train your employees for their jobs?

| Y/N | | F | Percent | Cumulative Percent |
|-------------|-------|----|---------|-----------------------|
| Valid | No | 4 | 10.3 | 10.5 |
| | Yes | 34 | 87.2 | 100.0 |
| | Total | 38 | 97.4 | |
| Missin g | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

Table 5.3.3.6: Do you train your employees for future positions?

| Y/N | | F | Percent | Cumulative Percent |
|-------|-------|----|---------|-----------------------|
| Valid | No | 11 | 28.2 | 28.2 |
| | Yes | 28 | 71.8 | 100.0 |
| | Total | 39 | 100.0 | |

Table 5.3.3.7: On what bases do you provide training: basic company procedure?

| Y/N | | F | Percent | Cumulative Percent |
|-------------|-------|----|---------|-----------------------|
| Valid | yes | 24 | 61.5 | 63.2 |
| | No | 14 | 35.9 | 100.0 |
| | Total | 38 | 97.4 | |
| Missin g | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

Table 5.3.3.8: Employee needs

| Y/N | | F | Percent | Cumulative Percent |
|-------------|-------|----|---------|-----------------------|
| Valid | yes | 32 | 82.1 | 84.2 |
| | no | 6 | 15.4 | 100.0 |
| | Total | 38 | 97.4 | |
| Missin g | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

Table 5.3.3.9: Market needs

| Y/N | | F | Percent | Cumulative Percent |
|---------|-------|----|---------|-----------------------|
| Valid | yes | 21 | 53.8 | 55.3 |
| | no | 17 | 43.6 | 100.0 |
| | Total | 38 | 97.4 | |
| Missing | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

Table 5.3.3.10: Other

| Y/N | | F | Percent | Cumulative Percent |
|---------|---|----|---------|-----------------------|
| Valid | depends on associate and supervisor | 1 | 2.6 | 2.6 |
| | survey and company based training | 1 | 2.6 | 5.3 |
| | No | 32 | 82.1 | 89.5 |
| | job needs | 2 | 5.1 | 94.7 |
| | business needs | 2 | 5.1 | 100.0 |
| | Total | 38 | 97.4 | |
| Missing | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

Table 5.3.3.11: All of the above (e7.4)

| Y/N | | F | Percent | Cumulative Percent |
|-------------|-------|----|---------|-----------------------|
| Valid | Yes | 15 | 38.5 | 39.5 |
| | no | 23 | 59.0 | 100.0 |
| | Total | 38 | 97.4 | |
| Missin g | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

Table 5.3.3.12: Do you consider training a need?

| Y/N | | F | Percent | Cumulative Percent |
|-------|-----|----|---------|-----------------------|
| Valid | Yes | 39 | 100.0 | 100.0 |

(EVALUATION AND PROMOTION)

Table 5.3.4.1: Do you perform annual appraisals and evaluation?

| Y/N | | F | Percent | Cumulative Percent |
|-------------|-------|----|---------|-----------------------|
| Valid | No | 2 | 5.1 | 5.4 |
| | Yes | 35 | 89.7 | 100.0 |
| | Total | 37 | 94.9 | |
| Missin g | .00 | 2 | 5.1 | |
| Total | | 39 | 100.0 | |

Table 5.3.4.2: Do you have a reward /penalty system for employees who over/under perform

| Y/N | | F | Percent | Cumulative Percent |
|-------------|--------------------|----|---------|-----------------------|
| Valid | No | 4 | 10.3 | 10.5 |
| | Yes | 30 | 76.9 | 89.5 |
| | both yes and no | 4 | 10.3 | 100.0 |
| | Total | 38 | 97.4 | |
| Missin g | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

Table 5.3.4.3: What is your most used evaluation procedure: 360 degree evaluation?

| Y/N | | F | Percent | Cumulative Percent |
|-------------|-------|----|---------|-----------------------|
| Valid | yes | 16 | 41.0 | 43.2 |
| | no | 21 | 53.8 | 100.0 |
| | Total | 37 | 94.9 | |
| Missin g | .00 | 2 | 5.1 | |
| Total | | 39 | 100.0 | |

Table 5.3.4.4: Supervisor evaluation

| Y/N | | F | Percent | Cumulative Percent |
|-------------|-------|----|---------|-----------------------|
| Valid | yes | 31 | 79.5 | 83.8 |
| | no | 6 | 15.4 | 100.0 |
| | Total | 37 | 94.9 | |
| Missin g | .00 | 2 | 5.1 | |
| Total | | 39 | 100.0 | |

Table 5.3.4.5: Customer evaluation of employees

| Y/N | | F | Percent | Cumulative Percent |
|---------|-------|----|---------|-----------------------|
| Valid | yes | 15 | 38.5 | 40.5 |
| | no | 22 | 56.4 | 100.0 |
| | Total | 37 | 94.9 | |
| Missing | .00 | 2 | 5.1 | |
| Total | | 39 | 100.0 | |

Table 5.3.4.6: Goal achievement evaluation

| Y/N | | F | Percent | Cumulative Percent |
|---------|-------|----|---------|-----------------------|
| Valid | yes | 30 | 76.9 | 81.1 |
| | no | 7 | 17.9 | 100.0 |
| | Total | 37 | 94.9 | |
| Missing | .00 | 2 | 5.1 | |
| Total | | 39 | 100.0 | |

Table 5.3.4.7: Other, specify

| Y/N | | F | Percent | Cumulative Percent |
|-------------|--|----|---------|-----------------------|
| Valid | 270 degree supervisor , subordinates | 1 | 2.6 | 2.7 |
| | evidence of improvement | 1 | 2.6 | 5.4 |
| | balance score card | 2 | 5.1 | 10.8 |
| | development and achievement plans | 1 | 2.6 | 13.5 |
| | no | 32 | 82.1 | 100.0 |
| | Total | 37 | 94.9 | |
| Missin g | .00 | 2 | 5.1 | |
| Total | | 39 | 100.0 | |

Table 5.3.4.8: All of the above

| Y/N | | F | Percent | Cumulative Percent |
|-------------|-------|----|---------|-----------------------|
| Valid | yes | 10 | 25.6 | 27.0 |
| | no | 27 | 69.2 | 100.0 |
| | Total | 37 | 94.9 | |
| Missin g | .00 | 2 | 5.1 | |
| Total | | 39 | 100.0 | |

Table 5.3.4.9: Do you consider your promotion procedures to be strict?

| Y/N | | F | Percent | Cumulative Percent |
|-------------|-------|----|---------|-----------------------|
| Valid | No | 22 | 56.4 | 59.5 |
| | Yes | 15 | 38.5 | 100.0 |
| | Total | 37 | 94.9 | |
| Missin g | .00 | 2 | 5.1 | |
| Total | | 39 | 100.0 | |

Table 5.3.4.10: Evaluation procedure helps in improving employee performance

| Y/N | | F | Percent | Cumulative Percent |
|-------|----------------------------------|----|---------|-----------------------|
| Valid | disagree | 2 | 5.1 | 5.1 |
| | neither agree nor disagree | 4 | 10.3 | 15.4 |
| | agree | 14 | 35.9 | 51.3 |
| | strongly agree | 19 | 48.7 | 100.0 |
| | Total | 39 | 100.0 | |

(MOTIVATION)

Table 5.3.5.1: How many of your current managers were entry level employees

| % of Managers | | F | Percent | Cumulative Percent |
|---------------|------------------|----|---------|-----------------------|
| Valid | less than 10% | 14 | 35.9 | 42.4 |
| | 10-25% | 7 | 17.9 | 63.6 |
| | 25-50% | 3 | 7.7 | 72.7 |
| | more than 50% | 8 | 20.5 | 97.0 |
| | 100% | 1 | 2.6 | 100.0 |
| | Total | 33 | 84.6 | |
| Missin g | .00 | 6 | 15.4 | |
| Total | | 39 | 100.0 | |

Table 5.3.5.2: Do you seek internal talent?

| Y/N | F | Percent | Cumulative Percent |
|----------|----|---------|-----------------------|
| Valid No | 3 | 7.7 | 7.7 |
| Yes | 36 | 92.3 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.3.5.3: Can employees aspire to reach CEO POSITIONS?

| Y/N | | F | Percent | Cumulative Percent |
|-------------|-------|----|---------|-----------------------|
| Valid | No | 9 | 23.1 | 23.7 |
| | Yes | 29 | 74.4 | 100.0 |
| | Total | 38 | 97.4 | |
| Missin g | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

Table 5.3.5.4: Have you lost competent employees to competition?

| Y/N | | F | Percent | Cumulative Percent |
|-------------|-------|----|---------|-----------------------|
| Valid | No | 9 | 23.1 | 23.7 |
| | Yes | 29 | 74.4 | 100.0 |
| | Total | 38 | 97.4 | |
| Missin g | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

Table 5.3.5.5: Is it difficult to maintain competent employees?

| Y/N | F | Percent | Cumulative Percent |
|----------|----|---------|--------------------|
| Valid No | 13 | 33.3 | 33.3 |
| Yes | 26 | 66.7 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.3.5.6: Senior management positions are open for: Saudi

| Y/N | F | Percent | Cumulative Percent |
|-----------|----|---------|--------------------|
| Valid yes | 33 | 84.6 | 86.8 |
| no | 5 | 12.8 | 100.0 |
| Total | 38 | 97.4 | |
| Missing | 1 | 2.6 | |
| Total | 39 | 100.0 | |

Table 5.3.5.7: Foreign

| Y/N | | F | Percent | Cumulative Percent |
|-------------|-------|----|---------|-----------------------|
| Valid | Yes | 27 | 69.2 | 71.1 |
| | no | 11 | 28.2 | 100.0 |
| | Total | 38 | 97.4 | |
| Missin g | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

Table 5.3.5.8: Male

| Y/N | | F | Percent | Cumulative Percent |
|-------------|-------|----|---------|-----------------------|
| Valid | yes | 33 | 84.6 | 86.8 |
| | no | 5 | 12.8 | 100.0 |
| | Total | 38 | 97.4 | |
| Missin g | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

Table 5.3.5.9: Female

| Y/N | | F | Percent | Cumulative Percent |
|---------|-------|----|---------|-----------------------|
| Valid | yes | 20 | 51.3 | 52.6 |
| | no | 18 | 46.2 | 100.0 |
| | Total | 38 | 97.4 | |
| Missing | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

Table 5.3.5.10: Other, specify

| Y/N | | F | Percent | Cumulative Percent |
|---------|--|----|---------|-----------------------|
| Valid | fitting the culture of the organization | 1 | 2.6 | 2.6 |
| | Diversity | 1 | 2.6 | 5.3 |
| | No | 35 | 89.7 | 97.4 |
| | personal connections | 1 | 2.6 | 100.0 |
| | Total | 38 | 97.4 | |
| Missing | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

Table 5.3.5.11: All of the above

| Y/N | | F | Percent | Cumulative Percent |
|-------------|-------|----|---------|-----------------------|
| Valid | yes | 16 | 41.0 | 42.1 |
| | no | 22 | 56.4 | 100.0 |
| | Total | 38 | 97.4 | |
| Missin g | .00 | 1 | 2.6 | |
| Total | | 39 | 100.0 | |

(UPDATING SYSTEM)

Table 5.3.6.1: How often do you review your training program?

| Review frequency | | F | Percent | Cumulative Percent |
|------------------|-------------------------|----|---------|-----------------------|
| Valid | Never | 6 | 15.4 | 16.7 |
| | once every two years | 1 | 2.6 | 19.4 |
| | once every year | 15 | 38.5 | 61.1 |
| | twice a year | 5 | 12.8 | 75.0 |
| | three times a year | 2 | 5.1 | 80.6 |
| | Monthly | 1 | 2.6 | 83.3 |
| | Continuously | 5 | 12.8 | 97.2 |
| | update when needed | 1 | 2.6 | 100.0 |
| | Total | 36 | 92.3 | |
| Missin g | .00 | 3 | 7.7 | |
| Total | | 39 | 100.0 | |

Table 5.3.6.2: If you do review your system of training and promotion, has it changed through the years

| Y/N | | F | Percent | Cumulative Percent |
|---------|-------|----|---------|--------------------|
| Valid | No | 3 | 7.7 | 10.3 |
| | Yes | 26 | 66.7 | 100.0 |
| | Total | 29 | 74.4 | |
| Missing | .00 | 10 | 25.6 | |
| Total | | 39 | 100.0 | |

Table 5.3.6.3: What do you often change in a system: selection procedure?

| Y/N | | F | Percent | Cumulative Percent |
|---------|-------|----|---------|--------------------|
| Valid | Yes | 16 | 41.0 | 57.1 |
| | no | 12 | 30.8 | 100.0 |
| | Total | 28 | 71.8 | |
| Missing | .00 | 11 | 28.2 | |
| Total | | 39 | 100.0 | |

Table 5.3.6.4: Training procedure

| Y/N | | F | Percent | Cumulative Percent |
|-------------|-------|----|---------|-----------------------|
| Valid | yes | 13 | 33.3 | 46.4 |
| | no | 15 | 38.5 | 100.0 |
| | Total | 28 | 71.8 | |
| Missin g | .00 | 11 | 28.2 | |
| | Total | 39 | 100.0 | |

Table 5.3.6.5: Budget

| Y/N | | F | Percent | Cumulative Percent |
|-------------|-------|----|---------|-----------------------|
| Valid | yes | 25 | 64.1 | 89.3 |
| | no | 3 | 7.7 | 100.0 |
| | Total | 28 | 71.8 | |
| Missin g | .00 | 11 | 28.2 | |
| | Total | 39 | 100.0 | |

Table 5.3.6.6: Schedule

| Y/N | | F | Percent | Cumulative Percent |
|-------------|-------|----|---------|-----------------------|
| Valid | yes | 18 | 46.2 | 64.3 |
| | no | 10 | 25.6 | 100.0 |
| | Total | 28 | 71.8 | |
| Missin g | .00 | 11 | 28.2 | |
| Total | | 39 | 100.0 | |

Table 5.3.6.7: Training material

| Y/N | | F | Percent | Cumulative Percent |
|-------------|-------|----|---------|-----------------------|
| Valid | yes | 21 | 53.8 | 75.0 |
| | no | 7 | 17.9 | 100.0 |
| | Total | 28 | 71.8 | |
| Missin g | .00 | 11 | 28.2 | |
| Total | | 39 | 100.0 | |

Table 5.3.6.8: Trainers

| Y/N | | F | Percent | Cumulative Percent |
|-------------|-------|----|---------|-----------------------|
| Valid | yes | 17 | 43.6 | 60.7 |
| | no | 11 | 28.2 | 100.0 |
| | Total | 28 | 71.8 | |
| Missin g | .00 | 11 | 28.2 | |
| Total | | 39 | 100.0 | |

Table 5.3.6.9: Evaluation procedure

| Y/N | | F | Percent | Cumulative Percent |
|-------------|-------|----|---------|-----------------------|
| Valid | yes | 18 | 46.2 | 64.3 |
| | no | 10 | 25.6 | 100.0 |
| | Total | 28 | 71.8 | |
| Missin g | .00 | 11 | 28.2 | |
| Total | | 39 | 100.0 | |

Table 5.3.6.10: Other, specify

| Y/N | | F | Percent | Cumulative Percent |
|---------|--------------------|----|---------|--------------------|
| Valid | environment | 1 | 2.6 | 3.6 |
| | training component | 1 | 2.6 | 7.1 |
| | no | 26 | 66.7 | 100.0 |
| | Total | 28 | 71.8 | |
| Missing | .00 | 11 | 28.2 | |
| Total | | 39 | 100.0 | |

Table 5.3.6.11: All of the above

| Y/N | | F | Percent | Cumulative Percent |
|---------|-------|----|---------|--------------------|
| Valid | yes | 9 | 23.1 | 32.1 |
| | no | 19 | 48.7 | 100.0 |
| | Total | 28 | 71.8 | |
| Missing | .00 | 11 | 28.2 | |
| Total | | 39 | 100.0 | |

OUTCOME 4

Research question 2: Can you benefit from APS

Table 5.4.1: Do you agree that Saudization is harming your selection procedure?

| Agree/Disagree | F | Percent | Cumulative Percent |
|----------------------------|----|---------|--------------------|
| Valid strongly disagree | 7 | 17.9 | 17.9 |
| Disagree | 14 | 35.9 | 53.8 |
| neither agree nor disagree | 4 | 10.3 | 64.1 |
| Agree | 9 | 23.1 | 87.2 |
| strongly agree | 5 | 12.8 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.4.2: Do you agree that having standard procedures enforcing training and promotion you can limit the side effect of Saudization

| Agree/Disagree | F | Percent | Cumulative Percent |
|----------------------------|----|---------|--------------------|
| Valid strongly disagree | 1 | 2.6 | 2.6 |
| Disagree | 3 | 7.7 | 10.3 |
| neither agree nor disagree | 9 | 23.1 | 33.3 |
| Agree | 14 | 35.9 | 69.2 |
| strongly agree | 12 | 30.8 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.4.3: By providing equal opportunities of reaching managerial positions based on training and skills, you can increase the number of competent employees within the company

| Agree/Disagree | F | Percent | Cumulative Percent |
|----------------------------|----|---------|--------------------|
| Valid strongly disagree | 1 | 2.6 | 2.6 |
| Disagree | 3 | 7.7 | 10.3 |
| neither agree nor disagree | 2 | 5.1 | 15.4 |
| Agree | 13 | 33.3 | 48.7 |
| strongly agree | 20 | 51.3 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.4.4: Do you agree that you are still relying on foreign labour because Saudi employees can't perform at the level of competence of foreign labour?

| Agree/Disagree | F | Percent | Cumulative Percent |
|----------------------------|----|---------|--------------------|
| Valid strongly disagree | 10 | 25.6 | 25.6 |
| disagree | 5 | 12.8 | 38.5 |
| neither agree nor disagree | 5 | 12.8 | 51.3 |
| agree | 14 | 35.9 | 87.2 |
| strongly agree | 5 | 12.8 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.4.5: Do you agree that Saudi culture proposed a challenge for proper implementation of HR policy rules?

| Agree/Disagree | F | Percent | Cumulative Percent |
|----------------------------|----|---------|--------------------|
| Valid strongly disagree | 4 | 10.3 | 10.3 |
| Disagree | 4 | 10.3 | 20.5 |
| neither agree nor disagree | 4 | 10.3 | 30.8 |
| Agree | 18 | 46.2 | 76.9 |
| strongly agree | 9 | 23.1 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.4.6: By focusing on training your current employees, you can guarantee better performance and knowledge again

| Agree/Disagree | F | Percent | Cumulative Percent |
|----------------------------|----|---------|--------------------|
| Valid strongly disagree | 1 | 2.6 | 2.6 |
| Disagree | 3 | 7.7 | 10.3 |
| neither agree nor disagree | 5 | 12.8 | 23.1 |
| Agree | 11 | 28.2 | 51.3 |
| strongly agree | 19 | 48.7 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.4.7: Company performance can be increased by training employees according to the set business goals

| Agree/Disagree | F | Percent | Cumulative Percent |
|----------------------------|----|---------|--------------------|
| Valid Disagree | 1 | 2.6 | 2.6 |
| neither agree nor disagree | 2 | 5.1 | 7.7 |
| Agree | 12 | 30.8 | 38.5 |
| strongly agree | 24 | 61.5 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.4.8: By providing equal opportunities for training and promotion, employees will be motivated to perform better in their current and future positions

| Agree/Disagree | F | Percent | Cumulative Percent |
|----------------|----|---------|--------------------|
| Valid Disagree | 2 | 5.1 | 5.1 |
| Agree | 10 | 25.6 | 30.8 |
| strongly agree | 27 | 69.2 | 100.0 |
| Total | 39 | 100.0 | |

Table 5.4.9: Empowerment can be facilitated through training and selection of competent employees

| Agree/Disagree | F | Percent | Cumulative Percent |
|----------------------------|----|---------|--------------------|
| Valid Disagree | 1 | 2.6 | 2.6 |
| neither agree nor disagree | 3 | 7.7 | 10.3 |
| agree | 18 | 46.2 | 56.4 |
| strongly agree | 17 | 43.6 | 100.0 |
| Total | 39 | 100.0 | |

APPENDIX C

Abbreviations

APS – APS

APSG – APS for Graduates

FMCG – fast moving consumer goods

HR – Human Resources

HRD - Human resource Development

HRM – Human Resource Management

KSA – Kingdom of Saudi Arabia

PM – Project Management

SA – Saudi Arabia

SHRM – Strategic Human Resource Management

SME – small and medium size enterprises

UK – United Kingdom

APPENDIX D

Analysis Pie Charts

Chart 1: Table 5.1.1

what is the size of your company

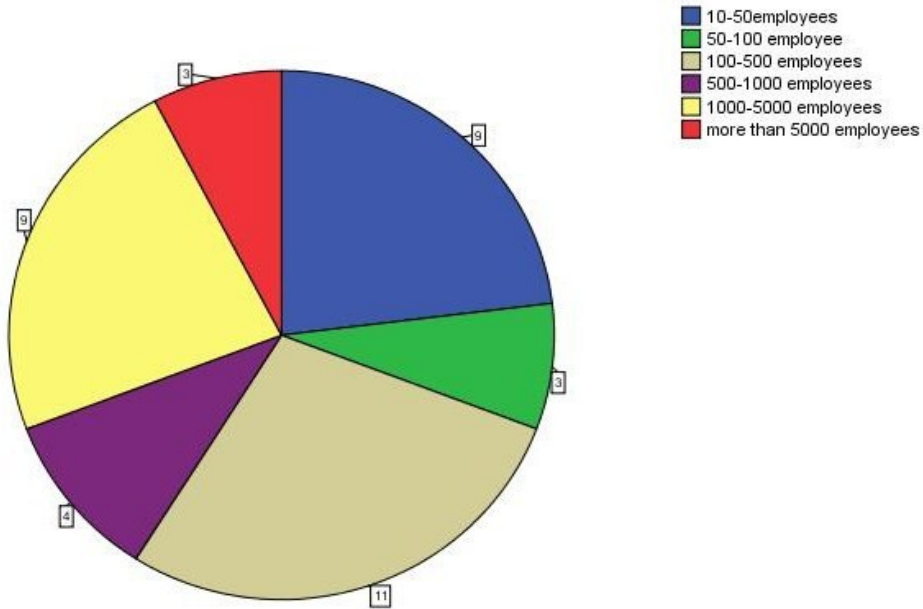


Chart 2: Table 5.1.3

your company is a :

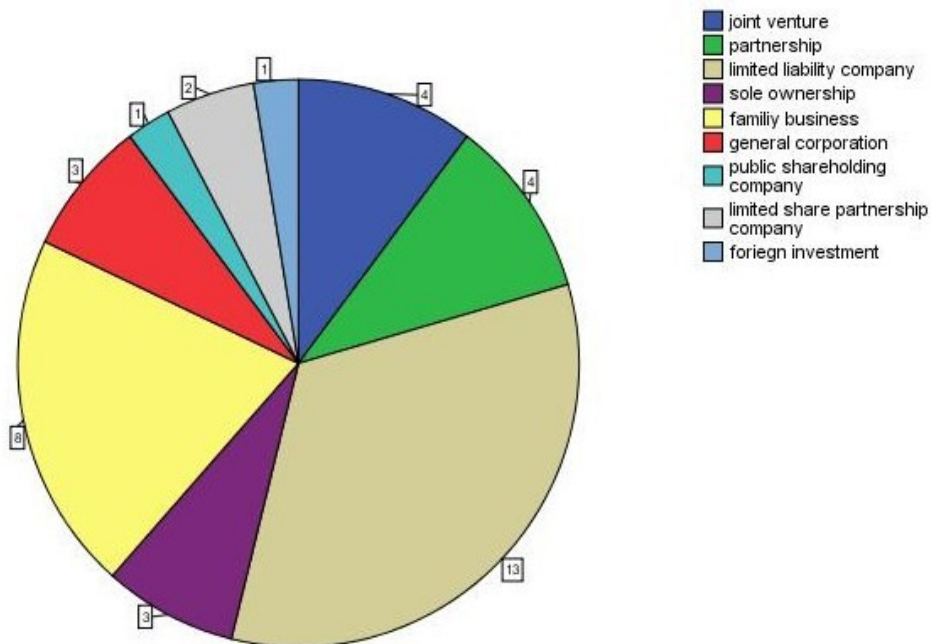


Chart 3: Table 5.1.5

your company is part of which sector

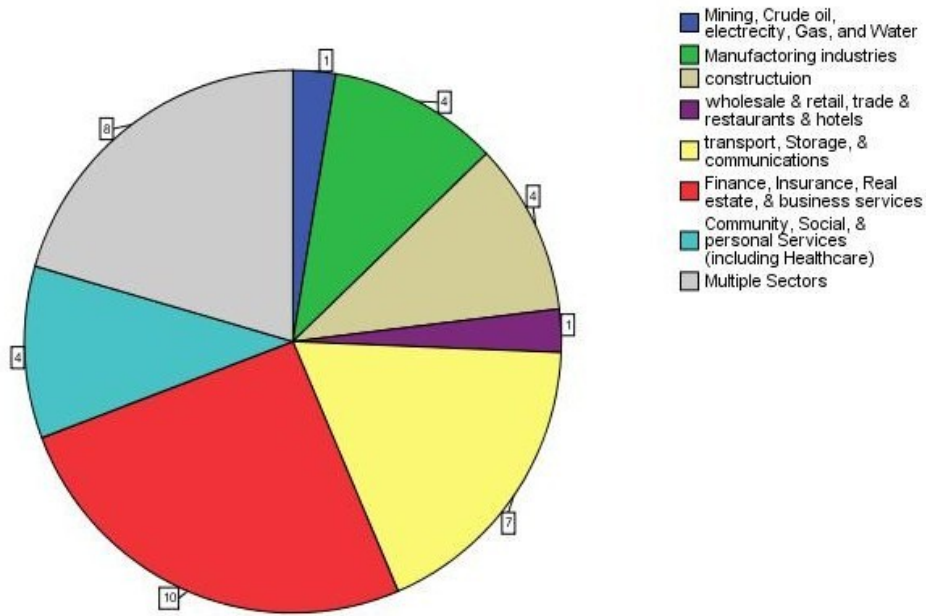


Chart 4: Table 5.2.1

your gender is

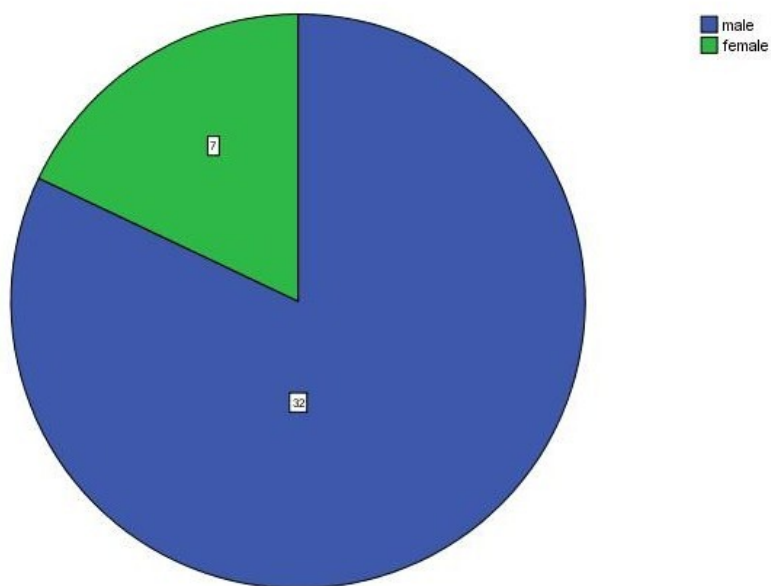


Chart 5: Table 5.2.6

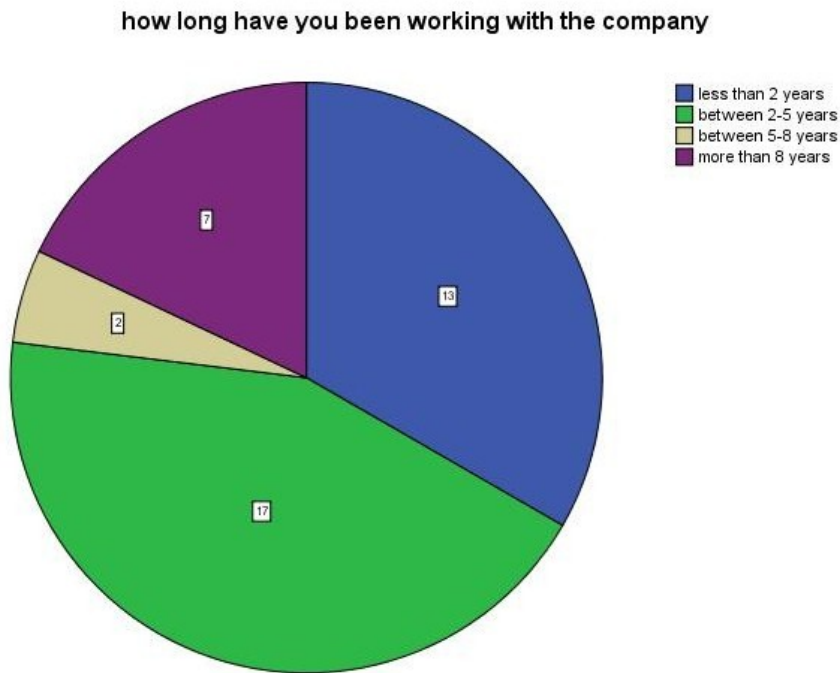


Chart 6: Table 5.3.1.8

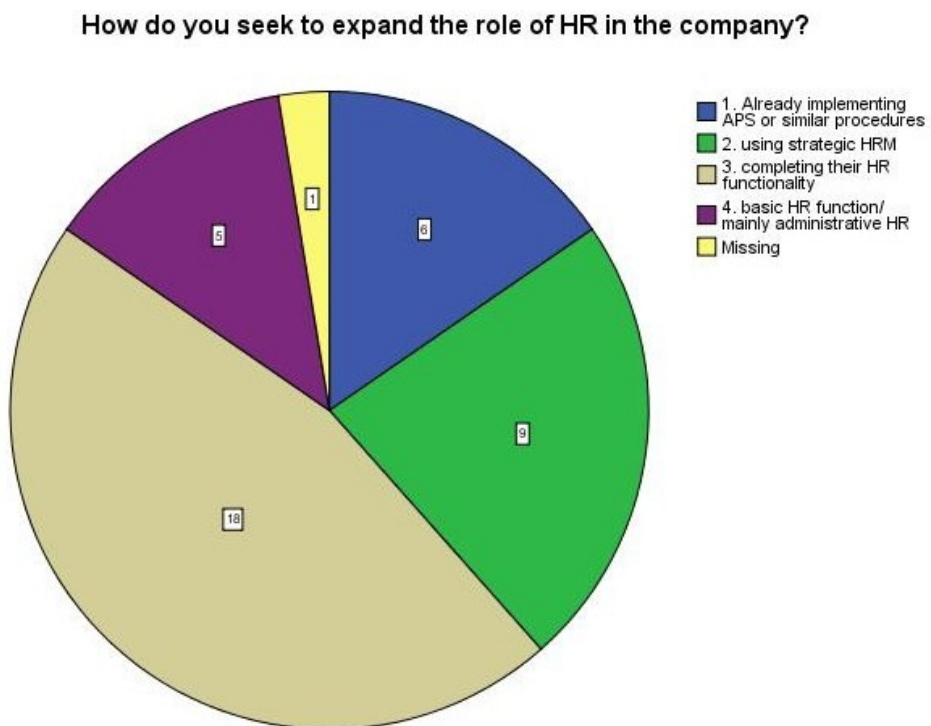


Chart 7: Table 5.3.2.2

is it hard to find competent employees who fit the vacant job

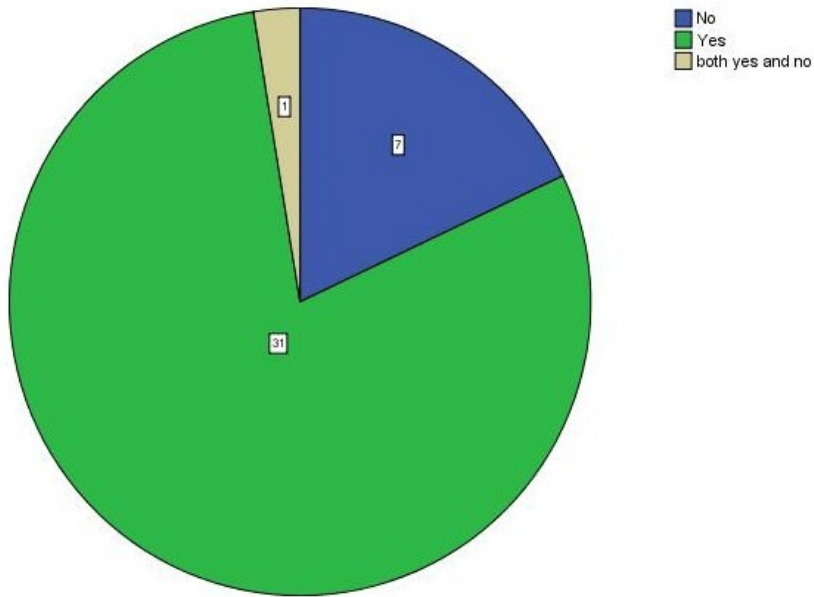


Chart 8: Table 5.3.3.4

qualified trainers are available and easy to facilitate

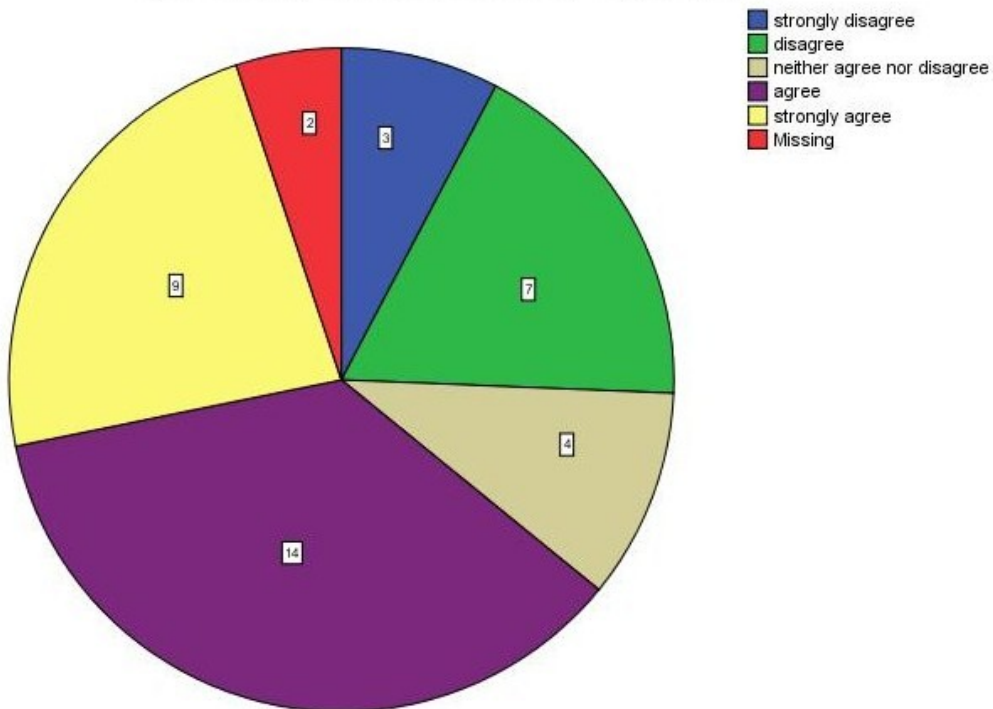


Chart 9: Table 5.3.3.6

do you train your employees for future positions

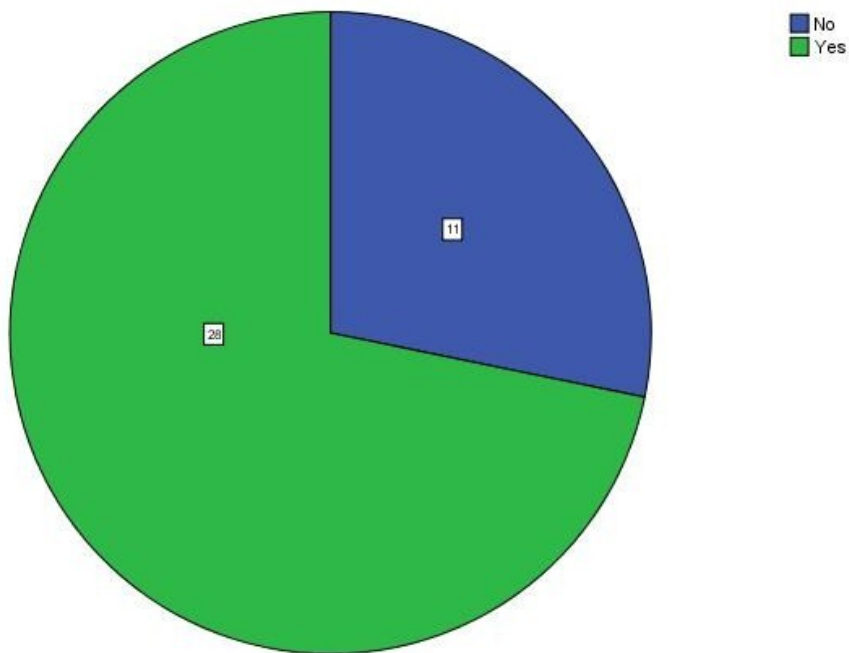


Chart 10: Table 5.4.1

do you agree that suadization is harming your selection procedure

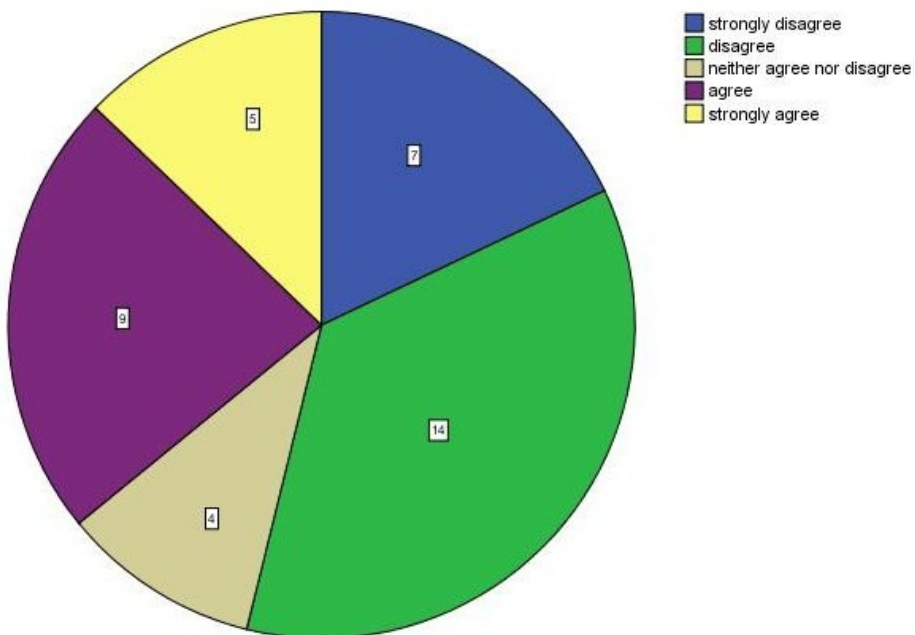


Chart 11: Table 5.4.2

do you agree that having standard procedures enforcing training and promotion you can limit the side ...

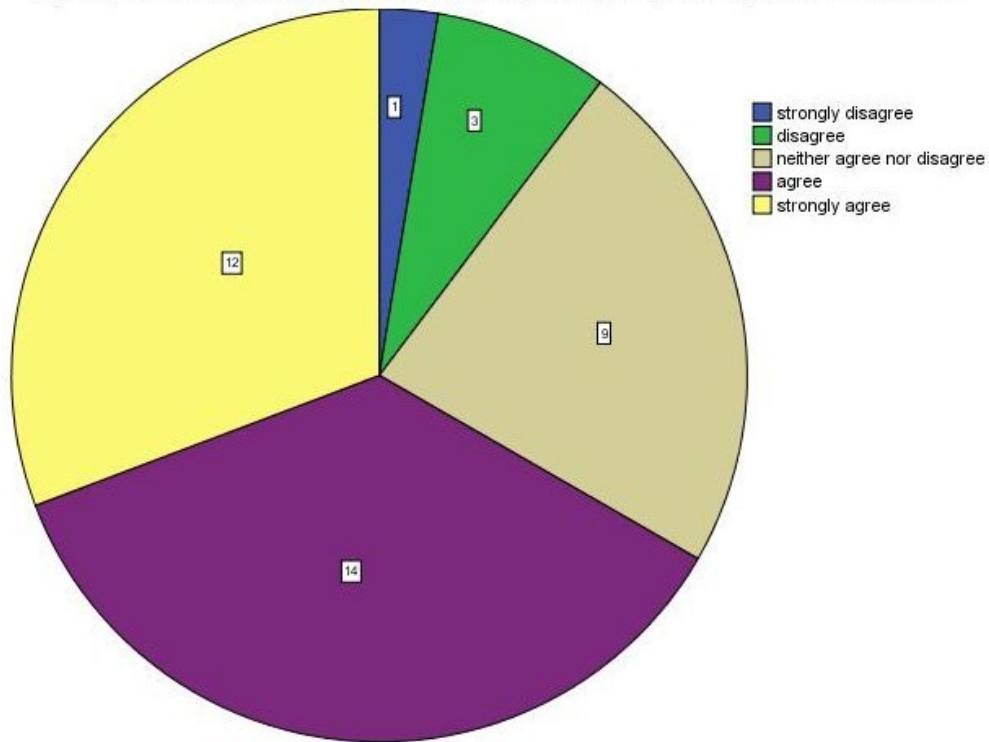


Chart 12: Table 5.4.4

do you agree that you are still relying on foreign labor because saudi employees can't perform at the level of competence of foreign labor

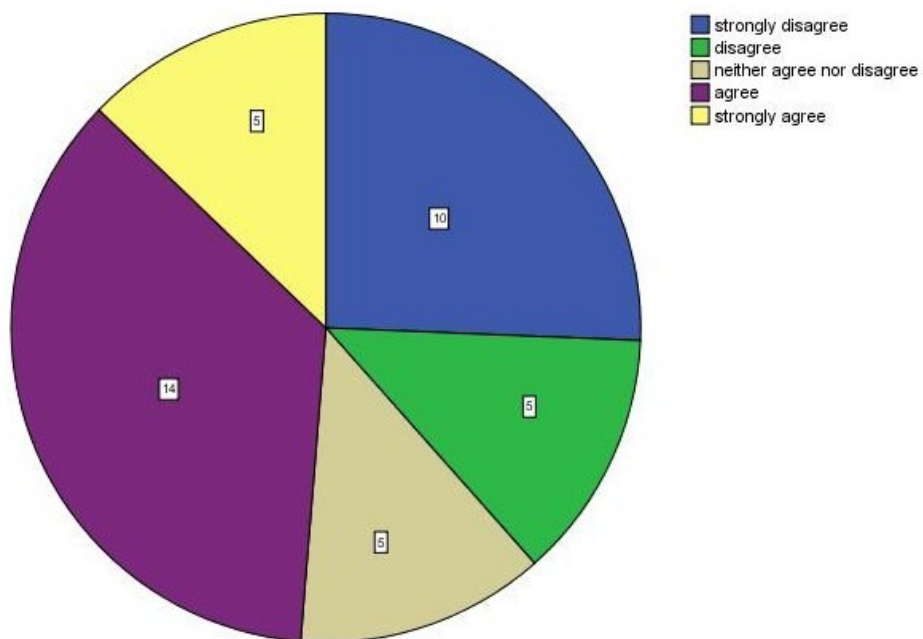


Chart 13: Table 5.4.7

company performance can be increased by training employees according to the set business goals

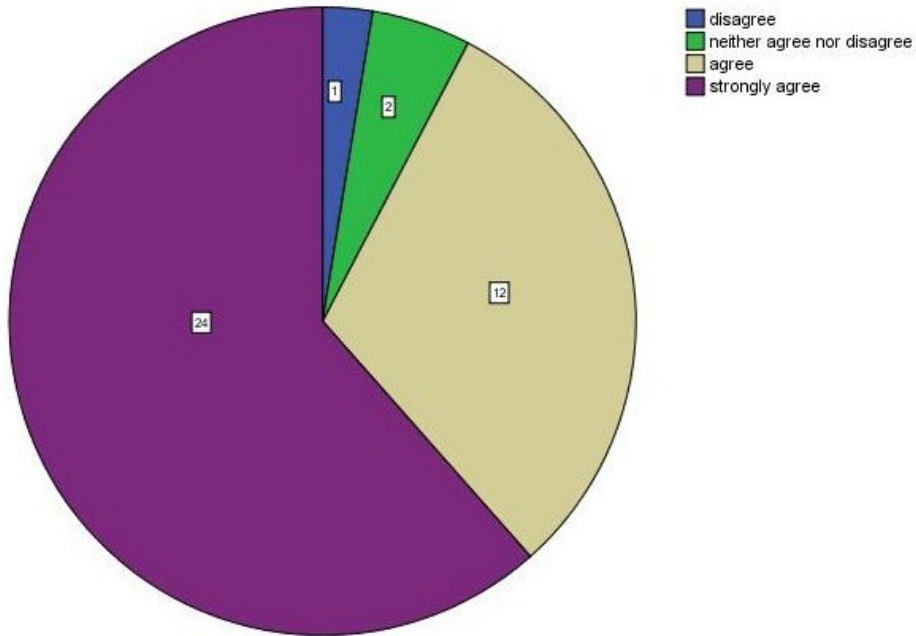


Chart 14: Table 5.4.9

empowerment can be facilitated through training and selection of competent employees

