

Received on (24-09-2018) Accepted on (10-12-2018)

**The Impact of Selective Human Resources Management Practices on the Employee's Competences at Jordanian Private Universities. Case Study on Applied Science, Philadelphia, and Al-zaytoneh Universities.**

Main Researcher

**Dr. Abdallah Shibli Alshibli**,\*

HR & Finance Director  
Accreditation and Quality Assurance  
Commission for Higher Education Institutes.  
Amman - Jordan. Aljbeiha,

E-mail address:

[abdallah\\_alshibli@yahoo.com](mailto:abdallah_alshibli@yahoo.com)

**Abstract:**

This study aimed to explore the impact of the selective Human Resources Management Practices (Recruitment & Selection, Training, Performance Appraisal, and Compensation) on the employee's competences (Knowledge, Skills, and Attitudes) at Jordanian private universities (Applied science, Philadelphia, and Alzaytoneh). The study population consisted of the human resources working at the Jordanian private universities researched were (1478); samples of (104) employees were selected. The researcher distributed the questionnaires to collect the primary data, and the SPSS statistical program of social studies was used.

The study findings revealed that the selective Human Resources Management Practices (HRMP, s) are widely used and had apposite strong size effect on the employee's competences (knowledge, skills, and attitudes) at Jordanian private universities (Applied science, Philadelphia and Alzaytoneh).

Based on the study results the researcher recommends that Jordanian private universities have to take the necessary actions to adapt appropriate Human Resources Management Practices (Recruitment & Selection, Training, Performance Appraisal, and Compensation) that develop the employees competences (Knowledge, Skills, and Attitudes) to achieve the competitive advantages for their universities.

**Keywords: Human Resources Management Practices, Employee's Competences, and Jordanian Private Universities.**

**أثر ممارسات إدارة الموارد البشرية المختارة على كفايات العاملين في الجامعات الأردنية الخاصة. دراسة حاله على جامعات العلوم التطبيقية، فيلادلفيا، والزيتونة.**

**المخلص:**

تهدف الدراسة إلى معرفة أثر ممارسات إدارة الموارد البشرية المختارة (الإختيار والتعيين، التدريب، تقييم الأداء، والتعويضات) على كفايات العاملين (المعارف، المهارات، والتوجهات) في الجامعات الأردنية الخاصة (العلوم التطبيقية، فيلادلفيا، والزيتونة).  
تكوّن مجتمع الدراسة من جميع العاملين في الجامعات الأردنية الخاصة (العلوم التطبيقية، فيلادلفيا، والزيتونة) البالغ عددهم 1478 عامل حيث تم اختيار 104 عامل لتمثيل عينة الدراسة. قام الباحث بتوزيع الاستبانات على عينة الدراسة، وتم استخدام برنامج حزمة التحليل الاحصائي للعلوم الاجتماعية.

كشفت الدراسة عن أن ممارسات إدارة الموارد البشرية المختارة (الإختيار والتعيين، التدريب، تقييم الأداء، والتعويضات) كان لها أثراً إيجابياً وبالغاً على كفايات العاملين (المعارف، المهارات، والتوجهات) في الجامعات الأردنية الخاصة. وبناءً على نتائج الدراسة يوصي الباحث بأن على الجامعات الأردنية الخاصة تبني ممارسات إدارة الموارد البشرية المختارة التي تعمل على تطوير كفايات العاملين لتحقيق الميزة التنافسية لها.

**كلمات مفتاحية: ممارسات إدارة الموارد البشرية، كفايات العاملين، والجامعات الخاصة الأردنية**

## 1. INTRODUCTION:

Human resource management (HRM) refers to the policies and practices involved in carrying out the human resource aspects of a management position including human resource planning, job analysis, recruitment, selection, orientation, compensation, performance appraisal, training and development, and labor relations (Dessler, 2007). In addition to the policies, practices, and systems HRM is also composed of behavior, attitude and performance that influence employees (Gerhart and Wright, 2007).

Scholars and practitioners consensus that the business environment becomes more competitive regards to the globalization (Busienei, 2013). In order to survive in this new era, businesses must focus even harder on their competitive strengths to develop appropriate long-term strategies. The researcher further state that the way an organization manages people can influence its performance. HRM practices such as resourcing practices, job design, employee participation and empowerment, team-based production systems; extensive employee training and performance-contingent incentive compensation are widely believed to improve the performance of organizations (Busienei, 2013).

Recruitment and selection is the initial process to evaluate staff, and this is concerned with identification, attraction and selection of the suitable person meeting the job requirements of the organization Lynch & Smith (2010) and Cunningham (1999). Selective hiring is one of the important human resource practices where it selects the right people with required characteristics and knowledge in a right vacancy to fit the university's culture and climate Vlachos (2009). This is done to get the most suitable person for the particular job that competes in vacant positions of the university Mess (2004). Successful university in the future will attract, retain and train qualified and intelligent employees O'Leary (2002). Selective hiring process are costly in attracting, retaining and training qualified educator, thus it may have high probability to successfully attract intelligent educator in larger university and fail in smaller university due to ability of larger university to provide plenty of money in the process. Johnson (2000) stated that large universities are more successful to engage in selection of best educator and smaller universities are unable to do so.

Training produces beneficial Investments in organizational outcomes (Bartel, 1994). According to Dessler (2008) higher institutions of learning can adopt various HRM practices to enhance employee skills as well as motivate them to work harder towards achieving the set targets. Higher institutions of learning can improve the quality of current employees by providing comprehensive training and development activities.

Performance management as a process explicitly recognizes that in today's globally competitive industrial environment, every employee's efforts must focus on helping the company to achieve its strategic goals. According to Dessler (2008), performance management is a process that consolidates goal setting, performance appraisal, and development into a single, common system, the aim of which is to ensure that the employee's performance is supporting the company's strategic aims. According to Beach (1980), "Performance appraisal is a systematic evaluation of the individual with regard to his or her performance on the job and his potential for development".

Compensation refers to total amount of both the financial and the nonfinancial rewards that companies give employees in return for work performed Williams (2008). Compensation can be explained in broad terms others than wage or salary. It can be consisted of commissions, fringe benefits, bonuses, reimbursements, and expense allowances Vlachos (2009). Compensation and benefits are the most basic elements that affect employee performance as well as overall organization performance. It is a reward or an incentive that stimulate individuals to retain and perform well in the long run.

## 2. Problem statement and questions:

This study aimed to explore the impact of the selective Human Resources Management Practices (Recruitment & Selection, Training, Performance Appraisal, and Compensation) as the

considerable elements in influencing the competences (knowledge, skills and attitudes) of the employees working at the Jordanian private universities (Applied science, Philadelphia and Alzaytoneh).

Human Resources Management Practices are the main work of Jordanian private universities and can be applied widely because it affects the employee's competences working at it. Accordingly the problem study that the researcher noticed it from his work nature with the Jordanian universities, meetings with the most of the employees working at it, and from his experience in Jordanian higher educational institutions issues, he is trying to investigate this phenomenon; which is as follows:

**“Applying selective Human Resources Management Practices (Recruitment & Selection, Training, Performance Appraisal, and Compensation) on the competences (knowledge, skills and attitudes) of the employee's working at the Jordanian private universities (Applied science, Philadelphia and Alzaytoneh).”**

This problem calls for finding answers to the questions below:

- a- What is the role of selective HRMP, s in the employee's competences working at the Jordanian private universities?
- b- What are the advantages of applying the HRMP, s at the Jordanian private universities?

### 3. The study objectives:

This study aims to achieve the following objectives:

- a- To explore the role of selective HRMP, s and its effects on the employee's competences working at the Jordanian private universities.
- b- To know the extent of applying the selective HRMP, s on the Jordanian private universities.
- c- To know the most dimensions of the selective HRMP, s affects the employee's competences working at the Jordanian private universities.

### 4. The importance of the study:

Human Resources Management Practices (HRMP, S) today are much important to the all of the organizations as well as the Jordanian private universities, and can help it more in achieving its objectives. Therefore, the importance of this study stems from its attempts to identify an excellent approach of HRMP, S that will help the Jordanian private universities in particular to promote the competencies of the employees working at it, and also the other organizations or universities to obtain a significant great value of this approach.

### 5. Research Framework:

This paper proposes a model to investigate the impact of Human Resources Management Practices (HRMP, s) - as an independent variable - on the Employee Competences (EC) - as dependent variable. Figure (1) described it.

**Figure (1):** The impact of the selective human resources management practices on the competences of the employee working at the Jordanian private universities.

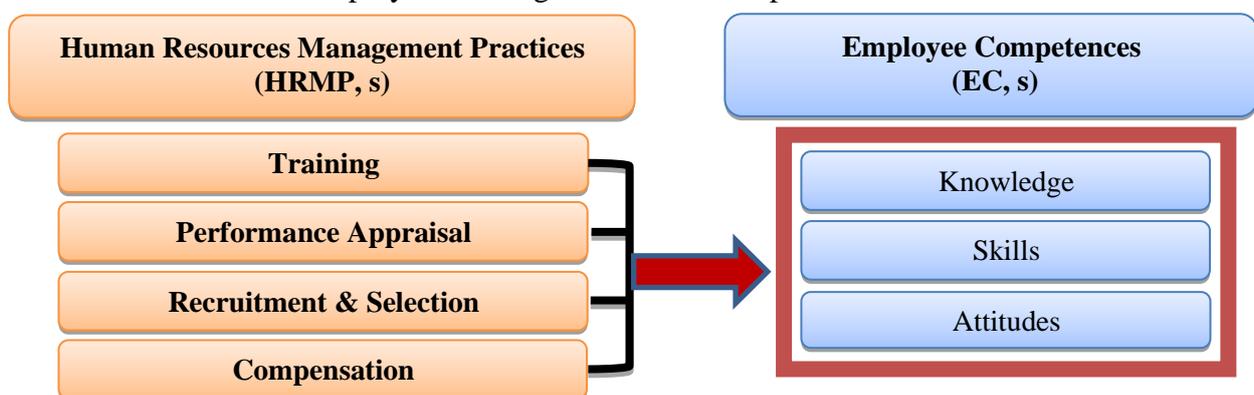


Figure (1): Theoretical Model

## 6. Literature review and definitions of the study variables:

Any organization - Jordanian private universities - needs to succeed and survive, or compete effectively in the global economy in this era of globalization. Employers must be in the position to propound and practice the Human Resources Management Practices especially (Recruitment & Selection, Training, Performance Appraisal, and Compensation) in the best way. The success of a business or an organization is directly linked to the performance of those who work for that organization (employee's competencies).

### **Relationship between selective HRM Practices and employee's Competences:**

This study focuses on the impact of the selective Human Resources Management Practices (Recruitment & Selection, Training, Performance Appraisal, and Compensation) on the competences (knowledge, skills and attitudes) of the employee's working at the Jordanian private universities (Applied science, Philadelphia and Alzaytoneh).

Organizations can adopt various HRM practices to enhance employee skills as well as motivate them to work harder towards achieving the set targets. All of the organizations should know that human capital is their best commodity, and without qualified people who are good at what they do, any organization would be in serious trouble. Organizations must consider the critical role of human resource practices and make every effort to develop and sustain this capital as a main source for productivity and competitive advantage. These practices look as an antecedent of various organizational outcomes (Khan, 2015).

It is well established that HR dimensions can benefit organizations through competent people from the process of good recruitment and selection; significant compensation; well training; and advanced appraisal system (Bach, 2001). Organizations utilized from HRM practices to develop their employees' competence Schuler (1986). It is also can influence organizational performance through improvement of employees' competence (Ghebrejorgis & Karsten, 2007).

The most common HR Practices are recruitment, selection, training and development, compensation, rewards and recognition (Yeganeh & Su, 2008). Thus, the specific HRM practices of recruitment & selection, training, performance appraisal, compensation, are all designed to complement each other and to enhance employees' competence (Neal & Griffin, 1999); (Dessler, 2000); (Soomro, Gilal & Jatoi, 2011; Huselid, 1995). In their study Fey et al., (2000) found that there is a positive effect of HRM practices on the employee competence. Additionally, Park et.al (2003) acknowledges the positive effect of HRM practices on employee competence to support the findings by Fey et.al (2000). Furthermore, Lado & Wilson (1994) explain that HR systems can contribute to a continuous competitive advantage by assisting the development of managerial competencies. Wright & Snell (1991) state that HR practices may be designed to be oriented towards building employees' competence.

The first dimension of the HRM practices is recruitment and selection that can play a key important role in shaping an organization effectiveness and performance, if work organizations are able to acquire workers who already possess relevant knowledge, skills and attitudes and are able to make an accurate prediction regarding their future abilities. Recruitment and selection also has an important role to play in ensuring worker performance and positive organizational outcomes. It is often claimed that selection of workers occurs not just to replace departing employees or add to a workforce but rather aims to put in place workers who can perform at a high level and demonstrate commitment (Ballantyne, 2009).

The second dimension of the HRM practices is training which is meaning to fill the gap between job requirements and employee competencies, and to improve employees' behavior and performance (Lamba & Choudhary 2013).

The third dimension of the HRM practices is the performance appraisal which means that organization seeks to invest in their employees to develop, motivate and increase the performance of their employees in a variety of human resources applications (Gungor, 2011). Thus, performance

management should be an important step in the organization's HRM system and influences employee performance and then to organizational performance.

The final dimension of the HRM practices is compensation that influences the quality of the people who apply, the quality of those hired, the likelihood of job acceptance, the motivation and performance level of the workforce, and the quality of who stays with the company (Dineen & Williamson, 2012; Saks, Wiesner, & Summers, 1996; Shaw & Gupta, 2007).

### **Competence:**

A firm's Human Resource Management practices must develop employee's knowledge, skills, and motivation to behave in ways that should be implemented (Dessler, 2013). Competence is theorized in terms of job knowledge, skills and attitudes (Tao, Yeh & Sun, 2006). Parry (1996) defines competency as a group of related job knowledge, skills and, attitudes. Furthermore, it refers to the underlying 'aspects of a person', such as their job knowledge, skills and attitudes that 'enable them to be competent' (Han et al., 2006; Moore et al., 2002).

Accordingly, the present study considers the concept of competence as employee's job knowledge, skills and attitudes (Tao, Yeh & Sun, 2006; Winterton et al., 2006).

Employee's competencies are considered by literatures as one factor that contributed most to the sustainable creation of organizational excellence (Vathanophas, 2007; Cummings & Worley, 2001). Thus, competent employees are needed in order to increase the business success (Grigoryev, 2006). Overall, these competencies are considered by the researchers as the enabler of prominent pathways for future organizational success (McClelland, 1973; Rodriguez et al., 2002).

Numerous classifications for competencies were considered, but the most common categorization is the hard and soft skills orientation of competencies (Spencer & Spencer, 1993). The definitions of hard and soft skills can be distinguished as the hard technical skills of performing the job and the soft behavioral skills required in the workplace. Hard skills refer to the skills in the technical domain. Hard skills are those skills associated with specific technical knowledge and task-oriented skills. Hard skills are primarily mental or cognitive in nature (Rainsbury, Hodges, Burchell, & Lay, 2002). Spencer and Spencer (1993) describe the technical skills and knowledge which contains a threshold as they represent a minimum level necessary for the employees to be able to perform a job with basic competence. Soft skills are normally referred to as "people skills," and are not easily taught although they are very much required in the working life. In fact such skills are often acquired as people come into contact or utilize the skills in their daily or work environment (Snyder, et al., 2006).

### **Knowledge:**

Knowledge is that which we come to believe and value based on the meaningfully organized accumulation of information through experience, communication or assumption. Knowledge can be viewed both as a thing to be stored and manipulated and as a process of simultaneously knowing and acting; that is applying expertise. As a practical matter, Universities need to manage knowledge both as object and process (Zack, 2002). Knowledge can be tacit or explicit. Tacit knowledge is subconsciously understood and applied, difficult to articulate, developed from direct experience and action, and usually shared through highly interactive conversation, story-telling and shared experience. Explicit knowledge, in contrast, can be more precisely and formally articulated. Explicit knowledge is playing an increasingly large role in organizations, and it is considered by some to be the most important factor of production in the knowledge economy. Knowledge may be of several types, each of which may be made explicit. Knowledge about something is called declarative knowledge. A shared, explicit understanding of concepts, categories, and descriptors lays the foundation for effective communication and knowledge sharing in organizations. Knowledge of how something occurs or is performed is called procedural knowledge. Shared explicit procedural knowledge lays a foundation for efficiently coordinated action in organizations (Janus, 2016).

### **Skills:**

They are different skills organization deals with. Osuala (2004) outlined three management skills and described them as: Human skills as those required to get people do their best as individual and to work well with others; Technical skills as those required for turning out the actual product or services of the organization; and Conceptual skills are those required to relate part of the organization or institution's work to the whole. Katz (1974) found that managers needed three essential skills:

- Technical skills include: Knowledge of and proficiency in a certain specialized field, such as engineering, computers, financial and managerial accounting, or manufacturing. These skills are more important at lower levels of management since these managers are dealing directly with employees doing the organization's work.
- Human skills involve: The ability to work well with other people both individually and in a group. These skills are equally important at all levels of management.
- Conceptual skills are: The skills managers must have to think and conceptualize about abstract and complex situations. Using these skills managers must be able to see the organization as a whole, understand the relationship among various subunits, and visualize how the organization fits into its broader environment. These skills are most important at top level management.

### **Attitudes:**

Attitude is humans' mental imagination of their environment and the world (Babaie, 2007). Work motivation theorists of various persuasions have argued that what produces performance also produces positive work attitudes, also who sees positive attitudes being generated by situations that help fulfill individuals' values Locke (1996).

Most studies estimating an HRM-attitude relationship have assumed the relationship is linear. In other words attitudes respond uniformly for each increment in a suitably defined index of HRM (Appelbaum et al., 2000). If HRM is to alter employee behavior and performance, it must be a 'strong system' and the messages it communicates must be persuasive. Bowen and Ostroff (2004) emphasize that implementing a wide range of practices is valuable in strengthening the HRM message and making it important.

### **Recruitment and selection:**

Recruitment and selection, as a human resource management function, is one of the activities that impact most critically on the performance of an organization in terms of achieving its ultimate goal (Costello, 2006).

Bratton and Gold (2007), differentiate the two terms while establishing a clear link between them by stating that recruitment is the process of generating a pool of capable people to apply for employment to an organization. Selection is the process by which managers and others use specific instruments to choose from a pool of applicants a person or persons more likely to succeed in the job(s), given management goals and legal requirements.

Recruitment and selection forms a core part of the central activities underlying human resource management: namely, the acquisition, development and reward of workers. It frequently forms an important part of the work of human resource managers or designated specialists within work organizations. It is the human resources that give competitive edge" and therefore should be selected carefully and developed in order to achieve employees' commitment (Storey, 1995).

### **Training and Competence:**

Training provides employees with the skills, abilities and knowledge required by the post, and this effect can be explained in a way that the organization is interested in investing in training for the employees and giving them confidence and intends to count on them in future, they will make more effort and give their best at their work in an effective way Danvila et., al (2009). Mondy (2010)

defined training and development as the heart of a continuous effort designed to improve employee competency and organizational performance.

Employees who are well trained can share their updated knowledge and skills while using their creativity to understand and improve the service in the organization. The benefits of training and development include improved morale, employee satisfaction, lower turnover, higher retention, improved hiring and better bottom line. All these benefits can satisfy employees, increase commitment and motivation, and thus improve the overall competence and performance of an employee. Paul & Anantharaman (2003) described training as anything offering learning experience, and is highly related with motivation and motivation is highly related with the production and productivity of the organization, and when the training is provided to the organization workers, they are become the human resource of the organization and highly motivator the organizations potentiality with the technology, management and system.

Park et al., (2003) and Kraiger et al., (1993) Studies investigated and had provided evidence of the positive relationship between training and development and employee competence. Furthermore, Nguyen et al., (2010) also identified positive on outcomes employee competence which indicated the training effectiveness. Swanson (1994) model identifies three levels of analysis for evaluating training results. The level of competence learning was considered for the individual evaluation outcome and it included an evaluation of competence. Zingheim & Schuster (2009) similarly identified that the most common practices for attaining employee competence is training and development. At the organizational level conducting better training practices leads to attaining employee competence. These practices are identified as the use of competence gap analyses to determine training and development needs. Vazirani (2010) also identified that training practices can attain employee competence.

Furthermore, training practices have identified training needs for employee development and using competent practices to target training needs leverages a powerful asset to promote a workforce competency. Likewise, Wright & Snell (1991) claimed that purposeful training practices lead to employee competence. An organization can adopt skill training practices for the acquisition of employee competence as the outcome of training practices. Fey et al., (2008) investigating training practices and employee hard (work related ability) and soft skills and competencies (motivation). The result of the study demonstrates that training practices positively affect both hard and soft competencies. Moreover, Fey et al., (2007) extended the study to investigate the effectiveness of the HRM practices work different country context. The result indicate that training practices positively affect both employee hard (workplace ability) and soft (motivation) competencies. Furthermore, Guest (1999) examines the relation between training practices and employee soft competencies (satisfaction and motivation). However, the result indicates that the training practices yield positive effect only on the employee soft competencies. Additionally, Katou (2011) measures the impact of HRM on organizational performance, and the results indicate that there is a positive relationship between training practices and employee competencies hard (job related skills) and soft competencies (attitudes).

### **Performance Appraisal and Competence:**

It has been considered as the most significant an indispensable tool for an organization, for the information and outcomes it provides is highly useful in making decisions regarding various personnel aspects such as promotion criteria and performance measurement and awarded in long way and merit increases. Performance measures also link information gathering and decision making processes which provide a basis for judging and measuring the effectiveness and efficiency of personnel and the organizational views sub-divisions such as recruiting, selection, training and compensation, Motivation and performance appraisal, safety and health and grievance handling.

Performance appraisal and employee competence has been well established in previous studies. Katou (2011) measured the impact of HRM on organizational performance in Greece and found that

the results indicated that there is a significant relationship between performance appraisal and employee competence. In studies by both Park et al., (2003) and Fey et al., (2008) also established positive relationship between performance appraisal from HRM practices perspective and employee competence. Similarly, Wright (2004) concludes that the core performance appraisal practices and elements have a positive effect on employee competence. In order to improve outcomes for the health researchers and managers in municipal health services in Norway; Vasset, Marnburg and Furunes (2011) investigated the effects of appraisal feedback and goal setting appraisal on employee competence and the results indicate a positive and significant relationship between the variables.

Furthermore, Reinke (2003) concludes that there is a positive effect of competence towards existing performance appraisal practices. Additionally, there is evidence from Poon (2004) study, which indicate that the manipulated of performance ratings positively effects the competent employees.

Effective performance appraisal produces outcomes that benefit the employee's competencies and skills improvement; however, Roberts and Reed (1996) verify this relationship to be more closely linked to employee's soft competence (motivation). The study by Katou (2011) indicates that there is a positive relationship between performance appraisal and employee soft competencies; where dimensions are more related to motivation, commitment and satisfaction.

#### **Compensation and Competence:**

Compensation and benefits are the most basic elements that affect employee performance as well as overall organization performance. It is a reward or an incentives of pay that can stimulate individuals to join, retain and perform well in the long run.

According to Ledford (1995) organizations that are willing to pay the most qualified and suitable employees will be able to obtain the employees with the necessary skills to get the job done. Park et al., (2003) in examining Japanese companies, found a positive relationship between compensation practice and employee competence. Lazear (2000, 1996) confirms the effect of switching the compensation practices from hourly wages method to the employee competence method. It was found that more competent workers, who avoided the hourly wages method, are attracted by the new method.

As a result, in general, the compensation practices gain employee competence, and the average output per worker rises. In addition, Lazear (2003) emphasizes the significant effect of compensation practices on attaining competent employees. In studying three public agencies, Thompson & Lehw (2000) indicate that compensation practice is correlated to competent and innovative employees. Katou & Budhwar (2010) highlight the significant positive impact of compensation from HRM practices on employee competence. Likewise, Shaw et al., (2005) find that the positive effects of the specially designed compensation practice supports an increase in the workforce competencies. Lazear (2000) results indicate that the average of hard skill is affected by different compensation practice. Park et al., (2003) in examining the relationship between compensation practices and the both hard (professional workplace competence) and soft competencies (employee attitudes and motivation) found positive relationship between compensation practice and employee competence. Similarly, Ledford (1995) confirms that competence based compensation can improve the employee competencies.

#### **The Concept of Performance:**

Anthony (1995); Chiekezie, Nzewi & Odekina (2017) gave a general definition and well - crafted definition of performance, sharing the concept of two primary components, efficacy and effectiveness. Efficiency refers to performance in terms of inputs and outputs so that the resulting higher volume for a given amount of inputs, means greater efficiency. Effectiveness refers to the performance by the degree to which planned outcomes are achieved.

Subsequently, this concept's definitions have evolved, especially with the emergence of the Balanced Scorecard (Kaplan and Norton, 1996) which includes not only the financial perspective, but also the internal perspective, customer perspective and innovation and learning perspective. Performance can be expressed through a balanced set of parameters describing the results and processes to achieve these results. Construction business performance is achieved by balancing and interrelation of at least four forces (Kaplan, Norton, 2001):

- Efficiency of production processes;
- Shareholders' meeting requirements;
- Customer satisfaction;
- Capacity of the growth and development - staff skills (training, satisfaction), the degree of innovation, and use of opportunities.

Performance is the execution or accomplishment of work, tasks or goals to a certain level of desired satisfaction. However, organizational performance is defined in terms of the ability of an organization to satisfy the desired expectations of three main stakeholders comprising of owners, employees and customers. This is measured in terms of the following parameters (Aluko, 2003):

- I. Owners' satisfaction with costs reduction and financial returns or profits from organizational operations.
- II. Employees' satisfaction with the conditions of work, such as wages and remuneration, style of supervision, rapid promotion and the ability of the organization to guarantee job security.
- III. Employees' expressed a desire to stay with the organization, i.e., the ability of the organization to retain its workforce.
- IV. Customers' expressed satisfaction with the quality of the products of the organization.

### **Performance Management (PM) and Performance Appraisal (PA):**

For the purpose of current study, performance management is defined as a management instrument, consisting of (1) performance appraisal and (2) remuneration connected to results of appraisal. The goal for performance management is to increase performance and align means of performance appraisal with strategic goals of an organization (Decramer et al. 2013; Stanton, Nankervis 2011).

PM enables the consolidation of work effort of individuals and work teams for achieving strategic goals of the organization. Integration of also extra-organizational groups (stakeholders) into this system enables creation of highly effective strategic performance cycle (Hunton et al. 2009).

PM is also an integral part of managerial control system aimed at employee work activities and work results. Three integral components can be identified - inputs, process and outputs. Several authors (Kagioglou et al., 2001; Mone et al., 2011) have emphasized the need to look beyond measuring end results (outputs), but focus also on inputs (what resources were used), process (how the results were actually achieved) and by what extent they were developed during the performance cycle.

Performance appraisal is defined in relation with promotions opportunities and clarifying the Job direction. It is also a motive for more learning and development to keep up with broader requirements, and the most sophisticated in terms of the highest – rank Jobs in the administrative hierarchy, retaining the employees of organization and avoiding the wasting of qualified brains Werner, Schuler, and Jackson (2012).

The Goal of PA in process of PM is to give evaluation to work results, give feedback and improve work performance. PA as a term is significantly narrower than PM, focusing only on evaluative component of PM, but the aim is still on improving work results Gravina, and Siers (2011).

Latest literature emphasizes the need to look beyond appraisal's evaluative component and looks at it as two-component bundle, where the focus is also on developmental side of the appraisal process (Gravina and Siers 2011; Edler et al., 2012). Appraisal is primarily based on past performance. Focus of PA can be individual employee, a team or organization as a whole, including both their work results and activities (processes). During the appraisal process also several administrative functions are being carried out: control and documentation of employees work performance, and transformation of performance data into comparable form.

**Human Resource Performance:**

The employees' performance is related to how successful they are in providing services satisfying customers. The service quality can be measured using service quality (SERVQUAL) scale elements which include credibility and responsiveness and to be concerned with the fast and accurate services of these elements which also deliver coherent accurate and of few-mistakes services Parasuraman, Zeithaml, and Berry (1988).

**Internal process improvement:** It is related to activities that establish how works are done completely and efficiently, innovating new methods in designing and developing the product or the service, and activities which seeks to deliver higher - quality services of less cost Kaplan & Northon (1996).

**Competencies and Capabilities:** It is defined as: "skills and knowledge the HR have which are reflected in remarkable behavior of performance. Knowledge results from accomplished learning are gathered to be used in adding the value and in implementing strategies supporting the organization performance and the customer satisfaction Dessler (2012).

**Creativity & innovation:** It is related to the degree of HR to provide any new achievement in work, applying their creative ideas, and turn them into practice. Also, creativity can be related to service the product itself, operations or on how to market the organization and its products Najm (2003).

**7. Research and the Importance of Methodology:**

**Research Methodology:**

The study used descriptive and analytical method and adopted the (simple random sampling) to analyze the study population which consists of (Applied Science, Philadelphia and Alzaytoneh Universities).

**Instrument Reliability:**

Reliability is the consistency of the measurement which used questionnaire, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects, it can be proofed by testing the reliability of the questionnaire, Cronbach's Alpha was used and the results revealed as shown in the following table:

Table (1): The values of Cronbach's Alpha ( $\alpha$ ) for the study variables.

Dimensions	Cronbach's Alpha
Human Resources Management Practices	90.5
Recruitment & Selection	90.0
Training	87.5
Performance Appraisal	88.0
Compensation	89.2
Employee Competences	85.4
Knowledge	88.2
Skills	85.7
Attitudes	85.5

As shown in the above table the results revealed a Cronbach's alpha coefficient was between (85.4%) to (90.5%) for all dimensions, since the acceptable values should be more than (60%) according to (Sekaran & Bougie, 2010, 184), while the minimum accepted Cronbach's alpha coefficient value according to (Al-Najjar, et al., 2010, 151) was more than (0.8), so the all values were accepted.

### **8. Study Hypotheses:**

The current study hypothesized that there is a positive relationship between HRM practices and employee competences of the human resources working at the Jordanian private universities. Thus, the main proposed hypothesis is:

**Ho1: Human resource management practices (Recruitment and Selection, Training, Performance Appraisal, and Compensation) are positively related with employee competences (knowledge, skills and attitudes) of human resources working at the Jordanian private universities.**

The following sub- hypotheses are conducted from the main hypothesis:

**Ho1.1: HRM practice (Recruitment and Selection) is positively related to employee competence of the human resources working at the Jordanian private universities.**

From the General Systems theory viewpoint concentrates on the positive effects of the HRM with employee outcomes (Gould-Williams, 2003). The rationale is that HRM encourages employee outputs (Bowen & Ostroff, 2004; Lepak, et al., 2006).

Additionally, the General System theory identify the dimensions of HRM practice (recruitment and selection, training, compensation, and appraisal practices), with the HR system being narrowed down into subsystems as every dimension of HRM is a subsystem (Delery & Doty, 1996).

Previous studies have established the positive relationship between recruitment and selection and employee competence. Zingheim & Schuster (2009) in their study found that recruitment and selection practices can lead to the attainment of employee competence. This is further supported by the findings by Vazirani (2010) which found that recruitment and selection practices leads to employee competence. Damitz et al., (2003) provided evidence of the validity of the assessment center approach for rating interpersonal performance-related skills, and post-hire employees' competencies, in other words rating their abilities post recruitment and selection.

The previous studies results also indicated that the significance of recruitment and selection methods to determine individual competencies. In addition, O'Connell, et al., (2007) considers a significant of recruitment & selection methods to determine individual hard (work related and technical knowledge) and soft (leadership, teamwork, attitude and problem solving) competencies. Damitz et al., (2003) consider that the assessment center from the selection method can significantly predict soft competencies (interpersonal).

Similarly, Marshall, Stone & Jawahar (2001) consider the employees whom selected by managers were having soft competencies more than whom selected by the HR department. However, the soft competencies are higher risk orientation attitudes.

**Ho1.2: HRM practice (Training) is positively related to employee competence of the human resources working at the Jordanian private universities.**

Training and Competence Studies by Park et al., (2003) and Kraiger et al., (1993) investigated and had provided evidence of the positive relationship between training and development and employee competence. Furthermore, Nguyen et al., (2010) also identified positive outcomes employee competence which indicated the training effectiveness. Swanson's (1994) model identifies three levels of analysis for evaluating training results. The level of competence learning was considered for the individual evaluation outcome and it included an evaluation of competence.

Similarly, Zingheim & Schuster (2009) identified that the most common practices for attaining employee competence is training and development at the organizational level conducting

better training practices leads to attaining employee competence. These practices are identified as the use of competence gap analyses to determine training and development needs. Vazirani (2010) also identified that training practices can attain employee competence.

Furthermore, training practices have identified training needs for employee development and using competent practices to target training needs leverages a powerful asset to promote a workforce competency. Likewise, Wright & Snell (1991) claimed that purposeful training practices lead to employee competence.

An organization can adopt skill training practices for the acquisition of employee competence as the outcome of training practices. Fey et al., (2008) investigating training practices and employee hard (work related ability) and soft skills and competencies (motivation). The result of the study demonstrates that training practices positively affect both hard and soft competencies.

Moreover, Fey et al., (2007) extended the study to investigate the effectiveness of the HRM practices work different country context. The result indicates that training practices positively affect both employee hard (workplace ability) and soft (motivation) competencies.

Furthermore, Guest (1999) examines the relation between training practices and employee soft competencies (satisfaction and motivation). However, the result indicates that the training practices yield positive effect only on the employee soft competencies. Additionally, Katou (2011) measures the impact of HRM on organizational performance. The results indicate that the positive relationship between training practices and employee competencies hard (job related skills) and soft competencies (attitudes).

**Ho1.3: HRM practice (Performance Appraisal) is positively related to employee competence of the human resources working at the Jordanian private universities.**

The relationship between performance appraisal and employee competence has been well established in previous studies. Katou (2011) measured the impact of HRM on organizational performance in Greece and found that the results indicated that there is a significant relationship between performance appraisal and employee competence. In studies by both Park et al., (2003) and Fey et al., (2008) also established positive relationship between performance appraisal from HRM practices perspective and employee competence. Similarly, Wright (2004) concludes that the core performance appraisal practices and elements have a positive effect on employee competence.

In order to improve outcomes for the health researchers and managers in municipal health services in Norway; Vasset, Marnburg and Furunes (2011) investigated the effects of appraisal feedback and goal setting appraisal on employee competence and the results indicate a positive and significant relationship between the variables.

Furthermore, Reinke (2003) concludes that there is a positive effect of competence towards existing performance appraisal practices. Additionally, there is evidence from Poon's (2004) study, which indicates that the manipulated of performance ratings positively effects the competent employees.

Effective performance appraisal produces outcomes that benefit the employee's competencies and skills improvement; however, Roberts and Reed (1996) verify this relationship to be more closely linked to employee's soft competence (motivation). The study by Katou (2011) indicates that there is a positive relationship between performance appraisal and employee soft competencies; where dimensions are more related to motivation, commitment and satisfaction.

**Ho1.4: HRM practice (Compensation) is positively related to employee competence of the human resources working at the Jordanian private universities.**

According to Ledford (1995) organizations that are willing to pay the most qualified and suitable employees will be able to obtain the employees with the necessary skills to get the job done.

Park et al., (2003), in examining Japanese companies, found a positive relationship between compensation practice and employee competence. Lazear (2000; 1996) confirms the effect of

switching the compensation practices from hourly wages method to the employee competence method. It was found that more competent workers, who avoided the hourly wages method, are attracted by the new method. As a result, in general, the compensation practices gain employee competence, and the average output per worker rises. In addition, Lazear (2003) emphasizes the significant effect of compensation practices on attaining competent employees.

In studying three public agencies, Thompson & Lehw (2000) indicates that compensation practice is correlated to competent and innovative employees. Katou & Budhwar (2010) highlight the significant positive impact of compensation from HRM practices on employee competence. Likewise, Shaw et al., (2005) find that the positive effects of the specially designed compensation practice supports an increase in the workforce competencies. Lazear (2000) results indicate that the average of hard skill is affected by different compensation practice.

Park et al., (2003) in examining the relationship between compensation practices and both the hard (professional workplace competence) and soft competencies (employee attitudes and motivation) found positive relationship between compensation practice and employee competence. Similarly, Ledford (1995) confirms that competence based compensation can improve the employee competencies.

Furthermore, Katou (2011) in measuring the impact of HRM on organizational performance in Greece's context found a positive relationship between compensation and employee hard competencies (job related skills) and soft competencies (attitudes). Fey et al., (2008) demonstrate that compensation practices are positively affected both hard (work related ability) and soft competencies (motivation). Guest (1999) also found that the compensation practices positively affect the employee soft competencies.

### 9. Test of hypotheses:

This section presents testing of the main hypothesis along with its four subs - hypotheses, using simple linear regression test to finally reject or accept each, as explained in the following sections.

#### The main hypothesis:

**Ho1: Human resource management practices are positively related with employee competences of human resources working at the Jordanian private universities.**

Table (2)

Coefficient					ANOVA			Model Summary		Dependent Variable
Sig t*	T	Standard error	B	DATA	Sig F*	DF	F	R2	R	
.000	25.29	.031	.775	Human Resources Management Practices	.000	1	644.9	.565	.752	Employees Competences

The above table shown that the value of ( $r=.752$ ) which indicate that there are appositve strong size effect between Human Resources Management Practices (Recruitment & Selection, Training, Performance Appraisal, and Compensation) and Employees Competences (knowledge, skills and attitudes). While ( $R^2=.565$ ); also called the (coefficient of determination) which is the proportion of variance in (Employee Competences) that can be explained by (Human Resources Management Practices). Accordingly (Human Resources Management Practices) explain (56.5%) of the variability of (Employees Competences).

Based on the foregoing, the level of (F) in the model was reached (644.939) within the significant levels (Sig=0.000) and this result confirms the regression model statistically significantly predict the outcome variable at ( $\alpha \leq 0.05$ ). Beta value have reached ( $B=0.775$ ) with ( $T=25.296$ ) at the significant level (sig =0.000), this confirms coefficients are statistically significant to the model at

( $\alpha \leq 0.05$ ) level. Based on these results, hypothesis should be accepted the hypothesis mentions that: ***“Human resource management practices are positively related with employee competences of human resources working at the Jordanian private universities.”***

The result of this main hypothesis of this study is agreed with the results of (Khan, 2015) study that consider the critical role of human resource practices-which look as an antecedent of various organizational outcomes or in other words the employees competencies - and as a main source for productivity and competitive advantage; also agreed with the study conducted by (Neal & Griffin, 1999); Dessler, 2000; Soomro, Gilal & Jatoui, 2011; Huselid, 1995) which found that the specific HRM practices of recruitment & selection, training, performance appraisal, compensation, are all designed to complement each other and to enhance employees' competence.

**The Sub –hypotheses:**

**Ho1-1: HRM practice (Recruitment and Selection) is positively related to employee's competences of human resources working at the Jordanian private universities.**

**Table (3)**

Coefficient					ANOVA			Model Summary		
Sig t*	T	Standard error	B	DATA	Sig F*	DF	F	r2	R	dependent variable
.000	25.295	.029	.744	Recruitment and Selection	.000	1	639.818	.563	.751	Employee Competences

The provided results in above table (3) shown that the value of ( $r=.751$ ) which indicate that there are apposite strong size effect between (Recruitment and Selection) and (Employees Competences). While ( $R^2=.563$ ); also called the (coefficient of determination), which is the proportion of variance in (Employee Competences) that can be explained by (Recruitment and Selection). Accordingly, (Recruitment and Selection) explain (56.3%) of the variability of (Employees Competences).

Based on the foregoing, the level of (F) in the model was reached (639.818) within the significant levels (Sig=0.000) and this result confirms the regression model statistically significantly predict the outcome variable at ( $\alpha \leq 0.05$ ). Beta value have reached ( $B=0.744$ ) with ( $T=25.295$ ) at the significant level (sig=0.000), this confirms coefficients are statistically significant to the model at ( $\alpha \leq 0.05$ ). Founded on these results, hypotheses should be accepted the hypotheses mention that:

***“HRM practice (Recruitment and Selection) is positively related to employee's competence of human resources working at the Jordanian private universities”.***

The result of this sub-hypothesis of this study is agreed with the results of Zingheim & Schuster (2009) in their study that found recruitment and selection practices can lead to the attainment of employee competence; also agreed with the study conducted by Vazirani (2010) which found that recruitment and selection practices leads to employee competence.

**Ho1-2: HRM practice (Training) is positively related to employee competence of human resources working at the Jordanian private universities.**

**Table (4)**

Coefficient					ANOVA			Model Summary		
Sig t*	T	Standard error	B	DATA	Sig F*	DF	F	r2	R	dependent variable
.000	22.926	.032	.723	Training	.000	1	12.212	.514	.717	Employees Competences

The above table shown that the value of ( $r=.717$ ) which indicates that there are apposite strong

size effect between (Training) and (Employees Competences). While ( $R^2=.514$ ); also called the (coefficient of determination), which is the proportion of variance in (Employees Competences) that can be explained by (Training). Accordingly, (Training) explain (51.4%) of the variability of (Employees Competences).

Formed on the foregoing, the level of (F) in the model was reached (12.212) within the significant levels (Sig=0.000) and this result confirms the regression model statistically significantly predict the outcome variable at ( $\alpha \leq 0.05$ ). Beta value have reached (B=0.723) with (T=22.926) at the significant level (sig=0.000), this confirms coefficients are statistically significant to the model at ( $\alpha \leq 0.05$ ). Founded on these results, hypotheses should be accepted the hypotheses mention that:

***“HRM practice (Training) is positively related to employee’s competences of human resources working at the Jordanian private universities”.***

The result of this sub-hypothesis of this study is agreed with the results investigated by Park et al., (2003) and Kraiger et al., (1993) that had provided evidence of the positive relationship between training and development and employee competence; also agreed with the study conducted by Nguyen et al., (2010) that identified positive outcomes employee competence which indicated the training effectiveness.

**Ho1-3: HRM practice (Performance Appraisal) is positively related to the employee’s competences of human resources working at the Jordanian private universities.**

**Table (5)**

Coefficient					ANOVA			Model Summary		
Sig t*	T	Standard error	B	DATA	Sig F*	DF	F	r2	R	dependent variable
.000	13.726	.025	.669	Performance Appraisal	.000	1	462.94	.552	.700	Employee Competences

The provided results in above table shown that the value of ( $r=.700$ ) which indicate that there are appositive strong size effect. While ( $R^2=.552$ ); also called the (coefficient of determination), which is the proportion of variance in (Employees Competences) that can be explained by (Performance Appraisal). Accordingly, (Performance Appraisal) explain (55.2%) of the variability of (Employees Competences).

Based on the foregoing, the level of (F) in the model was reached (462.943) within the significant levels (Sig=0.000) and this result confirms the regression model statistically significantly predict the outcome variable at ( $\alpha \leq 0.05$ ). Beta value have reached (B=0.669) with (T=13.726) at the significant level (sig=0.000), this confirms coefficients are statistically significant to the model at ( $\alpha \leq 0.05$ ) level. Founded on these results, hypotheses should be accepted the hypotheses mention that:

***“HRM practice (Performance Appraisal) is positively related to employee’s competence of human resources working at the Jordanian private universities”.***

The result of this sub-hypothesis of this study is agreed with the results investigated by Katou (2011) that found there is a significant relationship between performance appraisal and employee competence; also agreed with the study conducted by Fey et al., (2008) that established appositive relationship between performance appraisal from HRM practices perspective and employee competence.

**Ho1-4: HRM practice (Compensation) is positively related to employee competence of human resources working at the Jordanian private universities.**

Table (6)

Coefficient					ANOVA			Model Summary		
Sig t*	T	Standard error	B	DATA	Sig F*	DF	F	r2	R	dependent variable
.000	23.726	.029	.679	Compensation	.000	1	562.943	.532	.729	Employee Competences

The provided results in the above table shown that the value of ( $r=.729$ ) which indicates that there are appositve strong size effect. While ( $R^2=.532$ ); also called the (coefficient of determination), which is the proportion of variance in (Employee Competences) that can be explained by (Compensation). Accordingly, (Compensation) explain (53.2%) of the variability of (Employee Competences).

Based on the foregoing, the level of (F) in the model was reached (562.943) within the significant levels (Sig=0.000) and this result confirms the regression model statistically significantly predict the outcome variable at ( $\alpha \leq 0.05$ ). Beta value have reached ( $B=0.679$ ) with ( $T=23.726$ ) at the significant level (sig=0.000), this confirms coefficients are statistically significant to the model at ( $\alpha \leq 0.05$ ) level. Founded on these results, hypotheses should be accepted the hypotheses mention that:

***“HRM practice (Compensation) is positively related to employee competence of human resources working at the Jordanian private universities”.***

The result of this sub-hypothesis of this study is agreed with the results investigated by Lazear (2003) that emphasizes the significant effect of compensation practices on attaining competent employees; also agreed with the study conducted by Katou & Budhwar (2010) that highlight the significant positive impact of compensation from HRM practices on employee competence.

#### 10. Discuss The Results:

1. All the values of Alpha coefficient was between (85.4%) to (90.5%) for all dimensions at Jordanian private universities (Applied science, Philadelphia and Alzaytoneh), and acceptable to be used for analytical purposes according to (Sekaran & Bougie, 2010, 184) and (Al-Najjar, et al., 2010, 151).
2. All the hypotheses of the study had a significant value (sig=0.000), and this confirms coefficients are statistically significant to the model at ( $\alpha \leq 0.05$ ) level.
3. All the values of (R) are more than (0.7); which indicates that there are appositve strong size effect and strength relationships between the selective Human Resources Management Practices (Recruitment & Selection, Training, Performance Appraisal, and Compensation) as an independent variable and Employees Competences (knowledge, skills and attitudes) as a dependent variable.
4. All the values of ( $R^2$ ) are more than (0.5); which indicates that there are appositve strong size effect and strength relationships between the selective Human Resources Management Practices and Employees Competences; also called the (coefficient of determination), which is the proportion of variance in Employees Competences (knowledge, skills and attitudes) as a dependent variable that can be explained by the selective Human Resources Management Practices (Recruitment & Selection, Training, Performance Appraisal, and Compensation) as an independent variable.
5. The level of (F) in the model was reached a high values within the significant levels (Sig=0.000) and this result confirms the regression model statistically significantly predict the outcome variable at ( $\alpha \leq 0.05$ ) between the selective Human Resources Management Practices (Recruitment & Selection, Training, Performance Appraisal, and Compensation) as an

independent variable and Employees Competences (knowledge, skills and attitudes) as a dependent variable.

- Beta values (B) have reached a high values with acceptable (T) values at the significant level (sig=0.000). This confirms coefficients are statistically significant to the model at ( $\alpha \leq 0.05$ ) level between the selective Human Resources Management Practices (Recruitment & Selection, Training, Performance Appraisal, and Compensation) as an independent variable and Employees Competences (knowledge, skills and attitudes) as a dependent variable.

## 11. Recommendations:

- Jordanian private universities (Applied science, Philadelphia and Alzaytoneh) have to continue take great considerations on the selective Human Resources Management Practices (Recruitment & Selection, Training, Performance Appraisal, and Compensation), since it had appositve strong effect on their employee's competences (knowledge, skills and attitudes) and this is confirmed by many studies mentioned in the testing of the hypotheses of this study.
- Jordanian private universities (Applied science, Philadelphia and Alzaytoneh) have to take great considerations on the Training and Compensation of the Human Resources Management Practices, so as to enhance the employee's competences for all. Furthermore, compensation is important for retaining and attracting employees especially the experienced and professional ones to perform well in their task. This is important as they can be the trainer and mentor for the new employees at these universities.
- In order to formulate appropriate Human Resources Management Practices that selected at this study (Recruitment & Selection, Training, Performance Appraisal, and Compensation) Jordanian private universities (Applied science, Philadelphia and Alzaytoneh) have to take the necessary actions that achieve the competitive advantages for their universities through the excellent application of these practices and make continuous assessment about these proficient practices.
- Top management at the Jordanian private universities researched at this study (Applied science, Philadelphia and Alzaytoneh) have to support training needs by providing necessary resources (funds and tools), so that it can be successful in implementing the training and development for their employees. Also they have to take the technology advances in their considerations, and response to the external environment as a changing factor for all the time.
- Further empirical testing is recommended for future researches address to see how Human Resources Management Practices which are selected by the researcher (Recruitment & Selection, Training, Performance Appraisal, and Compensation) could be an indicator for the good employee's competences of Jordanian private universities in general that reflects on the total benefits of the employee's competences.

### References:

- Aluko, M. A. O. (2003). The Impact of Culture on Organizational Performance, *Nordic Journal of African Studies* 12(2): 164–179.55.
- Anthony R. N. (1995). *Planning and control systems: A framework for analysis*, Harvard Business School.
- Appelbaum, E., Bailey, T., Berg, P. and Kalleberg, A.L. (2000) *Manufacturing advantage: Why high-performance work systems pay off*, Ithaca NY: Cornell University Press.
- Bach, S. (2001). HR and new approaches to public sector management: improving HRM capacity. Paper presented at the Workshop on Global Health Workforce Strategy.
- Ballantyne, I. (2009). Recruiting and selecting staff in organizations, in S. Gilmore and Williams, S. (editions) *Human Resource Management*, Oxford: Oxford University Press.
- Bartel, A.P. (1994) Productivity Gains from the Implementation of Employee Training Programs. *Industrial Relations*, 33, 411-425.
- Babaie, M. A. (2007). *Foundations to develop the competence of managers, lecture series and workshops about special conference of assessment and development of managers*. Tehran: Aria Industrial-Research Group Press.
- Beach, S. Dale (1980). *Personnel: The management of people at work* (Macmillan Publishing Company).
- Bowen, D. E., & Ostroff, C. (2004). Understanding HRM-firm performance linkages: The role of the "strength" of the HRM system. *Academy of Management Review*, 29(2), 203-221.
- Bratton, J. & Gold, J. (2007). Reward management. In: J. Bratton & J. Gold (Eds.), *America's Best-Run Companies*, HarperCollins Publishers, London.
- Busienei, JR, 2013. [The Effect of Human Resource Strategic Orientation on Performance of Large Private Manufacturing Firms in Kenya](#). *Prime Journal of Business Administration and Management (BAM)*. Vol. 3(1) (ISSN: 2251-1261);pp.834-857.
- Chiekezie, O. M., Nzewi, H. N., & Odekina, F. (2017). Maintenance Culture and Performance of Selected Manufacturing Firms in Benue State, Nigeria. *Archives of Business Research*, 5(3), 128-141.
- Costello, D. (2006), *Leveraging the Employee Life Cycle*, CRM Magazine, 10 (12), 48-48. Retrieved February 23, 2009, from Academic Search Premier Database.
- Cummings, T., & Worley, C. (2001). *Organization development and change*. Mason, Ohio: South: Western College Publishing. *International Journal of Engineering and Social Science*.
- Cunningham, I., 1999. Human Resource Management in the Voluntary Sector: Challenges and Opportunities, *Public Money and Management*. 19(2): 19-25.
- Damitz, M., Manzey, D., Kleinmann, M., & Severin, K. (2003). Assessment center for pilot selection: Construct and criterion validity and the impact of assessor type. *Applied Psychology*, 52(2), 193-212.
- Danvila Del Valle, I., A. Castillo, Miguel and Rodr'iguez-Duarte, Antonio. (2009). The effects of training on performance in service companies. *International Journal of Manpower*. 30(4): 393-407.
- Decramer, A., Smolders, C., and Vanderstraeten, A. (2013). Employee Performance Management Culture and System Features in Higher Education: Relationship with Employee Performance Management Satisfaction. *The International Journal of Human Resource Management*, 24, (2), pp. 352-371.56.
- Delery, J. E., & Doty, D. H. (1996). Modes of theorizing in strategic human resource management: tests of universalistic, contingency, and configurations. *Performance predictions. Academy of Management Journal*, 39(4), 802-835.
- Dessler, G., 2013. *Human Resource Management*. 13th Edition. Pearson Education Limited. Essex, UK.

- Dessler, G. (2008) Human Resource Management. Pearson Prentice Hall, Upper Saddle River.
- Dessler, G. (2007) Management. 2nd ed. Houghton Mifflin Company - Boston.
- Dessler, G. (2000). Human Resource Management (8th). Prentice Hall Inc. New Jersey.
- 24.Dessler, Gary (2012). Fundamentals of Human Resource Management .2nd ed., Boston, Pearson Education, 113. European Journal of Business and Management [www.iiste.org](http://www.iiste.org) ISSN 2222-1905 (Paper) ISSN 2222-2839 (Online) Vol.7, No.7, 2015 302.
- Edler, J. Berger, M., Dinges, M., and Gök, A. (2012), 'The Practice of Evaluation in Innovation Policy in Europe', *Research Evaluation*, 21, 167–82.
- Fey, C. F., Björkman, I., & Pavlovskaya, A. (2000). The effect of human resource management practices on firm performance in Russia. *International Journal of Human Resource Management*. 11(1), 1-18. 11.
- Fey, Carl & Björkman, Ingmar. (2000).The Effect of Human Resource Management Practices on MNC Subsidiary Performance in Russia. *Journal of International Business Studies*. 32. 59-75. 10.1057/palgrave.jibs.8490938.
- Fey, C. F., Morgulis - Yakushev, S., Park, H. J., & Björkman, I. (2008). Opening the black box of the relationship between HRM practices and firm performance: A comparison of MNE subsidiaries in the USA, Finland, and Russia. *Journal of International Business Studies*, 40(4), 690-712.
- Fey, C. F., Morgoulis - Jakoushev, S., Park, H. J., & Björkman, I. (2007). Opening the black box of the relationship between HRM practices and firm performance: a comparison of USA, Finland, and Russia. *Stockholm School of Economics in Russia, Working Paper*, 07-101.
- Gerhart, Barry & Wright, Patrick (2007). *Fundamentals of Human Resource Management*. McGraw-Hill/Irwin, ISBN: 0073381470. 107.
- Ghebrejorgis, F., & Karsten, L. (2007). Human resource management and performance in a developing country: The case of Eritrea. *The International Journal of Human Resource Management*, 18(2), 321-332.
- Gould-Williams, J. (2003). The importance of HR practices and workplace trust in achieving superior performance: a study of public-sector organizations. *International Journal of Human Resource Management*, 14(1), 28-54.
- Gravina, Nicole & P. Siers, Brian. (2011). Square Pegs and Round Holes: Ruminations on the Relationship between Performance Appraisal and Performance Management. *Journal of Organizational Behavior Management*. 277-287.10.1080/01608061.2011.619418.
- Grigoryev, P. (2006). Hiring by Competence Models. *Journal for Quality & Participation*, 29(4).
- Guest, D. E. (1999).Human resource management the workers' verdict. *Human Resource Management Journal*, 9(3), 5-25.
- Han, J., Chou, P., Chao, M., & Wright, P. M. (2006). The HR competencies HR effectiveness link: A study in Taiwanese high tech companies. *Human Resource Management*, 45(3), 391-406.
- Hunton, P., Jones, A., Baker, P. 2009. New Development: Performance Management in a UK Police Force. *Public Money & Management*, 29, (3), pp. 195- 200.
- Huselid, M. (1995). The impact of human resource management practices on turnover, productivity, and corporate financial performance. *Academy of Management Journal*, 38(3), 635-672.
- Janus, Steffen. Soulejman. (2016). Becoming a knowledge - sharing organization. World Bank Group.
- Johnson, E. (2000). The practice of Human Resource Management in New Zealand: Strategic and Best Practice? *Asia Pacific Journal of Human Resources*; 38(2), 69.
- Kagioglou, M., Cooper, R. and Aouad, G. "Performance management in construction: a conceptual framework," *Construction Management and Economics* 19(1), 2001, 85-95.
- Kaplan, R. S. & Northon, D. P., (1996) *the balanced scorecard: translating Strategy into Action*, Boston, Harnard Business School Press, 110-123.

- Kaplan, R., Norton D. (2001). Transforming the balanced scorecard from performance measurement to Strategic management: Part I. *Accounting Horizons*, 15 (1): 87-104.
- Katou, A.A. (2011) A mediation model linking business strategies, human resource management, psychological contract, and organizational performance. *International Journal of Human Resources Development and Management* 11 (1).
- Katou, A. A., & Budhwar, P. S. (2010). Causal relationship between HRM policies and organizational performance: Evidence from the Greek manufacturing sector. *European Management Journal*, 28(1), 25-39.
- Katz, R.L. (1974). "Skills of an effective administrator," *Harvard Bus. Rev.*, 52, 90-102.
- Khan, M. (2015). Development of human capital through institution of Islamic waqf. *International Journal of Information, Business and Management*, 7(3), 36-50.
- Kraiger K, Ford JK, Salas E. 1993. Application of cognitive, skill-based, and affective theories of learning outcomes to new methods of training evaluation. *J. Appl. Psychol.* 78:311–28.
- Lado, A. A., & Wilson, M. C. (1994). Human resource systems and sustained competitive advantage: A competency-based perspective. *Academy of Management Review*, 19(4), 699-727.
- Lamba, S., & Choudhary, N. (2013). Impact of HRM practices on organizational commitment of employees. *International Journal of Advancements in Research & Technology*, 2(4), 407-423.
- Lazear, E. P. (2000). Performance pay and productivity. *American Economic Review*, 1346-1361.
- Lazear, E. P. (2003). Teachers' incentives. *Swedish Economic Policy Review*, 10(2), 179-214.
- Lazear, E. P. (1996). Performance pay and productivity: National Bureau of Economic Research. National bureau of economic research.
- Ledford, G. E. (1995). Paying for the skills, knowledge, and competencies of knowledge workers. *Compensation & Benefits Review*, 27(4), 55-62.
- Lepak, D. P., Liao, H., Chung, Y., & Harden, E. E. (2006). A conceptual review of human resource management systems in strategic human resource management research. *Research in personnel and human resources management*, 25, 217-271.
- Locke, E.A. (1996). Motivation through conscious goal setting, *Applied and Preventive Psychology*, 5(5): 117-124.
- Lynch, S., & K. Smith, 2010. The dilemma of judging unpaid workers, *Personnel Review*, 39(1): 80-95.
- Marshall, G. W., Stone, T. H., & Jawahar, I. (2001). Selection decision making by sales managers and human resource managers: Decision impact, decision frame and time of valuation. *The Journal of Personal Selling and Sales Management*, 19-28.
- McClelland, 1973; Rodriguez et al., 2002). *International Journal of Business, Economics and Law*, Vol. 4, Issue 1, 12. ISSN 2289-1552 2014.
- Mess, H. (2004). "HRM Best Practice." *Review Literature and Arts of the Americas*; 2, 25-37.
- Mondy, R. W. *Human resource management (11th Ed.)*. Upper Saddle River, New Jersey; 2010, Pearson/Prentice Hall.
- Mone, Edward & Price, Bennett & Eisinger, Christina. (2011). Performance Management: Process Perfection or Process Utility? *Industrial and Organizational Psychology*. 4. 184 - 187. 10.1111/j.1754-9434.2011.01322.x.
- Moore, D. R., Cheng, M. I., & Dainty, A. R. J. (2002). Competence, competency and competencies: performance assessment in organizations. *Work Study*, 51(6), 314-319.
- Najm, abbod Najm. (2003). *Innovation Management: Concept and characteristics of modern experiments*, Amman, Dar Wael for publishing & distribution, 19-23.
- Neal, A., & Griffin, M. A. (1999). Developing a model of individual performance for human resource management. *Asia Pacific Journal of Human Resources*, 37(2), 44-59.

- Nguyen, N. T., Truong Quang & Buyens, D. (2010). The relationship between training and firm performance: A literature review. *Research & Practice in Human Resource Management*, 18(1).
- O'Connell, M. S., Hartman, N. S., McDaniel, M. A., Grubb III, W. L., & Lawrence, A. (2007). Incremental validity of situational judgment tests for task and contextual job performance. *International Journal of Selection and Assessment*, 15(1), 19- 29.
- O'Leary, B., Lou Lindholm, M., Whitford, R., & Freeman, S. (2002). Selecting the best and the brightest: Leveraging human capital. *Human Resource Management*, 41(3), 325-340.
- Osuala, E.C (2004). *Teach Yourself Business Management*. Africana-First Publishers Limited, Onitsha.
- Parasuraman, A; Zeithaml, V.A. and Berry, L.L (1988), SERVQUAL: a multiple scale for measuring customer perceptions of service quality, *Journal of Retailing*, Vol. 64, pp.12-40.
- Park, H. J., Mitsuhashi, H., Fey, C. F., & Björkman, I. (2003). The effect of human resource management practices on Japanese MNC subsidiary performance: a partial mediating model. *The International Journal of Human Resource Management*. 14(8), 1391-1406.
- Parry, S. B. (1996). Just What Is a Competency? (And Why Should You Care?). *Training*, 35(6), 58-60, 62, 64. Patton, W., & McMahon, M. (2006). The systems theory framework of career development and counseling: Connecting theory and practice. *International Journal for the Advancement of Counseling*, 28(2), 153-166
- Paul, A. K., & Anantharaman, R. N. (2003). Impact of people management practices on organizational performance: Analysis of a causal model. *The International Journal of Human Resource Management*, 14(7), 1246-1266.
- Poon, J. M. (2004). Effects of performance appraisal politics on job satisfaction and turnover intention. *Personnel Review*, 33(3), 322-334.
- Rainsbury, E., Hodges, D. L., Burchell, N., & Lay, M. C. (2002). Ranking workplace competencies: Student and graduate perceptions. *Asia-Pacific Journal of Cooperative Education*, 3(2), 8-18.
- Reinke, S. J. (2003). Does the form really matter? Leadership, trust, and acceptance of the performance appraisal process. *Review of Public Personnel Administration*, 23(1), 23-37.
- Roberts, G. E., & Reed, T. (1996). Performance Appraisal Participation, Goal Setting and Feedback the Influence of Supervisory Style. *Review of Public Personnel Administration*, 16(4), 29-60.
- Schuler, R. S. (1986). Fostering and facilitating entrepreneurship in organizations: Implications for organization structure and human resource management practices. *Human Resource Management*, 25(4), 607-629.
- Sekaran, U., & Bougie, R. (2010). *Research methods for business, a skill building approach*. John wiley & sons, fifth edition.
- Shaw, J. D., Gupta, N., Mitra, A., & Ledford, G. E. (2005). Success and survival of skill-based pay plans. *Journal of Management*, 31(1), 28-49.
- Snyder, L. A., Rupp, D. E., & Thornton, G. C. (2006). Personnel Selection of Information Technology (IT) workers: The people, the jobs, and issues for human resource management. In J. Martocchio (Ed.), *Research in Personnel and Human Resource Management*, 25, 305-376.
- Soomro, Gilal, & Jatoi (2011). Examine the impact of Human Resources Management (HRM) practices on employees' performance. *Interdisciplinary Journal of Contemporary Research in Business* 3(1).
- Spencer, M., & Spencer. (1993). *Competence at work models for superior performance*. John Wiley & Sons, Inc., New York.
- Stanton, P., Nankervis, A. (2011). Linking Strategic HRM, Performance Management and Organizational Effectiveness: Perceptions of Managers in Singapore. *Asia Pacific Business Review*, 17, (1), pp. 67-84.
- Storey, J. (1995). Is HRM catching on? *International journal of manpower*. Vol, 16.No.4

- Swanson, R. A. (1994). Analysis for improving performance: Tools for diagnosing organizations and documenting workplace expertise. San Francisco: Berrett - Koehler.
- Tao, Y. H., Yeh, C. R., & Sun, S. I. (2006). Improving training needs assessment processes via the Internet: system design and qualitative study. *Internet Research*, 16(4), 427-449.
- Thompson, J. R., & Lehw, C. W. (2000). Skill-based pay as an organizational innovation. *Review of Public Personnel Administration*, 20(1), 20-40.
- Vasset, F., Marnburg, E., & Furunes, T. (2011). The effects of performance appraisal in the Norwegian municipal health services: a case study. *Human resources for health*, 9(1), 1-12.
- Vathanophas, V. (2007). Competency requirements for effective job performance in the Thai public sector. *Contemporary Management Research*, 3(1), 45-70.
- Vazirani, N. (2010) Competencies and Competency Model. A Brief Overview of Its Development and Application. *SIES Journal of Management*, 7(1), 121-131.
- Werner, Steve; Schuler, Randall S; Jackson, Susan E. (2012). *Human Resource Management*, 11th ed. Australia, South Western SENGAGE Learning. 16-17 & 286.
- Vlachos, I. P. (2009). High-performance workplace practices for Greek companies. *EuroMed Journal of Business*; 4(1), 21-39.
- Williams, C. (2008). *Effective Management* (3rd ed.), Thomson Corporation.
- Winterton, J., Delamare-Le Deist, F., & Stringfellow, E. (2006). Typology of knowledge, skills and competences: clarification of the concept and prototype: Research report, Office for Official Publications of the European Communities Luxembourg.
- Wright, R. P. (2004). Mapping cognitions to better understand attitudinal and behavioral responses in appraisal research. *Journal of organizational behavior*, 25(3), 339-374.
- Wright, P. M., & Snell, S. A. (1991). Toward an integrative view of strategic human resource management. *Human Resource Management Review*, 1(3), 203-225.
- Yeganeh, H., Su, Z., An Examination of human resource management practices in Iranian public sector. *Personnel Review*, Vol. 37, No.2, pp. 203-221, 2008.
- Zack, Michael H, (2002), "A strategic Pretext for Knowledge Management", Proceeding of The Third European Conference on Organizational Knowledge, Learning and Capabilities, Athens, Greece, April 5.
- Zack, Michael H, (2002), "Developing a Knowledge Strategy: Epiogue" , in *The Strategic Management of Intellectual Capital and Organizational Knowledge: A Collection of Readings*, N. Bontis and C. W. Choo (eds.), Oxford University Press, March 2002, U.K.
- Zingheim, P. K., & Schuster, J. R. (2009). Competencies replacing jobs as the compensation/HR foundation. *World at Work Journal*, 18(3), 6-20.