NEAR EAST UNIVERSITY

FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES

DEPARTMENT OF BUSINESS ADMINISTRATION

GRADUATION PROJECT

MAN 400

STAFFING THE ACADEMIC POSITIONS

AT NEAR EAST UNIVERSITY

SUBMITTED BY: GULNAZ FAHRI   (STUDENT NO. 20001554)

SUBMITTED TO: DR. AHMET ETUGAN

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Abstract

The success of any organization depends upon choosing the right people for its team. Many organizations have regarded all interventions related to employee attraction and retention as being unquantifiable "soft" area and have never tried to track and evaluate the effectiveness of what they are doing. Just as organizations carefully weigh decisions to expend financial capital, so too should they carefully weigh human resource decisions. People planning and development is like a growing tree: it takes at least 20 years for a maple seed to grow into a tree big enough to give sap and syrup. Hiring the wrong person is a poor use of resources for staffing a new staff member, and the cost is compounded when a hiring mistake erodes employee morale, disrupts your office and perhaps even causes a valued employee to quit. Repairing the damage can take a lot of time and effort. Hiring the right people takes time and careful planning. And hiring efforts are more likely to pay off when the groundwork to support them in place.

This project examines the elements of effective staffing and looks at the current situation in Near East University in terms of staffing effectiveness based upon an extensive survey of deans of faculties and chairpersons. This study will conclude with discussion of the findings of the study and set of recommendations that Near East University might use to guide future staffing decisions.

Table of Contents

Chapter 1

Orientation

Chapter 2

Literature Review

Chapter 3

Contextual Factors

Near East University and Current HRM Practices Employed

Chapter4

Theoretical Framework and Operational Definitions

Chapter 5

Methodology

Chapter 6

An Analysis of NEU Staffing Survey Results

Chapter 7

Conclusion

Appendix

List of Tables

List of Figures

Chapter 1

Orientation

1.1 Introduction

This chapter describes the problem situation and the problem statement, further it lists the project questions, introduces the study design and chapter outlines.

1.2 Problem Situation

Staffing positions in organization may well represent one of the most important human resource (HR) management functions (Ferris and Buckley,1996). Increasingly, organizations recognize that a professionally excellent staffing process can be a source of competitive advantage. Moreover, the emergence of fundamentally new information technologies and communication processes – such as the internet, virtual job fairs, online testing, and global job boards – increase the opportunities and the risks associated with staffing process management. Unfortunately, existing staffing process measurement systems typically fail to provide the information necessary to understand, evaluate and make rational decisions about investments in the staffing system, and fail to support decisions about staffing by HR professionals, line managers, applicants and employees. As a result, organizations often base decisions about their staffing systems

solely on information about the volume of applicants or new hires, or the costs and time involved in staffing activities. This leads to potentially disastrous decisions, and opens the door for competitors.

The purpose of this study is to examine the staffing practices and requirements employed for academic staff at Near East University (NEU) and to introduce the model for the effective staffing system for the university.

1.3 Problem Statement

This study aims to review the variables related to effective staffing policies and procedures in theory against the current practices employed for the academic staff at NEU.

1.3 Project Questions

1. What is staffing?
2. What are the components of effective staffing system?
3. What are the current staffing practices employed for the academic staff at NEU?
4. How effective is the staffing function at NEU?
5. What are the necessary investments in the staffing function at NEU?

1.4 Study Design

This study is exploratory in nature, it is conducted to review the variables related to effective staffing in current practices employed for academic staff at NEU. This correlational study is conducted in the natural environment of the NEU with minimum interference by the research with normal flow of work. The purpose of this study is to collect data that would be pertinent to find the answers to a project questions. Data collection at one point in time is sufficient, it is a cross-sectional design.

1.5 Chapter Outlines

This project begins with the review of the literature (Chapter 2) which presents and discusses the nature of staffing, components of staffing system and looks at from the perspective of the numerous ways staffing is important for organizational effectiveness. Chapter three is contextual factors; it introduces the NEU academic organization and describes the current staffing practices and requirements for the academic related staff in NEU. Chapter four presents theoretical framework for effective staffing system and explains the relationship among the independent, moderating and dependent variables. Chapter five is methodology; it describes the research design which involves the various issues including the purpose of the study, its location, the type it is conform to, the extent to which it is manipulated and controlled, its temporal aspects and the level at which the data is analyzed are described in this chapter. In addition, the sample used, the data collection method, and how the variables are measured are discussed below. Chapter six

analysis the NEU staffing survey results and chapter 7 derives conclusions from research findings, performs recommendations for more effective staffing of academic staff, explains limitations of the study and gives recommendations for further research.

1.5 Conclusion

Problem situation, problem statement, project questions, study design and chapter outlines was discussed in this chapter.

Chapter 2

Literature Review

2.1 Introduction

Designing and managing successful staffing process are major challenges for an organization. These processes require multiple tools, techniques, activities and participants. They must occur with a complex set of external influences beyond organizational control such as laws and regulations and labor markets. Science, past experience, and instinct must carefully blend together to create a process that maximizes the likelihood of effective staffing levels and successful person/job matches, both of which are important drivers of organizational effectiveness (Heneman and Judge, 2003).

This chapter seeks both describe and prescribe staffing activities that can be undertaken to meet the staffing challenges.

2.2 The Nature of Staffing

When one considers HR staffing in organizations, it is common to assume that this entails considering external applicants for entry into the organization; however Miller (1984) and Sonnenfeld (1984), and others have argued that organizations should consider the

staffing process more broadly than external selection. HR staffing entails internal staffing in addition to external staffing. As pointed out by Beer, Spector, Lawrence, Mills and Walton (1984), managing HR flows entails considering the flow of people into, through and out of the organization.

Later, in 2003 Heneman and Judge gave broader definition of staffing, they define staffing as "the process of acquiring, deploying, and retaining a workforce of sufficient quantity and quality to create positive impacts on the organization's effectiveness. This definition emphasizes the strategic nature and importance of staffing and it recognizes that both staffing levels and staffing quality must be reckoned with throughout the staffing process.

Heneman and Judge (2003) also found that a micro view as staffing as system of contribution to the attainment of organizational goals such as survival, profitability and growth is often lost or ignored because most of the day-to-day operations of staffing systems involve micro activities that are procedural, transactional, and routine in nature. They stated that while these micro activities are essential for staffing systems, they must be viewed within the broader macro context of the positive impacts staffing can have on organizational effectiveness.

Some of the most recent findings indicate an important impact of staffing on organizational performance. Youndt, Snell,Dean and Lepak (1996) found that the degree of selectivity in hiring is related to organizational performance; another study examined

the impact of countercyclical hiring and organization performance. Results of the research indicated, that countercyclical hiring was associated with organization's subsequent financial performance two years after downtern (Greer, Ireland and Wingender, 2001). In short, research results demonstrate that staffing is an effective HR strategy and tool. Sound staffing impacts on, and improves, both organization and employee performance and productivity.

2.3 Staffing Models

Several models depict various elements of staffing. Each of these is presented and described to more fully convey the nature and richness of staffing the organization.

2.3.1 Staffing Quantity: Levels

Organizations must be concerned about staffing levels and their adequacy. The organization as whole, as well as for each of its units, forecasts workforce quantity requirements – the needed head count – and than compares these to forecasted workforce availabilities – the likely employee head count – to determine its likely staffing level position. If head count requirements match availabilities, the projection is that the organization will be fully staffed. If requirements exceed availabilities, the organization will be understaffed, and if availabilities exceed requirements, the organization will be overstaffed (Heneman and Judge, 2003).

2.3.2 Staffing Quality: Person/Job Match

The person/job match seeks to align characteristics of individuals and jobs in ways that will result in desired HR outcomes. The job has certain requirements and rewards associated with it. The person has certain qualifications, referred to as KSAOs (knowledge, skills, abilities, and other characteristics) and motivations. There is a need for a match between the person and the job. To the extent that the match is good, it will likely have positive impacts on HR outcomes, particularly attraction of job applicants, job performance, retention, attendance and satisfaction. There is actually a need for a dual match to occur: job requirements to KSAOs, and job rewards to individual motivation. In and through staffing activities, there are attempts to ensure both of these (Caldwell and O'Reilly, 1990).

2.3.3 Staffing Quality/Organization Match

Often the organization seeks to determine not only how well the person fits or matches the job also the organization. Likewise, applicants often assess how they think they might fit into the organization, in addition to how well they match the specific job's requirements and rewards. For both the organization and the applicant therefore, there may be a concern with a person/organization match (Bowen, Ledford and Nathan, 1991).

2.3.4 Staffing System Components

According to Heneman and Judge, the core staffing process has several components or stages. The initial stage in staffing is recruitment, which involves identification and attraction activities by both the organization and the applicant. Gradually, recruitment activities phase into the selection stage and its accompanying activities. The next core component of staffing is employment which involves decision making and final match activities by the organization and the applicant. Upon the applicant's acceptance of the offer, final match is complete, and the employment relationship is formally established. The staffing components apply to both external and internal staffing.

2.3.5 Staffing Organizations

The overall staffing organizations model is shown on table 1.

It depicts that the organization's mission and goals and objectives drive both organization and HR and staffing strategy, which interact with each other when they are being formulated. Staffing policies and programs result from such interaction and serve as on overlay to both support activities and core staffing activities. Employee retention and staffing system management concerns cut across these support and core staffing activities (Heneman and Judge, 2003).

As stated by Ferris and Buckley (1996), staffing process influenced not just by internal factors but by the external environment factors as well. These factors are economic conditions (economic expansion and contraction, job growth and job opportunities, internal labor market mobility, turnover rates), labor markets (labor demand and supply, labor shortages and surpluses, employment arrangements) and labor unions (negotiations, labor contracts and grievance systems).

Table 2.1 Staffing Organizations Model

| Organization |
| Mission Goals and Objectives |

| Organizational Strategy | HR and Staffing Strategy |

Staffing Policies and Programs	
Support Activities	Core Staffing Activities
Legal Compliance Planning Job Analysis	Recruitment: external, internal Selection: external, internal Employment: decision making, match
Staffing System and Retention Management	
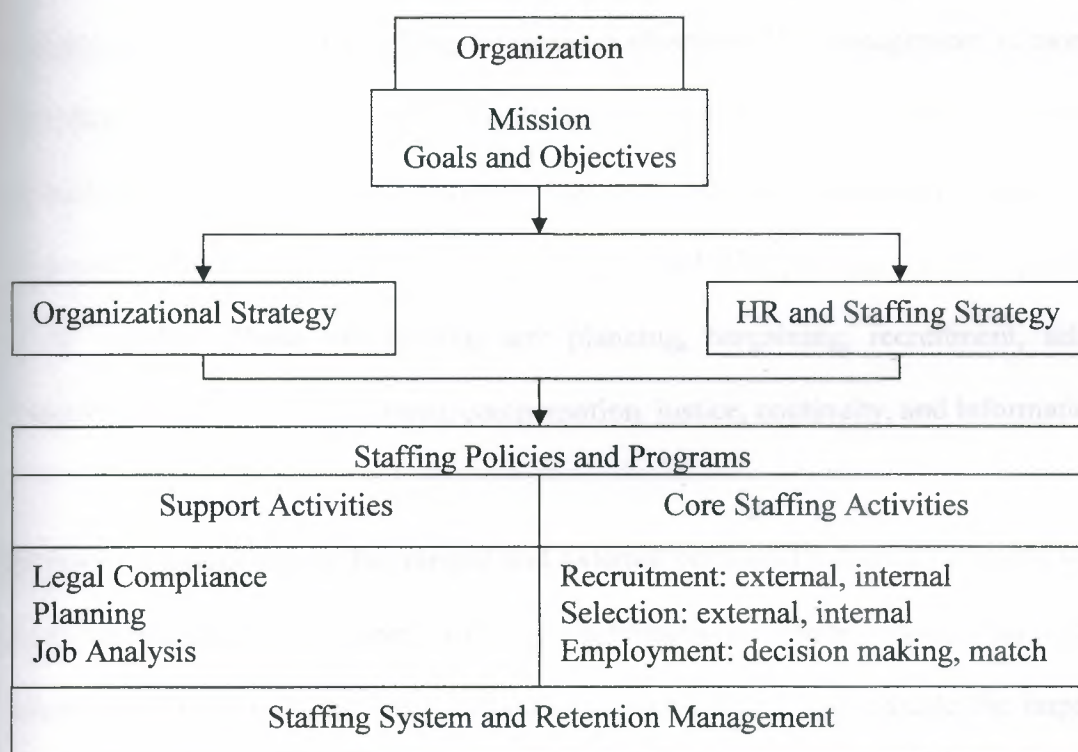
Source: Staffing Organizations, Heneman and Judge, 2003

2.4 Purpose and the Importance of Human Resource Planning

Human resource planning is the foundation of staffing. It is a process that identifies current and future human resources needs for an organization to achieve its goals. It means forecasting an organization's future demand and supply for employees, based on its business needs. It involves gap analysis between current HR supply and future demand. "Forecasting future needs" implies understanding the future business directions of the organization so that the HR needs can be appropriately identified. HRP can be conducted at the organization level or at any component level but a key to success is always understanding and linking to business direction. HR management is more than just having the "right people in the right place at the right time". It's about instituting the people-related practices and activities that will help the organization achieve, and improve, its business results. Castetter (1992) divided HRP process into 11 key areas that work together. These subfunctions are: planning, bargaining, recruitment, selection, induction, appraisal, development, compensation, justice, continuity, and information.

Castetter's model shows the internal and external personnel information needs working simultaneously on the other personnel subfunctions. These internal and external situational forces influence organization's decision-making and indicate the importance and complexity of recruitment and selection procedures and practices. Internal forces include purposes, informal and formal goals of the organization, size, structure, quality of leadership, etc. The external forces consists the outside political environment influencing

11

the total organization, legal statutes, such as equity legislation, etc. Internal and external forces might vary within each organization's division.

HRP can be very sophisticated with extensive demographic study and research, trend analysis, statistical modeling etc. and any HRP program should have some degree of this. But it can also be relatively simple – at least start – and less "scientific", with the organization addressing a few high level questions: what is our overall business direction? What skills do we need to ensure we can successfully deliver our mandate? What current skills exist in the organization? What is the gap between these two and what will we do to fill it?

It is important for HRP to have one person who understands the organization's goals, missions and culture (Anderson, 1988; Castetter, 1992; Herman, 1994). In order for the organization's departments to function effectively, the human resource management personnel need working knowledge of the management process and the organization environment and an understanding of the collective agreement and key players in the bargaining process. Katz and Ansoff (1992) argued that top managers make primarily strategic and administrative decisions that require conceptual and human skills.

2.5 Job Analysis

Gatewood and Field (1994) observed that there are probably as many different definitions of job analysis as there are writings on the topic. They suggested a definition that views

job analysis as "a purposeful, systematic process for collecting information on the important work-related aspects of a job". Others have characterized job analysis as the collection and analysis of just about any type of job-related information by almost any method for any purpose (Tiffin and McCormick, 1965). One researcher has given us a definition bordering on the metaphysical, characterizing job analysis as a way to analyze reality (Levine, 1983). Bemis, Belenky, and Soder (1983) describe job analysis as "a systematic procedure for gathering, documenting and analyzing information about three basic aspects of a job: job content, job requirements, and the context in which the job is performed".

Job analysis has been described as a fundamental starting point for human resource management. Two major forces have contributed to this lofty description: competition and equal employment opportunity concerns (Holly and Jennings, 1983).

Bemis et al. (1983) have summarized ways in which job analysis information can be used in each phase of the human resource management cycle. Their list includes job design, job classification and evaluation, recruitment, selection, training, performance appraisal, and performance management. Other researchers have categorized the application of job analysis techniques somewhat differently.

Ash and Levine (1980) identified the major uses of job analysis information that contribute significantly to the organizational function. They describe job descriptions as a basic HRM tool that can help to increase individual and organizational effectiveness

13

through ensuring that the work carried out by staff is aligned with the organizations mission, and helping management clearly identify the most appropriate employee for new duties and realigning work loads. Job specifications describe the characteristics needed to perform the job activities identified in the job description. It includes information regarding the knowledge, skills, and abilities required to perform the job, as well as such item as the education, experience, and physical attributes needed for successful accomplishment of job tasks (Wernimont, 1998). Job classification and job evaluation means grouping similar positions into job classes into job families, and then assigning a value to them. Job design attempts to meet the needs of both employers and employees. From the organization's viewpoint, jobs as performed must lead to efficient operations, quality products, and well-maintained equipment. From the workers' viewpoint, jobs must be meaningful and challenging, provide feedback on performance, and call on their decision-making skills (Davis and Wacker, 1988).

2.5.2 Job Analysis Methods

Job analysis methods represent procedures or techniques for collecting job information. There have been many specific techniques and systems developed and named (e.g., Functional Job Analysis, Position Analysis Questionnaire). Rather than discuss each of the many techniques separately, I will concentrate on the major generic methods that underlie all specific techniques and applications.

2.5.2.1 Observation

As stated by Heneman and Judge (2003), it provides a thoroughness and richness of information unmatched by any other method. It is also the most direct form of gathering information because it does not rely on intermediary information sources, as would be the case with other methods. But it has some limitations: it is most appropriate for jobs with physical components and ones with relatively short job cycles, the method may involve substantial time and cost, the ability of the observer to do a thorough and accurate analysis is open to question, the method will require coordination with, and approval from, many people, and the incumbents being observed may distort their behavior during observation in self-serving ways, such as making tasks appear more difficult or time consuming than they really are.

2.5.2.2 Interviews

Interviewing respects the interviewee's vast source of information about the job. The interview format also allows the interviewer to explain the purpose of the job analysis, how the results will be used, and so forth, thus enhancing likely acceptance of the process by the interviewees. It can be structured in format to ensure standardization of collected information. The interview is not without potential limitations. It is time-consuming and costly. The interview is not providing anonymity. The quality of the information obtained, as well as interviewee acceptance, depends on the skill of the interviewer.

Finally, the success of the interview also depends on the skill and abilities of the interviewee, such as verbal communication skills and ability to recall tasks performed.

2.5.2.3 Task Questionnaire

A typical task questionnaire contains a lengthy list of tasks statements that cut across many different job titles and is administered to incumbents in these job titles. The advantages of task questionnaires are numerous. They are standardized in content and format, they can obtain considerable information from large numbers of people, they are economical to administer and score, and the availability of scores creates the opportunity for subsequent statistical analysis, finally, task questionnaires are (and should be) completed anonymously, thus enhancing respondent participation, honesty, and acceptance. The most important limitation of a task questionnaire pertains to task statement content. A second limitation pertains to potential respondent reactions (Heneman and Judge, 2003).

2.6 Recruitment

Getting the right individuals interested in applying for a job at a company is the essence of recruitment. According to Fuller (1995), effective recruitment depends on knowing how individuals view recruitment as well as how an organization views it. Thus, it is important for HRM to know the needs of the applicant and the needs of the business. Which of these needs gets priority depends on situation. When there are many more

16

applicants than jobs, it is a buyer's market, and the business needs could get priority. Conversely, in times with many more jobs than applicants, there is a seller's market, and the needs of the applicant might win out. Given the market fluctuations, supply and demand are likely to flip\flop over time. Given the possibility of these varying conditions, an organization's best tactic is to develop a specific set of recruiting procedures and use them consistently rather than attempting constantly to adjust to a changing market.

The general purpose of recruitment is to provide an organization with a pool of potentially qualified job candidates. The underlying objectives embedded in this process are: acquiring this pool at the lowest possible cost; reducing the number of obviously overqualified or underqualified candidates; reducing the likelihood that an applicant, once hired, would leave the organization after a short time; and meeting the organization's legal and social obligations. Research indicates that in developing recruitment strategies, organizations should be cognizant of the types of inferences applicants may make based on a company's recruitment practices. Candidates view factors such as recruiter competence, sex composition of interview panels, recruitment delays and even rejection letters as indicative of broader organizational characteristics (Rynes et al. 1991).

2.6.1 Sources and Methods for Obtaining Job Applicants

An organization must consider a number of issues when developing a strategy for recruitment. One of the most important decisions is whether to recruit internally,

externally, or both. Potential advantages of internal recruitment over external include: (1) performance information on current employees is available; (2) selection is generally less costly since initial information has been analyzed; (3) positions may be filled faster; (4) candidates are already familiar with organizational norms; (5) promotion from within can be a motivator signaling to other employees that peak performance will be rewarded (Breaugh, 1992).

An external recruitment orientation also often realizes some advantages: (1) outside individuals can import new ideas and\or trade secrets; (2) external candidates may reduce the need for employee training and development; (3) hiring outsiders can indicate a changing business; and (4) there may not be a viable internal person.

In general, research indicates that a combination of internal and external recruitment produces the best results. The exact mix depends on the organization's strategic plan. Factors such as the amount of money that can be expended, how quickly the position is to be filled, as well as careful considerations of the organizational business environment, all feed into decisions regarding the internal\external recruitment mix (Olian and Ryanes, 1984).

2.6.1.1 Internal Sources and Methods

There are four recruitment sources for candidates inside the organizations, namely promotions from within, lateral transfers of employees, job rotation, and rehiring of

recalling former employees. Two frequently used methods to recruit internal employees are job posting and skills inventories. Job posting involves prominently displaying current job openings in order to invite all employees of the organization to apply. Job posting has the advantages of making all types of employees aware of openings, uncovering hidden talent that may have been overlooked, and encouraging employees to be responsible for their own career development. It also helps to ensure that anyone with the requisite skills who wishes to apply will be considered, thus helping to eliminate the similar-to-me bias that often leads to discrimination (Gist and Fuller, 1995). The skills inventory method uses a human resource information system to compile skills information on all employees. In addition to these two internal recruitment methods, employees often become candidates for open jobs through informal systems in the organization such as simple word of mouth.

2.6.1.2 External Sources and Methods

As stated by Heneman and Judge (2003) external sources of recruits include employee referral programs, walk-ins, employment agencies, other companies, temporary help agencies, trade associations and unions, contract agencies, schools and colleges. The most common methods used to locate external applicants are radio, television, newspaper and trade journal advertisements. Techniques that are gaining in popularity include electronic postings via electronic mail and telephone job listings.

2.6.2 Ensuring Organizational Fit

It is costly for an organization to hire the wrong individuals. Therefore, through the recruitment process, it is an organization's best interest to increase the likelihood that high-quality applicants will be successfully recruited, hired and retained as employees. According to Fuller and Huber (1985), five organizational strategies can help to achieve this recruitment goal. The first is to convey to the applicant thorough, accurate and realistic information concerning both the job and the overall organization. Research has shown that because providing recruits with accurate information (positive and negative) shapes their expectations, they are less likely to leave once they have accepted the job, and they are more likely to have higher levels of eventual job satisfaction and organizational commitment.

The second strategy is to expand career opportunities within the organization. In a third strategy, organizations can offer alternative work arrangements such as flexible work schedules, compressed work weeks, part time employment, job sharing, and work at home arrangements. The Fourth strategy is to provide employment security and the fifth strategy is effective socialization. Managing socialization successfully increases the likelihood of employees being loyal to and staying with the company, thus avoiding potential problems with labor shortages.

2.7 Selection

The purpose of selection as outlined by Castetter (1992) is to fill existing vacancies with personnel who meet established qualifications, appear likely to succeed on the job, will find sufficient position satisfaction to remain in the system, will be effective contributors to unit and system goals, and will be sufficiently motivated to achieve a high level of self-development.

The task of selection emphasizes the complexity, strength, and limits of selection technology as well as the critical impact selection have on the organizational system. Researchers generally agree about the great need for organizations to have a well-defined selection process (Castallo et al., 1992; Castetter, 1992; Herman, 1994).

2.7.1 Types of Applicant Information

Selection techniques, or devices, are used to assess candidates' qualifications concerning such factors as knowledge, skills, abilities, preferences, interests and personality. To carry the assessment through to the selection process, the organization must evaluate the predictive validity of the procedures and devices that were used.

The sub-set of applicant information includes personality, interests and preferences. Research examining the validity of personality traits as predictors of job performance has been mixed. The most encouraging results indicate the predictive values of five major

21

personality categories – extroversion, emotional stability, agreeableness, conscientiousness, and openness to experience – for a variety of occupations (Barrick and Mount, 1991).

In addition to personality, matching a candidate's interests and preferences with those required for the job can lead to employees who are more satisfied and have less absenteeism and turnover (Dawis, 1991).

A final type of information being used in selection is bibliographical data, or biodata. These data go beyond general background information to things such as academic achievement, work attitudes, physical orientation, self-perception, and beliefs and feelings about past experience. However, like other selection tools, biodata should be used only if it has been shown to be reliable and valid.

Selection processes, as well as recruitment processes, are complex and involve human decision making; unfortunately, however, human information processing capabilities are limited. Therefore, managers and other decision makers rely on inferences and shortcuts in judgment, and biases become a critical issue (Huber et al, 1980). Although it is impossible to rid people of biases, steps can be taken to minimize their adverse effect on staffing. The first is to train decision makers to understand biases in general, to be aware of their own biases and to institute methods to correct them. In contrast, decision programs actually take the decision making out of human hands and place the function in a computerized mathematical model in order to minimize the judgmental bias. However,

managers are not readily accepting of this approach, contending that the finer subtleties of decision making cannot be captured in a computer program. A final issue relevant to selection stems from additional information that organizations may currently have available them. Examples include the results of generic screening and HIV testing.

2.7.2 Techniques for Gathering Applicant Information

Job applicant information can be collected via many different types of device. Recent research has shown the important effect of selection procedures on the impressions applicants form concerning both the job and the organization (Macan et al.1994). Techniques for gathering applicant information include: applicant blanks, written tests (ability, personality and interests tests), work simulations, assessment centers (situational tests and exercises), interviews and physical tests (drug and alcohol tests, physical examinations). There are several basic steps:

2.7.2.1 Resumes

In reading resumes, human resource planners look for omissions, confusing wordings and peculiar additions (Anderson, 1998; Castetter, 1992; Herman, 1994). Neatness, organization, descriptor words, veracity, and general resume layout to show the persons knowledge, skills, abilities, and interests were all important items for consideration. Herman (1994) suggested that sorting resumes would help the personnel manager in the

decision-making process. The use of resumes could range from: (a) we will never need them, (b) we might need them someday, and (c) we might use them now.

2.7.2.2 Screening

The prescreening interview, often conducted by telephone, may be used when there are too many applicants to interview in person, a lack of time and money, as a surprise element to get the applicant to talk without any preparation, or just to hear how the applicants sound. A telephone call may give an applicant a realistic preview of the job, determine whether the applicant would like to be pursued further and whether the applicant is worth pursuing further.

2.7.2.3 Employee Testing

Employee testing was developed during World War I to help the military determine quickly and inexpensively which recruits would be best suited to or unit for military service. Ability testing was found to be nearly four times more accurate in measuring a person's cognitive ability than was a job interview (Herman, 1994).

2.7.2.4 Interviews

Designing application and interview questions is both an art and science. The art is determining what questions will reveal to you whether or not the applicant is qualified.

The science is in determining if in fact these questions actually determine whether or not the applicant will be successful (Herman, 1994).

Herman (1994) thought there should be a reason to ask interview questions and a way to evaluate the applicants answer in order to make interview questions valid and able to predict job performance. Herman gave 17 reasons why she thought the interview was invalid, unreliable and potentially illegal. She gave a range of reasons such as overconfident interviewers, comparing apples to oranges, and stereotypes. Though much dependence is placed on the interview, extensive research confirms that the results of an interview could be misleading (Castetter, 1992; Musella & Lawton, 1986).

The interview is the most common form used in selection. The number of candidates should be anywhere from three to five (Castallo et al., 1992; Castetter, 1992; Herman, 1994). Yet it is a terrible predictor of job success...the least valid and the least reliable (Herman, 1994) because some candidates were better at articulation or selling their skills. Many problems with the interview have been elucidated: lack of training by the interviewers, unstructured form of interview, disagreement on questions to ask or topics to cover, differing important perspectives, no valid weighting system given to the answers, and the risk of asking illegal questions (Anderson, 1988; Castetter, 1992; Herman, 1994).

Research suggests that interviews are more reliable if they are structured against specific selection criteria, or aspects of criteria, about which the candidate can, in the interview provide direct evidence of his or her abilities (Anderson, 1988). Components of a structured style interview include (a) job requirements, (b) use of situational questions,

(c) job knowledge questions, (d) job simulation questions, (e) worker requirement questions, (f) test for validity, (g) evaluation of answers, (h) multiple raters (colleague group, interview team) rather than a single interviewer, (i) documented notes taken by interviewers, (j) imitative procedures, (k) consistently applied to each applicant, and (l) standardized questions (Herman, 1994). If a structured and weighted interview process is used there is a greater chance of selecting an appropriate employee (Castetter, 1992; Herman, 1994; Marshall & Grey, 1992; Musella & Lawton, 1986).

2.7.2.5 References

Checking references eliminates employer liability or negligence, verifies critical information, and checks how effective the person was in his or her previous employment from former employers. However, the reference check is often the most neglected part of the screening process, even though it may be the most critical (Herman, 1994). Herman thought the telephone and in-person references gave the most accurate picture of the job applicant. The lack of attention to the reference check may be due to conventional wisdom which suggests that the job applicant will provide only the names of people who will sing his or her praises, and because former employers will say innocuous platitudes rather than tell the truth, for fear of legal problems (Herman, 1994).

2.7.2.6 Consulting Services

A new field of service opening up in the 1990s is consulting services. The executive and management recruiting consultant has achieved recent success. Consultants are a source of unique skill and expert counsel and provide specialized knowledge and experience to

both small and large companies. When chief executives pick the consultants, the performance of the consultants was rated higher than when someone lower in the organizational hierarchy picks the consultant firm (Rapuzzi, 1993).

2.7.2.7 Search Firms

Corporate boards choose search firms based on creativity and experience because there's more to choosing a top CEO than merely deciding upon a name recruiters insist (Hass, 1993). Search firms are used by corporate boards to perform the delicate task of approaching the right people in the right manner. Hass (1993) suggested that search firms are hired because we have relationships with the people involved and because we are known for discretion. Part of our job is to help them (committee members) articulate what they are searching for and to balance the discussion among board members who may not agree.

2.8 Decision Making and Final Match

The selection component of a staffing system requires that decisions be made in several areas. The critical concerns are deciding which predictors (assessment methods) to use, determining assessment scores, making final decisions about applicants, considering who within the organization should help make selection decisions, and complying legal guidance.

According to Heneman and Judge (2003) multiple individuals may be involved in selection decision making. HR professionals play a role primarily in determining the selection process to be used and in making selection decisions based on initial assessment results. Managers play a role primarily in deciding whom to select during the final choice stage. Employees are becoming part of the decision- making process, especially in team assessment approaches.

Also Heneman and Judge (2003) stated that during the final match, the offer receiver and the organization move toward each other through the job offer/acceptance process. They seek to enter into the employment relationship and become legally bound to each other through an employment contract.

Knowledge of employment contract principles is central to understand the final match. The most important principle pertains to the requirements for a legally enforceable employment contract. Other important principles focus on the identity of parties to the contract, the form of a contract (written or oral), disclaimers by the employer, contingencies, reneging by the organization or offer receiver, other sources that may also specify terms and conditions of employment, and unfilled promises.

Job offers are designed to induce the offer receiver to join the organization. Acceptance of the offer marks the beginning of the employment relationship. To help ensure that the initial person/job match starts out and continues to be affective, the organization should

undertake both orientation and socialization activities for newcomers (Heneman and Judge, 2003).

If the selection process is well handled and managed professionally, person who did get selected realizes that he or she has been put through a rigorous process, is proud of deserving the job, is eager to live up to the new challenges, and feels special and valued by the organization, even before coming on board (Stout, 1973). Additionally, an effective recruitment and selection procedure produces positive feelings in the selection committee (Marshall & Grey, 1992). By recruiting widely and correctly, obtaining the best qualified people to apply for jobs, and selecting methodically, chances of having better, more effective employees are increased.

2.9 Conclusion

This chapter began with a formal definition of staffing. It is also looked at from the perspective of the numerous ways staffing is important for organizational effectiveness. Five models are then presented to elaborate on and illustrate various facets of staffing. The review of the literature presented and discussed the purposes of the HRP, need for job analysis, policy recruitment and selection procedures, further, decision making and final match were explained.

Chapter 3

Contextual Factors

Near East University and Current HRM Practices Employed

3.1 Introduction

This chapter introduces the Near East University academic organization and describes the current staffing practices and requirements for the academic related staff at Near East University.

3.2 NEU Academic Organization

Near East University (NEU) is a private international institution of higher education founded in Nicosia in 1988.

The main objective of this institution is to give students a sound education and bring them up as confident and responsible individuals with creative and inquisitive minds.

Today Near East University consists of a selected student population from eighteen different countries; hence its international identity. NEU with its sample educational facilities and academically highly qualified staff from 12 different countries is the only institution of higher education in Nicosia the capital city of North Cyprus rendering quality education (www.neu.edu.com).

The most important resource of the NEU is its staff – the educators, researchers, administrators and all those who contribute in other ways, directly, or indirectly, to the objectives of the university. NEU is keen on attracting high caliber academicians to join its well-established academic teams at its various faculties. The backgrounds of academic members of staff vary and quite international in terms of academic qualifications or members' background.

In September 2004, academic staff totalled 338 full-time and part-time members including those in English preparatory school and office of Health, Culture and Sports (see **Appendix A**). To 2005 academic staff increased approximately by 11 per cent and totaled nearly 380. Over 85 per cent of the academic staff employed in full-time bases.

Table 3.1 shows the number of academic staff calculated for each faculty for September 2004. Academic staff divided into 5 degrees: Professor Doctor (12.6 %), Associated Professor Doctor (8.7%), Assistant Professor Doctor (13.6%), Doctor (2.9%) and the Lecturers (62%). The vast majority of academic staff is Lecturers.

Table3.1 Academic Staff at NEU

	Prof. Dr.	Assoc. Prof. Dr	Asst. Prof. Dr.	Dr.	Lecturer
1. Faculty of Engineering	8	6	13	-	25
2. School of Tourism and Hotel Management	-	-	2	-	11
3. Faculty of Communication	2	2	2	-	16
4. Faculty of Economics and Administrative Science	5	1	9	4	19
5. Faculty of Maritime Studies	1	2	-	-	10
6. Faculty of Architecture	2	-	5	-	19
7. Faculty of Law	17	3	1	-	1
8. Faculty of Arts and Science	4	5	4	-	29
9. Ataturk Faculty of Education	-	7	3	5	27
10. School of Physical Education and Sports	-	1	3	-	7
11. Office of Health, Culture and Sports	-	-	-	-	28
12. English Preparatory School	-	-	-	-	29
TOTAL 338 =	39 +	27 +	42 +	9 +	221

Adopted from NEU academic personnel classification list, September, 2004

3.3 Current Staffing Practices for Academic Related Staff in NEU

Staffing practices at NEU are affected by factors in the University faculties and its community. These factors include size of the university, urban area, other employment conditions in the community, working conditions, salary levels, fringe benefits and increase in student population.

In fact, there is no HR department at NEU, but there is a Vice president, who is acting as a HR manager in addition to his own duties. Although with over 300 academic staff and more than 1000 other staff, the NEU manager still considers the organization as a small and states that it doesn't feel necessity of separate HR department, he states that as the university continues growing it may need the assistance, specialized knowledge, and advice of a separate HR staff in the future.

The review of the organizations HR requirements is managed by the Board of Trustees but carried out informally.

University concentrated in recruitment of teaching oriented employees, but starting from this year it will give more importance to attraction of research oriented individuals. University also invest more in attraction of cooperative workforce rather than competitive.

University does not have a stated written policy, covering equal employment opportunity. Written recruitment and selection processes and policies are not developed and job analyses are not conducted at all.

University attracts the employees through the newspaper sources, direct mail recruitment and through personal networks. The effectiveness of using these sources is not measured by the University and the costs are not defined. As a recruiter, university is interested on attraction of individuals with Professor Degree. In this situation Vice president makes direct call to the individual founded through personal networks and offers the job in the university in full-time if not possible in part-time bases.

In other cases University uses the selection committee to fill positions that are vacant. Chair of the selection committee is a Vice President; other members include Dean of a faculty and Chairmen. Departments are not allowed to manage their own recruitment but they participate and act as advisors.

Selection procedures include reviewing the CVs, screening and reference check (most of the time conducted by telephone), interviewing (unstructured). Selection exercises or employee tests are not used widely by the selection committee. One or two candidates are typically interviewed before filling a job. Through the interview selection committee considers the following:

1. Teaching skills and abilities

2. Intellectual and research achievement and capabilities

3. Personal / organizational skills

The final hiring decision is made by the Board of Trustees upon the recommendation of the selection committee. Socialization and orientation process is carried out most of the time by the Dean of a faculty and Chairmen of the department.

The University has some difficulties of attraction of high quality staff and these years University experiences high rates of turnover. In comparison with other universities in TRNC Near East University offers lowest wages to its academic staff.

Objectives of human resources at NEU for the next plan period include increase in salaries, fair and transparent salary structure, further harmonization of terms and conditions across university staff, improved support for departmental administrators, development of a more diverse workforce, improvements in hiring process etc.

3.4 Conclusion

This chapter described the NEU academic organization. The current staffing practices are explained and the fulfillment of the staffing responsibilities is described.

Chapter 4

Theoretical Framework and Operational Definitions

4.1 Introduction

This chapter introduces the theoretical model for effective staffing and then explains the relationship among the independent, moderating and dependent variables.

4.2 Theoretical Framework

The dependent variable is effective staffing, which is the variable of primary interest, in which the variance is attempted to be explained by the three independent variables of (1) overall organizational strategy, (2) written policies and procedures, and (3) HR department or function and two moderating variables (4) size and type of business, and (5) labor market.

The relationships among the variables are diagrammed in Figure 4.1, the nature and direction of the relationships explained below.

Figure 4.1

Diagram of the relationship among the independent, moderating, and dependent variables
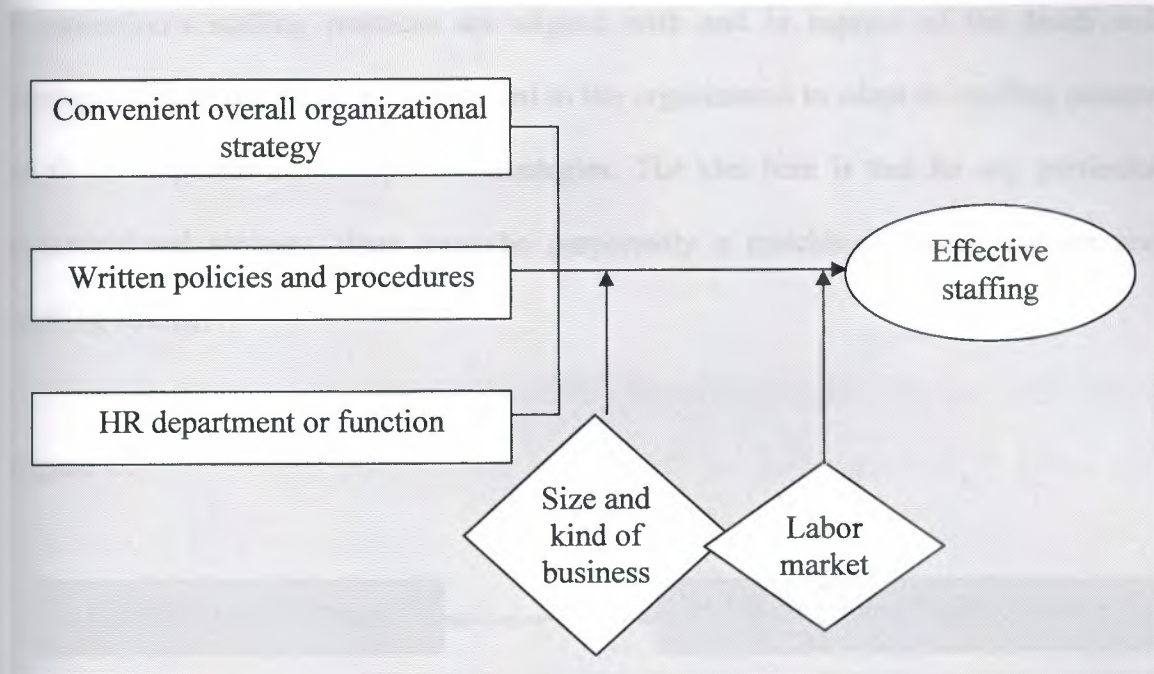
4.2.1 Relationship between Organizational Strategy and Staffing Practices

Organizations formulate strategy to express an overall purpose or mission and to establish broad goals and objectives that will guide the organization toward fulfillment of its mission (Heneman and Judge, 2003). Underlying these objectives are certain assumptions about the size and types of workforces that will need to be acquired, trained, managed, rewarded, and retained. HR strategy represents the key decisions about how these workforce assumptions will be handled. HR strategy may not only flow from the organization strategy but also may actually contribute directly to the formulation of the organization's strategy (Figure 4.2). Staffing strategy is an outgrowth of the interplay between organization and HR strategy. It deals directly with key decisions regarding the

37

acquisition, deployment, and retention of the organization's workforces. Strategic staffing decisions shape the staffing process. Human Resources must assure that the organization's staffing practices are aligned with and in support of the needs and strategies of the business. It is important to the organization to adapt its staffing process to fit its corporate and competitive strategies. The idea here is that for any particular organizational strategy, there must be purportedly a matching human resource and staffing strategy.

Figure 4.2

| Organizational Strategy | ⟷ | HR Strategy and Staffing Strategy |

Source: Staffing Organizations, Heneman and Judge, 2003

4.2.2 Role of Written Polices and Procedures in Staffing Effectiveness

There is a need to put in place fundamental building blocks to support the overall strategy and to achieve the goal of each individual understanding their role and how they contribute to the organizations' goal. Documentation and processes surrounding recruitment and selection are very important here. It is important to organization to have and follow well-defined recruitment and selection process. Maximum benefits acquire when policies are written before any hiring takes place. Written job descriptions, job specifications, stated equal employment opportunities are also very important. Having

written policy standardizes the recruitment and selection procedures and validates the entire process. It has been demonstrated that well-designed written recruiting programs result in greater employee commitment, higher productivity, and higher quality of work (Casetter, 1992).

4.2.3 HR Department or Function and Staffing Practices

The HR department is seen as key factor for the existence and nature of HRM in the organization. Empirical studies have shown that the HR department's presence is significantly and positively related to certain HRM policies and practices (Pfeffer, 1989). The distinction between department and function is an important one (Legge, 1978; Schuler, 1993). Legge clarifies the distinction, explaining that function more appropriately refers to an activity, whereas department means the "institutionalized presence" that is normally given responsibility for the activity. However, the HRM function may or may not be carried out by an HR department. Schuler illustrates this distinction by pointing out international differences in the importance given to each other.

HR department or function that carries out its training and development, performance appraisal, employee compensation and labor relations programs successfully will have a positive affect on staffing. There is a positive relationship between the staffing and the HR budget as well. Budgetary resources have been shown to be a basis of HR departments' power in organizations (Salancik and Pfeffer, 1974).

Staffing decision-maker context is also important in staffing. Gilmore and Ferris (1989) suggested that some decision makers may be more easily influenced by candidate manipulation attempts than others because of a number of factors about their preparation for the decision task. For example, if the decision maker does not know the job requirements well, or what it takes to perform the job, it is difficult to know what to look for. Because organizations often do not provide systematic training for staffing decision makers, and there often are no requirements in terms of experience in making staffing decisions, the possibility that a particular selection decision maker is unsure or unknowledgeable about the criteria is often high.

Harmonized interaction of all components of HRM, appropriate HR structure, trained HR staff, professionalism all of these result on effective staffing. Without an influential HR department, the organization is unlikely to take full advantage of the potential benefits offered by various HRM practices.

4.2.4 Size, Type of Business and Labor Market Influence

Appropriate staffing system (programs, methods, activities) depends on the organization's stage of development. Usually large organizations with huge experience on HR issues well developed effective HR departments, holding staffing handbooks operate its human resources more efficiently and effectively than small organizations do. But this is not always true, sometimes small organizations having well established HR

function may be as effective as large organizations do. Here important to note, that as organizations continue growing their staffing activities must evolve as well.

It is important for HRM to know the needs of the applicant and the needs of the business. Which of these needs gets priority depends on situation. When there are many more applicants than jobs, it is a buyer's market, and the business needs could get priority. Conversely, in times with many more jobs than applicants, there is a seller's market, and the needs of the applicant might win out. Given the market fluctuations, supply and demand are likely to flip\flop over time.

4.3 Conclusion

This chapter presented theoretical framework for effective staffing system and explained the relationship between the variables.

Chapter 5

Methodology

5.1 Introduction

The research design which involves the various issues including the purpose of the study, its location, the type it is conform to, the extent to which it is manipulated and controlled, its temporal aspects and the level at which the data is analyzed are described in this chapter. In addition, the sample used, the data collection method, and how the variables are measured are discussed below.

5.2 Purpose of the Study

This study is exploratory in nature. Exploratory study is undertaken to better comprehend the nature of the problem since very few studies have been conducted in that area.

5.3 Unit of Analysis

This study is conducted to review the variables related to effective staffing in current practices employed for academic staff at NEU, so the unit of analysis is the NEU organization

5.4 Types of Investigation

Research focused in delineating the important variables associated with the problem; therefore this study is a correlational study.

5.5 Sampling Design

Research uses nonprobability sampling: purposive or judgment sampling. The sampling is confined to specific types of people who are most advantageously placed or in the best position to provide the information required. Sample size of 30 deans of the faculties and chairmen were chosen as a target group. Further, the information had been collected from the individuals in target group who were conveniently available to provide it.

5.6 Extent of Researcher Interference

A correlational study is conducted in the natural environment of the NEU with minimum interference by the research with the normal flow of work.

5.7 Time Horizon

The time horizon of this study is one-shot or cross-sectional. For the answering the research question data are gathered just once.

5.8 Study Settings

This study done in the NEU is a field study. Research is done in a noncontrived setting with no interference with the normal work routine.

5.9 Measurement and Measures

Variables have subjective nature and there is a need to measure the subjective feelings and perceptions of individuals. Part A of the questionnaire contains objective questions defining the gender, nationality, faculty\department and number of years worked in the organization, therefore the nominal scale is used. Parts B, C, D, E, F use nominal as well as interval scales. The method of scaling is attitude rating scales. The following rating scales are used in this research: Dichotomous scale, Likert scale, Itemized rating scale and Numerical scale.

5.10   Data Collection Method

Sources of secondary data used for this research include books, periodicals, and internet (see **References**). Sources of primary data are individuals. To collect the general information on current staffing practices in NEU structured face-to-face interview was conducted and the questionnaire (see **Appendix B**) was filled out by the Vice President, who is responsible for hiring of academic staff in NEU. Further, main survey was conducted to review the variables related to effective staffing in current practices

employed for academic staff at NEU. The information concerned the extent to which staffing policies and procedures existed, clearness of organizational strategy etc. This information was obtained from 27 questions in research instrument. These survey questions are closely linked to indicators which measure deans and chairpersons' perceptions and their satisfaction with the staffing function at the NEU. Personally administered questionnaire asking the respondents to make choices among a set of alternatives was used (see **Appendix C**). I met with each dean and chairperson and asked for their participation in the survey. Each questionnaire lasted between 10 to 15 minutes.

5.11   Conclusion

This chapter explained the elements of research design. It discussed the details of study and scales used in measurement of the variables in the theoretical framework.

Chapter 6

An Analysis of NEU Staffing Survey Results

6.1 Introduction

Staffing survey divided into six parts. Analyses of each part are given below.

6.2 Findings on the Demographic Questions Asked (PART A)

Respondents were queried about their gender, nationality, position and the number of years they worked in that position (see **Appendix D**).

Ninety five per cent reported the mail was the most recent appointment and 5% the female. Sixty eight per cent were Cypriots; 18% other nationalities including British, Arab and Azerbaijanian, and fourteen per cent were Turkish. Seventy seven per cent of the respondents were chairpersons and 23% were deans of the faculties. The number of years that they worked in that position indicated that forty four per cent of the respondents worked between one to five years, the same percentage was true for respondents worked between six to eleven years; 12% of the respondents worked between twelve to seventeen years.

6.3 Findings on the Organizational Strategy Study Questions (PART B)

Question 5: On a scale from one to seven (seven being highest and four being adequate) how would you rate the staffing planning at NEU?

Figure 6.1
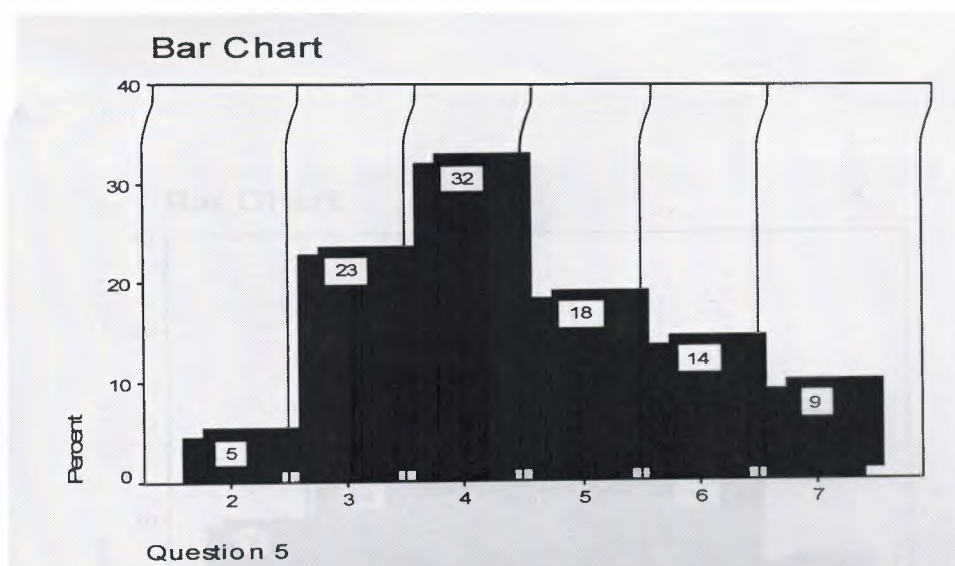
Thirty two per cent of the 22 respondents rated the staffing planning as adequate (4), 23% rated it by (3) and 18% rated by (5). Other ratings included fourteen per cent on (6) and 9% on (7). Only five per cent of the respondents rated the staffing planning by (2).

Question 6: Rate how clear NEU HR department (function) demonstrates understanding of organizational strategy?

Thirty two per cent of the respondents' rated as adequate (4) and 27% rated it as good (5). Rates of (3) and (6) were given by fourteen percent of the respondents for each rate; 9% rated with (2) and only 4% of the respondents' rated it as excellent (7).

Question 7: Rate how NEU adapted its staffing process to fit its corporate and competitive strategies?

Figure 6.2
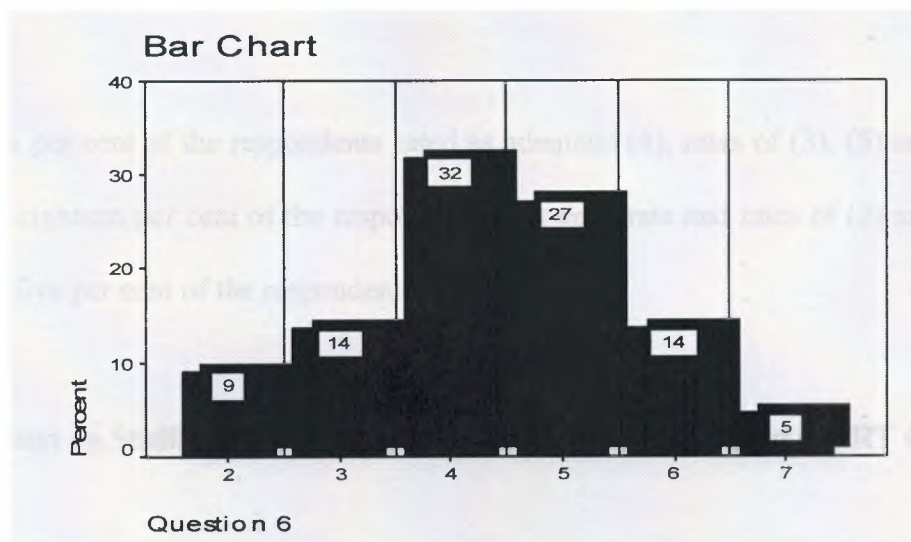
Thirty six per cent of the respondents rated as adequate (4), 23% rated by (5) which means good, rates of (3) and (6) was given by fourteen per cent of the respondents for each rate, 9% rated by (2) and only 5% of the respondents rated it as excellent (7).

Question 8: How would you rate the convenience of the overall organizational strategy of NEU?

Figure 6.3

Bar Chart
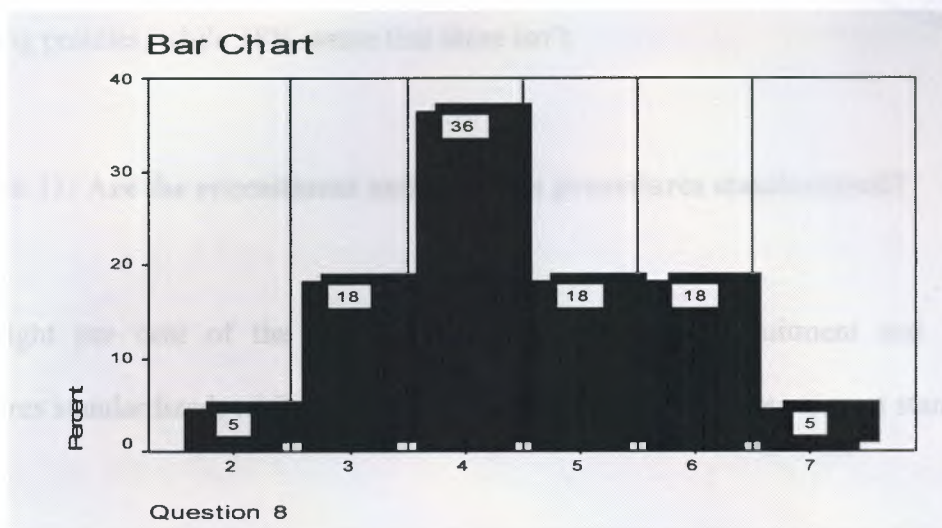
Thirty six per cent of the respondents rated as adequate (4), rates of (3), (5) and (6) was given by eighteen per cent of the respondents four each rate and rates of (2) and (7) was given by five per cent of the respondents four each rate.

6.4 Findings on Staffing Policies and Procedures Questions Asked (PART C)

Question 9: Do you follow a set of principles while recruiting and selecting academic staff?

Sixty eight per cent of the 22 respondents reported that they follow a set of principles while recruiting and selecting academic staff, while 32% did not.

Question 10: Is there a set of values that NEU refer to in staffing policies?
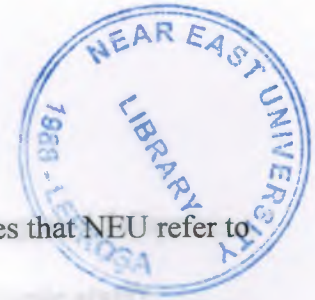
Eighty two per cent of the respondents noted that there is a set of values that NEU refer to in staffing policies, while 18% wrote that there isn't.

Question 11: Are the recruitment and selection procedures standardized?

Sixty eight per cent of the respondents agreed that the recruitment and selection procedures standardized, while 32% stated that that those procedures are not standardized.

Question 12: How would you rate your satisfaction level in the recruitment and selection processes of academic staff in NEU?

Figure 6.4
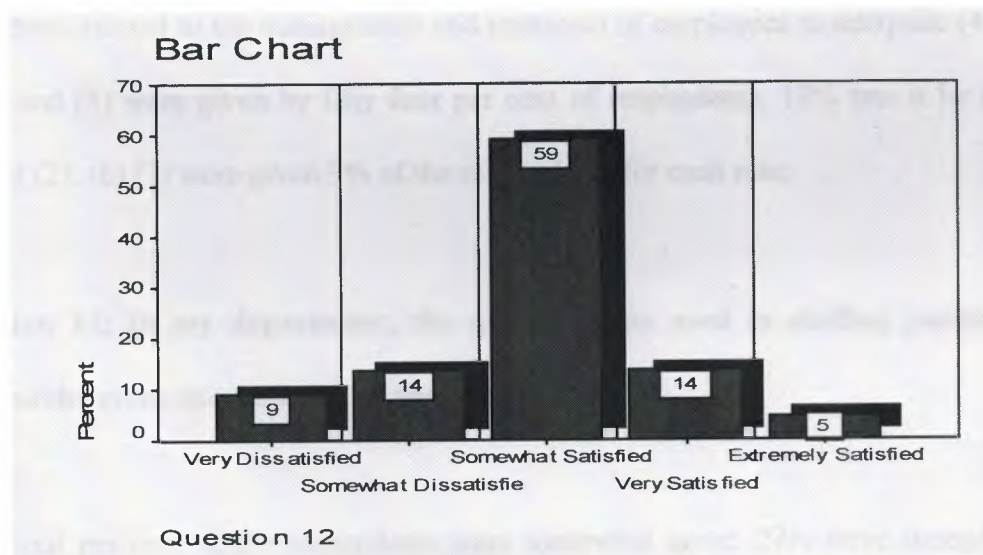
Fifty nine per cent of deans and chairmen were somewhat satisfied, 14% very satisfied and 14% somewhat dissatisfied, 9% very dissatisfied and only 5% extremely satisfied with the recruitment and selection processes of academic staff in NEU.

Question 13: Do you support the importance to university of having, and following a well defined recruitment and selection process for employing academic staff?

Ninety one per cent of the respondents supported the importance to university of having and following a well defined recruitment and selection process, while only 9% stated that there is no need for it.

Question 14: On a scale from one to seven (seven being highest and four being adequate) rate how well are all laws and regulations related to the management and treatment of employees communicated and explained?

In general, the respondents rated the communication and explanation of all laws and regulations related to the management and treatment of employees as adequate (4). Rates of (4) and (5) were given by fifty four per cent of respondents, 19% rate it by (3), and rates of (2), (6),(7) were given 9% of the respondents for each rate.

Question 15: In my department, the qualifications used in staffing positions are reasonable, given the duties to be performed.

Sixty four per cent of the respondents were somewhat agree, 27% were strongly agree and 9% were neither agree nor disagree. In general, the respondents agree that the qualifications used in staffing positions are reasonable, given the duties to be performed.

Question 16: On a scale fro one to seven how would you rate the HR department's (function's) performance in developing and administrating helpful personnel policies and work rules?

Figure 6.5

Bar Chart
Question 16
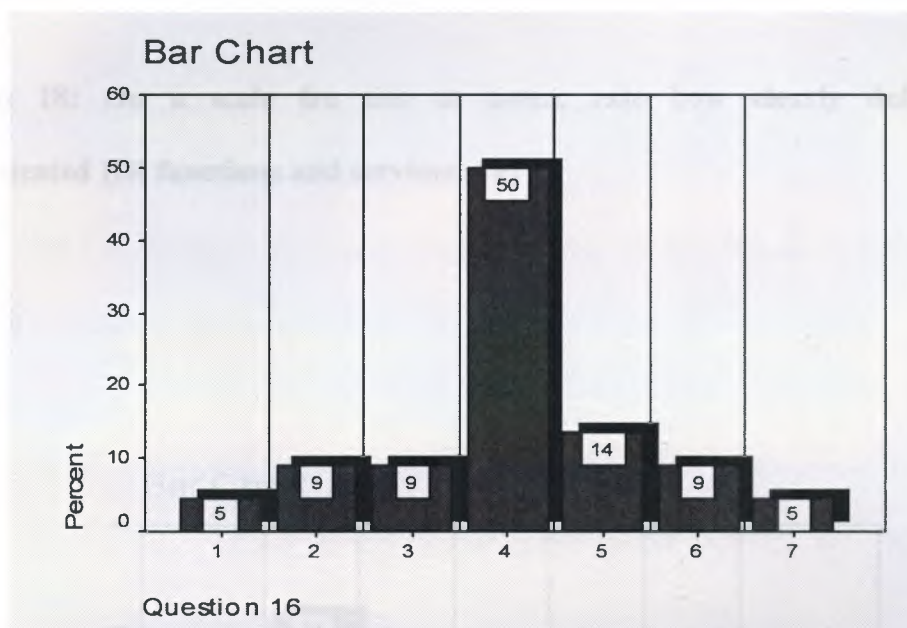
Fifty per cent of the respondents rated the HR function's performance as adequate (4), 14% rated as good (5), 9% rated as very good (6) and only 5% as excellent (7). Rates of (2) and (3) were given by 18% and 5% rate HR function's performance as poor (1).

Question 17: On a scale fro one to seven how would you rate the effectiveness of NEU's personnel policies and work rules?

Forty five per cent of the respondents rated the effectiveness of NEU's personnel policies and work rules as adequate (4) and 23% rated it as good (5). Nine per cent of the

respondents rated as very good (5), but only 5% rated as excellent (7). Rates of (2) and (3) were given by 18 respondents.

6.5 Findings on HR Department (Function) Questions Asked (PART D)

Question 18: On a scale fro one to seven, rate how clearly defined and communicated HR functions and services are?

Figure 6.6
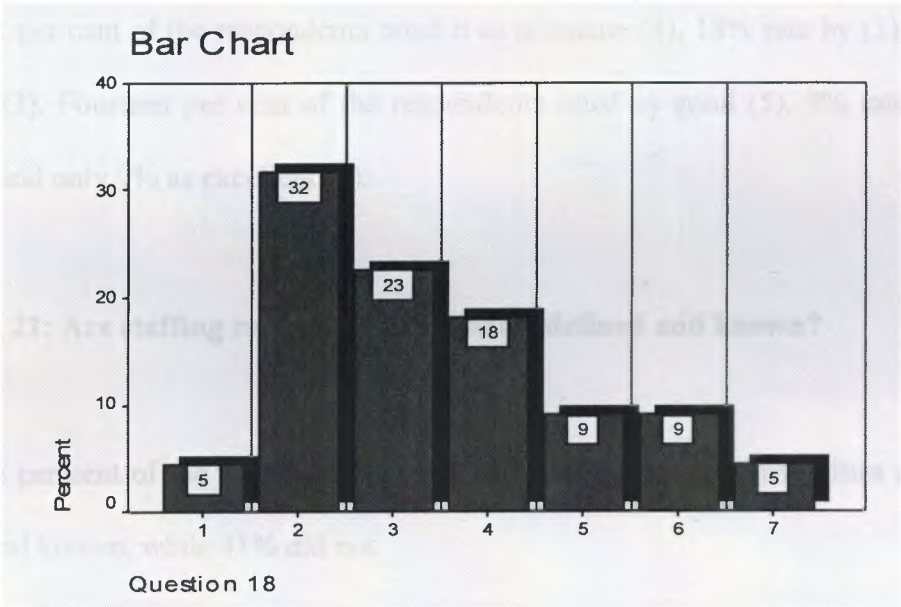
Question 18

Fifty five per cent of the respondents' rate (2) or (3), and 18% of the respondents rated as adequate; five per cent rated as poor. Eighteen per cent of respondents rated as good (5) or very good (6), only 5% rated as excellent.

Question 19: How do you rate the HR department's (function) current structure for meeting the needs of the organization and your department?

Thirty two per cent of the 22 deans and chairmen rated the HR department's (function's) current structure as poor (2), 23% rated by (3), 18% rated as adequate (4), 5% as good (5), 9% as very good (6) and only 5% of the respondents rated it as excellent.

Question 20: Rate the competency and expertise of the HR staff based on the quality of consulting they provide?

Thirty six per cent of the respondents rated it as adequate (4), 18% rate by (3), and 14% rated by (2). Fourteen per cent of the respondents rated as good (5), 9% rated as very good (6) and only 9% as excellent (7).

Question 21: Are staffing responsibilities clearly defined and known?

Fifty nine per cent of the respondents agreed that the staffing responsibilities are clearly defined and known, while 41% did not.

Question 22: Staffing decisions are made objectively in the university, free from political and bureaucratic patronage.

Sixty eight per cent of the respondents strongly agreed, 27% of the respondents somewhat agreed, 23% neither agreed nor disagreed and 9% disagreed.

Question 23: You are manager and have staffed positions in the last 2 years, are you satisfied with the performance of the selected employees?

Figure 6.7
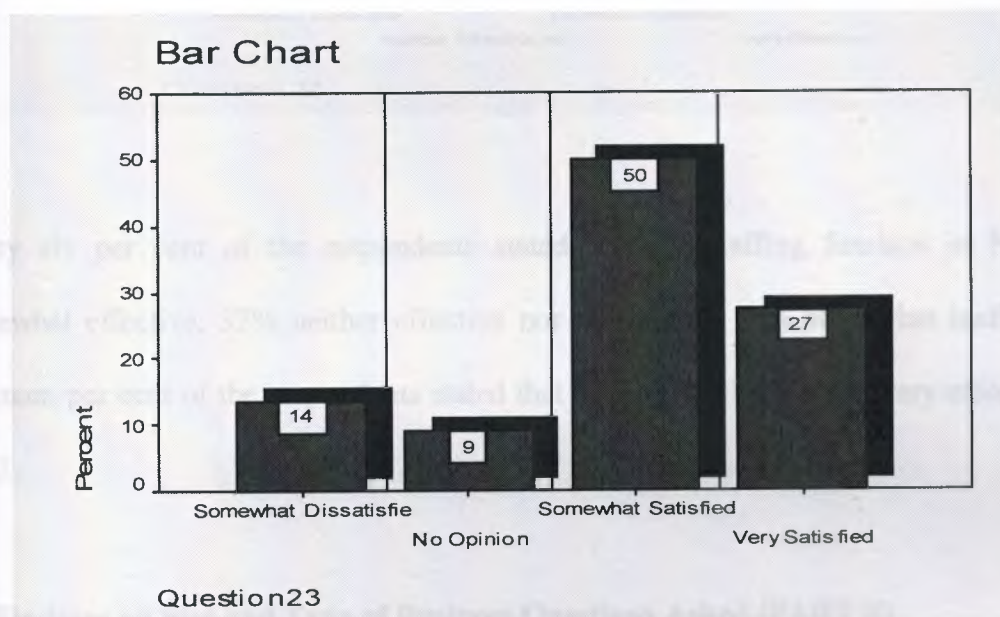
Fifty per cent of the deans and chairmen were somewhat satisfied with the performance of the selected employees, 27% were very satisfied, 14% were somewhat dissatisfied and 9% had no opinion.

Question 24: How effective do you find the staffing function in NE U?

Figure 6.8
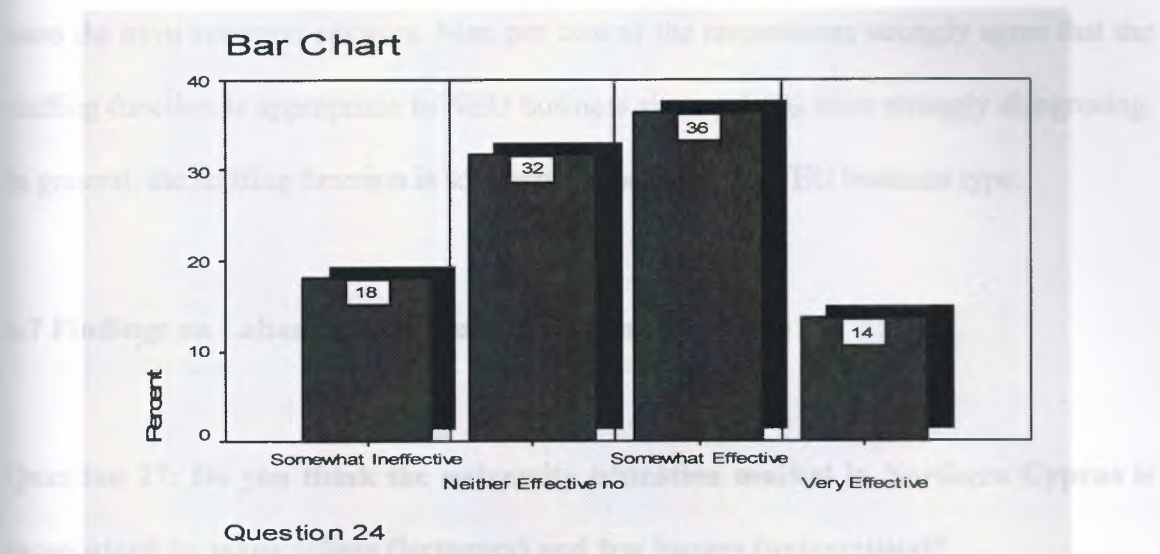
Thirty six per cent of the respondents stated that the staffing function in NEU is somewhat effective, 32% neither effective nor ineffective, 18% somewhat ineffective. Fourteen per cent of the respondents stated that the staffing function is very effective in NEU.

6.6 Findings on Size and Type of Business Questions Asked (PART E)

Question 25: The staffing function is appropriate to NEU business type.

Somewhat agree (59%) and neither agree nor disagree (23%) were the most common answers. Nine per cent of the respondents were somewhat disagree, 9% strongly agreed that the staffing function is appropriate for NEU business type.

Question 26: The staffing function is appropriate to NEU business size.

Somewhat agree (36%), neither agree nor disagree (27%) and somewhat disagree (23%) were the most common answers. Nine per cent of the respondents strongly agree that the staffing function is appropriate to NEU business size, and 5% were strongly disagreeing. In general, the staffing function is somewhat appropriate to NEU business type.

6.7 Findings on Labor Market Study Questions (PART F)

Question 27: Do you think the university education market in Northern Cyprus is categorized by many sellers (lecturers) and few buyers (universities)?

Fifty nine per cent of the respondents disagreed while 41% agreed that the university education market in Northern Cyprus is categorized by many sellers and few buyers.

Question 27a: If yes, then how effective do you think this contribute on staffing function at the NEU?

Forty five per cent of the respondents rated as very effective, 33% as neither effective nor ineffective, 11% rate as somewhat effective and another 11% of respondents rated as somewhat ineffective.

6.8 Conclusion

This chapter analyzed the NEU staffing survey results.

Chapter 7

Conclusion

7.1 Introduction

This chapter lists the major findings from the theoretical survey, gives recommendations for practice, explains the limitations of the research and lists the recommendations for further research.

7.2 Conclusions from Research Findings

Based on the research findings a number of conclusions were reached. Following is a summary:

1. Convenience of the overall organizational strategy at NEU rated as adequate

2. Staffing process is not formalized and institutionalized; it rather relies heavily on the use of a few established procedures and no consistent written policy

3. Current structure of the NEU HR function rated as poor; the competency and expertise of the HR staff is rated as adequate

4. Respondents agree that staffing function is appropriate to NEU business type, but must be evolved with the NEU business size

5. Labor market supply changes according to the faculties of the university. Some faculties, such as engineering, hotel management business are struggled to recruit lecturers, according to a survey. Social science staff appears to be most available.

Based on the overall conclusions and the bar chart (question 24) in previous chapter respondents rate that overall staffing function is adequate at NEU (here is important to note that senior academic staff was holding on that staffing is effective at NEU while junior academic staff rated staffing as ineffective or neither effective nor ineffective).

7.3 Toward More Effective Staffing of Academic Staff: Recommendations

Available literature clearly supports the importance to organizations of having and following well defined staffing system. Maximum benefits accrue when there is a better match between the organization's strategy and HRM issues, policies and procedures are developed and written, and HR other functions (compensation, training and development, labor relations etc) are effective. The university recognizes the importance of academic staff to the effectiveness of the university, but it does not spend the necessary time, energy and money finding the best teachers. Based on the conclusions from research findings, the following recommendations are made:

7.3.1 Develop a Staffing Plan

According to the research results NEU staffing strategy did not matched properly with its corporate and competitive strategies. Key to the successful system for NEU is developing a staffing model which should reflect the nuances of the university and the education market of Northern Cyprus and Turkey.

Staffing planning is rated as adequate in NEU. It will be very advisable for the university to develop intensive staffing plan. In considering staffing plan, the key focus must be in developing plans that include staffing needs for the future, to enable the university to meet its corporate objectives, and developing the potential staff to meet those needs. The university should also keep the staff costs account, monitor the total annual turnovers of the institution.

Staffing planning development is especially important for the NEU because it is on a fast growth track. When the organizations on a fast growth track hire in a reactive mode, managers feel pressured to fill the open slots. They lower standards and hire in haste in order to get the worm bodies to keep up with the growth (Shamis, 2004). Therefore staffing plan will allow the university to hire proactively based on planned needs and expected attrition. It also will provide more order and discipline to a staffing process.

7.3.2 Develop Job Descriptions

Findings indicate that the university has no consistent job descriptions and this may contribute to a lack of clarity in roles of academic staff. University must develop template job descriptions with clear and consistent person specifications attached.

7.3.3 Place More Emphases on the Continuous Recruitment Process to Establish a Wider Pool of Candidates

According to the results university has difficulties of attracting high caliber academicians. The problems were most acute in subjects such as engineering, finance, hotel management business. To eliminate those problems university should place more emphasis on the recruitment process to establish a wider pool of strong candidates. HR should support managers in identifying key attractions of posts to be advertised. Among other advertisement sources university can advertise the job opportunities at NEU web site and other internet sites.

7.3.4 Recruitment and Selection Procedures should be Standardized and Written in Policy

The recruitment and selection of academic staff in NEU is a very inconsistent process which relies heavily on the use of a few established procedures. Although there are recommendations from research studies that recruitment and selection policies be written

and available to employees, this is not the case in NEU organization. No application forms, guidance notes and other selection documentation exist. University should provide a system direction by writing and establishing sound reasonable guidelines and policies for recruitment and selection of academic staff. In order to better monitor recruitment and identify issues for staff formal exit interviews (questionnaires) can be useful.

7.3.5 Use a Structured Interview Process

Recruitment and selection processes have typically focused on unstructured interview. In order to improve its hiring process university NEU should move towards a structured interview process. Structured interview process will help to determine the right fit for the position, it takes much of the risk and uncertainty out of the process by providing a standard approach that ensures that everyone in the organization hires in a consistent standard.

7.3 6 Selection Exercises should be utilized in the Selection of Academic Staff

It will be useful to university to develop a policy that all candidates for interview will be asked to give a presentation, or undertake some other relevant form of selection exercise to gather evidence on teaching, research, and management or organizational ability. Selection exercises to assess teaching for young teachers may be asked to demonstrate capability in explaining and responding to enquiry, planning teaching etc. More experienced teachers may include other activities such as assessment and course design in

their portfolios. Selection exercises to assess research capabilities may include research presentations. Selection exercises to assess management or organizational ability may include case studies.

7.3.7 Establish a Formal Selection Committee; Maximize the Strengths and Experience of Recruitment and Selection Personnel

Responsibility for staffing relies on selection committee which includes vice president, dean of the department and chairmen. Responsibilities and duties of the selection committee are not clearly defined. There is a need for university to establish a formal selection committee, clarify the composition, responsibilities and duties of the members of the committee. Power must be distributed equally to all members of the committee and hiring decision can be done through voting. This will minimize the bias from decision making and will make the staffing process more transparent and fair.

7.3.8 More Support to Line Managers

HR must work closely with the line managers to monitor and support new staff during their probation to ensure that staff are fully supported and therefore reach the required standards in their role in the most effective way. The university must identify areas where the workload is unreasonable or stress levels particularly high and take actions for improvements.

7.3.9 Improve the Structure of the HR Function

There is a need for NEU to improve its overall HR structure according to its business size and clarify the staffing responsibilities. It is a right time for university to have a separate HR staff or at least a separate HR manager. The assistance, specialized knowledge, and advice of a separate HR staff will improve the overall effectiveness of the NEU.

7.4 Limitations of the Study

Typical limitations of this project are lack of time and lack of information. Nonprobability sampling used during the exploratory phase of a research project may curtail the generalizability of the findings, due to the fact that I used a sample of experts (deans/chairmen) who were conveniently available to me. However, it is the only sampling method that is useful for answering the project research questions.

Other limitations or problems found during questionnaire inspection include nonresponse to specific questions, possibility of acquiescence and auspices bias.

As stated by Legge, (1978) line management (in our situation deans and chairmen) tends to have unfavorable perceptions of the HR staff, because it tents to consider that personnel departments are "out of touch" with the kind of problems and constraints which face them. This factor may influence the respondents' rates in a negative way. At the same time deans and chairmen worked in the organization more than ten years and

having a direct influence on universities human resources gave very positive answers, partially it may be considered as bias as well.

Few respondents were not knowledgeable about the staffing issues in the university, therefore was giving uncertain answers by causing much variability to some questions and were confused with subjective questions in Part B of the questionnaire. Few respondents did not know English, and were considered as nonrespondents.

7.5 Recommendations for Further Research

1. This study conducted for effective staffing only for academic members of the university. It is also advisable to conduct the research for effective staffing of managers (deans of faculties and chairmen) of NEU.

2. A study helping to university to develop effective written recruitment and selection policies and procedures could be initiated.

3. A comparative study of staffing practices in other universities could be initiated.

4. With the passage of time again the same study can be conducted in NEU to see changes in staffing practices.

5. A study helping to NEU organization to develop effective salary system is very advisable.

7.6 Conclusion

Conclusions from research findings, recommendations for more effective staffing of academic staff, limitations of the study and recommendations for further research are described in this chapter.

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Appendix

Appendix A

NEAR EAST UNIVERSITY

1988

ACADEMIC PERSONNEL CLASSIFICATION LIST

FACULTY OF ENGINEERING

Prof.Dr.	Assoc.Prof.Dr	Asst.Prof.Dr.	Lecturers		Assistants	
an İ. Akay	Adnan Khashman	Adel Amircanov	Akile Ahmet Raşit	(M.Sc.)	Ali Özgen	(M.Sc.)
ettin Mamedov	Ata Atun	Ali Denker	Alper Akanser		Amber Yusuf	(B.Sc.)
Atun	Cavit Atalar	Ali Evcil	Aziz Zenginses	(M.Sc.)	Boran Şekeroğlu	(M.Sc.)
eyin Gökçekuş	Fa'eq Radwan	Doğan Haktanır	Besime Erin	(M.Sc.)	Burak Alacam	(M.Sc.)
aya Özkın	Rahib Abiev	Erdal Onurhan	Evren Hıncal	(M.Sc.)	Cemal Kavalcıoğlu	(M.Sc.)
z Alizade	Sameer Ikhdair	Erkut İnan	Feray Murat	(B.A.)	Huthaifa Al-Issa	(B.Sc.)
Bektaş		Firudin Muradov	Filiz Alshanableh	(M.A.)	Kadime Altıngül	(B.Sc.)
Çelik		Güner Özmen	Güner Buğrahan	(B.Sc.)	Kamil Dimililer	(M.Sc.)
		Hüseyin Çamur	Jamal Abu Hasna		Koray Altunkaya	(B.Sc.)
		Kadri Bürüncük	Kaan Uyar	(M.A.)	Mehmet Göğebakan	(B.Sc.)
		Lida E. Vafaei	Kemal Ataman	(M.Sc.)	Ömer Gümüş	(B.Sc.)
		Mehmet Okaygün	Metin Bilin	(M.Sc.)	Qais El-Beni	(B.Sc.)
		Umut Türker	Mustafa Gündüz	(M.Sc.)	Ramiz Salama	(B.Sc.)
			Mustafa Sıdal	(B.Sc.)		
			Nevzat Öznel	(B.Sc.)		
			Nidai Kandemir	(M.Sc.)		
			Okan Donangil	(B.Sc.)		
			Özgür Özerdem	(M.Sc.)		
			Saida Mamedov	(M.Sc.)		
			Salim Mirata	(M.Sc.)		
			Tayseer Alshanableh	(M.Sc.)		
			Temel Rızza	(M.Sc.)		
			Tunç Mirata	(M.Sc.)		
			Ümit İlhan	(M.Sc.)		
			Zehra Zenginses	(B.Sc.)		

SCHOOL OF TOURISM AND HOTEL MANAGEMENT

Prof.Dr	Assoc.Prof.Dr	Asst.Prof.Dr	Lecturers	
		Aytaç Yıldırım	Ahmet Özkaram	(B.A.)
		Derviş Yüksel	Beatrix B. Pirchner	(B.A.)
			Bengi Altıner	(M.A.)
			Erdal Camgöz	(B.A.)
			Ersen İnançoğlu	(M.B.A.)
			Ertan Yuvalı	(B.A.)
			Hüseyin Berkmen	(B.Sc.)
			Kerem Ersoy	(B.A.)
			Mete Hatay	(B.Sc.)
			Nesrin Menemenci	(M.B.A.)
			Hüseyin Tolga Günal	(M.B.A.)

FACULTY OF COMMUNICATION

Prof.Dr	Assoc.Prof.Dr	Asst.Prof.Dr	Lecturers	
event Köker nsal Öskay	Ahmet Çiğdem Meral Özbek	Dr. Atila Türk İbrahim Özejder	Ali Bizden	(M.A.)
			Erdinç Gündüz	
			Fisun Davulcu	(B.A.)
			Gazi Yüksel	
			Gürdal Hüdaoğlu	(B.A.)
			Halil Davulcu	(B.A.)
			Hasan Hastürel	
			Mehmet A. İncili	
			Muharrem Faiz	(M.A.)
			Mustafa Doğrusöz	
			Nuran Öze	(M.B.A.)
			Özer Kanlı	(B.A.)
			Sonay Darbaz	(B.A.)
			Şakir Çakmak	
			Timur Cengiz	(B.A.)
			Tolgay Tarıman	

FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCE

Prof.Dr	Assoc.Prof.Dr	Asst.Prof.Dr	Doctor	Lecturers	
erna Kocaman ouni Suistola urat Şeker mit Hassan ehra Önder	İlham Hüseyinov	Ali Dayıoğlu Erdal Güryay Figen Yeşilada Hüseyin Özdeşer Okan Şafaklı Sabine Dreher Tahir Yeşilada Yalçın Akçalı Zeliha Khashman	Ahmet Ertugan Esin Başçeri Mehmet Ağa Şerife Eyüpoğlu	Ahmet Özyiğit	(M.A.)
				Ali Malek	(M.B.A.)
				Anja Suistola	(M.A.)
				Anthony Hodson	(L.L.B.)
				Behiye Tüzel	(M.Sc.)
				Çağıl Etkin	(M.A.)
				Fehiman Eminer	(M.A.)
				Hasan Sarıca	(M.Sc.)
				Hüseyin Yamaç	(M.Sc.)
				İhsan Tuncalı	(M.B.A.)
				İlksoy Aslım	(M.A.)
				Mehmet Harmancı	(M.A.)
				Muhittin Tolga Özsağlam	(M.A.)
				Mustafa Menekay	(M.B.A.)
				Nadire Çavuş	(M.A.)
				Şakir Alemdar	(M.A.)
				Tansel Devin	(M.Sc.)
				Tülen Saner	(M.A.)
				Zeki Erkut	(M.B.A.)

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Prof.Dr	Assoc.Prof.Dr	Lecturers
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Bülent Tahiroğlu			
Cahit Can			
Durmuş Tezcan			
Hakan Pekcanıtez			
Hüseyin Pazarcı			
Işıl Özkan			
Necmi Yüzbaşıoğlu			
Nevzat Koç			
Nevzat Toroslu			
Şeref Ertaş			
Şükrü Sina Gürel			
Tunçer Karamustafaoğlu			
Yavuz Sabuncu			
Yıldırım Uler			

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Erkan Türkmen	Mehmet Çakıcı	Dr. Mustafa Fidan	Arhun Ersoy	(M.A.)
İgor Kormuşin	Melin Has Er	Dr. Mustafa Kurt	Aydın Beyzade	(M.A.)
	Recep Duran		Cem Tamtunalı	(B.A.)
			Çise Barışsever	(M.A.)
			Deniz Ergün	(M.A.)
			Eral Akartürk	
			Erdoğan Saracoğlu	(M.A.)
			Esen Sucuoğlu	(B.A.)
			Funda Aşardağ	(M.A.)
			Funda Gezer	(M.A.)
			Gökmen Biçer	(M.A.)
			İkbal Sezer	(M.A.)
			Michael Macrobert	(M.A.)
			Muharrem Faiz	(M.A.)
			Mustafa Gökçeoğlu	
			Mustafa K. Kasapoğlu	(B.A.)
			Nurdan Atamtürk	(M.A.)
			Özben Aksoy	(M.A.)
			Roger Simpson	(M.A.)
			Seda Çakmak	(M.A.)
			Sinem Ceral	(M.A.)
			Şevket Öznur	(M.A.)
			Ülkü Emil	(B.A.)
			Yasemin Salcı	(M.A.)
			Yusuf Suiçmez	(M.A.)
			Zalihe Aksular	(M.A.)
			Zihniye Okray	(M.A.)

ATATÜRK FACULTY OF EDUCATION

soc.Prof.Dr	Asst.Prof.Dr	Doctor	Lecturers
met Pehlivan n Ankay ib Derzinevesi ze Keser l Aytekin met Çağlar z Karakartal	Cem Birol Hüseyin Uzunboylu Ömer Yaraşır	Kemal Batman Mehmet Müderrisade Murat Tezer Osman Cankoy Zehra Özçınar	Ahmet Ergülen Ayça Çelik Çiğdem Tuğsal Doğuş Ertaç Emirali Evcimen Erinç Erçağ Ezgi Atai Fisun Köse Hüseyin Tehdit Işıl Candan Melek Baştaş Mihan Avcı Mukaddes Sakallı Nebile Eğilmez Olgun Alpar Öykü Özgüm Öztül Özerdem Raif Yücelten Sait Baki Şebnem Güldal Sedef Arif Şenay Birol Şeniz Şensoy Sevinç Baki Sülen Şahin Süreyya Bozok Yeliz Kıralp

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Assoc.Prof.Dr	Asst.Prof.Dr	Lecturers	
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OFFICE OF HEALTH, CULTURE AND SPORTS

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		Alptekin Zekai	
		Ayşen Korahan	
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		Erhun Tekakpınar	(M.A.)
		Fatoş Anıl	
		Gökmen Öder	
		Gültekin Gülman	
		Güngör Acar	
		Hakan Atamtürk	(B.A.)
		Kamil Kolcu	
		Mehmet Gürcenk	
		Metin Atan	
		Musa Oytun	(M.A.)
		Nazım Burgul	(M.A.)
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		Özkan Tülbentçi	(B.A.)
		Pınar Denk	(B.A.)
		Savaş Maddi	
		Serhat Deniz	(M.A.)
		Sevim Ancın	(B.A.)
		Sezgin Özüzmez	
		Şevket Direktör	(M.A.)
		Togay Uluöz	(B.A.)
		Tolga Tekin	
		Turgut Karamanoğlu	(B.A.)
		Üney Bensel	
		Zihni Üney	

ENGLISH PREPARATARY SCHOOL

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Mahmut Sinan (Müdür Yardımcısı)	Gül Ergüneş Akın
Aslı Kasabalı	Hüsrev Çağın
Claire Hawkins	İmren İbrahimer
Deniz Maşera Altay	İnanç Uçaröz
Dilek Batman	Inna Eremenko
Eda Aşılmaz	İzbel Celallettin
Elvan Yamaç	Lalehan Demircan
Emine Arıl	Mehmet Beha
Emine Efetürk	Olga Okan
Emma Lucy Ersoy	Semra Özalev
Fatma Boral	Tilsim Raif
Fatma Hamidan	Tülin Cağatan
Fatoş Aksaç	Vedia İpek Barut
Firuzan Remzi	

Appendix B

The purpose of this questionnaire is to comprehend the current staffing practices and requirements for <u>the academic related staff</u> in Near East University.

However, we conduct this study to collect more information in order to present an effective staffing proposal, regardless if there is a human resource department or a party that is acting as HR.

1. DEPARTMENT ORGANIZATION

1. Is there one department or function within the NEU that is responsible and accountable for planning, establishing, overseeing and coordinating all human resource policies, systems and services? _____

2. Does the senior human resources manager participate in addressing the NEU's strategic, tactical and policy issues? _____

3. Has a department mission statement been developed explaining its purpose within the organization? _____

4. Does the Human Resources department take a lead in striving for a more empowered and participative work force (productivity improvement, cost reduction, quality improvement and improved quality of work life programs)? _____

5. Are job descriptions established for all HR personnel stating major job objectives, responsibilities and accountabilities? _____

6. Are department personnel provided adequate training and professional development to meet organizational challenges and demands? _____

7. Does the NEU make plans for ensuring that HR's future needs are met? _____

8. On a scale of one to seven (seven being the highest and four being adequate), how would you rate the overall effectiveness and structure of your Human Resources department (or function)? _____

9. On the same one-to-seven scale, how do you think NEU department heads would rate the overall effectiveness and structure of the HR department? _____

7

2. HUMAN RESOURCES PLANNING/ORGANIZATIONAL DEVELOPMENT

10. Is there one position accountable for reviewing the NEU's human resources requirements? _____

11. How is this review carried out?

Formally/informally? (please describe)

_____

_____

_____

_____

12. Are human resource projections (i.e., numbers, job classifications, skills, knowledge, ability and educational levels) identified in the recruitment plan? _____

13. If the human resources plan calls for restructuring or downsizing, are there strategies set to deal with displaced employees? _____

14. What are the objectives, strategies of human resources in the NEU as a whole for the next plan period? _____

_____

3. RECRUITMENT AND SELECTION

15. Is there a policy in place stating the NEU's philosophy on recruitment and selection? _____

16. Is there one position within the university accountable for overseeing and coordinating recruitment and placement? _____

RECRUITMENT

17. Is there a formal process in place for identifying job vacancies? ___

18. Who is responsible for recruitment of academic posts? _____

19. Can the department (faculty) manage its own recruitment? _____

20. Which kind of people do you recruit for the NEU: research oriented or teaching oriented? _____

21. From where (local, international etc) the recruitment is done? _____

22. Briefly describe the process from needs identification through final approval authorization._____

_____

_____

_____

23. Is recruitment done proactively from a planning mode (i.e., projected workforce plan) as well as reactively to immediate replacement and new job openings? _____

24. Is a job analysis conducted for each accademic position? _____

25. Is consideration given to internal candidates for all or some job openings before outside recruitment begins? _____

26. Is there a formal job posting procedure in place? _____

27. What kind of recruiting sources does NEU use:

Newspaper sources? _____

Professional journals/periodicals? _____

College recruiting? _____

Special events recruitment (e.g., job fairs and expos)? _____

Community referral agencies (e.g., state employment and training offices)? _____

"Quasi-search" methods (e.g., hourly rate paid to recruiting professionals for targeted candidate sourcing or use of professional candidate researchers)? _____

Employee referral? _____

Internal computerized applicant database? _____

Professional networking (e.g., associations)? _____

Direct mail recruitment? _____

Personal networks (e.g., local competitors, customers, suppliers, outplacement firms or industry research)? _____

28. Does the university measure the effectiveness as well as the costs of these recruiting sources? _____

39. Are there any difficulties of attraction of good (high quality) staff (Low benefits, wages, completion, high cost of living in Cyprus, housing, Cyprus problem, student number, language, university standard etc)?   _____

SELECTION

30. How many candidates are typically interviewed before filling a position and at what levels?

_____

_____
_____

31. Are there any selection committee and who are the members?

_____

_____

How many people are typically involved in the interviewing process?

_____

_____

Are panel interviews used? _____

Who makes the final hiring decision?

_____

_____

_____

32. Are hiring managers trained in objective selection (e.g., interviewing techniques, position-related questions and legal implications)? _____

33. Are reference checks conducted on all candidates? _____

Who performs the reference checks? _____

34. Are tests or personality profiles used in the selection process? _____

35. On a scale of one to seven (seven being the highest and four being adequate), how would you rate the effectiveness of the recruitment and selection process? _____

36. On the same one-to-seven scale, how do you think the department heads would rate the effectiveness of the recruitment and selection process? _____

COMMUNICATIONS

37. Is there a formal orientation for new employees? _____

38. Does NEU engage in employee opinion surveys? _____

If yes, how frequently? _____

Do you communicate survey results to employees? _____

Is there a demonstrated commitment to introducing changes based on survey data? _____

39. Are exit interviews conducted? _____

By whom? _____

4. EQUAL EMPLOYMENT OPPORTUNITY AND REGULATORY COMPLIANCE

40. Does NEU have a stated policy covering equal employment opportunity as well as it's compliance with all applicable discrimination laws? _____

41. Is there one position within the NEU accountable for overseeing and coordinating EEO policies and procedures? _____

42. Are all hiring managers trained in nondiscriminatory hiring practices? _____

43. Is there an internal process for employees to register complaints concerning discrimination and harassment? _____

5. STATISTICS

44. What is the annual turnover rate (average position replacements per year)? _____

Do you consider this high or low? _____

45.

$$\frac{\text{The staff costs account}}{\text{Total annual turover of the academic staff}} =$$

Thank You very much for your time and cooperation

Appendix C

STAFFING SURVEY

Dear Dean of Faculty\Head of Department:

This survey is conducted to review the variables related to effective staffing in current practices employed for academic staff at Near East University for the project management course (Man 400). Your participation is very important. All responses that relate to or describe identifiable characteristics of individuals will be used only for statistical purposes. The information you provide will be combined with the information provided by others and no individual data that links your name will be included in the statistical reports.

Sincerely, the student of Business Administration Department of NEU

Goulnaz Faxhreeva

PART A   Personal Information

1. Gender   ☐ Male   ☐ Female

2. Nationality (please write)   ....

3. Faculty (Department)   ....

4. Prior to this year, how many years did you serve as the Dean of Faculty\Head of Department?   …………………..

PART B Organizational Strategy

5. On a scale from one to seven (seven being highest and four being adequate) how would you rate the staffing planning at the NEU?

   Poor   Adequate   Excellent

   1 2 3 4 5 6 7

6. Rate how clear NEU HR department (function) demonstrates understanding of organizational strategy?

   Poor   Adequate   Excellent

   1 2 3 4 5 6 7

7. Rate how NEU adapted its staffing process to fit its corporate and competitive strategies?

   Poor   Adequate   Excellent

   1 2 3 4 5 6 7

8. How would you rate the convenience of the overall organizational strategy of NEU?

   Poor   Adequate   Excellent

   1 2 3 4 5 6 7

PART C Staffing Policies and Procedures

9. Do you follow a set of principles while recruiting and selecting academic staff?

☐ Yes   ☐ No

10. Is there a set of values that NEU refer to in staffing policies?

☐ Yes   ☐ No

11. Are the recruitment and selection procedures standardized?

☐ Yes   ☐ No

12. How would you rate your satisfaction level in the recruitment and selection processes of academic staff in NEU?

1	2	3	4	5	6	7
Extremely Dissatisfied	Very Dissatisfied	Somewhat Dissatisfied	No Opinion	Somewhat Satisfied	Very Satisfied	Extremely Satisfied

13. Do you support the importance to university of having, and following a well defined recruitment and selection process for employing academic staff?

☐ Yes   ☐ No

14. How well are all laws and regulations related to the management and treatment of employees communicated and explained?

Poor   Adequate   Excellent

1 2 3 4 5 6 7

15. In my department, the qualifications used in staffing positions are reasonable, given the duties to be performed.

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree

16. How would you rate the HR department's (function's) performance in developing and administrating helpful personnel policies and work rules?

Poor   Adequate   Excellent

1 2 3 4 5 6 7

17. How would you rate the effectiveness of NEU's personnel policies and work rules?

Poor   Adequate   Excellent

1 2 3 4 5 6 7

Part D HR Department (Function)

18. Rate how clearly defined and communicated HR functions and services are?

Poor   Adequate   Excellent

1 2 3 4 5 6 7

19. How do you rate the HR department's (function) current structure for meeting the needs of the organization and your department?

Poor   Adequate   Excellent

1 2 3 4 5 6 7

20. Rate the competency and expertise of the HR staff based on the quality of consulting they provide?

Poor   Adequate   Excellent

1 2 3 4 5 6 7

21. Are staffing responsibilities clearly defined and known?

☐ Yes   ☐ No

22. Staffing decisions are made objectively in the university, free from political and

bureaucratic patronage.

1	2	3	4	5
Strongly	Somewhat	Neither Agree	Somewhat	Strongly
Disagree	Disagree	nor Disagree	Agree	Agree

23. You are manager and have staffed positions in the last 2 years, are you satisfied with

the performance of the selected employees?

1	2	3	4	5	6	7
Extremely	Very	Somewhat	No	Somewhat	Very	Extremely
Dissatisfied	Dissatisfied	Dissatisfied	Opinion	Satisfied	Satisfied	Satisfied

24. How effective do you find the staffing function in NE U?

1	2	3	4	5	6	7
Extremely	Very	Somewhat	Neither Effective	Somewhat	Very	Extremely
Ineffective	Ineffective	Ineffective	nor Ineffective	Effective	Effective	Effective

Part E **Size and Type of Business**

25. The staffing function is appropriate to NEU business type.

1	2	3	4	5
Strongly	Somewhat	Neither Agree	Somewhat	Strongly
Disagree	Disagree	nor Disagree	Agree	Agree

26. The staffing function is appropriate to NEU business size.

1	2	3	4	5
Strongly	Somewhat	Neither Agree	Somewhat	Strongly
Disagree	Disagree	nor Disagree	Agree	Agree

Part F Labor Market

27. Do you think the university education market in Northern Cyprus is categorized by many sellers (lecturers) and few buyers (universities)?

☐ Yes   ☐ No

If yes, then how effective do you think this contribute on staffing function at the NEU?

1	2	3	4	5	6	7
Extremely	Very	Somewhat	Neither Effective	Somewhat	Very	Extremely
Ineffective	Ineffective	Ineffective	nor Ineffective	Effective	Effective	Effective

Comments:

Thank you very much for your participation in this survey.

Appendix D

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std.	Variance
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Question 5	22	2	7	4.41	.29	1.37	1.872
Question 6	22	2	7	4.36	.28	1.29	1.671
question 7	22	2	7	4.32	.27	1.29	1.656
question 8	22	2	7	4.41	.27	1.26	1.587
question12	22	2	7	4.68	.27	1.29	1.656
question14	22	2	7	4.36	.30	1.40	1.957
question15	22	3	5	4.18	.13	.59	.346
question16	22	1	7	4.05	.29	1.36	1.855
question17	22	2	7	4.27	.26	1.20	1.446
question18	22	1	7	3.41	.34	1.59	2.539
question19	22	2	7	3.59	.33	1.53	2.348
question20	22	2	7	4.14	.31	1.46	2.123
question22	22	2	5	4.00	.22	1.02	1.048
question23	22	3	6	4.91	.21	.97	.944
question24	22	3	6	4.45	.21	.96	.926
question25	22	2	5	3.68	.17	.78	.608
Valid N (listwise)	22						

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std.	Variance
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
question27a	9	3	6	4.89	.39	1.17	1.361
Valid N (listwise)	9						