

## Evaluation for Selecting and Hiring of Employees in a Multicultural Environment

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### Abstract

*Business leaders seeking increased market expansion through acquisition, mergers, and joint ventures, as well as those managing overseas or multicultural subsidiaries, can greatly increase their effectiveness by becoming culturally aware. Multicultural Management exposes in detail the special skills needed to successfully negotiate and work with people from other cultures, clearing up the “mysteries” behind these and other questions. Every management expert in the world agrees on one thing: The country or company whose citizens have the greatest cross-cultural competency will have the advantage in the coming years. This will happen because they are going to recruit-evaluate and hire the very best one. The Multicultural management deals with everyday business situations like rewarding and motivating employees, communicating, training, transferring technology, and negotiating across cultures. This incisive guide targets to provide sharp cultural contrast, but you can apply the skills taught to people from any culture. It also explores the subcultures that exist within organizations, demonstrating that “culture” means not only values learned in your country of origin, but also those assimilated from the groups with whom you associate. (Farid Elashmawi and Philip R. Harris, 1993)*

### Introduction

Management today is increasingly multicultural. This has come to pass in the first quarter of the 21st century, as national populations have become more informed, heterogeneous, and less isolated. With continued movement toward a global marketplace, growing trans-border exchanges are leading to trade agreements and economic unions. Thanks to stunning technological advances in communications and transportation, the world’s cultures are increasingly starting to interact with one another. In the ’90s, we are also witnessing a counter phenomenon—breakdowns of large, traditional political entities, such as the former U.S.S.R. and Eastern bloc countries. There, smaller republics and ethnic groups are demanding more independence, while moving toward democratic free enterprise and away from socialistic systems that feature centralized planning and control.

The challenge is whether locals will be driven out by destructive ethnic rivalries, or realizes the advantages of cultural and economic synergy with their neighbors. Because of the significant social and political changes that are currently under way, there is real opportunity for world traders and entrepreneurs, free of ideologies, to engage in peaceful commerce for the benefit of humankind. The globalization of the mass media has shown many people the possibilities available within modern society, and has made them desire improvements in their quality of life. Such market needs can only be met on a global scale when a new class of managers and professionals come prepared with multicultural skills. Such cultural competencies are critical as we are into the 21st century. (Farid Elashmawi and Philip R. Harris, 1993)

### The purpose of the study

The purpose of the study is to present a validated method explaining in detailed the procedure of rating-evaluation and selecting the final candidate for hiring as the very best one fitting exactly the criteria set by the Human Resources Department of the actual company.

### Limitations

This study is limited strictly in the evaluation for selecting and hiring of employees procedure among the candidates in order to select the finalist. All the other related functions belonging to the area of Human Resources Department are **excluded** as below stated in the paragraph **B. Theory 2**.

## Definitions

Multicultural Management is an invaluable tool for gaining the management skills you need to succeed in today's global economy. (Farid Elashmawi and Philip R. Harris, 1993)

## Literature Review

### THEORY 1

#### Diversity in the Multicultural Workforce

The domestic work environment in most countries is becoming more complex. Most national workforces are experiencing a population growth among traditional minorities, who also seek to move beyond entry-level jobs. Improved access to education and training for people in such micro cultures fuels their vocational ambitions. Enlightened legislation, whether called "equal employment opportunity" or "affirmative action," is designed to ensure fairness in the workplace. Gender barriers are also slowly being eliminated, and many women are now in supervisory, management, and other executive positions.

In the United States this multicultural resurgence is evident with the increase in Asian, Latino, and Afro-American populations, new immigrants from many different countries, and millions of illegal aliens. In Canada, French-speaking and Inuit minorities have become more assertive in seeking their job rights; expanding immigrant populations from Central Europe and the Far East have joined in their demands. Across the Atlantic, workforces have become more diverse as border crossings have become easier, while labor shortages have forced some countries to import "guest workers" from a variety of places. France not only has a large North African minority population, but economic refugees from numerous impoverished lands to the south have immigrated there as well. Germany struggles to cope with previous guest workers from Italy, Turkey, India, and Pakistan, along with new onslaughts of job seekers from former East countries and Europe. The United Kingdom tries to cope with a multicultural inflow from the former British Commonwealth nations, as well as with Arab investors. Across the Pacific, the Koreans and Filipinos are most active in seeking contracts or work abroad, while the Japanese may have to hire more outsiders to take over low-level jobs that have yet to be automated.

In many places, labor is not just absorption of new foreign workers, but of new foreign owners and executives as well. Latin America is the marketing and relocation target for many Americans, Europeans, and Japanese; conversely, millions of Latin Americans have migrated northward seeking prosperity. Everywhere, people are moving beyond their homelands in the search for a better life, creating worker pools that call for cross-culturally sensitive managers.

In this post-industrial information age, a new work culture is emerging. One of its norms is competence, regardless of one's race, color, creed, or place of origin. High-technology industrial parks around the world are being staffed by technical types of many nationalities, hired because of their scientific ability, regardless of cultural background. Operating high-tech plants requires the best of multicultural management, whether in the "Silicon Valley" of California, Taiwan, Hungary, or India. The same multicultural environment may be observed in academia or in research and development laboratories worldwide. (Farid Elashmawi and Philip R. Harris, 1993)

#### The Multicultural Workforce

Like a magnet, North America has been attracting emigrants for many centuries. It may have started when Asian natives migrated across a suspected land bridge over the Bering Sea to what is known today as Alaska and Northern Canada. In the 16th and 17th centuries, the "New World" colonists departed largely from Great Britain, France, and Spain, as well as Africa, which supplied slave labor. In the 18th and 19th centuries, the immigrant trail to "America" expanded to include the Irish, Italians, and other Europeans, in addition to Chinese laborers. But the 21st century has seen the greatest influx into the U.S. of Hispanics or Latinos, and of Indo-Chinese refugees. In this past century, Canada has received many new arrivals from the British Commonwealth nations, such as India, Pakistan, and Hong Kong, as well as from central Europe and Latin America. In both nations, these varied peoples altered a supposedly homogeneous workforce and made it more heterogeneous and diverse. Why do these emigrants come to North America? Through the centuries, they have come for two basic reasons—: *freedom and opportunity*. The migration pattern has consistently shown that the transplants wished to escape for economic, political, or religious reasons. Rather than accept the status quo in their homelands, the searchers sought a better life for themselves and their families and better environments and prospects to achieve their human potential. For example, the latest arrivals to the U.S. and Canada are students from the People's Republic of China. As reported in the *Los Angeles Times Magazine* (March 25, 1990), although there were only a handful of Chinese emigrants a decade ago, there are now 43,000 Chinese students in the U.S., the largest segment of foreign students in the U.S.

Among the best and brightest of their generation in the past Communist China, these people came to absorb knowledge, especially in the sciences and technology, so that they could use it in their impoverished country. They are products of the ancient Confucian culture that for two millennia has etched itself into the soul of Asia, and contributed so much to the human family at large. They also come from the world's most populous nation handicapped by a Third World economy, and from political systems characterized by individual repression and exploitation. These Chinese students had their dreams shattered by the massacre of their fellow university students at Tianamen Square in June 1989.

Within a closed, totalitarian society, the students had peacefully protested for economic and educational reform, calling for more democracy; they dared to rally against widespread corruption and inequity. As a result, most of these students wished to prolong their stay in foreign lands; many of them sought political asylum in Canada and the U.S. Presently, 11,000 of these Chinese youths are legally in the U.S. and will remain there with the American government's permission for at least four more years. Increasingly, they will be assimilated into American society and alienated from China; many will become permanent residents of their adopted lands—the multicultural researchers and managers of tomorrow. Until the Chinese regime and its attitudes change, the North American workforce will be absorbing some of its dislocated younger generation.

Should one of these well-educated persons show up in your office or plant, consider their poignant story and their painful separation from family and friends. In order to utilize their competencies effectively and establish work relationships, try to comprehend their background and fathom their mindset. Don't be surprised if you also find among the new wave of fellow workers refugees from the chaos of Central America, Eastern Europe, and the Middle East. By taking time to reach out and assist foreigners' acculturation, you will enhance your own understanding and knowledge while furthering the competitiveness of your organization. (Farid Elashmawi and Philip R. Harris, 1993)

### **Leadership in Multicultural Management**

Dr. Woodrow Sears, a management consultant in Torrance, California, counsels clients that

- *Leadership* is the creation of structures that permit people to participate effectively in the achievement of worthwhile goals.
- *Management* can be defined as “expect/inspect”—that is, according to Sears, effective managers create and clarify performance expectations with subordinates or colleagues, then they negotiate and conduct inspections to ensure that work is completed successfully. It is an abomination when bias, bigotry, and ignorance within an organization or its management undermine the personnel's fullest contribution and development.

The practice of multicultural management centers around the importance of personnel. In *Human Side of Enterprise*, McGregor makes the point that, for more than forty years, behavioral scientists have been conveying that message to managers, but only now are many of them really beginning to listen and translate the concepts into corporate actions. Many domestic managers relearn such insights when they go abroad and observe management as practiced in other cultures. For example, it was the Japanese application of “quality circles” proposed first by an American industrial engineer, W. E. Deming, which got his countrymen to seriously utilize this group technique. Similarly, current North American management is again relearning about the importance of “human capital” and labor/management cooperation from their Asian counterparts. As Alan Binder, Princeton professor of economics, wrote:

The Japanese seem to have broken down the “us vs. them barrier” that so impairs labor relations in American and European companies. They do so by creating a feeling that employees and managers share a common fate... that a well-run Japanese corporation is of, by, and for its people.

So Japanese companies train their employees, guarantee job security, and offer career paths that blossom if the company flourishes... Japanese CEOs are rarely dictators; many top companies are run by consensus. Work is organized by teams from the executive suite to the factory floor... Consultation between labor and management is a pervasive... Japanese workers cooperate with management because their welfare is tied up with the company.... To a degree that most Americans would find astonishing, large Japanese companies are run for the benefit of the employees rather than the stockholders. That means providing extensive fringe benefits, as well as training and security... It is in managing people, I believe, that America can learn the most from Japan.

**(Business Week, November 11, 1991, p. 22.)**

The lesson here is the indigenous managers can learn much from the way foreigners view our own management practices, as well as from the management systems of other countries.

One of the biggest issues facing North American managers in this decade is the growing diversity and complexity of the workforce. In the U.S., demographic reports underscore this new reality:

- Women, minorities, and immigrants will make up 85 percent of that workforce by the year 2020.
- Women alone will comprise two-thirds of that labor market growth, or 47 percent of the workforce by the turn of this century.
- Native nonwhites and immigrants will equally account for 40 percent of that growth by the 21st century.

In 1991, the U.S. Labor Secretary issued a report on the subject of the “glass ceiling”—it chided U.S. corporations for placing arbitrary obstacles to the career advancement of women and minorities, especially into management. Ann Morrison (1982) first utilized that term in a book co-authored on the subject. Now this researcher from the Center for Creative Leadership in La Jolla, California, is the principal investigator for another study of leadership diversity. Completed in 1992, the study addressed such questions as:

- How can corporations and other institutions better integrate women and people of color into middle and upper management ranks?
- Which policies and practices being used in organizations are most effective for this purpose, and why?
- What improvements will advance the career prospects for women and people of color, especially into management?(Farid Elashmawi and Philip R. Harris, 1993)

## A. THEORY 2

### 10 Core Functions of Human Resource Management

1. Planning for the Future
2. Recruiting Top Talent
3. Succession (Career) Planning
4. Evaluating Job Functions

Popular methods of evaluation are as follows:

Classification

Ranking

Points

5. Incentives and Rewards
6. Employee Engagement and Internal Marketing
7. Employee Wellness
8. General Administration
9. Employee Off-boarding
10. Safety and Health Standards

(<https://tracktime24.com/Blog/10-core-functions-of-human-resource-management>)

## B. THEORY 3

### WEIGHTED-FACTOR ANALYSIS

The evaluation of important factors is usually best done by the weighted-factor method of comparing alternatives of the candidates for selection. This method is explained in *Figure 1*(the weighted-factor is abbreviated as WT). Essentially, the procedure involves the following steps:

1. List the factors (or considerations or objectives) which are involved or are wanted from the Human Resources Department for the evaluation of the candidates.
2. Determine a weight or relative importance value for each factor, starting with the most important factor as ten (10).
3. Identify the alternative candidates, using one column for each plan.

4. Rate all plans for one factor at a time, using the A-E-I-O-U-X vowel-letter rating coded
5. Convert each vowel-letter rating to a numerical value, multiply it by the weight value for the factor, and record the weighted-rating value of each alternative plan for each factor.
6. Down-total the numerical weighted-rating values for each plan, and compare the weighted-rating totals.

**Figure 2 shows a blank form available to be used in any new evaluation of the alternate candidates in the future**

Figure 3 shows an example on an evaluation sheet as used for comparing the alternative candidates for XYZ Ltd. Company.

One candidate may clearly stand out above the others. If a candidate results to the highest score is the one logical to select. **More often than not, two candidates come out very close. These final candidates can then be evaluated again with more scrutiny, more people, or more careful weighting of the factors.** Additionally, each candidate can be re-examined for potential improvements on the factors that rate low.

Frequently, from the very act of careful evaluation, there occurs to the analyst still another combination plan incorporating many of the best ideas from the other alternatives. In this sense, the evaluation is also an aid to planning.

The vowel-letter rating code used is:

A = Almost perfect - Excellent ..... Value 4  
 E = Especially good - Very good ..... Value 3  
 I = important results obtained - Good ..... Value 2  
 O = Ordinary results, OK - Fair ..... Value 1  
 U = Unimportant results – Poor ..... Value 0  
 X = *Not* acceptable - Not satisfactory ..... Not valued

The actual rating can be done by the evaluator *alone*, or it can be *done in conjunction with others*. **In today's situation is easy to be used the Skype or Viber solution contacting with each one separate or in conjunction.** When the people most interested are asked to participate in the evaluating, several advantages are gained. If general agreement is reached by those participating, the evaluation has, in essence, sold itself; there is no problem of going back and convincing or trying to convince these people as to the advantages and disadvantages of one over another. Participation helps focus the minds of several people on the plan, leveling out their own personal preferences for any one plan. Participation at this stage, just as participation in the analysis of criteria used, gets the people involved who are going to have to approve the alternatives or make them work when hired.

When the joint-participation method is used for evaluating alternatives, ratings can be done in two ways: (a) individually and then compared, or (b) by joint discussion. It is generally better to do the former. Comparisons of individual ratings will show that better than half of the ratings will be the same and discussion can be limited to only those areas where differences occur.

This weighted-factor analysis makes a systematic evaluation out of many otherwise subjective views. The procedure lends itself especially to projects where the degree of opinion is high in relation to measurable effective considerations. It is particularly valuable in that it affords the analyst a logical way to bring his thinking closer in line with that of his management by getting his/her superiors to approve the factors and/or set the weight values before any rating is done. (Muther Richard and Haganäs Knut, 1969).

#### **An example with the application of the above suggested method for the evaluation of the candidates**

Note! By the word alternatives, is meant that the alternatives of the candidates of selecting and hiring the best among them are evaluated thoroughly in order the final candidate to be selected as the best one. There is no number limitation of the selected criteria. The author simply stated selected in this case only 14 (stated below) for clearly space purposes. This means in order to exist enough place for listing them in the Figure which the author has applied for an evaluation. The 4 names of the candidates selected for the evaluation are **Jonathan, Mary, Albert and Gunilla. These candidates have been selected from a multicultural environment in order to be found the finalist as the very best one.**

The following core factor criteria for a common evaluation are set usually by the Human Resources Department:

1. Job Knowledge
2. Integrity/Honesty tests
3. Cognitive Ability
4. Personality
5. Emotional Intelligence
6. Skill assessment
7. Physical ability
8. Academic qualifications
9. Foreign languages
10. Global or international work experiences
11. Perspectives for promotion
12. Adjustment and Fitness within the same organization
13. Adjustment and experiences for work in a foreign country
14. Interview (scores resulting from the interview process)

<https://harver.com/blog/successful-employee-selection-process/>

**EVALUATING ALTERNATIVES**

Plant/Area \_\_\_\_\_ Project \_\_\_\_\_ Date \_\_\_\_\_

Description of Alternatives:

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

Weight set by \_\_\_\_\_ Ratings by \_\_\_\_\_ Tally by \_\_\_\_\_

FACTOR/CONSIDERATION	WT.	RATINGS AND WEIGHTED RATINGS					COMMENTS
		A	B	C	D	E	
1	4	5	5	5	5	5	
2	3	5	5	5	5	5	
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
TOTALS							
NOTES							

HOW TO USE THE "EVALUATING ALTERNATIVES" FORM

- 1 Fill-in the appropriate information to identify the form.
- 2 Identify each alternative plan by letter and give a brief descriptive word description of each.
- 3 List the factors or considerations which influence the choice of plans. (Define or explain in another sheet the meaning of each factor so it is clearly understood. Avoid duplication of terms and meanings.)
- 4 Assign a weight value of 10 to the most important or most significant factor. Determine and enter the importance relative to 10 of each of the other factors.
- 5 Rate each alternative plan for one factor at a time, using the vowel-letter rating scale. Show half degree in rating by minus sign. Record rating above diagonal line.
- 6 Translate the rated vowel letter to its respective number value, multiply it by the weight, and record the extended weighted-rating value below the diagonal line.
- 7 Down-total the weighted-rating values for each alternative and compare the totals.
- 8 Note any additional information to explain the data above.

**Figure 1. The theoretical background for filling the form called EVALUATION OF ALTERNATIVES**

Source: © Ricard Muther & Associates (1969)

**EVALUATING ALTERNATIVES**

Plant/Area \_\_\_\_\_ Project \_\_\_\_\_ Date \_\_\_\_\_

Description of Alternatives: A. \_\_\_\_\_  
 B. \_\_\_\_\_ C. \_\_\_\_\_  
 D. \_\_\_\_\_ E. \_\_\_\_\_

Weight set by \_\_\_\_\_ Ratings by \_\_\_\_\_ Tally by \_\_\_\_\_

FACTOR/CONSIDERATION	WT.	RATINGS AND WEIGHTED RATINGS					COMMENTS
		A	B	C	D	E	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
TOTALS							

NOTES \_\_\_\_\_

Figure 2. The blank form for the EVALUATION OF THE ALTERNATIVES in order to be used in any needed case. Source: © Ricard Muther & Associates (1969)

**EVALUATING ALTERNATIVES**

Plant/Area \_\_\_\_\_ Project \_\_\_\_\_ Date \_\_\_\_\_

Description of Alternatives: A. JONATHAN  
 B. MARY C. ALBERT  
 D. GUNILLA E. \_\_\_\_\_

Weight set by \_\_\_\_\_ Ratings by \_\_\_\_\_ Tally by \_\_\_\_\_

FACTOR/CONSIDERATION	WT.	RATINGS AND WEIGHTED RATINGS					COMMENTS
		A	B	C	D	E	
1 JOB KNOWLEDGE	10	E	A	I	I		
2 INTEGRITY/HONESTY TESTS	6	A	A	I	A		
3 COGNITIVE ABILITY	5	E	I	I	E		
4 PERSONALITY	3	E	A	E	I		
5 EMOTIONAL INTELLIGENCE	2	A	I	I	E		
6 SKILL ASSESSMENT	8	E	A	O	O		
7 PHYSICAL ABILITY	3	I	I	I	E		
8 ACADEMIC QUALIFICATIONS	1	I	O	A	I		
9 FOREIGN LANGUAGES	7	O	I	A	A		
10 GLOBAL OR INTERNATIONAL EXPERIENCES	8	E	I	O	A		
11 PERSPECTIVES FOR PROMOTION	5	E	I	O	A		
12 FITNESS WITH ORGANIZATION	4	A	A	E	E		
13 ADJUSTMENT AND EXP FOR WORK IN FOREIGN	4	I	O	E	I		
14 INTERVIEW	5	A	O	O	I		
TOTALS		208	194	143	204		

NOTES THE FIRST WITH THE HIGHEST SCORE IS JONATHAN  
 THE SECOND IS GUNILLA  
 THE THIRD IS MARY  
 THE FOURTH IS ALBERT

Figure 3. An applicationn of the blank form filled by the author in order to evaluate 4 candidates who applied fr the job after announcing the position, namely Jonathan, Mary, Albert and Gunilla.

The final selected candidate with the highest score is jonathan

The blank for as stated in Fig. 2 was filled by the author.

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