



Governance Reform Working Paper Series

VOLUME 1: RECRUITMENT

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DRAFT

Foreword

The Government of Pakistan has developed the Vision 2025, which recognizes institutional reform and modernization of the public sector as one of the seven pillars of development and growth framework. To actualize this pillar of Vision 2025, the Prime Minister of Pakistan has directed the Ministry of Planning Development & Reform (MoPDR) to propose and implement a program for enhancing efficiency, effectiveness, transparency and accountability of the public sector. Consequently, MoPDR, through assistance from the United Nations Development Programme (UNDP), is implementing a project for reform and innovation in public service delivery.

Under this program, the MoPDR is rolling out a number of innovative initiatives. A series of Governance Proposals have been prepared under the technical leadership of the Member, Governance: Dr. Syed Tahir Hijazi. These pertain to critical areas of recruitment for the civil servants and have emerged from numerous consultations held with representatives of the relevant federal Ministries and Divisions, as well as civil society and academia. We would like to acknowledge the efforts of the hundreds of experts, researchers and practitioners who devoted their time and energy for providing invaluable inputs throughout this consultative process.

The Governance Section, MoPDR, is proud to present these proposals for wider review and discussion among all governance stakeholders. It is our belief that constructive dialogue is a crucial element in governance reforms and an open, consultative approach is best for bringing about meaningful and sustainable change. It is hoped that these proposals will trigger an informed debate on governance in general and civil services reforms in particular. We welcome all comments and questions and invite readers to join the conversation on reform through our web-page and attached social media portals.

The proposals presented here are part of broader efforts to introduce reforms in the compensation structure, performance management, training and capacity building, and career-paths. Similar proposals for these reforms will be duly published and circulated as and when they are finalized.

SIGNATURE

Dr. Syed Tahir Hijazi

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A. Age and Education

Governance in recent times is marked with increasingly complicated and cross-cutting issues, such as economic and financial unpredictability, internal and external conflicts, demographic drifts, climate change, and regulatory challenges. Liberalization, privatization, deregulation and rapid technological advancement require a different set of competencies among public officials than the ones they currently possess (FPSC Annual Report, 2013). These competencies are the skills, knowledge and attitudes that lead to successful performance in civil service (Denhardt and Denhardt, 2006). The availability of these competencies does not just happen by chance but through an articulated recruitment exercise and subsequent capacity development endeavors. The recruitment process should attract the best available talent to the civil service. The key to effective recruitment lies in the fact that jobs in the civil service are carefully analyzed on the basis of duties, responsibilities and the skills required to perform them.

Keeping in view the challenges in governance and the requirements of a modern civil service, a workforce that is more knowledgeable and skillful is needed. Reforms¹ including the introduction of pre-exam screening test, specialized group intakes and revising the qualifying criteria of education and age are intended to facilitate the process of getting even better intake in civil service exams.

Reforming² the age and qualification requirements shall help in the identification of most suitable candidates and ensure the initial filtering of unqualified applicants in a way that will reduce overall selection costs as well. Though age and qualification are general correlates but there are no standard criteria on which requisite age and qualification are determined except the mental and physical requirements of the job. These requirements can be tested in the written examination once an effective recruitment pool is generated on the basis of adequate age and education criteria.

Ministry of Planning Development & Reform (MoPDR) held a series of consultations with various stakeholders, including civil servants from all provinces. The consultations culminated in a two-day, final national consultative workshop, held from 13th to 15th September, 2015 in PC Bhurban. The findings of the workshop and series of many consultations were further endorsed in Governance Forum 2015 on 30th December, 2015 held in International Islamic University, Faysal Mosque, Islamabad.

Based on proposals and feedback received, the following reforms need to be implemented as a part of recruitment calibration

1. Sixteen years of education be a prerequisite to entry in civil service.
2. Age ceiling for entry in civil service be increased from 28 to 30 years.

Rationale

1. Sixteen years of education be a prerequisite to entry in civil service.
 - a. Requisite of bachelor level qualification was designed in times where Bachelor was considered a high level of qualification. 14 years bachelor's

¹ Findings of the National Consultative Workshop during 13th to 15th September, 2015 in Bhurban.

² These reforms only regard to augmentation in age and qualification criteria and may be considered further to the eligibility criteria, framed in "Rules for competitive examination (CSS) 2016" Federal Public Service Commission, Islamabad.

degree today is no longer considered a superior qualification and an upgrade in educational requirement for entry in civil service is inevitable.

- b. According to Higher Education Commission regulations, completing a 4 year Bachelor's degree requires 124-136 credit hour studies³ which correspond to 16 years of education. Realizing that the most of the public and private sector Universities in Pakistan have moved to a 16 years bachelor degree program and appreciating the fact that candidates with 16 years education are more knowledgeable and skillful, it is recommended to change the educational qualification from 14 years bachelor degree to 16 years education (i.e. Bachelor or Master degree) to be eligible to take the Competitive Examination. This shall also align the recruitment practice of FPSC with prevailing education system in Pakistan.
 - c. The annual report of PFSC (2013) shows that very low candidates qualified to appeared ratio⁴ (e.g. FPSC reports⁵) also indicates a provision of further filtering of candidates for entry exams and increasing the educational qualification to 16 years could facilitate the process of filtering less attractive candidates. This shall also reduce the management costs of examinations.
 - d. Considering that 80 to 86 percent of the candidates qualifying the Competitive Examination between 2008 to 2012 (c.f. FPSC Annual Report 2014, p 11) had 16 years or above educational qualification. The fact is sufficient to justify the upgrade in the qualification requirements to 16 years of education.
 - e. In India, a degree of any of the recognized Universities is the eligibility requirement to appear in civil service exam⁶. The generalist approach was adopted by British and it was both a product of and suited to the objectives of a law and order, revenue-collecting government, the American civil service, on the other hand, emphasize on specialist administrators (Roy 1964)⁷. In Singapore, relevance of the course taken in relation to the post applied is the prime criteria. The selection is augmented with personal qualities such as leadership, motivation, communication skills, aptitude and commitment. Each ministry draws up its own criteria. Applicants may be required to take aptitude tests to further assess their capabilities⁸. To upgrade the civil service in Pakistan and move forward from generalist to specialist orientation of civil servants in their early career, sixteen years qualification could be a step in right direction. This shall also facilitate the recruitment of candidates in the fields of their specialization.
2. Age ceiling for entry in civil service be increased from 28 to 30 years.
 - a) Increase in age limit is a prequalification, not the selection criteria for joining civil service. All candidates including the 29-30 year candidate shall go through the homogenous criteria of selection with a purpose to identify the most talented individuals. It is identified in national consultative workshops that civil service, for further improvement, needs to widen the talent pool for recruitments. The candidates

³<http://www.hec.gov.pk/InsideHEC/Divisions/LearningInnovation/Documents/HEC%20Approved%20Policy%20Guidelines%20for%20Semester%20%20Examination%20%20System.pdf>

⁴ It refers to a ratio of number of applicants appeared in the CSS exam to no. of qualified candidates. According to FPSC annual report (2013), this ratio was 7.8% in 2012 and further reduced to 1.92% in 2013.

⁵ http://www.fpsc.gov.pk/icms/admin/documents/publications/Annual%20Report%202013_12-09-2014.pdf

⁶ <http://www.jagranjosh.com/eligibility-for-ias-st-1394182906#sthash.3GxJsOIK.dpbs>

⁷ http://www.epw.in/system/files/pdf/1964_16/26/generalists_vs__specialists_in__indianadministrationi.pdf

⁸ <http://www.gaportal.org/sites/default/files/unpan016238.pdf>

- with prior work experience in the private sector, or those who have studied and worked abroad can be attracted by increasing the upper age limit. Such aspirants, if selected, will be able to bring and apply their learning to the public sector.
- b) The increase of two years schooling from 14 to 16 years, as pre-qualification for CSS exam, logically leads to an increase of the upper age limit by the same two years to avoid legal complications.
 - c) In some areas of Pakistan, poverty and lack of educational facilities mean that prospective candidates sometimes combine work with education, or have to take breaks from schooling, or have limited access to learning opportunities, and therefore complete their graduation/16 years of education later than the age of 22. Increasing the upper age limit to age 30 will promote inclusiveness and equality of opportunity across geographical and socio-economic groups, by ensuring these people also get an equal chance to compete.
 - d) Increasing the age might allow people with some previous work experience in the private sector, or people who have studied and worked abroad (and therefore likely to be over 28), to join the civil service, and bring those skills to their work in government. Therefore, in anticipation of the fact that some talented people willing to serve the nation might want to leave current jobs and switch to the government, age limit may be increased.
 - e) The increase in the upper-age limit is in line with the regional practice and may be a step forward towards adopting international best practices:
 - i. India: 21-32 years with six attempts⁹
 - ii. Bangladesh: 21-30 years
 - iii. Malaysia: different for different services as required by ministries for specific jobs
 - iv. UK: no age limit
 - v. USA: varies from service to service, e.g. Foreign Service is 21-60 Years with no specific educational level¹⁰
 - vi. Cambodia and Thailand: 18-30 Year, 30 Year old must possess a higher qualification
 - f) The process of selection adopted by FPSC includes psychological testing that can filter candidates who are more receptive and adaptive to the ethics of civil service and the basic tenets of public interest.
 - g) Younger people will still be applying for the CSS entry exam, as the attraction of being in service for a maximum period of time, promotions, and reaching higher grades before retirement, still remains. Increasing the upper age limit does not exclude or deter younger people from applying.
 - h) Increasing the age will increase diversity in the workplace and increase the benefits of having younger, more pliable employees, along with older, more experienced ones. This could require a revision of training methodology, which is also part of the wider reform agenda.
 - i) Joining of officers to armed services at younger age is more rigidly linked with the physical aspect of the candidate whereas the prerequisites for induction of candidate in civil service are knowledge, aptitude and skills required for public service.
 - j) In armed forces the retirement in most cases is much earlier i.e. the age ranging between 40-50 years through scheme of forced ranking. Whereas, superannuation in

⁹ <http://www.civilserviceindia.com/civil-services-eligibility.html>

¹⁰ <http://careerbrochures.state.gov/fsfssbrochures/fscareers?pg=17#pg17>

Civil Service is at the age of sixty (60) years. The candidates joining Civil Service even at their upper age limit will serve for thirty (30) years in public service. Besides that, to provide these candidates with a fair opportunity to reach at grade 22, an expedited promotion system has separately been proposed. Through which, a candidate joining civil service at the age of 30 shall attain grade 22 at the age of 55.

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1. Denhardt R.B., Denhardt J.V. (2006). *Public Administration: An Action Orientation*, 5th Edition, USA: Thomson Wadsworth. Etuk E (1992). *The Nigerian Public Service: In Search of Creative Excellence*, Ibadan; Spectrum Books Limited
2. Roy A.M.(1964), *Generalists vs Specialists in Indian Administration—I*, THE ECONOMIC WEEKLY, June 13.
3. *Becoming a Foreign Service Officer, FSO, FSS Brochure*, Careers.state.gov
4. *Civil Service Systems In The Asean Region:A Comparative Perspective* (2004), United Nations,Public Administration Network – New York, Eastern Regional Organization For Public Administration.

B. Field of Entry in Civil Service and Educational Qualifications

Introduction

Currently, entry in civil service is through 12 groups, the important questions that needed resolution were:

1. Do we need to change the number of entry group and if so what should be the new groups of entry.
2. Do we need generalist or specialists?

Table 1: Streams of Entry: 12 groups¹¹

(1) Commerce & Trade Group	(4) Inland Revenue Service	(7) Pakistan Administrative Service	(10) Police Service of Pakistan
(2) Foreign Service of Pakistan	(5) Military Lands & Cantonments Group	(8) Pakistan Audit and Accounts Service	(11) Postal Group
(3) Information Group	(6) Office Management Group	(9) Pakistan Customs Service	(12) Railways (Commercial & Transportation) Group

To discuss the matter, multiple group discussions, meetings and engagement efforts to on board all stakeholders and conclusively the National Consultative Workshop on Civil Services Reform was held during 13-15 September 2015. The key takeaways of consultation are;

1. During final evaluations, due weight be given to relevant qualifications (i.e. 20%), professional certifications and psychometric analysis in the overall evaluation of the candidate.
2. Specialization to be given due weight in the selection of candidates for specific service groups.
3. Number of groups may be reviewed by merging all cadre and ex-carder positions and creation of specialized cadre.
4. Cluster exam be prepared for each group/ cadre.

It was felt that FPSC enjoys positive public image and the recruitments done by FPSC are considered transparent, but evidently the skill set and quality of incoming talent need further

¹¹ CE-2016 Rules 18-09-2015 accessed from www.fpsc.gov.pk on 21st November, 2015.

rising of the bar to further improve the state of governance in the country and improve service delivery.

To respond to the recommendations, seven groups and relevant qualifications have been suggested for entry in civil service. (See Table G & Annexure H).

Features of the new formation of Groups (Tentative)

- All the existing groups can be merged into 7 groups.
- Each candidate shall be adjusted against the post/office which suits or matches with his/her professional qualification.
- This will abandon the "generalist to specialist" regime and shall be a way forward to "specialist to generalist" regime. This may reduce the problems caused by the conventional Max Weber Model in civil service of Pakistan. The bright side is that "right man for the right job" idea will be introduced in Max Weber Model of bureaucracy.
- Though the new formation of groups only regards to new entrants in the civil service, yet already in service employees (especially 17 grade) may be given opportunities to upgrade their- selves in specialized domains to create a long term sync with the future upcoming lots of civil servants. There is pretty room to do that always. And space so created can be filled by capacity building that is so far those generalists who do not possess professional academic backgrounds can be offered a chance to go back to university and upgrade themselves with latest body of knowledge and return to work force better equipped to meet the challenges. Interestingly people in the middle tier can have choice: those who had a professional qualification but explored avenues in a different fora (say an MBBS now has gained work experience in financial or account management or say even media studies , can be offered to pursue a relevant degree and then come back to work in the related field.) This will broaden the horizons and create more opportunities for the existing civil servants.
- One person for one job calls for importing "quality circles" idea from Chinese corporate management style into the initial career of civil servants in Pakistan. That is instead of quantity we can focus over quality of output.
- The task shall be gigantic and strategic impact of improved service delivery may not be realized in the short run. During the implementation phase, especially, the concerns of the existing civil servants must be addressed with high sensitivity.
- This initiative also needs to be supplemented with a set of immediate impact reforms.

To proceed further, the preliminary recommended groups and cadre specific qualifications (see table 2) were exposed to extensive deliberations.

Table 2: Fields of Entry to Civil Service

Serial No.	Group	Cadres	Tentative Required Qualifications (16 Years of Education)
1	Management Field	Administration HRM Foreign Affairs	Business Administration,-HR, Public Administration, IT, Industrial Relations, Political Science, Business Economics, Project Management, Public Policy
2	Finance Field	Accounting Taxation Finance Economic Development	Business Administration, Finance, Public Administration, ACMA, ACCA, CFA, Economics, Accounting, Business Economics
3	Planning Field	Economic Development Economic and Social Reform	Economics, Finance, Management, Business Economics, Public Policy
4	National Security Field	Law & Order Police Judiciary FIA Land Revenue	Business Administration, Public Administration, LLB, Law, HRM, Criminology, Conflict and Peace studies
5	Health Field	Health Care & Medicine	MBBS, D-Pharm, Vet, D-Vet, Health Science, Public Health and Administration, Nutrition, Psychology
6	Industry & Infrastructure Field	Energy Management & Research Industry & Public Corporation Tourism IT Media & Communication	Engineering, Business Administration, Physics, Electronics, Chemistry, Biology, Agriculture, Urban Development, Zoology
7	General Field	Education etc.	16 Years of Education

Note: There will be 20% marks in the recruitment for relevant degree.

It resulted in following THREE clusters to be finally recommended as fields of entry for civil service in Pakistan.

Cluster	Field of Entry	Trades	Qualifications
1	General Group	PAS, PSP, OMG, FSP, ML&CG, Postal Group, Railways	16 Years of education, in any field, as proposed below
2	Economists Group	IRS, PCS, PA&AS, C&T	(16 years of education in Business Administration, Commerce, Finance, Economics or CA or any related field)
3	Information Group		16 years of education in Mass Communication, English, Urdu Languages or any related field in Media Studies

Administration/Management

Required Qualification: (16 years of education), Business Administration, Public Administration.

Human Resource Management

Required Qualification: (16 years of education), Business Administration, Human Resource Management

Economic Development and Planning

Required Qualification: (16 years of education), Economics/Agriculture/Development/Industrial/ Political Economy

Infrastructure Development

Required Qualification: (16 years of education), Urban Planning, Rural Planning, Engineering (All fields)

Information & Communication Technology

Required Qualification: (16 years of education), Computer Science IT Management, Telecommunications

Legal Affairs

Required Qualification: (16 years of education) law.

National Security

Required Qualification: (16 years of education), Defense Studies, Strategic, Studies, Law, Criminology, Public Administration, Public Relations

Media and Communications

Required Qualification: (16 years of education), Mass Communication/Broadcasting, Journalism

Transportation

Required Qualification: (16 years of education), Transportation

Food & Agriculture

Required Qualification: (16 years of education), Water Management/Agriculture Sciences, Food & Nutrition, Livestock.

Foreign Affairs

Required Qualification: (16 years of education), International Studies, International Relations, History, Political Science

Climate Change and Disaster Management

Required Qualification: (16 years of education), Geology/Geophysics, Environmental Sciences, Environmental Engineering, Sustainable Development, Forestry, Civil Engineering

Taxation and Revenue

Required Qualification: (16 years of education), Accounting, CA, Economics, Public Policy

Energy Management and Research

Required Qualification: (16 years of education), Renewable Energies, Electrical/Electronics Engineering

Healthcare and medicines

Required Qualification: (16 years of education), MBBS, Pharmacy, Public Health/Community

Primary and Secondary Education

Required Qualification: (16 years of education), Education (MEd)

Higher Education

Required Qualification: (16 years of education), (Any Field)

Generalist Cadre

Required Qualification: (16 years of education), Anthropology, Pakistan Studies, Religious Studies, Psychology, Philosophy.

Urban Planning

Required Qualification: (16 years of education), Urban Planning/Development

Water & Power

Required Qualification: (16 years of education), Electrical engineering, Water Management

C. Initial Screening and Pre-Exam Screening Test

The use of multiple techniques including prescreening tests, interviews, simulation, and exercises in selection decisions is common. Given that the choice to use multistage selection is a pragmatic one, it is important to anticipate the effects on key selection outcomes of various choices made in multistage selection (De Corte, Lievens & Sackett 2006). Anderson and Shackleton (1986) indicate that the quality of new recruits depends upon an organisation's recruitment practices, and that the relative effectiveness of the selection phase is inherently dependent upon the calibre of candidates attracted.

CSS exam attracts a large pool of candidates. Pre-exam screening test of these applicants can help reduce the number to a more manageable size who will then go forward into a more rigorous evaluation phase. Introducing an aptitude test will provide FPSC an opportunity to make a more focused and informed decision when it comes to the identification of potential candidates for conclusive testing.

Administering aptitude tests in conjunction with the other testing and selection techniques could be advantageous due to following reasons.

1. It provides an opportunity to test large number of candidates and help select more suitable candidates for further evaluation.
2. It can save the opportunity time and cost of administering the full length written tests and subsequent evaluation of a large number of candidates.
3. It is expected that introduction of the pre-exam aptitude test could improve the recruitment yield of the overall selection process.

Design of Pre Exam Screening Test

Different types of aptitude tests are in practice (c.f. Bobko, Roth & Potosky 1999) that include skills, knowledge, ability and personality tests.

- **Skills Tests:** Typically these are easy tasks relating to an important function of the job, such as keyboard/typing speeds or data entry.
- **Knowledge Tests:** These are designed to measure how much a candidate knows about a particular aspect of the domain. A knowledge test should be based on a particular topic that is relevant to the job to ensure a candidate has the required level of knowledge.
- **Ability Tests:** Typically these tests are used to measure cognitive or mental ability. Ability tests have been related to performance levels and are based on presenting candidates with workplace scenarios and asking them to explain what they would do in a given situation.
- **Personality Tests:** Many personality tests exist, but, the one most commonly used in employment screening measures five basic factors of personality – (1) openness to experience, (2) extroversion, (3) agreeableness, (4) conscientiousness, and (5)

emotional stability. This test is often used for sales positions and there is evidence that personality testing can be used to predict performance.

These tests vary in their scope, identification of an appropriate test depends upon the purpose and objective of evaluation. Keeping in view the purpose and objective of pre-exam screening test for civil service, the aptitude test should:

1. Evaluate the understanding of candidate in multiple domains of knowledge
2. Gauge the analytical aptitude of candidates.
3. Evaluate skills necessary for contemporary civil service.

These parameters indicate the pre exam screening test shall largely be a knowledge test. Generally, a knowledge test is based on a particular topic that is relevant to the job but to use it as pre-exam screening test, the scope of knowledge needs to be broadened to multiple domains. Thus, the following domains have been identified to design the test.

1. Geography
2. History of Pakistan
3. Management Skill
4. Basic Mathematics
5. Basic Statistics
6. English Comprehension
7. Urdu Comprehension
8. Analytical Ability
9. Situational judgment
10. Customer Focus

Test type and sample items of the pre exam screening test are attached in Annexure A.

Furthermore, the following guidelines may be observed to design and administer the exam.

- a. To start with, the difficulty level of the test may be set at elementary level knowledge in the selected domains.
- b. From each area, 10 questions shall be asked to make it a “100 questions” multiple choice exam.
- c. This shall be a time bound exam of one hour and thirty minutes.
- d. This test carries 100 marks and all questions shall carry equal marks.
- e. The selected 100 questions shall be distributed to make five papers in such a way that these are same in terms of content but the placement/sequence of questions in each paper is different from others.
- f. These five different papers shall be randomly distributed in each exam center.
- g. The exam shall be held on same date at same time throughout Pakistan.

Note: FPSC may outsource the administration of this exam to a testing service provider.

Procedure and Guidelines

Initial screening¹² will be done on the basis of history profile. It includes information on age, domicile, qualification, and CNIC. This information will be collected electronically through an e-recruitment system.

For e-recruitment the following steps shall be followed

11. Advertising

12. Online registration

- a. On a specific web based form all intending candidates shall register
- b. They shall fill in their name, age, gender, domicile, terminal qualification, service preference, mailing address, email and CNIC
- c. All information shall be recorded in the database

13. Screening of Candidates

- a. Through CNIC a parity check¹³ shall be run to verify
 - i. Name
 - ii. Age
 - iii. Gender
 - iv. Qualification¹⁴
 - v. Service preference
- b. At this stage no degree verification shall take place to avoid extra cost and time.

14. Communicating the Screening Decision

- a. For verified candidates, a letter mentioning role number, date, time and address of exam center shall be sent through email.
- b. For non-verified candidates, letter of regrets mentioning the cause shall be sent via email.

15. Pre Exam Screening Test

- a. This shall be time bound exam of one hour and thirty minutes.
- b. It shall comprise of 100 multiple choice questions from 10 areas.
- c. From each area 10 questions shall be asked.
- d. This test has 100 marks and all questions shall carry equal marks.
- e. Serial numbers of questions in the selected paper shall be changed to from five papers having same questions but the sequence of questions in each paper is different from others.
- f. These five different papers shall be randomly distributed in each exam center.
- g. The exam shall be held at same time throughout Pakistan.

16. Short listing for written test

¹² This should be used in line with existing screening policy of FPSC.

¹³ Arrangements with NADRA may be made in this regard.

¹⁴ See Annexure G for required minimum qualifications and cadre specific qualifications in Annex H.

- a. FPSC shall define the qualifying score and number of candidates to short list a pool for written test on merit.
- b. Short listed pool shall be informed about the written test, date, time and venue through email and letter on mailing address.

References

1. Anderson, N. and Shackleton, V. (1986), “Recruitment and selection: a review of developments in the 1980s”, *Personnel Review*, Vol. 15 No. 4, pp. 19-25.
2. De Corte, W. Lievens, F. and Sackett, R.P. (2006)“Predicting Adverse Impact and Mean Criterion Performance in Multistage Selection” *Journal of Applied Psychology*, Vol. 91, No. 3, 523–537
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Annexure A: Pre-Exam Screening Test: Tentative Sample Items

Geography

Sample Questions

1. Mountain belts are the relief features of
(a) First Order (b) Second Order (c) Third Order (d) None of these
2. The seismic sea wave travels at speed of ____ Per hour.
(a) 200 to 300 KM (b) 500 to 800 KM (c) 350 to 450 KM (d) None of these

History of Pakistan

Sample Questions

1. Aligarh Muslim College started by Sir Syed Ahmed Khan in 1877 had a clear program
 - a. To keep the Muslim community abreast with western knowledge
 - b. To make Muslims learn Arabic and Persian only
 - c. To give students military education
 - d. To educate Muslim youth to be politically active
2. During the Khilafat Movement, "Chauri chaura" tragedy assumed greater significance. Which of the following incidents was peculiar to that
 - a. Country-wide strike of the traders
 - b. A police station was burnt in a village
 - c. Communal riots erupted
 - d. The people refused to pay Government taxes

Management Skills

Sample Questions

1. Which of the following statements about conflict is true?
 - a. Conflict does not always occur because of misunderstandings
 - b. Conflict can always be avoided
 - c. Disagreements always signal that the relationship is on the rocks
 - d. Conflict is always bad
2. A manager who chooses inappropriate goals for the organization, but makes good use of the organization's resources in pursuing these goals is said to have:
 - a. low effectiveness/ high efficiency.
 - b. medium effectiveness/ low efficiency.
 - c. high effectiveness/ high efficiency.
 - d. medium effectiveness/ medium efficiency.

Basic Mathematics

Sample Questions

1. Price of sugar is increased by 25%. The percentage of consumption to be decreased so that there would be no increase in the expenditure is
(a) 18% (b) 20% (c) 22% (d) 24%
2. Twelve men take 6 hours to finish a piece of work. After the 12 men have worked for 1 hour, the contractor decides call in 8 more men. How many more hours would 20 men take to complete the remaining work?

(a) 2

(b) 3

(c) 4

(d) 5

Basic Statistics

Sample Questions

- Which of the following is an example of nominal data? (one correct choice)
 - Number of people on a course
 - Cancer staging scale
 - List of different species of bird visiting a garden over the past week
 - Popularity rating of top ten television program
 - Heart rate
- What is the main difference between the median and mean?
 - The median uses the ranked values whereas the mean uses the frequencies
 - The median uses the ranked values whereas the mean uses the actual values
 - The mean uses the ranked values whereas the median uses the actual values
 - There is no difference
 - The median uses deviations whereas the mean uses the actual values

English Comprehension

Sample Questions

- The police questioned the passer-by to find out the _____ of the accident.
 - cost
 - cause
 - coarse
 - course
- The children laughed when the school bully fell and hurt _____.
 - itself
 - himself
 - yourself
 - themselves

Reading Comprehension

Once there was a young chimpanzee named Zack. He loved peanuts and was always very happy when his trainer rewarded him with peanuts for tasks that he did. Occasionally, the trainer also fed him almonds, hazelnuts and even chocolates. However, Zack could never resist peanuts. As days passed, Zack grew greedier and greedier. No matter how many peanuts his trainer gave him, he always wanted more. Zack had observed that his trainer kept the peanuts in a glass jar which he often carried with him in his haversack. Zack started to plan how he would steal the jar. One day, Zack's trainer left his haversack near Zack's cage while he went to attend to another chimpanzee which was injured. That was the opportunity Zack was looking for. Excitedly, Zack reached for the haversack from behind the bars. He opened up the haversack and found the glass jar. However, when he tried to bring the whole jar into the cage, he found that the bars were too close together. Zack tried to open the jar with all his might. After struggling for a while, Zack succeeded in opening the jar. Greedily, he reached in for as many peanuts as his hand could possibly hold. However, now with his fist full of peanuts, Zack could not get his hand out through the narrow neck of the jar. Zack tugged and pulled until his hand was sore but still he never thought of releasing any of the peanuts. Impatient and scared, Zack started to cry. The sound of the rattling cage brought Zack's trainer running back. "You silly chimp!" The trainer exclaimed when he realized what had happened. "Your greed has trapped you. Now let go of the peanuts and you will be able to get your hand out." Zack listened to his trainer's instructions and was able to free his hand.

- Zack knew where the peanuts were kept because he _____.
 - observed his trainer

- (2) could smell the peanuts
 (3) searched for the peanuts
 (4) was informed by the trainer
2. Zack did not take the whole jar of peanuts because _____.
- (1) the jar was too slippery and fragile
 (2) he did not want to eat all the peanuts
 (3) he could not carry the jar in one hand
 (4) the jar was too big to go through the bars of the cage

Urdu Comprehension Sample Questions

1- رزق حلال عین عبارت ہے اس جملے میں

ا۔ اللہ کی غلطی ہے
 ب۔ واحد جمع کی غلطی ہے
 پ۔ تکریم و تکرار کی غلطی ہے
 ت۔ محاورہ غلط ہے

2- یہاں ہر مرض کا علاج ہوتا ہے اس جملے میں کیا غلط ہے

ا۔ اضافت کا استعمال
 ب۔ عطف کا استعمال
 پ۔ واحد جمع کا استعمال
 ت۔ محاورے کا استعمال

The following table describes the income of various industries over a five year period. There are nine questions in this section and each has a Hint Box for you to fill in if you need help. The data table is repeated on each page. The next section 2.1 contains full solutions to all these problems.

Ability

INCOME OF INDUSTRIES (in billions of euros)					
Industry	Year 1	Year 2	Year 3	Year 4	Year 5
Financial Services	70	82	92	100	110
Telecommunications	17	20	21	23	24
Engineering	33	40	44	49	54
Agriculture	26	28	28	32	53
Manufacturing	193	198	206	233	267
Transportation	38	41	44	47	51

Question 1.

Which industry had the largest increase in the euro amount of income from Year 3 to Year 4?

For example, Financial Services has an increase of $100-92=8$ billion euros from year 3 to year 4.

Analytical

Sample Questions

Situational judgment

Sample Question

QUESTION: You are appointed to lead a new project. In your responsibilities, you have to identify and select two persons with the required skills. The two people that you have selected don't want to work together, due to an old conflict between them. What is the most effective solution?

- 1) Select the two people and follow closely the evolution of the project.
- 2) Meet each worker individually and explain why they are important on the project.
- 3) Organize work on the project individually for each person and so as to reduce as much as possible the interactions between them.
- 4) Select one person to work on the project and find someone else less skilled for the second position.

Customer Focus

Sample Questions

1. The services a customer expects are called the _____ service package.
a. Expected b. Augmented c. Primary d. Secondary e. Perceived
2. The purpose of customer service in highly customer centric organization is to
a. Provide good service b. Satisfy the customer c. delight the customer d. Increase the sales