UNIVERSITY OF CAPE COAST

HUMAN RESOURCE MANAGEMENT PRACTICES AND THEIR

EFFECTS ON PRINT PRODUCTION AT THE KWAME NKRUMAH

UNIVERSITY OF SCIENCE AND TECHNOLOGY PRESS

BY

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my original work and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature:……………..…………… Date………..…………

Name: Samuel Kobina Eshun

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature:……………………...   Date………..………..

Name: Dr. Francis Enu-Kwesi

ABSTRACT

The issue of human resource management has become paramount and complex due to current trend of business competition resulting from globalisation and trade liberalisation. The purpose of this study was to examine the human resource management (HRM) practices of the University Printing Press of the Kwame Nkrumah University of Science and Technology (UPK) and how they affect print production. The study focused on four HRM practices namely, resource planning, recruitment and selection, training and development and performance appraisal.

In gathering data for the study, quantitative method was adopted as study design for the research. Questionnaire and interview schedule were the instruments used to collect data in 2009. The entire population of the press made up of 43 permanent staff and 28 non- permanent staff was used as the sample.

The study revealed that short term, ad-hoc and exigency approaches were adopted by UPK to address human resource planning processes instead of long-term strategies. UPK relies mainly on external sources for recruitment while promotions formed only a small proportion of internal recruitment. The findings also revealed that on- the-job training is the only training and development activity of the press and it is even not extensive. There was also a weak link between training and development and performance appraisal. Based on the findings, it was recommended that, the press incorporates human resource planning in its strategic plan. Adequate budgetary allocation should be made available for training and development programmes/activities.

ACKNOWLEGDEMENTS

DEDICATION

To my wife and children.

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LIST OF ACRONYMS

BECE   Basic Education Certificate Examination

HR   Human Resource

HRM   Human Resource Management

HRP   Human Resource Planning

KNUST   Kwame Nkrumah University of Science Technology

MSLC   Middle School Leaving Certificate

OJT   On-the-job-training

SPSS   Statistical Product and Service Solutions

SSSCE   Senior Secondary School Certificate Examination

UPK   University Press Kumasi

WASCE   West Africa School Certificate Examination

CHAPTER ONE

INTRODUCTION

Background to the study

Education is the foundation of every country's development. For a country to develop well, a well structured educational system or programme from child education through primary, secondary and tertiary should be designed. This will broaden the knowledge of the populace to begin to research into and challenge issues that retard the progress and development of nations. Education is the basic investment for economic development, and that books are the basic tools of education (Rao, 1974). University education which is one of the highest levels of research and knowledge acquisition cannot be left out in the design of every nation's educational system. To be able to achieve this effectively, good books should be produced or acquired.

The role of print production in education and training therefore cannot be underestimated since it is the best viable method of disseminating ideas and information from a single source to a large and far audience (Smith, 1966). According to Rao (1974), good printed books, manuals, journals, magazines, brochures, and labels for teaching and learning, communication, administration and entertainment are needed to achieve a purposeful education system.

In order for an organisation to achieve its purpose or objective it will require highly skilled human resources who are abreast with technological

advancement and development. This will enable them to take advantage of the ever increasing demands for quality output. Print production involves team work which needs effective planning, co-ordination and monitoring from pre-press to post press (Adams, Faux & Reiber, 1988). This, therefore, requires skilled human resource at every stage of the process. Unskilled human resource and uncoordinated activities at the various stages of the printing process might lead to the production of poor quality output.

Managing the human resource of every organisation is a very critical task. An organisation's most important resource is the people who supply their work, talent, creativity, and drive to the organisation. Armstrong (2001) describes human resource management (HRM) as a strategic coherent approach to the management of organisations' most valued assets. It is the people working in the organisation who individually and collectively contribute to the achievement of the organisation's objectives. The success of most organisations depends on finding the right employees with the necessary skills to carry out the tasks required to meet the organisations' goals. The literature clearly indicates how important it is to effectively manage the human resource of every organisation to attain its objectives.

To effectively manage the human resource of any organisation, a process has to be followed to get the right people for the right job at the right time in order not to put square pegs in round holes. Generally, human resource management involves human resource planning, recruitment, selection, orientation, training and development, performance appraisal, promotions, transfers, demotions and separations. In order to recruit the right caliber of

staff to ensure efficient and effective delivery, many organizations have been engaging in research and development (Boachie-Mensah, 2006).

The Kwame Nkrumah University of Science and Technology (KNUST) was established as the Kumasi College of Technology by a Government Ordinance on 6th October, 1951. It began formal operations on 22nd January, 1952, with 200 Teacher Training Students who were relocated from Achimota College to form the pioneers of the College. Before its accession to a University Status in 1961, the college expanded enormously in academic disciplines and infrastructure. This began with the establishment of the School of Engineering and the Department of Commerce in 1952, the Departments of Pharmacy and Agricultural Town Planning and Building, and the Faculty of Science.

As the college developed, a decision was taken to make it a science and technology oriented institution. In this respect, the Teacher Training College, with the exclusion of the Art School, was transferred in January 1958 to the Winneba Training College and the Commerce Department was also relocated to Achimota College, to form the present University of Ghana Business School, Legon. The Government of Ghana in December, 1960, appointed a University Commission to advise it on "the future of University Education in Ghana, in connection with the proposal to transform the University College of Education and the Kumasi College of Technology into an independent University of Ghana". The Government decided, based on the commission's advice in 1961, to establish two independent Universities, one in Kumasi and the other at Legon, near Accra.

Consequently, the Kumasi College of Technology was converted into a full-fledged University by an Act of Parliament on 22nd August, 1961. The Kwame Nkrumah University of Science and Technology was formally inaugurated on Wednesday, 29th November, 1961. Since its accession to a University status till present, the KNUST has undergone major transformations.

The vision of KNUST is to advance knowledge in science and technology for sustainable development in Africa. KNUST provides an environment for teaching, research and entrepreneurship training in Science and Technology for the industrial and socio-economic development of Ghana, Africa and other nations. KNUST also offers service to the community. It is open to all people, scholars, industrialists and entrepreneurs from Africa and the international community. As the University developed with vigorous transformation, different strategies were employed and adopted to achieve the challenging goals, vision and mission set for it self. Among the strategies adopted was the setting up of a Printing Press to see to the printing and its related services to the University (KNUST, 2008).

The University Printing Press – Kumasi (otherwise known as UPK) was set up in 1965 to serve that purpose. The vision of the UPK is to become a financially independent and sustainable business entity and to attain market leadership position in the print industry of the Northern Sector of Ghana. The mission of UPK is to provide quality and value-for-money printing, book binding and related services to the University, educational and research institutions, printers, publishers, authors and the general public. To achieve this, UPK combines state of the art technology with semi-automation

production and marketing competences to deliver customer satisfaction in the most competitive manner.

UPK was established purposely to service the University Community with stationery needs. Until recently, UPK was fully subvented by the University. But now it is semi-autonomous, responsible for generating enough earnings to pay staff and make profits. In order to achieve its goals, management has instituted certain human resource related measures to get the best out of employees. The measures include a representation of the junior staff on the management committee to present the views of the junior staff and help in decision making, free medical care, annual leave, and promotions for the staff. More so, a percentage of the total annual profit is paid as bonus to the staff.

For effective communication and free flow of information from top to bottom and vice versa, management has instituted a monthly meeting with the heads of the various sections of the press. As a way of developing the skills of the staff, on-the-job training has been introduced. To improve the human capacity and ultimately increase productivity and prompt delivery at the press, management has employed professional graduates to be in charge of some key areas in the print production operations and its services.

Problem statement

According to the manager of the press, in spite of the human resource management related practices instituted by the management of UPK, there are still some human resource management challenges which work against the successful implementation of the strategic plan of the press. The Press lacks

key human resource practices which hinder its smooth running. Armstrong (2001) asserts that the key activities of human resource management are organisation, knowledge management, resourcing and performance management.

Cole (2002) argues that effective human resource management requires effective action in human resource planning in the light of business goals. This must include recruitment and selection of employees; facilitating the movement of employees between jobs and units (labour flexibility). Decisions about outsourcing selected activities or the employment of short- term contractors in key operations; creation of a sustained learning environment throughout the organisation; advice on competitive pay, salaries and other conditions of employment must also be looked at.

It is against this background that an investigation into the issue of human resource management practices at the UPK is necessary. Essentially, the study tries to examine how human resource management practices are carried out at the UPK; the knowledge, skills and qualifications of the employees with respect to quality products; and their effect on the quality of the printed products of UPK.

Objectives of the study

The general objective of the study was to examine the human resource management (HRM) practices of the University Printing Press (UPK) and how that affect print production. The research sought to examine the:

- human resource planning policy of UPK.

- recruitment and selection strategies employed by UPK.

- training and development programmes organised for employees.

- performance appraisal system and its effect on print production; and

- recommend appropriate human resource management practices for improved print production.

Research questions

To achieve the objectives set above, the following questions were asked:

1. What is the human resource planning policy of UPK?
2. How does UPK strategise its recruitment and selection practices?
3. What type of training and development programme does UPK employ to upgrade staff skills and knowledge?
4. How does the performance appraisal system affect print production?

Scope of study

Human resource management covers a wide range of activities in every organisation irrespective of the size of the organisation. The focus of this study was to examine issues relating to four main HR activities carried out at the UPK. They were human resource planning, recruitment and selection, training and development, and performance appraisal. Printing firms are established as a subsidiary of most of the public universities. This study should have considered the printing firms of the public universities, but due to time and resource constraints, the study only focused on UPK of Kwame Nkrumah University of Science and Technology.

Significance of study

Though printing firms have been in existence in the country for a long time, it appears that less work has been done in the area of human resource management practices. It has been observed that printing presses have not been able to attract and retain the right calibre of staff over the years. This study brought to bear ideal HR practices that have been tried and tested for adoption by the Press.

This study sought to identify the negative human resource management practices that impact on the firms' print production and also threw more light on the shortcomings of existing human resource management policies and practices at the UPK. The findings and recommendations would assist the management of UPK to formulate and adopt appropriate human resource management policies and strategies that would strengthen their human resource base. Printing presses in the country can use the study as a guide to redesign their human resource management practices in order to ensure better performance. The study also adds up to the body of literature in HRM practices, specifically in the printing industry.

Organisation of the study

This study covers five main chapters. Chapter One is made up of the background to the study, problem statement, objectives, research questions and the organisation of the study. Chapter Two contains a review of related literature, the concept and theories of HRM. The third chapter is the methodology used for the study. This is made up of the study organisation, study design, data collection method, and the analytical framework. Chapter

Four is made up of analysis of data and discussions. Chapter Five contains the summary of the findings, conclusions and recommendations.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

This chapter deals with a review of both theoretical and empirical work done by authors and researchers on similar topics as the one under investigation. The review covers human resource management (HRM) concepts and framework. Human resource planning and other human resource management practices such as recruitment and selection, orientation and induction, training and development, and performance appraisal are discussed.

Concepts and definitions of human resource management

The emergence of the concept of human resource management stems from the inadequacies of existing personnel management concepts and practices. Glueck (1974) said that basically, personnel management is concerned with the matching of people to the jobs that must be done to achieve the organisation's goals. This simple definition was however, expanded by Jucious (1975) who said that personnel management refers to the field of management which has to do with planning, organising, directing and controlling the functions of procuring, developing, maintaining and utilising a labour force such that the objectives:

- for which the organisation is established are attained economically and effectively;

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- that all levels of personnel are served to the highest possible degree; and

- that society is duly considered and served.

However, Tyson and Fell (1986) have a dissenting view when they point out that human resource may be understood in a completely different sense, as a factor of production, along with land and capital, and an expense of doing business rather than wealth.

On his part, Guest (1987) cited by Torrington and Hall (1998) maintains that the dimensions of HRM involve the goal of integration. That is, human resource that can be integrated into strategic plans. If line managers internalise the importance of human resource and it is reflected in their behaviour; and if employees are identified with the company, then the company's strategic plans are likely to be more successfully implemented.

Cumming (1993) stated that human resource management is concerned with obtaining the best possible staff for an organisation, train and develop them so that they will want to stay and give their best to their jobs. Cumming admits that employee's loyalty and commitment are problematic and conditional. On the contrary, Snell and Youndt (1995) note that as the dynamics of competition accelerate, people are perhaps the only sustainable source of competitive advantage. They refer to human resources of an organisation as the firm's human capital, and stated that the effective development of all the managerial and none managerial personnel may be the primary determinant of the company's ability to formulate and implement strategies successfully.

Ivancevich (1998) states that human resource management is a modern term, which is now widely used, though people still prefer personnel management. Most HRM models assert that employees are valued assets, and emphasise commitment and adaptability of employees as a source of competitive advantage. According to Ivancevich (1998), HRM is the effective management of people at work. HRM examines what can or should be done to make the working people more productive and satisfied. HRM activities include equal employment opportunity compliance, job analysis, human resource planning, employee recruitment, selection, motivation and orientation, performance evaluation and compensation, training and development, labour relations, safety and health.

This statement is echoed by Torrington and Hall (1998) who also said that the concept of human resource management took the management world by storm in the 1980s and has represented a significant change of direction. Torrington and Hall went a step further about their concept of human resource management and stated that human resource management is a series of activities which first enable working people and their employing organisations to agree about the objectives and nature of their working relationship and, secondly ensures that the agreement is fulfilled.

According to Torrington and Hall (1998), HRM is resource-centred, directed mainly at management needs for human resource (not necessarily employees) to be provided and deployed. There is greater emphasis on planning, monitoring and control, rather than mediation. Underpinning HRM is the idea that management of human resources is much the same as any other aspect of management, and getting the development of the right numbers and

skills at the right place is more important than interfering with people's personal affairs. Griffin (1999) also stressed that the importance of human resource management stems from increased legal complexities, the recognition that human resource is a valuable means for improving productivity and the awareness of the costs associated with poor human resource management.

Despite the disparities that exist concerning the types of activities that constitute HRM practices, there are common grounds, which form the basis of modern HRM models. According to Jones, George and Hill (2000), an organisation's HRM systems have four major components: recruitment and selection, training and development, pay and benefits, and labour relations. Stoner, Freeman and Gilbert (2002), on the other hand, identified seven activities that constitute the HRM process, as human resource planning, recruitment, selection, socialisation (orientation), training and development, performance appraisal, promotions, transfers, demotions and separations. There are inconsistencies in these classifications and the list seems to be endless as various authors and practitioners combine or separate certain activities, probably for convenience.

Human resource planning

Department of Employment, U.K. (1974) defines human resource planning (HRP) as a strategy for the acquisition, utilisation, improvement and retention of an enterprise's human resources. However, this definition seems incomplete as no mention was made of staff disengagement. According to Bach (1975), human resource planning is the process by which a firm ensures that it has the right number of people who possesses the proper skills at the

right time to perform jobs that are useful to the organisation. Human resource planning in an organisation is useful for a number of reasons, and these include identifying areas of high turnover and highlighting it for the correct number of personnel to be recruited, greater employee satisfaction, overall lower recruitment costs, and a better balance of staff with the right abilities.

Steiner (1977) states that the major purpose of HRP is to maintain and improve the ability of the organisation to achieve corporate objectives through the development of strategies designed to enhance the contribution of manpower at all times, although HRP has different meaning to different people. Russ (1985) notes that HRP, also referred to as personnel planning, is the process of getting the right number of qualified people into the right job at the right time. HRP is a system of matching the supply of existing employees and those to be hired or searched for with the openings the organisation expects to have for a given time frame. According to Cascio (1992), human resource planning is broadly defined as an effort to anticipate future business and environmental demands on an organisation and to provide the personnel to fulfil that business and satisfy those demands. Oliver (1992) agreed with Cascio by stating that HRP's objective is to determine the best use of talent and skills available to accomplish what is best for the individual and the organisation.

Ivancevich (1998) defines HRP as estimating the size and make-up of the future workforce. Literature establishes that, for any organisation that uses a highly skilled workforce, such as in printing, staff planning is vital to avoid expensive shortages of labour with particular skills which can cause setbacks in the strategic plan of the organisation (Green, 1994). Conversely, the

difficult situation of having a superfluity of workers with skills that have become redundant should be avoided.

According to Gatewood, Taylor and Ferrel (1995), HRP involves the forecasting of an organisation's future demand for employees and the future supply of employees within the organisation, and designing of programmes to correct the discrepancy between the two. The purpose of HRP is to ensure that, a firm needs to have enough employees with the appropriate skills, so that it can accomplish its long- term goals in the future.

Wright and Noe (1996) see HRP as the assessment of current resource, future needs and ways to correct any discrepancies. Human resource planning includes the identification, analysis, forecasting and planning of changes needed in the human resource area to help the company to meet changing business conditions. Human resource planning allows the company to anticipate the movement of human resource in the organisation because of turnover, transfers, retirements or promotions.

Planning the resources of an organisation is a key responsibility of every senior manager. According to Cole (2002), the most important single resource is people. It is important therefore to ensure that sufficient number of the appropriate calibre of people is available to the organisation in pursuit of its objectives. The above statements bring into focus the essence of planning the human resource requirements of an organisation as a strategic activity concerned with securing resources on a long-term basis.

From the above definitions there is agreement that HRP is concerned, among other things, with the development of procedures and techniques which will enable all requirements for different types of personnel to be determined

over a period of time in view of corporate objectives. It also helps in collection, maintenance, analysis and interpretation of relevant information about the organisation's human resource, and lastly, helps in the assessment of the availability, acquisition, promotion and maintenance of human resources.

Hussey (1982) stated that human resource is far more complex to plan for than financial resource. He commented on the critical differences among people, the difficulty in moving them around, the cost of overstaffing, and on the importance of treating people as people and not as inanimate resource. In addition, individuals have their personal set of values and motivations, and these need to be accounted for in the potential achievement of identified plans. In spite of the difficulties in planning, Manzini (1984) comments that 'a plan may be imperfect though, will leads to set target than if there was no plan'. Blunt and Popoola (1985) describe imperfect planning as an ad hoc approach which does not involve any principles.

Bell (1989) argues that while there may be an annual cycle of planning, this should represent a review activity that goes on throughout the year and that each cycle should feed into the next. This confirms the fact that HRP should be viewed as a process for providing frequently updated framework of information for decision making with the aim of improving the utilization of resources. To overcome the difficulties encountered in the HRP, Walker (1992) recommend that human resource plans be more flexible and shorter-term, with clearer focus on human resource issues, simpler data analysis and an emphasis on action planning and implementation.

Lowor (1993) viewed the exigencies approach as a process or situation where consideration is only given to required labour as and when they are

needed. This approach does not include any elaborate HRP and has limited HRP objectives. In effect no forecasting is done, and neither are there any necessary steps taken to preserve the required labour. Rue and Byars (1995) assert that human resource forecasting is presently conducted largely on the basis of intuition: the experience and judgement of the manager are used to determine future HR needs. This assumes that all managers in the organisation are aware of the future plans of the total organisation.

Amedzo (1998) observed that in Ghana the ability to diagnose HR needs effectively is lacking. Information about the labour market is rudimentary and occupational data are often incomplete, out-of-date, and described in such broad terms that usable information about skills needed is lacking. Most research findings reveal that HRP appears to be a neglected area in spite of its uses and benefits.

Recruitment and selection

Graham (1978) distinguished between recruitment and selection. According to him, they are two stages of the same process. Recruitment, being the first stage, is the process of acquiring manpower for an organisation, and selection is the process of assessing the candidates by various means and making a choice followed by an offer of employment.

Weihrich and Koontz (1993) refer to HRM as staffing and defined it as filling, and keeping filled, positions in the organisational structure. This is done by identifying workforce requirements, inventorying the people available, and recruiting, selecting, placing, promoting appraising, planning the careers of, and training or developing candidates and current jobholders so

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that they can accomplish their tasks efficiently and effectively. Miner and Crane (1995) opine that, recruitment and selection are so close and intertwined and that they are inseparable. A number of HRM experts and practitioners including Heneman, Heneman and Judge (1997) classify the HRM activities of recruitment and selection under staffing.

Wright and Noe (1996) said that recruitment consists of activities that affect the number and type of people who apply for positions and the likelihood that job candidates will accept positions that they are offered. They argued that the goal of recruitment should be more sophisticated than simply to generate a large number of applicants. This means that the organisation should attract applicants who are qualified for and likely to be interested in the positions the organisation needs to fill. The means to attract the desired applicants are HR policies, selection of recruitment sources, and the performance of the recruiter. Staffing strategy refers to the company's decision regarding where to find employees, how to select them, and the mix of employee skills and status (temporary or full time).

These expressions about recruitment are further exemplified in the following definitions. Bateman and Snell (1999) defined recruitment as the development of a pool of applicants for jobs in the organisation. Jones, George and Hill (2000) describe recruitment and selection as one of the major components of an organisation's HRM system. Armstrong (2001) also states that, the overall aim of the recruitment and selection process should be to obtain at minimum cost the number and quality of employees required to satisfy the human resource needs of the company. Boachie-Mensah (2006) adds that recruitment and selection is one of the most crucial activities of

human resource specialist in an organisation, because it is the process of securing the right human resource for the organisation. The principal purpose of recruitment activities is to develop a pool of job candidates in line with the human resource plan of an organisation.

The recruitment process

Recruitment and selection is a crucial activity in the success of every organisation and therefore must follow a well defined process. Cumming (1993) for instance outlined six recruitment procedures and code of practice as forecasting of manpower requirements, analysing concerned jobs to prepare job descriptions and personnel specification to be used by selectors. He also mentioned sources of recruitment, notification of the vacancy and placement of adverts where necessary, receipt of applications; short listing of candidates followed by interview and references taken up to end the recruitment and selection process.

Weihrich and Koontz (1993) also contend that the position's requirements should relate directly to the task and must be clearly defined before recruiting begins to make it easier to recruit suitable candidates from outside. According to Ivancevich (1998), the recruiting process begins with an attempt to find employees with the abilities and attitudes desired by the organisation, and to match them with the tasks to be performed. Job description and job specification are seen as essential requirements. Job requisitions are intended to give recruiting officers enough information about each job-presented by departmental heads to the personnel officer. This can help the organisation to avoid unrealistic expectations for potential employees.

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Heneman, Schwab and Fossom (2000) outlined five stages of an efficient and systematic recruiting process as determining the vacancies, considering the resource, preparing and publishing information; processing and assessing applicants and finally notifying applicants.

Sources of recruitment

The available sources for recruitment are broadly classified as internal sources and external sources. First, consideration should be given to internal candidates, although some organisations with powerful equal opportunity policies insist that all internal candidates should apply for vacancies on the same footing as external candidates. Filling job vacancies from within the organisation usually involves transfers and promotions. Many organisations have a policy of recruiting or promoting from within except in very exceptional situations.

There is also what is called succession and replacement planning which involves preparing specific candidates (current employees) to eventually succeed present job incumbents who expect to leave, or be transferred, promoted, or retired in the near future. Most organisations use both internal and external sources to generate a sufficient number of applicants. Singer (1990) provided the model of sources of recruitment as shown in Figure 1.

Findings of a study conducted by the Chartered Institute of Personnel and Development in the U.K. in 1999 and 2000 indicated that more people were recruited through advertisement than any other means. Wright and Noe (1996) noted that some organisations rely heavily on internal sources as it

offers employees advancement opportunities and enable the organisation to select people already familiar with its practices and culture. Recruiting from within however, has some disadvantages which include limiting the pool of available talents, and reducing the possibility that fresh view points will enter the organisation. It may also encourage complacency among employees who assume seniority. This view is parallel to Ivancevich's (1998) assertion that the HRM policies and practices in some organisations affect recruiting from within. Many organisations recruit from outside only at the initial hiring level.

Internal Sources		External Sources
Current employees		Walks-ins
Skills inventories	Potentially qualified employees	Advertisements
Employees referrals		Employment agencies
Transfers/promotions		Schools and colleges
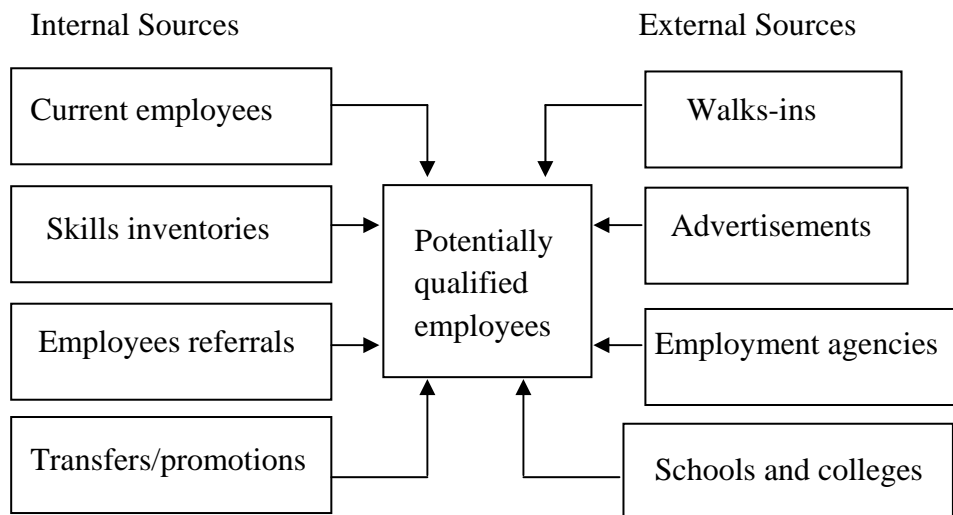
Figure 1: Sources of recruitment

Source: Singer, 1990

External sources of recruitment are adopted when there are no people available within an organisation to fill a job vacancy. When the organisation uses this source, there are different means of conducting the search for employees. These include advertising through local newspapers, technical/ professional journals; via the internet (employers website); and posters at the organisations gate. Though advertising has been the best mode for sourcing

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human resources, cultural factors are also important in determining the orientation between internal and external job markets (Armstrong, 2001).

They also influence the nature of recruitment. Jones et al. (2000) state that external recruitment has several advantages which include providing access to a potentially large applicant pool, attracting people to an organisation who have skill, knowledge, and abilities the organisation needs to achieve its goals and bringing in newcomers who may have a fresh approach to problems and be up-to-date on latest technology. Jones et al. (2000) admit that high cost of recruitment and employees' lack of knowledge about inner working of the organisation are some of the disadvantages of external recruitment.

Selection is the next stage of the staffing process after recruitment. Oliver (1992) describes selection to involve a process of discrimination, and the opportunity for management to emphasise employee acceptability rather than suitability residing in task based criteria. In this context the selection process requires inputs from both the organisation and the applicants. Generally, selection procedures are most properly fashioned to meet the particular needs of the employing organisation. Selection is seen as the choice of applicants who are best fitted for employment in the organisation or for a particular job.

Blunt and Popoola (1985) state that in Africa, personnel managers are pre-occupied with selection and placement, and these attract more interest and attention, generally among decision makers in African organisations than in western countries. The reasons are that in settings where paid jobs are scarce, and where there are strong pressures to allocate jobs in particularistic fashion, the selection process constitutes a prime means for one's obligations to other

personal contacts. Wright and Noe (1996) on the other hand see selection as the process of screening out unqualified job candidates and deciding which of the remaining candidates to hire.

According to Ivancevich (1998) and Bateman and Snell (1999), selection is the process by which an organisation chooses the best from a list of applicants who meet the selection criteria for the position available, considering current environmental conditions. There is a general agreement on the selection process to entail preliminary screening of applications, employment test, performance test, cognitive ability tests, psychomotor ability tests, etc. To complete the employment process, employment interviews, either structured or unstructured, reference checks, background information about applicants, physical test, and medical exams follow in that order as shown in Figure 2.

Storey (2002) argues that there seems to be a move on the part of some management to more systematic procedures for sections of the workforce and that selection is overtly based on the grounds of attitudes, motivation and behavioural criteria.
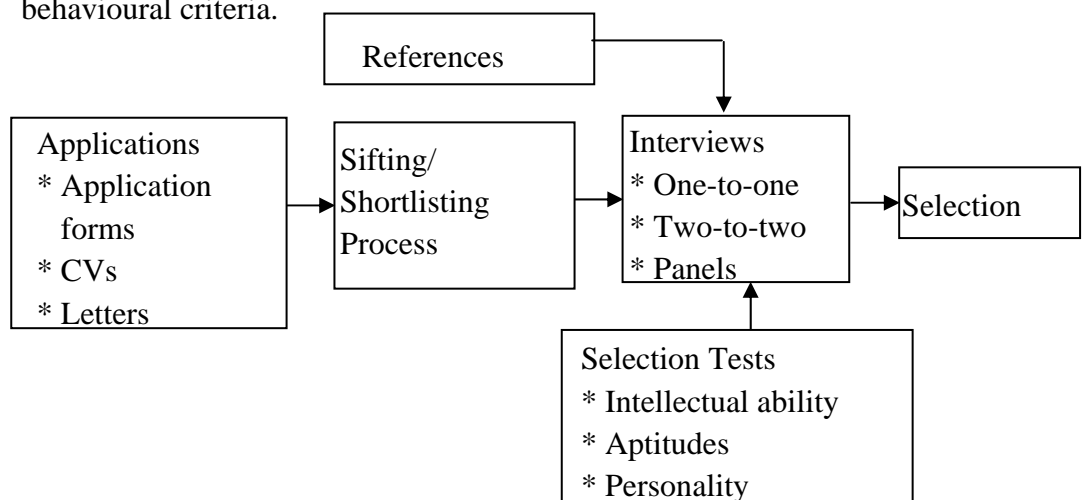
Figure 2: Salient features of the selection process

Source: Cole, 2002

Induction or orientation

After selection, there is a need for induction or orientation. This induction helps employees to easily adapt to the organisation or settle down quickly and happily start work. This is done to smoothen the preliminary stages when everything seems strange and unfamiliar to the new employee. Induction helps the new employee to establish quickly and have a favourable attitude to the company so that he is more likely to stay and to obtain effective output in the shortest possible time, and also reduces the likelihood of the employee leaving. Otherwise employees are likely to resign during their first month after joining an organisation (Fowler, 1996). In order to sustain new employees in an organisation, some measures have to be put in place during the induction process. These include reception, documentation, initial briefing, introduction to the work place, and formal induction courses.

Armstrong (2001) supports the assertion that new employees to an organisation have to adapt to the 'House style' of the organisation, that is, the way of doing its business. In some organisations the way of doing business is contained in the employee's handbook. The content should be a brief description of the company, basic conditions of employment, and working conditions. If the organisation is not large enough to justify a printed handbook, the least that can be done is to prepare a typed summary of this information.

Performance appraisal

Cascio (1992) notes that performance appraisal is a systematic description of the job-related strengths and weaknesses of an individual or

group. Ivancevich (1998) defined performance appraisal as an HRM activity that is used to determine the extent to which an employee is performing the job effectively. Jones et al. (2000) also defined performance appraisal as the evaluation of employees' job performance and contribution to their organisation. For a successful performance appraisal system, Pollack and Pollack (1996), states that, commitment and participation are very paramount. Managers or sectional heads from the operating sections must be actively involved, particularly in helping to establish the objectives for the programme.
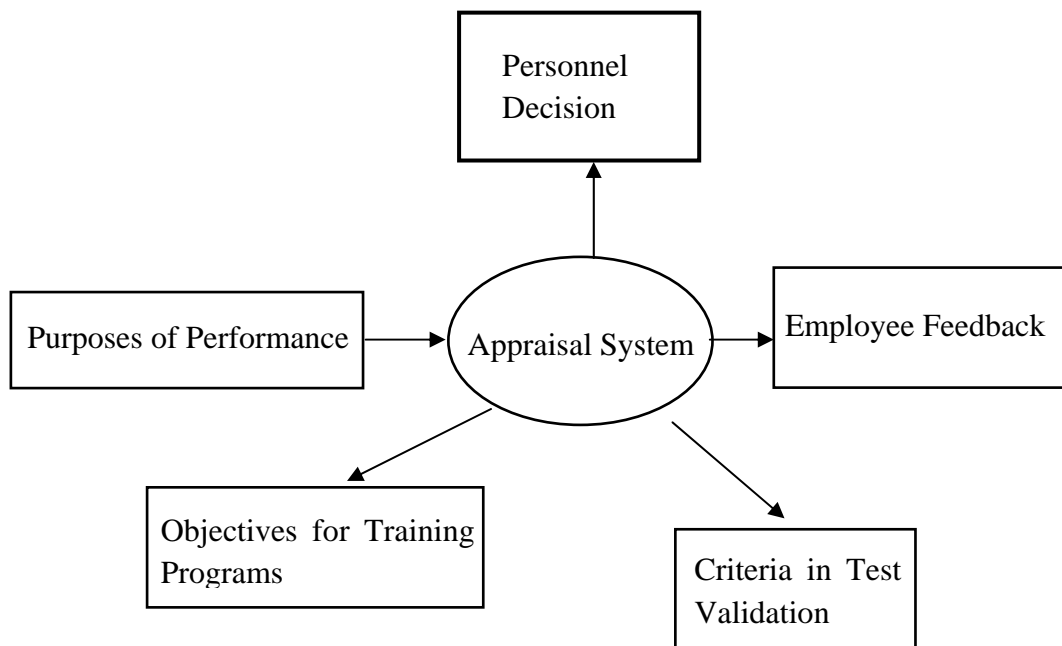
Figure 3: Purposes of performance appraisal

Source: Cascio, 1992

Performance appraisal systems have the direct function of monitoring performance, and the reinforcement of behavioural norms. Performance appraisal and feedback complement recruitment, selection, training and

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development (Jones et al., 2000). Dessler (2000) defines performance appraisal as evaluating an employee's current or past performance relative to his or her performance standards. There are four reasons for performance appraisal. First, appraisals provide information upon which promotion and salary decisions can be made. Second, they provide an opportunity for employer and employee to review the subordinate's work-rated behaviour. This in turn help both employer and employee to develop a plan for correcting any deficiencies the appraisal might have unearthed, and reinforce the things being done right. Third, the appraisal is part of the firm's career planning process, because it provides an opportunity to review the person's career plans in light of his or her exhibited strengths and weaknesses. Finally, appraisals can help manage and improve organisations performance.

There has not been an agreed number of performance appraisals by writers and research findings. The number varies from four to eight. Cascio (1992) outlined five as shown in Figure 3, while Cumming (1993) listed four and Ivancevich (1998) stated eight. Several reasons have been assigned for performance appraisal. Firstly, it is seen as developmental, because it helps to determine which employees need more training, and helps to evaluate the results of training programmes. Secondly, it is rewarding, as it supports personnel decision to promote outstanding performances on who should receive pay increase, transfers and lay-offs. The appraisal is also seen as motivational, since it encourage initiative, develops a sense of responsibility and stimulate better performance and also serve as valuable input to skills inventories and human resource planning.

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Furthermore, appraisals provide feedback to employees and serve as a vehicle for personal and career development and also serve as a legally defensible reason for promotions, transfers, rewards and discharges. The purposes of performance appraisal are shown in Figure 3.

Training and development

This section focuses on the importance of training and development to human resource management policies. It is argued that training and development should be regarded as central to HRM. The term training and development have different meanings in theory, depending on the level of use. In practice however, the two terms can be used interchangeably. In broader terms, development is used to embrace training.

The distinction between training and development, according to Cascio (1992), is too blurry in practice. According to him, training and development consist of planned programmes designed to improve performance at the individual, group and/or organisational levels. Improved performance, in turn implies that there have been measurable changes in knowledge, skills attitudes, development and/or social behaviour. According to Wright and Noe (1996), training is the organisation's efforts to help employees learn job-related knowledge, skills and behaviour, and development refers to the organisation's efforts to help employees acquire knowledge, skills, and behaviours that improve their ability to meet changes in job requirements and customer needs. This means that development is an expansion of training.

Bateman and Snell (1999) state that training refers to teaching lower-level employees how to perform their present jobs while development involves teaching managers and professional employees broad competencies needed for their present and future jobs. Jones et al. (2000) define training as teaching organisational members how to perform their current jobs and helping them to acquire the knowledge and skills they need to be effective performers. They also referred to development as building the knowledge and skills of organisational members so that they will be prepared to take new responsibilities and challenges.

Armstrong (2001) asserts that the fundamental aim of training is to help the organisation to achieve its purpose by adding value to its key resource, the people it employs. Training means investing in people to enable them to perform better and to empower them to make the best use of their natural abilities. It helps to develop the skills and competences of employees and improve their performance and also helps people to grow within the organisation in order that, future needs for human resources can be met from within.

Cole (2002) states that training is understood as any learning activity which is directed towards the acquisition of specific knowledge and skills for the purposes of an occupation or task. The focus of training is the job or task. Thus, training needs are the need to have efficiency and safety in the operation of machines or equipment, the need for an effective sales force, and the need for competent management in the organisation.

Development is seen as any learning activity which is directed towards future needs rather than present needs, and which is more concerned with

career growth than immediate performance. The focus of development tends to be primarily on an organisation's future human resources requirements and on the growth needs of individuals in the work place. Before a successful training and development programme can be achieved, a systematic policy has to be established in the organisation, the resource to sustain it, followed by an assessment of training needs, for which appropriate training is provided, and end with some form of evaluation and feedback.

Boachie-Mensah (2006) confirms Armstrong's assertion that training and development aims to increase employees' ability to contribute to organisational effectiveness. He asserts that through recruitment and placement, good employees are brought into the organisation. They then need continual education and development so that both their needs and the objectives of the firm can be achieved.

Needs assessment

Pettigrew (1988) found out that development issues get a higher priority when they are linked to organisational needs and take a more strategic approach. Harrison (1993) identified a number of factors for employee development activity to include organisational strategy, external labour market shortages, changes in internal labour market needs, changes in internal systems and values and government initiatives and external support. Torrington and Hall (1998) caution on the influence of the external labour market on employee training and development strategy. If skills and individuals are plentiful the organisation has the choice of whether, and to

what extent it wishes, to develop staff internally. If skills or individuals are in short supply then internal development becomes a priority.

Prediction of skills availability is critical, as training for some jobs require years rather than months. In this regard, Torrington and Hall (1998) hold the view that an in-depth analysis in identifying internal developmental requirements/needs may challenge traditionally held assumptions about who will be developed, how and to what extent they will be developed

Dessler (2000) states that, training and development processes have five steps. These are needs analysis, instructional design, validation, implementation, evaluation and follow-up. Under needs analysis, before a meaningful training and development process takes place, specific job performance skills needed to improve performance and productivity should be identified. A critical analysis of the audience has to be made to ensure that the programme will be suited to their specific levels of education, experience, and skills, as well as their attitudes and personal motivations.

Training techniques

There are many training techniques; these include on-the-job training and apprenticeship training. On-the- job training is training a person to learn a job while working at it. According to Dessler (2000), the process virtually covers every employee, from mailroom clerk to company president. In many companies, on-the-job training (OJT) is the only type of training available. It usually involves assigning new employees to experienced workers or supervisors who then do the actual training. There are several types of on-the-job training. The most familiar is the coaching   method. Here, the employee is

trained by an experienced worker or the trainee's supervisor. At lower levels trainees may acquire skills for running a machine, or by observing the supervisor. This technique is also widely used at top-management levels. OJT has several advantages. It is relatively cheaper or inexpensive and helps trainees to learn while producing and there is no need for expensive off-job facilities like classrooms or programmed learning devices.

Apprenticeship training is another type of training technique. More employers are going "back to the future" by implementing apprenticeship training programmes, an approach that began in the middle ages. Apprenticeship training is a structured process by which individuals become skilled workers through a combination of classroom instruction and on-the-job training. It is widely used to train many people to acquire professional skills including printers, electricians and plumbers. Apprenticeship training basically involves having the learners/apprentice study under the tutelage of a master craftsman. In Germany, for instance, students age 15 to 18 years often divide their time between classroom instruction in vocational schools and part time work under the master craftsman (Dessler, 2000).

Training costs

Employee development has traditionally been seen as a cost rather than an investment, although this is certainly changing in some organisations (Torrington & Hall, 1998). In support of this assertion, McCormick (1987) (cited by Torrington & Hall, 1998) found out that UK organisations gave little support to training and development compared to other European partners, with government's role limited to encouraging training rather than intervening

Summary

From the related literature reviewed under the research topic, it has come out clearly that effective human resource management practices, that is, human resource planning, recruitment and selection, orientation and induction, training and development, and performance appraisal are paramount to the success of every organisation.

Human resource planning in the HRM process ensures that sufficient numbers of appropriate calibre of people are available to an organisation in pursuit of its objectives. Recruitment and selection is concerned with developing a pool of candidates in line with the human resources plan of an organisation. Induction or orientation is done to help selected people to adapt easily to the organisation. Performance appraisal performs the function of comparing an individual's performance to standards developed for the individual's position. Training and development, on the other hand, improves employees' current job performance and help build on the knowledge and skills of the staff.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter focuses on the methodology used in the study. It begins with a description of the organisation, study design, population, sampling as well as methods of data collection. Under the study organisation, the structure of the organisation where the research is being carried out and how it operates is discussed. The number of people used in the research (sample frame) is also discussed. The instrument used in collecting data for the research was also discussed in this chapter.

Study organisation

The University printing press was established by the Kwame Nkrumah University of Science and Technology to provide publishing, printing and other related services to the University. The press since its inception was fully sub vented and operated under the conditions of the University, until recently when the current University administration granted it a semi-autonomous status (production unit) with the responsibility of generating enough funds to pay salaries of staff and also account for profits. The organisational structure of the press as shown in Figure 4 has a management committee appointed by the University authorities who are not permanent staff of the press. They formulate policies that are implemented by the manager. The manager is a

member of the management committee and a permanent staff who sees to the day to day administration of the press. There is also an appointment and promotions committee that handles appointment and promotional related issues together with the manager.

A procurement committee that sees to the procurement of printing machines, equipment and consumables is also in place. The next person in the chain of command at the press is the accountant who accounts for all monetary transactions, documentation and financial recordings of the press. There are sectional heads that plan the work of the various sections with the manager and see to its execution.
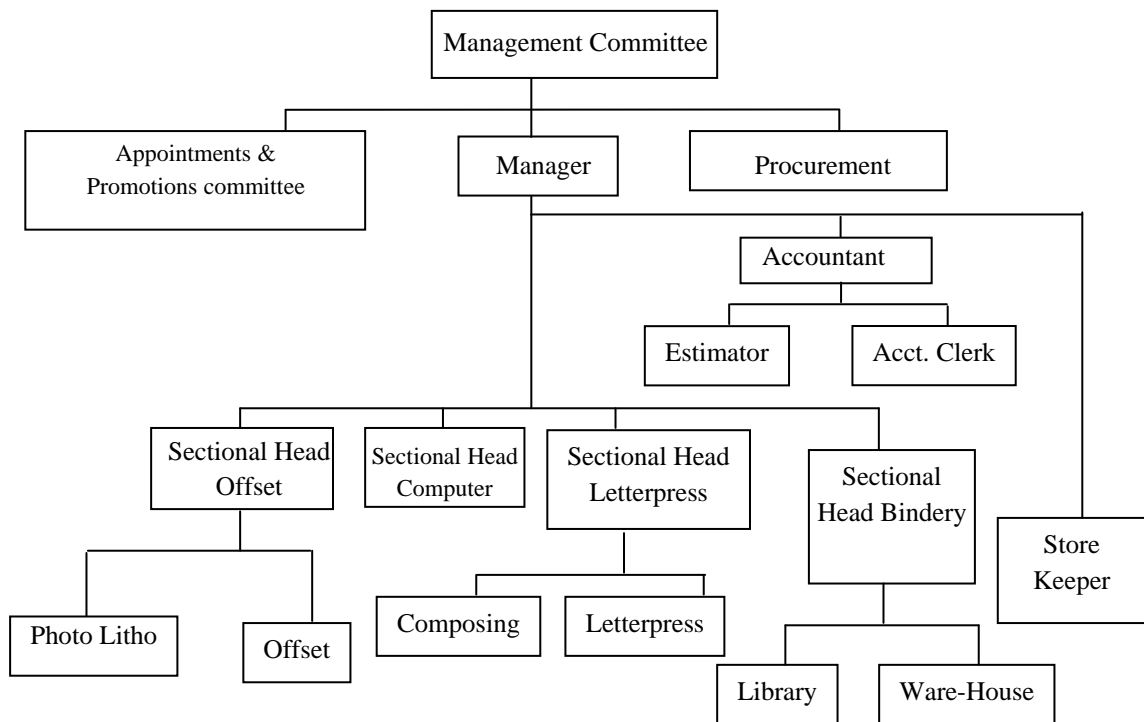
Figure 4: The existing organisational structure of UPK

Source: UPK, 2009

The estimator and accounts clerk work under the accountant while the storekeeper reports directly to the manager. Workers at the photolitho and the offset press are supervised by the offset sectional head while the sectional

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head of letterpress takes care of composing and letterpress. Library bindery and warehouse are under the sectional head of bindery while the sectional head of computer and proofreading takes care of designers and proofreaders.

Study design

In gathering data for this study, quantitative tools were used. Quantitative method requires the use of standardised instruments, so that the varying perspectives and experience of people can fit a limited number of predetermined response categories, to which numbers are assigned and measured. Quantitative method gives a broad, generalised set of findings presented succinctly and parsimoniously (Zhang, 2000).

This study is cross-sectional, implying that the research encompasses all levels of employees, from Senior Staff, Junior Staff to apprentices. The setting is non-contrived and the investigation is non-causal while the extent of research interference is minimal. Apart from using part of respondents' break time for interviews and filling out questionnaires, the activities of the press were not interrupted by the researcher. The unit of analysis was individual and organisation because the researcher assessed how human resource planning, recruitment and selection, induction or orientation, training and development, and performance appraisal are carried out at the University Printing Press (UPK) to result in quality end product. The study is analytical, comprising a descriptive and analysis of relevant aspect of the phenomena of interest to the researcher.

Population and sampling

As at the time of conducting the research in 2009, the University Printing Press (UPK) had permanent staff strength of 43 of various graded levels distributed among the sections of the press. In addition to these permanent workers, there were 28 non-permanent staff made up of National Service Persons (NSP) from the Department of Publishing Studies of the Kwame Nkrumah University of Science and Technology (KNUST), and trainees with different backgrounds of studies, that is, National Vocational and Training Institute (NVTI), Junior High School (JHS), and Senior High School (SHS) graduates. Table 1 indicates the number of staff, including trainees and National Service Persons, in the various sections in the press.

There were two groups of trainees – Trainees who have worked for more than five years in their respective sections and students from the various training institutions who have just been accepted to undergo internship in the various sections in the press. The trainees are captured in groups I and II.

Activities of the UPK are coordinated and directed by an eight member management committee who are not permanent staff of the press. However, the manager who is a member of the management committee and a permanent staff sees to the day to day administration of the press and reports to the management committee.

Due to the small size of the staff at the UPK, the researcher used the entire population of 43 permanent staff and 28 non- permanent staff as the sample excluding the eight members of management. This enabled the researcher to reach out to every staff of the press to elicit information. The target groups were the staff of the various sections of the press and the

manager of the press. On the part of the staff, 71 respondents were targeted for the survey. However, only 60 members of staff including the sectional heads were interviewed yielding a response rate of 84.5 per cent. The manager also filled and returned a questionnaire.

Table 1: Breakdown of staff at the University Printing Press

Sections	Permanent staff	Group I	Group II	NSP	Total
Estimation & Delivery	1			3	4
Computer/Proof Reading	6		1	1	8
Photolitho	2	1			3
Machine	9	2	5		16
Warehouse	6	2	2		10
Library Binding	7	2	5	3	17
Adm/Acc.	4		1		5
Stores	2				2
Composing	4				4
Security	2				2
Total	43	7	14	7	71

Source: Fieldwork, 2009

Instruments and data collection

In order to source reliable and accurate information for the study, two types of data, primary and secondary data were collected. Primary data were collected from the staff of the press. The study employed interview schedule

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for the staff including the sectional heads and questionnaire for the manager in collecting the primary data. The data obtained through the questionnaire administration and the interview schedules were used for the analysis. The data were collected in the natural working environment at UPK in 2009. The variables were not manipulated.

Secondary data were obtained from the existing documents of the press. The sources of the secondary data included the policy documents of the press, articles from journal and books.

Methods used in data collection

According to Wimmer and Dominick (2000), interviews are used to obtain more dynamic, detailed information on a question within a relatively short time period. Also, some information which cannot be obtained through questionnaire can be obtained through interviews. In designing the interview questions, the funnel technique was used. In this technique, interview questions normally begin from the general and move towards the specifics. Its importance lies in the clarification of general questions. Since a considerable number of the questions were open-ended, care was taken to prevent the provision of "single links" or responses by adopting technique of "asking why". The "why" questions allow deeper probes into more specific areas.

Ethical consideration

Permission to proceed with the study was obtained from the management of the University Printing Press. The purpose and objectives of

the study was clearly discussed with the respondents and a verbal consent was sought. Respondents were assured of confidentiality.

Fieldwork

The interviews were administered in both Twi and English languages. This was allowed by the researcher since some of the respondents were comfortable answering questions in Twi and thus facilitated the collection of relevant data. In all, 43 permanent employees and 28 non-permanent staff of the press were interviewed. A questionnaire was sent to the manager to fill and was later collected. The use of this both methods, that is, questionnaire for the manager and interview schedule for the staff enabled the researcher to get a deeper understanding of the operations of the press. The manager who is a management member and sees to the day to day administration of the press is a key informant and represent the views of the management.

The interview schedule and questionnaire served as useful instruments for collecting and observing data beyond the physical reach of the researcher. A period of one month was used in collecting data for the research between 3rd August and 3rd September, 2009.

Field challenges

Though the confidentiality of the respondents was assured, some of them felt reluctant to give out relevant information for fear of victimisation. As a result of this, it was difficult for the researcher to collect data from the staff of the press.

Data processing and analysis

The responses from the interview schedule were examined one after the other for consistency as a quality control measure. Since the interviews were conducted by the researcher personally there were no ambiguities. The responses from the interview schedule and questionnaire were systematically categorised under broad headings. The questions were then sequentially numbered, coded and the variables were categorized such that the items measuring a particular concept were all grouped together for entry into the Statistical Product and Service Solutions (SPSS) software version 15 to analyse the data.

Keying the raw data was carefully done to ensure that correct figures were entered into the right column. Assistance was sought for another person to read out each of the figures on the code sheet as the researcher checked for accuracy of the keyed-in data from the raw data. This exercise was necessary to check for accuracy. Descriptive statistics were generated in addition to the tables and frequencies for the findings and discussions.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The presentation in this chapter covers the analysis and discussion of the responses obtained from the interview and the questionnaire administered. The results are presented in two stages. The first stage focuses on the demographic characteristics of the 60 respondents who participated in the study. The second is used to discuss the findings per the specific objectives.

Demographics characteristics of respondents

The issues investigated under this segment include sex, age of respondents, marital status, and education level. The ages of the respondents are shown in Table 2. Out of the 60 responses obtained from the staff 41 (68.3%) were male and 19 (31.7%) were female. The study revealed that, 19 (31.7%) out of the 60 respondents were aged between 51-60 years, 13 (21.7%) were aged between 41-50 years, 14 (23.3%) were aged between 31-40 years and the other 14 (23.3%) were aged between 21-30 years. The results of the findings indicate that, the staff of the press constitutes an aged majority whose strength can not support effective job delivery and would be getting prepared to retire. Though the press has an age group of 20-29 (23.3%) who has more years to stay on the job, they may not possess sufficient experience to perform to meet standard measures.

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Table 2: Age of respondents

Age	Frequency	Percent
21 – 30	14	23.3
31 – 40	14	23.3
41 – 50	13	21.7
51 – 60	19	31.7
Total	60	100.0

Source: Fieldwork, 2009

Thirty eight respondents were married, 21 (35.0%) were single while one person was a widow.

Figure 5 indicates that 29 (48.3%) of the respondents had BECE/MSLC while 18 (30%) had National Vocational Training Institute (NVTI) Certificates. There were four Higher National Diploma (HND) holders, three SSCE/WASCE/O-Level holders and six University graduates. Majority of the respondents with low level of education were asked if they were interested to further. The response was that they cannot, since it will require new mindset and money and could not afford it. Therefore the result indicate clearly that the press is staffed by workers who need training to bridge the knowledge gap and equip them with the requisite know-how for their job and also be abreast with the technological advancement in the printing industry. The low educational background of the 48.3% of the staff at the press cannot support the acquisition of higher qualification from external academic programmes.
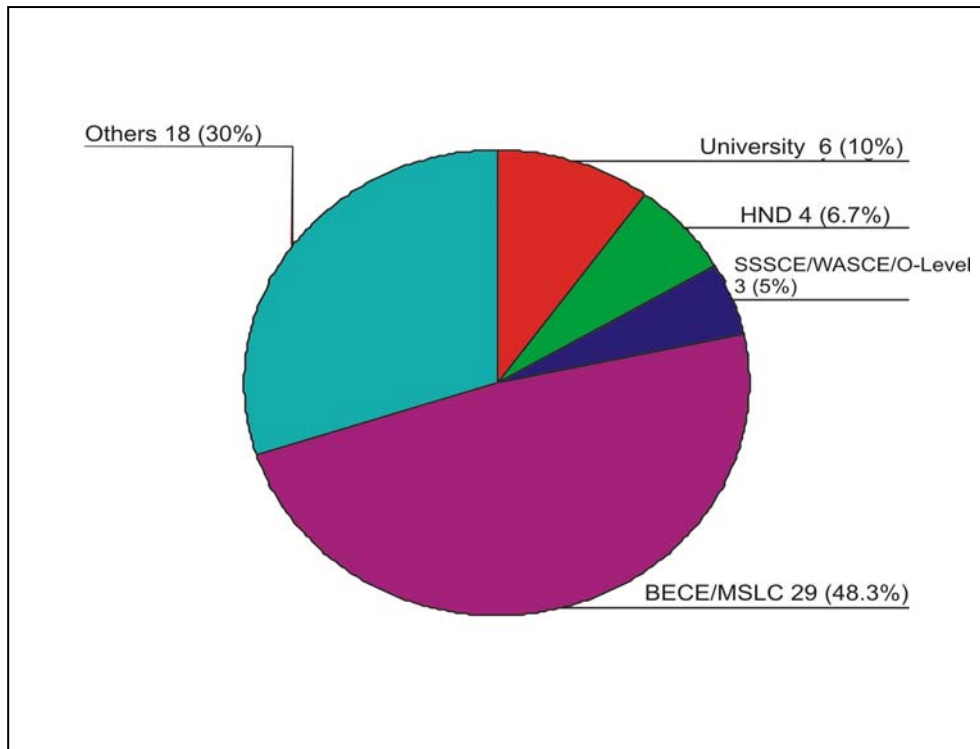
Figure 5: Educational level of staff respondents

Source: Fieldwork, 2009

Human resource planning

Human resource planning policy at the University Printing Press, Kumasi with respect to what process or procedure are available in replacing staff was examined in this section. The section outlines how the press hires and addresses short term staff shortages which reveal loopholes in relation to what the literature outlines.

In trying to address the research question which seeks to examine the human resource planning policy at the UPK and to know how both current and future human needs are assessed, the response from both the manager and staff indicate that there is no laid down procedure for the human resource needs of the press. The press employs as and when the need arises. The press does not undertake any human resource forecasting and does not keep skills inventory

records, but rather relies on trainees to replace retired staff and those who leave the press for one reason or the other. This procedure contravenes what is specified in the literature. According to Russ Jnr. (1985), HRP is a process of getting the right number of qualified people into the right job at the right time. HRP is a system of matching the supply of existing employees and those to be hired or searched for with the openings that the organisation expects to have for a given time frame.

The issue of when members of staff are replaced was also examined. The responses from both the manager and the staff (100%) indicated that there was no specific period or time for replacing staff. When it becomes difficult to replace someone from within, the press relies on external sources for replacement. The manager also mentioned that if there is an urgent need to replace staff, they plan to address staff shortages in the short-term by adopting such temporary measures as the appointment of temporary workers. The workers, on the other hand, complained that the absence of proper human resource planning and staff skills inventory pose a lot of problems to them. Due to unforeseen staff shortages they are made to do overtime at a very short notice. This inconveniences them and does not help them to give off their best.

According to Green (1994), any organisation that uses a highly skilled workforce, such as in printing, staff planning is vital to avoid expensive shortages of labour with particular skills which can cause setbacks in the strategic plan of the organisation.

Another issue addressed was whether the press has sufficient and qualified staff for each section yielded the following results. Out of the 60 respondents, 47 (78.33%) stated that there were sufficient and qualified staff

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while 13 (21.66%) said they did not have sufficient and qualified staff for some of the sections. They attributed this shortcoming to the absence of proper human resource planning at the press. Literature establishes that human resource planning is the process of getting the right number of qualified people into the right job at the right time (Russ, 1985)

The manager mentioned that though there were qualified staff for each section, they needed further training to be abreast with modern trends in the printing industry. According to Cole (2002), the most important single resource is people. It is important therefore to ensure that a sufficient number of the appropriate calibre of people is available to an organisation in pursuit of its objectives.

The above statements bring into focus the essence of planning the human resource requirements of an organisation as a strategic activity concerned with securing resources on a long term basis. With regard to how the press assesses it human resource requirement, it became evident from both the manager and staff (100%) that there was no strategic plan for the press including the planning of the human resource needs of the press. The response from both quarters lend support to Rue and Byars' (1995) assertion that HR forecasting is presently conducted largely on the basis of intuition and that the experience and judgement of the manager are used to determine future HR needs.

It also became evident that the press did not undertake job analysis to determine skills and abilities needed. The interview revealed that there was no assessment, and forecasting for short and long term HR requirements of the press. The staff (100%) further stated that they were not aware of any laid

down policy on human resource planning. The practice at the press, according to the staff was that, when there was the need to replace a staff, the sectional head informed the manager and arrangements were made for replacement.

Another issue addressed was whether the press sometimes hires new employees which they have not previously planned for. There was unanimous yes response from both the staff and the manager. The response was attributed to the absence of staff forecasting and staff inventory records. The situation also leads to the hiring of unqualified staff with some specific skills. The absence of staff forecasting and staff inventory records also does not help in addressing the issue of the advancement in age of some members of staff (31.7%) which may result in the shortage of some categories of staff.

Literature establishes that, for any organisation that uses a highly skilled workforce, such as in printing, staff planning is vital to avoid expensive shortages of labour with particular skills which can cause setbacks in the strategic plan of the organisation (Green, 1994). HRP involves forecasting of an organisation's future demand for employees and the future supply of employees within the organisation, and designing of programmes to correct the discrepancy between the two (Gatewood, Taylor & Ferrel, 1995).

Recruitment and selection

Recruitment and selection is one of the most crucial activities of human resource specialist in every organisation, with the principal purpose of developing a pool of job candidates and selecting the right candidates in the right positions at the right time in line with the human resource plan of

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organisation. To achieve this objective of the study, the researcher sought to evaluate recruitment and selection strategies employed by the UPK.

The first issue addressed under this objective was how respondents were recruited and selected into the press. Out of the 60 respondents, 33 (55%) stated that they were recruited and selected into the press by writing applications through advertisement in the daily newspapers while 28.3 percent went through apprenticeship and were retained after their training. Six (10%) were national service persons who were retained after their service, while three (5%) were recommended from various departments of the University, like the Finance Office, Security Service and the Stores and Supplies Department. However, one respondent said he came to the press as a casual factory hand who was helping to load and off-load items at the press, and after some years of work he was drafted into the main working stream of the press.

The recruitment and selection practice at the UPK is similar to the findings of a study conducted by the Chartered Institute of Personnel and Development in the U.K. in 1999 and 2000 which indicated that more people were recruited through advertisement than any other means. According to Wright and Noe (1996), some organisations also rely heavily on internal sources as it offers employees advancement opportunities and enable the organisation to select people already familiar with its practices and culture.

Out of the 60 respondents, 33 (55%) said that they got to know of the press through daily newspapers. It was also realised from the findings that job seekers used other sources such as applicants' own enquiries, friends and relatives to obtain information about job vacancies at the press. Six respondents said they got to know of the UPK through their school when they

were posted to the press to do their National Service or on attachment. These findings are consistent with what Armstrong (2001) identified as different means of conducting the search for employees. According to Armstrong advertising (2002) through local newspapers, technical/professional journals; via the internet (employer's website) and posters at the organisations gate are different means of conducting the search for employees.

With respect to process or procedure before selection, all the respondents said that they went through such process. The findings show that 55 percent respondents went through the interview process were recruited from outside, 23 (38.3%) were retained either after national service or apprenticeship and three (5%) were recommended. The breakdown is illustrated in Table 3. The findings also revealed that the 38.3 percent who were retained either after their apprenticeship or National Service were interviewed before appointment. The findings corroborate what is in the literature. For instance, Ivancevich (1998) and Bateman and Snell (1999) state that selection is an important process by which an organisation chooses the best from a list of applicants who meet the selection criteria for the position available, considering current environmental conditions.

The main source of recruitment or process or procedure of replacing staff at the UPK is discussed below. The press uses both internal and external sources, but external sources dominate. The findings revealed that there were not sufficient qualified internal staffs especially at the senior staff level to be promoted. Furthermore, external recruitment offered the opportunity to recruit the best staff as most internal staff lacked the requisite qualification.

Table 3: Mode of recruitment

Roles	Frequency	Percentage
Apprenticeship	17	28.3
Application	33	55.0
Recommendation	3	5.0
National Service	6	10.0
Other	1	1.7
Total	60	100.0

Source: Fieldwork, 2009

These explanations buttress the advantages of external recruiting outlined by Jones et al. (2000) that external recruiting provides access to a potentially large applicant pool who have skill, knowledge, and abilities the organisation needs to achieve its goals.

The responses and subsequent explanations point to the fact that the UPK relies mostly on external sources of recruitment to replace their staff. As shown in Table 4. The reliance mostly on external recruitment may not encourage hard work as the efforts of existing staff go unrecognised, and denies employees advancement opportunity. Wright and Noe (1996) noted that some organisations rely heavily on internal sources as it offers employees advancement opportunities and enable the organisation to select people already familiar with its practices and culture. Recruiting from within however, has some disadvantages which include limiting the pool of available talents, and reducing the possibility that fresh view points will enter the organisation.

Table 4: Sources of recruitment

Roles	Frequency	Percentage
Internal	23	38.3
External	33	55.0
Others	4	6.7
Total	60	100.0

Source: Field work, 2009

The issue of whether respondents were in previous employment before joining the UPK was also examined. The responses show that 55 percent of the respondents were in previous employment. This indicates that they had prior knowledge or skills of the job they were going to do at the UPK. According to Ivancevich (1998), the recruiting and selection process begins with an attempt to find employees with the abilities and attitudes desired by the organisation, and to match them with the tasks to be performed.

Responding to the question on why they left their previous employments, all the 33 respondents said that they wanted job security. They also added that since the UPK was in an academic institution, they will broaden their knowledge and skills in the printing industry. Respondents' impression about the press when they first started work at the press and whether they have the same feeling and impression about the press was also examined. All the 60 respondents, said their impression about the press was that if they get employment at the university press they will have modern machines, have greater knowledge in the printing industry since the press was in an academic institution as such high quality end products would be expected of them. However, ten (16.7%) of the respondents said their impression and feeling about the press had changed because most machines at

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the press are old or obsolete which does not help them to produce quality end products

With reference to Table 5, respondents were asked how long they have been working at the UPK. Out of the 60 respondents, 16 (26.7%) have worked in the press for at most five years, while 15 (25.0%) have been there for at most 10 years. The rest had been there for more than ten years. This is an indication that the majority of the staff at the press have constantly worked for more than ten years using the old knowledge and skills they brought to the press. Though they may be experienced they might not be abreast with new technological advancement in the printing industry.

Table 5: Years of working at UPK

Length of Service (years)	Frequency	Percentage
1 – 5	16	26.7
5 – 10	15	25.0
10 – 15	9	15.0
20 and above	20	33.3
Total	60	100.0

Source: Field work, 2009

Another issue addressed was the position or status of the workers at UPK. Out of the 60 respondents, twenty-six (43.3%) were senior staff and thirty-four (56.7%) were junior staff. The findings show that 20 out of the twenty-six (26) senior staff were promoted to that status through long service while only six of them attained that feat on qualification.

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The distribution of the respondents and the role they play in the various sections at the press is shown in Table 6. Out of the 60 respondents, 23 (38.3%) came from the finishing section, 17 (28.3%) were from prepress and 10 (16.7%) each from press and administration respectively. Prepress is the section where all activities that takes place before the work is printed. This includes designing, film making and plate making.

From the data collected it was realised that 42 (70%) out of a total of 60 respondents had prior knowledge and skills about the job they were doing at the press. These included those who were recommended to the press, those who wrote application and those who were retained after their service. The remaining 17 (28.3%) went through apprenticeship at the press. This indicates that more joined the press with prior knowledge of the job they were doing at the press. According to Bach (1975), human resource planning is the process by which a firm ensures that it has the right number of people who processes the proper skill at the right time to perform jobs that are useful to the organisation.

Table 6: Sections of the press

Section	Frequency	Percentage
Prepress	17	28.3
Press	10	16.7
Finishing	23	38.3
Administration	10	16.7
Total	60	100.0

Source: Field work, 2009

The results suggest that all the staff like the role that they play at the press. According to them, they are placed at sections where they have knowledge and skills about so they give out their best and perform creditably well. Table 7 shows how the staff rate their performance. Out of the 60 respondents, 21 (35.0%) said their performance is average, 31 (51.7%) rated themselves high while eight (13.3%) rated themselves very high. Those who rated themselves average attributed their performance to the obsolete machines which do not help them to perform the way they wanted.

Table 7: Performance rate of staff

Rate	Frequency	Percentage
Average	21	35.0
High	31	51.7
Very high	8	13.3
Total	60	100.0

Source: Field work, 2009

Respondents also indicated that though all of them rated themselves average, high and very high others feel that some of the workers do not put up their best and work below average. This shows in their inability to complete jobs on schedule.

The issue of how newly employed staff are inducted into the press was also examined, and 50 (83.3%) out of the 60 respondents said they were not aware of any existing orientation or induction process at the press since they were not taken through any process when they were first employed. However, 10 (16.7%) of the respondents said there existed an orientation process but it is

not followed by the management. The new employees are introduced to sectional heads and other sections of the press by the manager. The manager confirmed what the staff said when he was asked how new staff are inducted into the press. He said there is no clear cut or formal induction course.

According to Fowler (1996), induction helps the new employee to establish quickly and have a favourable attitude to the company so that he is more likely to stay and to obtain effective output in the shortest possible time and also reduces the likelihood of the employee leaving. Otherwise employees are likely to resign during the first month after joining an organisation. Furthermore, Fowler (1996) stated that in order to sustain new employees in an organisation, some measures have to be put in place during the induction process. These include reception, documentation, initial briefing, introduction to the workplace, and formal induction course.

Training and development

The purpose of employee training and development is for skill enhancement which in turn enhances the performance of the employees (Palo & Padhi, 2003). To achieve the objective of this research, the researcher sought to evaluate training and development programmes organised for employees of the UPK.

The issue of how the skills and competencies of staff are developed at the press was examined. The responses show that out of the 60 respondents, 56 (93.3%) said that there is no written policy at the press that focused on the development of skills and competencies of staff, and that they have not attended any training programme since they were employed at the press.

However, four (6.7%) respondents said that they were aware of training and development programmes and they were informally asked to attend training courses in editing and computer skills.

The manager on his part confirmed the findings of the staff and said there is no written policy for staff training and development at the press and they are yet to develop one. They therefore use in-service training to develop the skills of staff. That notwithstanding, the manager uses his discretionary power to elect some staff to attend training when the need arises. Such staffs are mostly sectional heads who in turn train their subordinates. Such trainings are not organised by the press, but rather when the manager or any staff gets information about any organised training by bodies like the Publishing Studies Department or Printers Association, the press takes the opportunity to train the staff. This deviates from what the literature records

Rahaman and Siddiqui (2006), for instance, maintain that an effective employee development programme leads to attitudinal change on work commitment to fulfil job requirements. Furthermore, it is out of the education and training that a firm inculcates and propagates quality culture into the employee. It also gives them confidence to accept responsibility for an activity, or even be engaged in pursuit of a quality objective.

When the manager was asked why the press itself does not organise training for its staff, he explained that it was very expensive to organise the training by the press. Furthermore, the manager submitted that when workers are sponsored for a skill and knowledge acquisition, they come back with all kinds of demands. When their demands are not fulfilled, they decide to quit without the press benefiting from them. Although the manager agrees that

employee education and training is important, he said that there is only one specialised training institution which organises the training for the workers. Even that, the institution only offers formal training, which according to the manager; takes a longer period and they cannot afford to lose the workers for long period. In view of these challenges, in-service training is the only predominant development programme for the staff at the press. This is done where the staffs undergo training under the tutelage of a master craftsman at the press. Another kind of training common to the press is operational training which is usually organised by a manufacturer, when a new machine/equipment is bought and installed.

With regard to what suggestion the staffs has in the absence of a written policy for staff training and development, all the 60 respondents suggested that management should put in place a written education, training and development policy to enhance the skills and qualification of staff Generally, there appears to be no consistent staff training and development policy drawn or a conscious effort by the press management to develop its staff. Though this is a disincentive to the staff and breeds low commitment and dedication to duty, it serves as a challenge to the existing staff to upgrade them. Again, because there was no written staff training and development policy at the press, no budgetary allocation was made available for that purpose. This shows how the press views training and development in the traditional perspective as a cost rather than an investment in human resource.

It became evident from the study that, employee training and development is given the lowest attention at the press because of the cost associated with it, coupled with the fear that employees will demand higher

salary or leave the press after the training. According to Armstrong (2001), the fundamental aim of training is to help the organisation to achieve its purpose by adding value to its key resource, the people it employs. Training means investing in people to enable them to perform better and to empower them to make the best use of their natural abilities. It helps to develop the skills, capabilities, attitudes and competencies of

employees and improve their performance and also helps people to grow within the organisation in order that, future needs for human resources can be met from within.

The issue of whether there is a policy of acquiring skills through on-the job training was also examined. The responses show that all the 60 respondents said there is no clear cut or well defined policy of acquiring skills through on the job training though that is the only predominant training and development programme for the staff at the press. The practice is that, the manager in consultation with the sectional heads decides on who should be given training and in which area.

The views of both the manager and staff are that a well defined written policy must be in place to know when some one has to be trained and for how long and in what section. Furthermore, what happens after the training in terms of promotion should be well defined in the policy. This will help the press to conform to best practices. From the literature, training and development are identified by Casio (1992) as planned programmes designed to improve performance at the individual, group and/or organisational levels. Improved performance, in turn implies that there have been measurable changes in knowledge, skills, attitudes and/or social behaviour.

Another issue considered was whether the staff we re satisfied with the work at the press. All the 60 respondents said they were satisfied with the work at the press. However, they made some complaints regarding delay in promotion, and unplanned overtime which does not allow them to prepare. With respect to how promotions are made, 25(41.6%) out of the 60 respondents said they have not been promoted for the past 12 years. When the manager's view was sought on the situation, he said, the University's promotion is based on both long service and academic excellence, however, the staff concerned though have served the required number of years to be promoted, they have not taken any examination that merit their promotion. He said the issue is before management and they are discussing with the University authorities.

The issue of what problems the Press faces was also examined. All the 60 respondents said the major problem facing the Press is the old machines used at the Press. This does not allow them to compete with other press houses that have modern machines in the printing industry. Another problem they mentioned was non-availability of vehicle for the Press which makes it difficult for the press to deliver finished products to clients and to purchase materials. This also makes it difficult for the staff to go home after closing late from work.

Performance appraisal system and its effect on print production

The role of performance appraisal in the HR process is to assess the work achievement periodically as a basis for future actions and decisions. It is important therefore to assess the work of staff from time to time to know

which of the staff needs training, reward, promotion, demotion or transfer. Some of the issues addressed under this objective include how work at the press is assessed, how often work is assessed; the method or approach adopted to assess staff and what form of motivation is given to staff. To achieve the objective of this study, the researcher sought to evaluate performance appraisal system at the press and its effect on print production.

The issue of how the work of staff at the press is assessed was examined. All the 60 respondents claim they were not aware of the system of appraising the work of the staff of the press from time to time. The practice at the press according to the respondents was that, the work of the staff at the press is only appraised after four years when they applied for promotion. The system is such that the employee applying for promotion fills a promotional form and the sectional head appraises his work and submits it to the manager who meets with the appointment and promotions committee for consideration, quite contrary to best practice.

According to Dessler (2000), performance appraisal provides an opportunity for employer and employee to review the subordinates work rated-behaviour. This in turn helps both employer and employee to develop a plan for correcting any deficiencies that the appraisal might have unearthed and reinforce the things being done right. It also provides an opportunity to review the person's career plans in light of his or her exhibited strengths and weaknesses. The manager agreed that there is no system for appraising the performance of the staff at the press confirming what the staff said. .

With respect to what steps are taken after assessing the work of staff. All the 60 respondents said that performance appraisal at the press is only for

promotion purposes. The practice at the press is that after the sectional heads had recommended their subordinates, the manager meets with the appointment and promotion committee of the press and those who deserve promotion are informed. The responses suggest that criteria for promotion were based on long service, academic qualification, attitude of the worker with performance being more emphasised. It also became evident during the interviews that appraisal results are not communicated back to the staff. They also viewed it as a form-filling exercise for someone else's benefit with no practical value to performance. This perception and attitude do not conform to McGregor's (2000) submission that appraisal should be a participative process, drawing on the human relations imperative that the appraisee should become an active agent, not a passive object.

The responses to the question eliciting information on what motivates them to work have been summarised in the ensuing discussion. A total of 59 respondents (98.3%) out of the 60 said they receive financial motivation in the form of bonuses paid to the staff at the end of the year. This bonus is a percentage of the total profit made by the press. The manager confirmed this motivational package at the press. According to the workers, this motivates them to work hard because the more profit the press makes the more bonus they get. One person however, said he was motivated by intrinsic factors.

Another issue considered was how wages, salaries and allowances paid to them were determined when they were first employed. The response was that they were attached to the University salary scale. The general assertion by the respondents was that though the salaries and allowances paid to them were good, they suggested an upward adjustment to meet the current economic

situation in the country. The manager on his part said that the staffs at the press belong to the Teachers and Educational Workers Union (TEWU) of the University so their salary and allowances are based on the University's salary scale which management has no mandate to increase.

The issue of how staff holidays were determined was also examined. The responses revealed that, the University's condition of service mandates every staff of the University to go on leave every year. The number of days to take as a holiday is based on the status of the staff. However, the date to start the leave is determined by both the staff and the manager. The issue of how staffs proceed on leave was also examined. In an answer to why he and the staff determine when to proceed on leave, the manager said, there are times when a particular section's services are needed most so he only approves the leave when they are less busy.

With respect to how promotions are made at the UPK, the general response was that promotions were made based on the number of years served and upon recommendation from heads of sections. However, some of the staff claimed they have not been promoted for the past twelve years due to biases on the part of some sectional heads. According to the affected workers, a formal complaint has been made to the manager who has assured them that the matter will be discussed with the management of the press.

According to Ivancevich (1998), firstly performance appraisal is seen as developmental, because it helps to determine which employee need more training, and helps to evaluate the results of training programmes. Secondly, it is rewarding, as it supports personnel decision to promote outstanding performances, who should receive pay increase, transfers and lay-offs.

Appraisals are also seen as motivational since they encourage initiative, develop sense of responsibility and stimulate better performance and also serve as a valuable input to skills inventories and human resource planning. Furthermore, appraisals provide feedback to employees and serve as a vehicle for personal and career development and also serve as a legally defensible reason for promotions, transfers, rewards and discharges.

Though there is a promotional policy at the press, that workers should be promoted after every four years and upon educational attainment, the onus lies on the sectional head who assesses the staff and gives his recommendation. Promotion is therefore based on the recommendation of the sectional head who works directly with the worker. Commitment and participation are identified by Pollack and Pollack (1996) as very paramount to a successful performance appraisal system. Commitment also shows the extent to which employees identify with organisational goals and are committed to them. It identifies vital work attitude, in that, committed members of staff are expected to display the willingness to work harder to achieve organisational goals and a greater desire to stay employed in that particular organisation.

Another issue addressed was to know the opinion of staff about management of the human resource at the press. The majority, 66.6 percent of the respondents were of the opinion that management had put the necessary procedures in place for expected results and were therefore satisfied with the management of the human resource at the press. Twenty (33.3%) were however, of the opinion that managing the human resource at the press falls short in the area of performance appraisal which is not linked to training and

development. Due to this shortfall it affects print production which results at times in over production and under production.

A follow up question which was aimed at knowing from staff whether there were specific areas that needed attention yielded the following results. All the 60 respondents said that the specific area that needs attention has to do with older obsolete machines and equipment at the press. The old machines and equipment at the press has adverse effect on print production and does not help the workers to provide the quality services expected from them, and cannot compete with other presses around.

Finally, respondents were asked to suggest ways to make the press more successful and improve upon print production at the UPK. About 75 percent of the 60 respondents suggested that management of the press should put strategies in place to encourage staff to be committed and dedicated especially in the area of training and development, promotion, review of salary and rewards. However, 25 percent of the respondents suggested that new machines and equipment should be acquired for the press to enable them produce quality end products.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

    The research conducted for this study examined the human resource management (HRM) practices at the University Printing Press of the Kwame Nkrumah University of Science and Technology (KNUST) and focused on human resource planning (HRP), recruitment and selection, training and development, and performance appraisal. The study adopted quantitative method using interview schedule and questionnaire to collect data from 60 respondents out of 71 members of staff. A summary of the evidence obtained from respondents are synthesized in order to make critical judgement about the HRM practices at UPK.

    Conclusions are drawn from the summary of the major findings in order to make appropriate recommendations that would seek to improve the HRM practices at UPK.

Summary of findings

    Based on the research results, concerning human resource planning policy at the UPK, the following findings were made:

- The UPK does not have a human resource planning policy. it replaces staff if the need arises and rely on trainees for replacement when staff goes on retirement.

- It addresses staff shortages in the short-term by adopting such measures as the use of temporary appointments, national service personnel and students on industrial attachment.

- It does not undertake forecasting for short and long term HR requirements.

- There is no job analysis to determine skills and abilities needed for the press.

- There is no effective coordination between the UPK manager and the HR department of the University.

On recruitment and selection strategies, the following key findings emerged:

- The University press (UPK) has well established recruitment and selection procedures which conform with the University's appointment procedures. This was confirmed by 70% of the respondents.

- The press uses appointment and promotions committee in the selection of applicants. It was further realised from the findings that the appointment and promotion committee are used to interview all categories of staff.

- The press uses both internal and external sources of recruitment but the external sources dominate. Evidence from staff responses supported the dominance of external recruitment as 55% of staff interviewed were recruited externally.

- Reasons advanced for the reliance on external sources are that there were not sufficient qualified internal staffs to be promoted to higher positions, since promotions are dependent on educational attainment.

- Vacancies were usually advertised in newspapers and on staff notice board. Job seekers used other sources such as applicants' own enquiries, friends and relatives to obtain information about job vacancies at the press.

- In spite of the systematic recruitment procedures, the manager could fill vacancies temporarily in emergency cases.

The third objective focused on training and development of employees of the UPK, and the findings revealed that:

- There is no written policy for staff training and development and they are yet to develop one.

- About 93.3% of the respondents had never attended any training programme since they were employed at the press. Only 6.7 percent of the respondents had ever attended some sort of training.

- In- service training emerged as the dominant training programme for the staff.

- No budgetary allocations were provided for staff training and development.

- The education background of the majority of the staff did not support them for further training.

The last objective of the study which focused on the performance appraisal system at the press and its effect on print production revealed the following;

- The University Printing Press does not have established performance appraisal system.

- Performance of staff is appraised every four years when one applies for promotion.

- Selection for training as a purpose of appraisal was non existent while promotion formed the leading factor as a purpose of performance appraisal.

- Sectional heads appraise the performance of their subordinates and make recommendation to the appointment and promotions committee for consideration.

- The workers complained about the quality of the machines at the Press and how it affected production.

Conclusions

Based on the research findings, the following conclusions are drawn in relation to the research objectives. There is no human resource planning policy for the press and that information about the labour market (both internal and external) was non-existent as usable occupational data about skills needed was lacking due to the absence of properly kept skills inventory. Generally, there was no long- term strategic plan that incorporates human resource planning at the UPK.

The recruitment and selection procedure used by the press was consistent as it followed the University's statutes. The UPK used both internal and external sources in staff recruitment but relied more on external recruitment. The over reliance of external sources of recruitment was due to the low level of education of the staff.

There are no staff training and development programes at the press. This is because there is no policy to guide such programmes for the workers to meet the current challenges in the ever increasing technological advancement in the printing industry. The absence of an effective system has resulted in the presses inability to identify the training and development needs of the staff. It is further concluded that the low level educational background of the majority of staff at the press can not support the acquisition of higher qualification from external academic programmes.

The UPK does not have any established performance appraisal system and that has resulted in a weak link between performance appraisal and staff training and development. Also the purpose of performance appraisal at the UPK is meant only for promotion. This does not help them to effectively assess the work of the staff which in the long run affects print production.

Recommendations

Based on the conclusions, the study recommends the following to the manager:

- The manager of UPK should collaborate with the HR department of the university to effectively handle HR related issues.

- The manager should through the Management Committee of UPK draw up a documented strategic plan to incorporate strategic human resource planning. Staff records such as skills inventory should be kept and computerised. A well established HRP forecasting technique appropriate for the press should be designed taking into account such factors as labour turnover and expansion.

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- Recruitment and selection policies should be linked or connected with other staffing practices such as performance appraisal and training and development. This would address the problem of appointing unqualified staff that could not be trained.

- A detailed staff training and development policy should be put in place, clarifying expectations of the press. Arrangements should be made for existing staff that do not satisfy minimum qualifications to upgrade their status within a specified period of time.

- A scientific method of assessing staff training and development needs should be adopted. It is therefore important to integrate staff development with recruitment and performance appraisal.

- Adequate budgetary allocation should be available for training and development programmes/activities. Once training is budgeted for, UPK will be obliged to do so.

- The system of performance appraisal should be properly designed to fit into the culture of the press. The system should have its focus on staff evaluation and development, and should be reviewed as needs of the press changes.

- Management should take the appraisal system seriously and devote ample time for the practice. The appraisal system should be short and not long.

- The system must be integrated with other HRM practices such as recruitment and selection, staff training and development.

- Appraisal results should be discussed with staff.

- Promotion criteria for the various categories of staff should be well defined and documented.

- The workers should upgrade themselves even in the absence of training and development policy at the press to be able to take up higher positions.

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APPENDICES

APPENDIX A

INTERVIEW SCHEDULE FOR STAFF

I am a graduate student at the Institute for Development Studies, University of Cape Coast. As part of my programme, I am conducting a research on the topic "Human Resource Management practices and the effect on Print Production at the University Printing Press of Kwame Nkrumah University of Science and Technology, Kumasi.

I would be grateful if you could provide me with the following data. The intention is purely for academic purpose and does not in any way attempt to invade the privacy of individuals in order to assess them.

Please answer the questions as frankly as possible. You are assured of confidentiality.

Instruction

Please, fill in the spaces provided; and where answers have been provided, tick or underline the appropriate one.

Section A: Background information

1.   Sex of respondent: (a) Male   ( )   (b) Female   ( )

2.   Age:

3.   Marital Status: (a) Single   (b) Married   (c) Divorced

      (d) Widowed

4.   What is your highest educational level?   (a) First Degree   (b)

HND (c) NVTI   (d) BECE   (e) others

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5. Do you have any other professional qualification in addition to the one stated above? Please specify.

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……………………………………………………………………

Section B: Recruitment and selection

6. How did you get to work or employed at your present place of work? Please explain

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………………………………………………………………

7. How did you get to know of the UPK?

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………………………………………………………………

8. Did you go through any process or procedure before your placement?

(a) Yes   (b) No

9. If yes to the question above explain the process or procedure that you went through.

……………………………………………………………………

……………………………………………………………………

10. Were you in previous employment?   (a) Yes   (b) No

11. If the answer to question 10 is yes what were your reasons for leaving previous employment? Please explain.

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……………………………………………………………………

12.   How long have you been working at the UPK?

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………………………………………………………………………

13.   What is your position or status now?

………………………………………………………………………

………………………………………………………………………

14.   What specific role do you play at the press? Please explain.

………………………………………………………………………

………………………………………………………………………

15.   Did you have prior knowledge and skills about the job you are

doing now?

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………………………………………………………………………

16.   What was your impression about the press when you first started the

work?

………………………………………………………………………

………………………………………………………………………

17.   Do you still have the same feeling and impression about the press?

(a)   Yes   (   )   (b)   No   (   )

18.   If the answer to the above question is 'No', please state what has

changed your feeling and impression.

………………………………………………………………………

………………………………………………………………………

19.   Do you like the role you play at the press at the moment? Please give

reasons for likes or dislikes about your role.

…………………………………………………………………………

………………………………………………………………………

20. How do you rate your performance at the press.

(a) Very low   (b) low   (c) average   (d) high   (e) very high

21. What contributed to the above performance rate.   Please explain.

…………………………………………………………………………

……………….……………………………………………………

22. What do you think about the performance of other workers at the press?

Explain please.

…………………………………………………………………………

………………………………………………………………………

Section C: Orientation or induction

23. How were you ushered into the press when you were first selected?

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…..…

24. How did you adapt or settle down in the press?

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………………………………………………………………………

25. Are you aware of any procedure or process for new employees to settle

smoothly in the press?   (a) Yes   (b) No

26. If yes explain the process

………………………………………………………………….

………………………………………………………………….

27. If no what is the procedure or practice at the press?

…………………………………………….…………………………………

……...……

Section D: Training and development

28. How are the skills and competences of the staff developed to improve

their performance at the press? Please explain.

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……………….…………………………………………………………

29. Have you ever attended any training after your appointment at the press?

(a) Yes (b) No

30. If yes explain what the course entailed.

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……………….…………………………………………………………

31. If no what do you suggest should be done.

…………………………………………………………………………

……………….…………………………………………………………

32. Do you have any policy of acquiring skills through on-the job training?

If there is a policy please explain how the policy operates at the press.

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33. If a policy does not exist what do you think must be in place.

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34. Are you satisfied with the work at the press? Please explain your likes and dislikes at the press.

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35. What are some of the problems the Press faces?

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Section E: Performance appraisal

34. How is your work at the press assessed? Please explain

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35. How often is your work assessed?

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36. What method or approach is adopted?

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37. What steps are taken after the assessment of your work?

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38. What do you think motivate you to work? Please explain

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39.   What form of motivation do you receive?

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39.   What things encourage you at the press?

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40.   What things discourage you at the press?

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…………………………………………………………………….......…….

41.   How was your salary fixed when you were first employed?

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………………………………………………………………..........…

42.   What is your opinion about the wages, salaries and allowances paid to

you at the press?

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………………………………………………………………..…….

43.   How are your holidays determined? Please explain

………………………………………………………………………………

…………….……………………………………………………….......…….

44.   How are you promoted and on what basis?

…………….………………………………………………….....………

…………….………………………………………………….....………

45.   What is your opinion about the management of the human resource at

the press? Please explain.

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……………………………………………………………...........………

46.   Are there any specific areas you think need attention?

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47.   What suggestions would you give on how to make the press more successful?

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QUESTIONNAIRE TO MANAGER

I am a graduate student pursuing Human Resource Management at the Institute for Development Studies, University of Cape Coast. As part of the programme, I am conducting a research on the topic "Human Resource Management practices and the effects on Print Production at the University Printing Press of Kwame Nkrumah University of Science and Technology, Kumasi.

I would be grateful if you could provide me with the following data. The intention is purely for academic purpose and does not in any way attempt to invade the privacy of individuals in order to assess them.

Please answer the questions as frankly as possible. You are assured of confidentiality.

Instructions:

Please, fill in the spaces provided; and where answers have been provided, tick or underline the appropriate one.

Section A: Background information

1.   Sex of respondent: (a)   Male   ( )   (b)   Female   ( )

2.   Age:

3.   Marital Status: (a)   Single   (b)   Married (c) Divorced

        (d) Widowed

4.   What is your highest educational level?   (a)   Second Degree (b) First

        Degree (c)   HND   (d) NVTI   (e)   BECE

5.   In what capacity do you serve at the Press?   (a)Manager

(b) Supervisor   (c) Production Manager   (d)   Production Coordinator

6.   What are your job responsibilities?

……………………………………………………………………

……………………………………………………………………

7.   How long have you been working at the UPK?

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……………………………………………………………………

Section B: Human resource planning

8.   What is the process or procedure of replacing a staff at the press?

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……………………………………………………………......………

9.   What time or period do you replace a staff?

……………………………………………………………………

……………….…………………………………………….......…………

10.   Do you have sufficient and qualified staff for each section of the   press?

(a) Yes   (b) No

11.   How do you assess your human resource requirement? Please explain.

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……………….…………………………………………….........…

12.   Do you sometimes hire new employees which you had not previously planned for?

Section C: Recruitment of staff

13.   How do you get people or staff into the Press?

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………………………………………………………………………

14.   Who   prompts   you   to   recruit   new   staff?

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…………..…………………………………………………………………

15.   What type of people do you employ and why? Please give reasons

……………………………………………………………………

……………..……………………………………………………

16.   What is your main source of recruitment?

(a)   internal   (b)   external   (c)   both

17.   How do you fix or determine the wages and salaries of your staff? Please

explain.

…………………………………………………………………………

……………..………………………………………………….................……

18.   Do your employees have a say or engage in any bargaining process on

how   their   wages   should   be   fixed?   Please   explain.

……………………………………………………………………

……………………..…………………………………………….......………

19.   Can you recall some of your impressions about the press when you first

began? Please explain.

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……………..………………………………………………….............…

20. Do you have the same feelings about the press now as you did when you first started? Please explain.

…………………………………………………………………………

…………………………………………………………………………

21. How do you usher in newly selected people to adapt to the press? Please explain

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…………………………………………………………………………

Section D: Staff development

22. How do you rate the performance of the workers at the press?

(a) High ( ) (b) average ( ) (c) low ( )

23. What is the policy that aims at increasing employees' ability to contribute to organisational effectiveness? Please explain.

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……………….………………………………………………............……

24. What is the policy that aims at increasing employees' ability to contribute

to organisational effectiveness? Please explain.

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25. Do you think the staff at the press is getting the best out of this policy? Please explain

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……………………………………………………………............………

26. If not what measures are you taking to improve this policy?

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27.   What are the other practices that you think contribute to staff skills development?

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28.   Do you think the human resource at the press are well managed

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29.   What are the resource control methods at the press? Please explain

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………………………………………………………………………………...........………

30.   Do you have any control methods for production? Please explain how it works.

………………………………………………………………………………………

………………………………………………………………………………...........…

31.   Are you satisfied with the procedure, production and control method of work at the Press?

(a)   Yes (   )   (b) No (   )

32.   If 'No', which are the areas are you not satisfied?

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………....…………………………………………………...........………

33.   If 'No', what measures are you taking to correct that anomaly?

…………………………………………………………………………………

………………………………………………………………….........………

34. Are you satisfied with the caliber of staff at the Press?

(a)　　Yes　(　)　　　(b)　No　(　)

35. If 'No', what is the exact problem?

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……………………………………………………………….........……

36. If 'No', what measures are you taking to improve that?

…………………………………………………………………………

……………………………………………………………….........……

37. Are you satisfied with the qualification of the staff of the Press?

(a)　　Yes　(　)　　　(b)　No　(　)

38. If 'No', what method(s) are you adopting to improve on the staff qualification?

(a)　Full Time Courses　　(b)　Part-Time Courses　　(c)　Sandwich Courses　　(d)　Distance Learning　　(e)　Others

Performance Appraisal

39. Is there a system for appraising the performance of the staff at the press? Please explain how.

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……………………………………………………………….........……

40. Do you appraise the performance of the staff at the Press?

(a)　　Yes　(　)　　　(b)　No　(　)

41. If 'Yes' how often do you appraise them?　　(a)　6 months

(b)   1 year   (c)   3 months   (d)   2 years

42.   If 'Yes', which type of approach do you adopt?   (a)   Appraisal by Superiors (b)Self-Appraisal (c) Appraisal by Peers

(d)   Appraisal by Subordinates

43.   If the answer is 'No', why

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………………………………………………………………............……

44.   How do you promote, transfer, demote or separate the staff at the Press?

…………………………………………………………………………

………………………………………………………………............……

45.   Do you have motivational packages for your staff?

(a) Yes ( )   (b) No (   )

46.   If 'Yes' what form of packages do you have for the staff?

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………………………………………………………………............……

If No Why?

…………………………………………………………………………

………………………………………………………………............……