

UNIVERSITY OF CAPE COAST

AN APPRAISAL OF RECRUITMENT, SELECTION AND PLACEMENT
PROCESSES AT THE GHANA INSTITUTE OF LANGUAGES

BY

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2011

DECLARATION

Candidate's Declaration

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

Candidate's Signature:.....

Date.....

Name: Joel Mawuli Asiedu

Supervisor's Declaration

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

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Date.....

Name: Dr. N.K.T. Gartey

ABSTRACT

This study was aimed at examining recruitment, selection and placement processes at Ghana Institute of Languages and the extent to which the human resource and administrative department of the Institute has contributed to achieving the mission and vision of the Institute.

Out of one hundred and sixty one members of staff, questionnaires were distributed to ninety three of them. Both primary and secondary sources of research methodology including questionnaires and interviews were employed for the study.

The outcome of the research indicated that although the best human resource practices were observed by the Institute, there were still some challenges to attend to. Some of these challenges included induction and orientation programmes for newly recruited staff, job description and proper succession plan.

Based on the findings, it was recommended among other things that the manpower plan of the Institute be reviewed periodically, and that there should be a proper orientation and induction programmes organised for newly recruited staff hoping that these would enable the Institute to achieve its mission and vision.

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DEDICATION

To my family.

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CHAPTER ONE

INTRODUCTION

Background to the study

The Ghana Institute of Languages (GIL) was established by an Executive Instrument of 1963 (E.I. 114), the Ghana Institute of Languages Instrument (1963) pursuant to the Parent Act, known as the Statutory Corporation Act, 1961 (Act 41). Initially the Institute was directly under the control of the Office of the President at the Castle, Osu. Later, control of the Institute was passed on to the Foreign Ministry and finally to the Education Ministry. The Institute was further strengthened by NLCD 324, (1969) which states that “There shall be established for the purpose of this Decree an Institute to be known as Ghana Institute of Languages”. This has been the governing law of the GIL to the present time. The Institute was established with the aim of helping to promote African Unity. Indeed, there is no better way of eliminating linguistic barriers between countries, especially brotherly African countries, than allowing everybody to learn the official languages used in member countries, for official business, diplomacy, trade, sports, education and tourism purposes.

The Ghana Institute of Languages exists as the leading institution primarily for the teaching of modern languages and advising government as a way of promoting Pan-Africanism and cordial relations between Ghana and other countries. The Institute also produces professional bilingual secretaries

and translators to support economic development and integration, especially in Africa (GIL, Board of Management Mid-term Report 2002 – 2004).

The vision of the Ghana Institute of Languages is to become a pre-eminent international educational institution geared towards the production of high quality graduates in modern languages to help promote Pan-Africanism and integrated economic development in Africa (GIL, Board of Management, Mid – term Report 2002 to 2004).

The main objectives and functions of the Ghana Institute of Languages include the teaching of modern languages - Arabic, English, French, German, Portuguese, Russian and Spanish - from the beginner through intermediate to the proficiency levels. The Institute aims at promoting the concept of Pan-Africanism to foster cordial relations among member countries.

The Institute also trains WASSCE / ‘A’ levels holders or their equivalent as well as University graduates as bilingual secretaries (English and French) and interpreters. The products from these programmes provide the much needed middle and upper level man-power in modern business communication and office management. They also provide the translation and conference interpretation needs of the government and the general public. The Institute also aims to furnish advice to government and public authorities in Ghana at their request in respect of matters relating to the teaching of the said modern languages.

The Institute presently has three branches with its headquarters in Accra. The other two branches are located in Kumasi and Tamale. The Accra branch has three schools namely School of Languages (SOL), School of Translators (SOT) and School of Bilingual Secretaryship (SOBS). However,

the branch schools run only language programmes and so have only the SOL. The Institute has been put into two main divisions for effective operations. These are the academic and administrative. The academic division is made up of three schools: School of Languages (in Accra, Kumasi, and Tamale); School of Bilingual Secretaryship; and School of Translators. (The latter schools are in Accra only). The School of languages (SOL) has seven language departments reflecting the languages taught therein: Arabic, English, French, German, Portuguese, Russian, and Spanish. The School of Bilingual Secretaryship and Translators draw teachers and lecturers from the various language departments of the SOL. The Administrative division of the Institute also has four departments. These are Human Resource and Administration, Academic Affairs, Finance Office and Estate and Transport Organisation. Research, Counselling, Public Relations and Purchasing constitute the administrative units in the operations of the Institute.

Statement of the problem

The first critical step in the development of an organisation's personnel activity is to acquire people to perform the various tasks in the organisation. Workers are known to be the lifeblood of any enterprise; they are literally an organisation's vital assets. The profitability and even the survival of an organisation depend upon the calibre of its workforce.

Every manager in an organisation works with and through people to achieve organisational goals; it is the responsibility of the management to ensure that individuals with the requisite skills, knowledge, and experience, etc. are selected to perform the tasks of the organisation effectively.

Every organisation is also faced with the challenge of recruiting new employees since there is an increasing awareness of the role of good recruitment, selection and placement in the making of a successful organisation. Human beings are the most important resources of every organisation. No wonder they are generally referred to as the most vital assets of any business. The personnel department therefore imperatively ensures that the right kind of people would be at the right place, at the right time and are capable, now and in the future, of performing the tasks needed so that the organisation can continue to achieve its goals.

There is a link between recruitment and selection on the one hand, and placement and effective job performance on the other. A very good recruitment, selection and placement process is supposed to ensure a relatively long stay of an individual with an organisation. This would also ensure that an employee works effectively with others and that his/her presence would not be a source of dissension. In order to achieve its mission and vision, Management have the responsibility to select individuals with the requisite skills, knowledge, energy, experience, etc to be able to perform their duties effectively.

Most organisations have certain procedures or capacity and methodology for recruiting staff. This can result in the recruitment of either the right or wrong calibre of staff. Even in situations where the recruitment and selection processes have been followed to ensure that the best employees are employed, the procedure has generally not been without errors, notwithstanding the time spent, cost involved and the processes adopted.

The study therefore sets out to find out whether the Institute is adhering to a systematic approach to the recruitment, selection and placement practices and also to examine whether the right calibre of staff are being employed.

General objectives

The general objective of the study is to examine the recruitment, selection and placement processes of the Ghana Institute of Languages and to determine the extent to which staff recruited from 1978 to 2008 followed best human resource management practices. This period was selected for the study because it was long enough to determine the policy of the Institute on recruitment, selection and placement of staff. Secondly, members of staff covered during the study had been in the employment of the Institute during the period and it was important to know their view on the policy during that period for accurate recommendations to be made.

Specific objectives of the study

The specific objectives are to:

- Examine the procedures used in the recruitment process over the years vis-a-vis any statutory provision.
- Investigate the effectiveness or otherwise of the recruitment, selection and placement procedures in relation to best practices.
- Determine the nature of the problems that are encountered in the course of recruitment and selection of staff at the institute.

- Make recommendations to stimulate further discussion and improve the process.

Research questions

To achieve the above general and specific objectives, the following research questions, among others, were used to gather information for the study.

- What are the processes used by GIL in recruiting, selection and placement of staff?
- What are some of the best practices with regard to recruitment, selection and placement of staff?
- What are the problems faced by GIL in the recruitment, selection and placement of staff?

Scope and limitation of the study

The Headquarters of the Institute is located on the third floor of the Accra Workers College Building, opposite the Ministry of Information, Accra. The Institute also has branches in Kumasi and Tamale.

The study covered the various aspects of the recruitment, selection and placement procedures generally. It thereafter focused on those processes adopted by the Ghana Institute of Languages. However, due to time and logistics, the study was limited because of the following reasons. The questionnaires could not be administered on all staff members due to time and resources. The cost involved in conducting the study was high because apart

from transport cost the expenditure incurred in the payment of hotel bills for days spent outside Accra was high.

The management staff of GIL could not all be interviewed because of time constraints. Also not all questionnaires administered could be retrieved and therefore information obtained could not be deemed to be complete.

Organisation of the study

The work is divided into five chapters. Chapter one presents the general introduction to the study and statement of the problem. Other aspects of the Chapter include a statement of the purpose of the study, the objectives and significance of the study, its scope and limitations. The organisation of the study is described at the end of the chapter.

Chapter Two reviews the relevant literature on the topic. The sources, methods and importance of recruitment, and other Human Resource Management practices are discussed. The chapter also defines other important concepts, relating to the issue of recruitment and provides a framework in which this research is situated.

Chapter Three discusses the methodology for the study. It explains the research design, the sample size, the population covered and data collection and analysis procedures.

Chapter Four presents the results of the study based on questionnaires administered and retrieved from the sample of the workers. A discussion is done on the analysis.

Chapter Five which is the final chapter, summarises and concludes the findings. Additionally this chapter assesses the recruitment, selection and placement processes at the GIL after which recommendations are made.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

The previous chapter discussed the issues that motivated this study. In this chapter, a presentation is made on the literature that relates to the study. Considering the focus and variables of interest for the present study, the review focuses on the literature that bears on the human resource management and its functions. The review also examines from a holistic perspective the recruitment, selection and placement procedures as a human resource management function.

Theoretical framework

This work is undertaken based on operational theories which are within the framework of recruitment and selection aspect of human resource management. The first theory to be considered is the bureaucratic model advanced by Max Weber. According to Griffin (2004) the Weberian perspective suggests that bureaucracy is a model of organisation design based on a legitimate and formal system of authority. Weber viewed the bureaucratic form of organisation as logical, rational, and efficient. The pattern of authority that makes it legitimate is the legal rational type and not the traditional or charismatic.

Max Weber's bureaucratic model emphasized division of labour, hierarchical arrangement of positions, rules and regulations, impersonality and impartiality and the application of the merit system of recruitment among others in organisations. Additionally, entry and promotion into the organisation is based on well defined principles. Heady (1991) argues that bureaucracy is dedicated to a concept of rationality and the conduct of administration on the basis of relevant knowledge. This calls for certain characteristic institutional arrangements. The merit system implies that all qualified person should be offered equal opportunity to apply for positions in an organisation, and the best (by examination, or any other fair technique) should be selected. Schultheis and Summer (1995:42) explain that a system "is an integrated set of components, or entities that interact to achieve a particular function or goal".

The recruitment at Ghana Institute of Languages follows a laid down process; however, there are various deviations from the prescriptions laid down in Weber's theory which can best be explained by Fred Riggs' Prismatic Theory.

Riggs (1964) looks at the number of functions which a structure performs and the relationship between the structures. Riggs states that a structure is functionally diffused when it performs a large number of functions and functionally specific when it performs a limited number of functions. Concerning relationships, the fused hypothetical model involves a society in which all component structures are specific. The prismatic model is designed to represent a situation intermediate between the fused and diffracted ends of a continuum.

Riggs (1964) adds another dimension to this approach that introduces the degree of integration and coordination among structures that are differentiated. In the prismatic model, the bureaucratic power is very heavy as compared to the fused or diffracted. This causes administrative inefficiency which is associated with unequal distribution of services, institutionalized corruption, inefficiency in rule application, nepotism in recruitment and, in general, a pronounced gap between formal expectation and actual behaviour . This means that though certain rules and policies are made the actual practice differs. Popoola and Blunt (1990) discuss this condition: that in Africa, personnel managers are preoccupied with selection and placement largely basing their activities on concepts from the West. Yet they do not meet these standards because of the nature of the environment.

The System Theory is another operational theory on which this study is based. The Input ----- Conversion -----Output model is used to explain how the theory operates. David Easton (1965:50) who is associated with this theory defines a system as “a set of component parts, or activities which are interrelated and interdependent”. Pearman (1978:6) explains that “a system involves a set of structures and / or interacting activities designed to accomplish definable goals and objectives”.

The Input----Conversion-----Output model is of the view that inputs are resources that can be used in achieving organisational goals. The benefit to be derived from this perspective is that it establishes a framework anticipating the resulting impact on other components of the system when one is ineffective or altered in some manner.

Even though management itself is a human resource, it assumes the role of attracting, selecting and allocating other resources. The input side mainly deals with people, although for other purposes financial, material resources, facilities and technology may also be considered as inputs. People become available to the organisation as a result of the employment process. Recruitment results in obtaining employees who will match organisational goals. They enter the organisation with their knowledge, skills, abilities, personality characteristics and their cultural values.

Hypothetically, if recruitment and selection could bring out employees who can perfectly perform well in terms of organisational requirements and personal expectations, then there would be no need for other functions. In reality, however, each function operates in a partially imperfect way. Organisation involves the efficient and effective utilisation of human resources of the Organisation. There are however other major interrelated activities associated with this role: recruitment, selection, placement training and evaluation of performance, and the feedback of performance information.

In the personnel selection, studies would be conducted to establish procedures that will in fact help bring out those individuals who are most likely to be effective within a group of applicants. There will be little point in using extensive and expensive recruitment and selection procedures if the organisation cannot separate “the grain from the chaff”. On the converse side, organisations provide such mediator processes as induction, in-service-training, wage and salary administration, labour relations, employee communications and also the comprehensive managing or supervising of the organisation’s human resources.

The reason for all these is to create a self-sustaining system in such a way that an undesirable deviation from an expected standard will immediately trigger a feedback process that will serve to correct that deviation. If, however, the operation of one part or all the parts making the system fall below a certain level, the corrective forces are activated to make the system work again. Miner and Miner (1973) explain that the process can be linked to “the way a thermostat serves to activate a heating system when the temperature falls below a present level”.

Pearman (1978) is of the view that a “system analysis seeks to discover problems that a system needs to correct, the goals and the objectives related to the problems, how the existing system and subsystems operate”. This analysis also seeks to find out whether policies and practices provide equity, efficiency and effectiveness.

Problems can be identified at various stages of the system. At the input stage a question could be posed about how the recruitment and selection processes can be used to optimise goal attainment for the organisation? Lastly a problem identified at the output side yields itself to a question like, “how can role prescription be established and role behaviours evaluated so as to maximise goal attainment?”

There is the need for a mediator to be used toward improving the inputs so that the role behaviour will eventually exceed the anticipated level. Mediators such as management development and training, employee counselling etc., could be used. The effort is to change the individual in such a way that he becomes more capable of performing effectively or will have a greater desire to do so.

The model for the utilization of human resource function of an organisation includes the input----conversion----output processes. The input is the people available for the job whilst the conversion deals with programmes and activities that are aimed at enhancing job behaviour (that is output). The operations of one's functions are apparent.

Brief history of human resource management concept and practice

Ivancevich (2001) traces the history of Human Resource Management (HRM) to England, where masons, carpenters, leather workers, and other crafts people organised themselves into guilds. They used their unity to improve their work conditions. According to Ivancevich (2001), these guilds became the fore runners of trade unions.

The field further developed with the arrival of the Industrial Revolution in the latter part of the 18th century which laid the foundation for a new and complex industrial society. In simple terms, the Industrial Revolution began with the substitution of steam power and machinery for time-consuming human labour. Working conditions, social patterns, and the division of labour were significantly altered. A new kind of employee, a boss, who was not necessarily the owner, as had usually been the case in the past, became a power broker in the new factory system. With these changes also came a widening gap between workers and owners.

The Human Resource Management (HRM) function today according to Ivancevich (2001) is concerned with much more than simple filing, house – keeping and record keeping. When Human Resource Management (HRM) strategies are integrated within the organisation, it plays a major role in

clarifying the firm's human resource problems and developing solution to them. It is oriented toward action, the individuals' world-wide interdependence and the future. Today it would be difficult to imagine any organisation achieving and sustaining effectiveness without efficient Human Resource Management programmes and activities.

Organisational and human resource plans and strategies are inextricably linked. The Human Resource Management strategies must reflect clearly the organisation's strategies regarding people, profit and overall effectiveness. The human resource manager, like all managers, is expected to play a crucial role in improving the skills of employees and the firm's profitability. In essence, HRM is now viewed as a 'profit centre' and not simply a 'cost centre'.

According to Ivancevich (2001) if the HRM function is to be successful, managers in other functions must be knowledgeable and involved. Managers play a major role in setting the direction, tone and effectiveness of the relationship between the employees, the firm and the work performed. Managers must understand that carrying out HRM activities and programmes is strategically vital.

Human resource management

Armstrong (1995:42) defines Human Resource Management as a "strategic and coherent approach to the management of an organisation's most valued assets-the people working there who individually and collectively contribute to the achievement of the objectives of the business".

Sherman, A. Bohlander, G and Snell, S (1996) are of the view that human resource management is an extension of the traditional requirement of personnel management which recognises the dynamic interaction of personnel functions with each other and with strategic and planning objectives of the organisations. Ivancevich (2001) agrees that, human resource management consists of numerous activities such as: compliance with equal employment opportunity policies, job analysis, human resource planning, employee recruitment, selection, motivation, and orientation, performance evaluation and compensation, training and development and Labour relations. Miner and Miner (1973) discuss the functions of the human resource manager as follows: organisational planning and job analysis, manpower planning, appraisal and evaluation, selection, counselling discipline and transfer, labour relations and communications.

Recruitment and selection

Sherman et al (1996:167) explain that “Recruitment is the process of locating and encouraging potential applicants to apply for existing or anticipated job openings. During the process, efforts are made to inform the applicants fully about the qualifications required to perform the job and the career opportunities the organisations can offer them. Whether or not a particular job vacancy will be filled by someone within the organisation or from outside will, of course, depend upon the availability of personnel, the organisations’ human resource policies and the requirements of the job to be staffed”.

Beach (1980:128) notes that “the human resources of most organisations are properly viewed as their most important asset. The success and failures of the organisation are largely determined by the calibre of its workforce (starting from management) and by the efforts it exerts. Therefore the policies and programmes an enterprise adopts to meet its manpower needs are of vital significance”. Heneman et al (1996:127) also define recruitment as “the human resource activity that links human resource planning and especially staff planning with selection”. The authors outline five stages in the recruitment process which include: planning, strategy development, searching, screening, evaluation and control.

The human resource departments of various organisations with the assistance of line managers and supervisors normally carry out human resource planning activities. These activities which are to ensure that the best qualified people are employed have been discussed by various authorities. Norman (1987) is of the view that the first step in recruiting is preparing a job description that details the main purpose of the job, main tasks of the job (using active verbs such as filing, answering, in charge of), and finally, scope of the job. The second step is the job specification which entails classifying the attributes of the person in a profile to indicate who will best suit the job including for example, motivation, adjustment and impact on other people.

Russam (1988) thinks that drafting advertisement and choosing the most appropriate media to advertise is very valuable in the recruitment process. However equally valuable is the recruiters’ skill in conducting interviews and selecting the most appropriate candidate not only in terms of the technical fit but also the personality fit.

It is clear from the discussions so far that manpower planning and job analysis is key to a good recruiting process. Most writers on the subject of recruitment stress the importance of the process. A careful employment practice is not only important to the employer but also to the employee. To an organisation, this will enable it achieve its mission and vision, whilst to the individual, who fits into the job, he will do better, and do it with greater ease and with greater satisfaction to himself than would otherwise be the case. Poor recruitment and selection will lead to excessive absenteeism, high turnover, employee dissatisfaction and low productivity.

Sources of recruitment

There are basically two (2) types of recruitment. These are internal and external recruitment. Stoner J. A. F. Freeman, R.E. and Gilbert, D.R. (2006) are of the view that recruitment takes place within a labour market, that is, the pool of available people who have the skills to fill open positions. The labour market changes overtime in response to environmental factors. These authors stressed that sources for recruitment depend on the availability of the right kinds of people in the local pool as well as on the nature of the positions to be filled. They explain that an organisation's ability to recruit employees often hinges as much on the organisation's reputation and the attractiveness of its location as on the attractiveness of the specific job offer. They concluded that if people with the appropriate skills are not available within the organisation or in the local labour pool, they may have to be recruited from some distance away or perhaps from competing organisations.

Griffin (2004) explains internal recruiting as considering present employee as candidates for openings. Promotion from within can help build morale and keep high-quality employees from leaving the firm. Miner and Miner (1973) are also of the view that when a vacancy is identified, a search is carried out within the company before turning to various outside sources. They stress that individuals may be considered for promotion into the position or lateral transfer or in some cases demotion.

Beach (1980) discusses other internal sources or inside sources as informal search conducted between the managers of the organisation for a suitable person to fill the position. Internal sources, according to Griffin (2004), include skills inventory, and recommendations from managers. And in unionised firms, the procedures for notifying employees of internal job change opportunities are usually spelled out in the union contract.

Organisations derive certain advantages from internally recruiting. Stoner et al (2006) emphasise that individuals recruited from within are already familiar with the organisation and its members and this knowledge increases the likelihood they will succeed. According to Stoner et al (2006) promotion from within fosters loyalty and inspires greater effort among organisation members and it is less expensive to recruit and promote from within than to hire from outside.

Griffin (2004) stresses that internal recruitment leads to 'ripple effect' when an employee moves to a different job; someone else must be found to take his old job. Whilst Stoner et al (2006:382) state, "It limits the pool of available talent. In addition, it reduces the chance that fresh viewpoints will enter the organisation, and it may encourage complacency among employees

who assume that “seniority ensures promotion”. Lastly, Rue and Byars (1992) are of the view that internal recruiting involves the inbreeding of ideas.

External recruiting has a different orientation. Griffin (2004:391), explains that external recruiting involves “attracting persons outside the organisation to apply for jobs”. Ivancevich (2001) is of the view that when an organisation has exhausted its internal supply of applicants, it must turn to external sources to supplement its workforce. Rue and Byars (1992:303) explain that “organisations have a wide range of external sources available for obtaining personnel”. Ivancevich (2001) shares the same opinion when he stated that there are a number of methods available for external recruiting such as Media advertising, employment databases, employment agencies, executives search firms, special-events recruiting and summer internships. However, Griffin (2004:391) states that “of course a manager must select the most appropriate methods, using state employment service to find maintenance workers but not a nuclear physicist”.

One of the most common methods of attracting applicants is through advertisements. Ivancevich (2001) is of the opinion that while the newspaper and trade journals are the media used most often, radio, television, billboards and posters are also utilized. Advertising has the advantage of reaching a large possible applicant. Some degree of selectivity can be achieved by using newspapers and journals directed toward a particular group of readers. Professional journals, trade journals and publications of unions and various fraternal or non-profit organisations fall into this category. Some job seekers do a reverse twist; they advertise for a situation wanted and reward anyone who assists them (Ivancevich, 2001).

Advertisement preparation is not only time consuming; it also requires creativity in developing design and message contents. Advertising can sometimes place a severe burden on an organisation's employment office. Even though the specifications for the openings are described thoroughly in the advertisement, many applicants who know they do not meet the job requirements may still be attracted. They may apply with the hope that the employer will not be able to find applicants who do meet the stated specifications.

Another method of external recruiting is through Employment Agencies. These are agencies which take up the recruitment responsibility on behalf of the organisation. According to Ivancevich (2001:196) "They serve the same purpose as executive search firms". They may be either public or private, with the latter being more expensive than the former. Sherman et al (1996), state that agencies maintain local public employment offices in most communities of any size. Individuals who become unemployed must register at one of these offices and be available for "suitable employment" in order to receive their weekly unemployment checks for referral to organisations with vacancies. There are few employment agencies who perform this duties in Ghana. It is gradually becoming known to the unemployed.

Another approach to recruiting and getting specialised work done that has been tried by organisations is to hire students as interns during the long vacations. The list of organisations using internships is extensive; in fact, the use of internship is dramatically increasing. In Ghana the Polytechnics requires its second year students to undergo internship to equip them with certain skills. According to Ivancevich (2001:197) "organisations are using

more internship to improve the diversity of their recruitment efforts. Many companies claim that they want to be more aggressive in recruiting minorities but say that the competition for talented people is severe". He further explains that, from the student's point of view, the long vacation internship means a job with pay; an internship can also mean real work experience for the student; a possible future job; a chance to use one's talents in a realised environment; in such cases, earning course credit hours. In a way it is a short form of some co-op college work and study programs.

However, Ivancevich (2001:197) explains that, there are costs to these programs, of course, sometimes the interns take up a lot of supervising time, and their work is not always the best. But the major problems some organisations have encountered concerns the expectations of students. Some students expect everything to be perfect at work. When it is not, they get negative impression about the organisation they have worked for, assuming that it is less well-organised than others in the field. Such disillusioned students become reverse recruitments. This was widely practised in Ghana during the 1970's and 1980's but has reduced in recent times due to the disadvantages associated with the practise.

Many employers receive unsolicited applications and resumes from individuals who may not be good prospects for employment. Even though the percentage of acceptable applicants from this source may not be high, it is a source that cannot be ignored. Belcourt, M; Sherman, A., Bohlander, G., & Snell, S. (1998) are of the opinion that it is often believed that individuals who on their own initiative contact the employer will be better employees than those recruited through college, placement services or newspaper

advertisement. A lot of people in Ghana employ this technique. Perhaps, this is due to the fact that jobs are scarce and also most jobs are hardly advertised. If there is no possibility of employment in the organisation at present or in the future, the applicant should be tactfully and frankly informed of this fact. Belcourt et al, (1998:149) are of the view that telling applicants, “fill out an application, and we will keep it on file”, where there is no hope for their employment is not fair to the applicant.

Selection process

Keenan (1995:13) explains that “selecting people is rather like going on a treasure hunt. You need to know what you are looking for. You also need to be able to recognise the treasure when you find it”. Sherman et al (1996:18) define selection as “the process of choosing individuals who have the relevant qualifications to fill existing or projected job openings”. Ivancevich (2001:211), defines selection as “the process by which an organisation chooses from a list of applicants the person or persons who best meet selection criteria for the position available, considering current environmental conditions” Although this definition emphasises the effectiveness of selection, decisions about whom to hire must also be made efficiently and within the boundaries set forth in equal employment opportunity legislation.

In most organisations, selection is a continuous process. Turnover inevitably occurs, leaving vacancies to be filled by applicants or by individuals whose qualifications have been assessed previously. It is common to have a waiting list of applicants who can be called when permanent or temporary positions become open. The process of selection aims at choosing individuals

with the requisite knowledge, abilities and skills suited for the job description and specification. The process also aims at placing the person in the position best suited for him / her. The process is therefore, not an easy one hence care and creativity are needed and the selection process must be done in a methodical manner.

Mullins (1994:623) explains that there are many methods used to select staff but “the choice, combination and application methods should be appropriate to the nature of organisation, the position, tasks and responsibilities of the vacant job and the number and nature of the ‘candidates’.

The selection procedure must be well devised because of its importance and significance for the organisation. It should involve greater cost to the organisation and when an employee is elected, he is expected to remain in the organisation for a considerable number of years. A faulty selection process would result in low productivity and even labour turnover which would in turn have a negative effect on corporate effectiveness.

Dessler (2005) is of the opinion that selecting the right employees is important for three main reasons. First, employees own performance always depends in part on his subordinates, employees with the right skills and attributes will do a better job for the company. Employees without these skills or who are abrasive or obstructionists will not perform effectively, and your own performance and the firm’s will suffer. Secondly, it is important because it is costly to recruit and hire employees. These include search fees, interviewing time, reference checking, and travel and moving expenses. Dessler (2005) points out that careful selection is important because of the

legal implications of incompetent hiring for example courts will find employees liable when employees with criminal records or other problems take advantage of access to custom home to commit crimes.

Selection criteria

Mathis and Jackson (2004) define selection criteria as ‘a characteristic that a person must have to do the job successfully. According to them a pre-existing ability is often a selection criterion. Motivation, intelligence, conscientiousness, appropriate risk, and permanence might be good selection criteria for many jobs.

According to Ivancevich (2001) the core of any effective selection system is an understanding of the characteristics that are essential for high performance. This is where the crucial role of job analysis in selection becomes apparent. This is also because that list of characteristics should have been identified during the process of job analysis and should now be accurately reflected in the job specification. Thus, from a performance perspective, the goal of any selection system is to accurately determine which applicants possess the knowledge, skills, abilities, and other characteristics demanded by the job.

With these potential differences in mind, the criteria typically used by organisations for making selection decisions can be summarised in several broad categories: education, experience, physical characteristics, and other personal characteristics. Torrington and Hall (1991) however state that selection criteria can be understood in terms of three aspects: organisational criteria, departmental or functional criteria and individual criteria.

Once an organisation has decided upon a set of selection criteria, a technique for assessing each of these must be chosen. The alternatives are numerous. Beach (1980) outlines ten steps in selection: reception in employment office, preliminary interview, application blank, selection tests, main employment office interview, investigation of applicant's background, final selection interview by manager or supervisor, Medical examination, induction and probation. Other selection methods are application blanks and bio-data forms, interviews, psychological test of present skills, physical and medical testing and checks of previous experience through reference. Regardless of the method chosen for collecting information about applicants, the organisation must be certain that the information is both reliable and valid. In this study, the following selection process would be discussed.

- Application blank form
- Selection test
- Interview
- Background Investigation /Reference
- Medical examination
- Induction and orientation
- Probation

Application blank form

Griffin (2004) explains that the first step in selection is usually asking the candidate to fill out an application blank. Application blanks are an efficient method of gathering information about the applicant's previous work history, educational background, and other job related demographic data. They

should not contain questions about areas not related to the job such as gender, religion, or national origin. According to Griffin (2004) Application blank data are generally used informally to decide whether a candidate merit further evaluation, and interviewers use application blanks to familiarise themselves with candidates before interviewing them. Mathis and Jackson (2004), are however of the view that many employers use only one application form, but others need several. For example, a hospital might need one form for nurses and medical technicians, another form for clerical and office employees, another for managers and supervisors and another for support person in house-keeping and food services areas.

Torrington and Hall (1991:288) are of the view that the use of application form has been in use by most organisations. Biodata, they define as “historical and verifiable pieces of information about an individual in selection context usually stated on application forms.”

Selection test/Entrance examination

The use of tests is one of the most controversial aspects of personnel selection procedures. According to Ahuja (1988:71) some schools of thought “place complete relevance on test scores” whilst other schools “refuse even to consider their use and place complete reliance on their own person judgement regarding the applicant”. Torrington and Hall (1991) point to the fact that those in favour point to the unreliability of the interview as a predictor of performance and the greater potential accuracy and objectivity of test data. They however said those against testing either dislike the objectivity that

testing implies or have difficulty in incorporating test evidence into the rest of the evidence that is collected.

Tests have the advantage of being objective and also help in the prediction of job success. Selection test should simply be seen as a step or aid in the selection process and not a replacement for the other steps of the selection process. Tests can add to the accuracy of predicting success of the applicant and if rightly done will cut down on cost of training and reduce turnover.

The interview

The next important step in the selection process is conducting an interview. Miner and Miner (1973) think rightly that the interview is the method par excellence for filling gaps between other selection techniques and make up for their inadequacy. Ahuja (1988) explains that the purpose of the interview is to:

- Determine the suitability of the candidate
- Seek more information about the candidate
- Give the candidate an accurate picture of the job with details and terms and conditions and some ideas of organisational policies and employer – employee relations.

Beach (1980) defines this selection process as “a conversation or verbal interaction normally between two people for a particular purpose”. On the other hand, Armstrong (1996) explains it generally as the most useful source of information, although its accuracy has been questioned.

Lyons (1985) is of the view that the interview is incapable of measurement unlike the tests. Even with this deficiency, he acknowledges the inevitability of its use. He states that in any case, the capacity to judge people is such a cherished pride of almost every executive concerned with employment that the day when managers abrogate this responsibility in favour of more objective but impersonal methods, is unlikely to arrive” Beach (1980) however describes interviewing as being primarily an art and not a science. Regarding limitations of the interview as a selection tool Beach (1980) identifies subjectivity as one major factor that does not allow a true evaluation of an applicant.

There are several types of interviews used by organisations. These include: structured or patterned, unstructured, stress, board or panel. According to Rue and Byars (1992), a structured or patterned interview is conducted according to a predetermined outline. According to them it provides the same type of information on all applications and allows for a systematic coverage of all questions deemed necessary by the organisation. This means that a detailed form is used with specific questions to be asked and noted, and space provided for answers. This form is completed either during the interview or from memory immediately afterward. Armstrong (1996) shares the same views as he was of the view that a structured interview is provided by a competent analysis which will produce data on what is needed in terms of work-based and behavioural competences.

Unstructured or the non-directive approach permits the person being interviewed considerable way to determine the topics to be covered. The candidate actually controls the content of the interview. This tends to yield a

lot of information from the candidate. But it also has the tendency of veering off course. Hence it is better to mix this with the directive approach. Rue and Byars (1992) point out that unstructured interview is conducted without any predetermined outline and is marked by open ended questions. This method is highly susceptible to the personal subjectivity of the interviewer.

Mathis and Jackson (2004:205) define stress interview as “a special type designed to create anxiety and put pressure on the applicant to see how the person responds”. They opine that “the interviewer assumes an extremely aggressive and insulting posture.” Stress interviews are used to put applicants under intense pressure to determine whether he/she is emotional. Normally the interviewer suddenly becomes aggressive, belittles the candidate, and throws him on the defensive; the reaction of the candidate is then observed. Because it focuses on the present rather than on the past, it is in many ways a situational test rather than a selection interview. The stress interview is however a high-risk approach for an employer. The typical applicant is already somewhat anxious in any interview and the stress interview can easily present a poor image of the interviewer and the employer (Mathis and Jackson, 2004:205).

Another form of interview is a Board or panel interview. This involves the use of more than one interviewer. Either the applicant talks to several different people separately or he meets with a panel board whose members alternate in asking him or her questions. Miner and Miner (1973) explain that this interview pattern can be used with the structured or non-directive type. It is sometimes used with the hope that individual subjectivity will be neutralised and the joint prediction of the candidate's suitability would be more valued

than when a single person does the interview. This opinion is also shared by Rue and Byars (1992).

Miner and Miner (1973) observe that the main disadvantage of group interview is that it is costly in terms of the total man hours required. It also has the disadvantage of giving a negative impression on those who are subjected to this and yet are rejected. Some who are accepted may be so embittered that they may not accept the job offer. However to minimize this feeling a subsequent explanation can help eradicate any bitter feelings.

Another problem with the interview as a selection tool is the tendency for the interviewer to 'oversell' his company. The impression given is one of a folksy company with friendly people. The new recruit starts the job expecting this and is bitterly disappointed to find out the contrary. The recruit may leave the firm in question with a negative impression. Lupton (1960) on this issue advises interviewers to be as natural and truthful as possible.

Casio (1980) thinks that another source of error is the tendency of interviewers to make their minds based on their first impression of the candidate. This impression is normally based on the applicant's sex and attractiveness. Contrast errors too occur when an interviewer is overly influenced in favour or against by interviews of previous applicants.

The setting and conduct of interview

The setting in which the interview is conducted is very important and should not be taken for granted. The setting, according to Ahuja (1988), enhances the reputation of the organisation in the eyes of the candidates. The interview must be held in a given environment free from noise, disturbances

and interruptions. This will make the interviews very confidential. Privacy and some degree of comfort aids free talk and people will automatically speak more freely and frankly.

Time must be of essence in an interview setting. Most organisations in Ghana do not stick to the time given to the candidate. Long hours of waiting irritate many candidates and make them anxious as well as nervous. The candidate should be refreshed and in some cases given transport allowance when they attend the interview.

Yolder and Heneman (1979:152) say, and rightly so, that “careful attention must be given to the selection and training of interviewers”. The interviewers should be outgoing, emotionally well-adjusted persons who possess a great deal of interviewing skills. When all that it takes to conduct a good interview are known by the interviewers, little mistakes could be expected on their part. The interviewer cannot conduct useful interview if he/she has not prepared himself well. It is inconceivable for an interviewer not to have any information about the candidate to be interviewed.

Another important thing that must be considered by interviewers is that the candidate must be allowed to have a feeling of leisure. If he feels he is being carried through by interviewer, he will not be able to answer questions properly. According to Ahuja (1988:83), leisure “is a state of mind rather than a matter of minutes”. Thus, right at the beginning of the interview, the candidate must be given the impression that he is not taking an examination but has been called to give further information about himself. It is this information that would lead to his being employed. When nervousness is cut off completely, he would not conceal his true character or personality.

Again, the interviewer must make a conscious effort to listen to the candidate in order to acquire as much information as possible. He/she should allow the candidate to express himself/herself freely as far as time would allow. In spite of this, the interviewer must have a well-planned structure of the interview. If the interview is completely unstructured, it becomes “a little more than a casual conversation without direction, purpose, control or terminal point” (Ahuja, 1988:83). When this happens neither the interviewer nor the candidate would gain much from it. However, Ahuja (1988) remarks that if the interview is completely structured it proves to be inflexible and gives no opportunity to explore or probe the answers that the candidate might give. A standardized interview that avoids either extreme must serve as a basis for evaluation.

The interviewer must ask meaningful, searching and practical questions. Leading questions that would indicate the sort of answers he expects must be avoided. The interviewer should be careful to avoid a situation whereby the introduction of a subject matter would reveal his discriminatory attitude in relation to race, religious, or political views. In sum “poorly conducted interviews can come back to haunt you-you may hire someone who does not work or reject someone with star potential” (Jenks and Zevnik, 1989:38).

The interview, despite its many shortfalls, can prove to be a useful selection tool. As Pratt and Bennet (1985:138) indicate “there are some characteristics which can be assessed only by visual and conversation contact”. Dessler (2005) shares the same view and describes an interview as probably the most widely used for identifying a job; duties and

responsibilities, and its wide use reflects its advantages. It is a relatively simple and quick way to collect information, including information that might never appear on a written form. Dessler (2005) explains that a skilled interviewer can unearth important activities that occur only occasionally, or informal contact that wouldn't be obvious from the organisation chart. He concludes that the interview provides an opportunity to explain the need for and functions of the job analysis.

Medical examination

Medical examination is of prime importance in the selection process. Most organisations conduct this activity after selecting the candidates. This is to ensure that the employee is really medically and physically fit for the job at the time of entry. A medical examination, according to Belcourt et al (1998), is to ensure that the health and fitness of applicants is adequate to meet the job requirement. Whilst Mathis et al (2004) are of the view that medical examination is used to determine the individual's physical and mental capability for performing jobs. Beach (1980) explains that this serves four major purposes by

- Rejecting those whose physical qualifications are not adequate for the job.
- Helping to obtain a record of the physical condition of the worker at the hiring in case a compensation issue comes up.
- Preventing the employment of people with infectious diseases.
- Ensuring that candidates with physical handicap are assigned specific jobs.

Referee/background information

Background investigation requires time and money; it is necessary that employers obtain such information. This is because it makes it possible to determine what the future behaviour of the candidates will be. It is based on the assumption that what a person has done in the past he will do in the future. According to Beach (1980) the best guide to what a person will do in the future is what he has done in the past. There are various sources for this investigation: Schools and Colleges, Previous employers, Character reference by applicant, Neighbours and Police Records.

Belcourt et al (1998) agree with Beach (1980) and explain that former employers, school and college officials, credit bureaus, and individuals named as references may be contacted for verification of pertinent information such as length of time on the job, type of job, performance evaluation, highest wages etc.

References are not a selection technique per se but act as a confirmation or otherwise of the selection decision. The problem with this technique is that most information given is highly unreliable. Referees tend to give only good information about the candidate because they are most often than not friends of the candidates.

However, verification from previous employers is often accurate and therefore most reliable. But prospective employers must be on the guard against possible biases. Belcourt et al (1998:147) explain that “managers have found that the quality of employee referred applicants is normally quite high since employees are generally hesitant to recommend individuals who might not perform well”.

Offer of appointment

Having acquired enough information about the recruits one has to make a choice. The interviewer goes through the individual assessments and lists each person in the order of how closely each recruit/candidate matches the specifications required. In making the choice, the interviewer must be as objective as possible. For example, someone who is in desperate need of a job should not be employed if he does not qualify. According to Keenan (1995:54), “feeling that a person deserves a chance is not a reason to offer a job.” In the same way, someone who has a physical disability should not be rejected if he has all the requirements for the job.

The candidate who is adjudged the “best” among the lot is offered the job. This decision must be taken by the interviewer or the panel and the candidate is formally offered the job by mail. The appointment letter should indicate the appointee’s status in the organisation, the date to commence work which is sometimes negotiable, the salary, grade and other conditions of service plus a copy of the job description. The letters that inform applicants about the results of application, advisedly, must be sent as fast as practicable. This is because apart from the natural tensions and anxieties that they might experience whilst waiting for news from the organisations, they also need such information to plan their working lives.

Induction and orientation

Armstrong (1996:424) defines induction “as the process of receiving and welcoming employees when they first join an organisation”. This is done by giving new employees the basic information they need to enable them settle

down quickly and happily in their new environment so as to make a productive beginning. The author states that induction has three aims; namely to:-

- Smoothen the preliminary stages when everything is likely to be strange and unfamiliar to the starter.
- Establish quickly a favourable attitude to the company in the mind of the new employees so that he is more likely to stay.
- Obtain effective output from the new employee in the shortest possible time.

Induction and orientation are activities that help to get a new member of staff accustomed to the daily routine, culture, and environment of the organisation, its policies and practices, as well as the existing members of staff. Effective induction and orientation is a continuous process that covers the first few months at work.

Stoner et al (2006) have indicated that studies have shown that employees feel anxious upon entering an organisation. They worry about how well they will perform on the job; they feel inadequate compared to more experience employees; and they are concerned about how well they will get along with their co-workers. Effective socialisation programmes reduce the anxiety on new employees by giving them information about the job environment and about supervisors, by introducing them to co-workers, and by encouraging them to ask questions. They also stress that when the new employee's expectations and the organisation's expectations come together or collide seem to play a critical role in the individual's career with the organisation. If the expectations are not compatible, there will be

dissatisfaction; turnover rates are almost always highest among organisations' new employees. It should therefore be appreciated that new members face an unfamiliar environment and practices and need to do a lot of personal adjustment. It takes a warm welcome, and initial introduction to work to reassure them and even motivate them to work. They need to familiarise themselves with and settle easily as well as establish cordial and harmonious working relationship with other members of staff. Poor induction could lead to staff turnover and poor performance. This induction crisis can be curbed if a person is satisfied in terms of security, belongingness and esteem as opposed to casual greetings, hostile faces and lack of information.

During the period of the induction / orientation job descriptions are given to new employees to enable them know what their job entails. Dessler (2005:125) defines job description as 'a written statement of what the worker actually does, how he or she does it, and what the job's working conditions are'. Griffin (2004) explains that job description lists the duties of a job, the job's working conditions, and the tools, materials, and equipment used to perform it. Stoner et al (2006) also share similar view on job descriptions as once a specific job has been analysed, a written statement of its content and location is incorporated into the organisation chart.

According to them each box on the organisation chart is linked to a description that lists the title, duties and responsibilities for that position. Stoner et al (2006) explain that once the position description has been determined; an accompanying hiring or job specification is developed. This defines the education, experience, and skills an individual must have in order to perform effectively in the position.

The probationary period

The probationary period is the period after appointment where according to Stahi (1971) the new employee is expected to demonstrate his capacity to perform the work before his employment becomes final. The duration of the probation period will depend on organisational policy. The period gives the manager the opportunity to observe personal qualities, aptitudes and attitudes of the employee. A new employee will be confirmed when his supervisor is sufficiently satisfied with his performance. Otherwise, he might lose the opportunity of being engaged permanently.

The problem

One can deduce from the above discussions that the process of recruitment, selection, and placement of staff is time consuming, complex and expensive. The financial costs may be high and difficult to quantify. For example, one can talk about the time involved and administrative expenses to be incurred. It is therefore important to select the right person for the job, a long term investment which in the long run is expected to improve the image of the organisation in terms of its effectiveness. If this is not done the organisation may not achieve its mission but rather makes some losses whilst the employee will not be happy and may leave the organisation in no time. To avoid all these, therefore, becomes the ultimate objective of employer and employee.

CHAPTER THREE

METHODOLOGY

Introduction

The study sets out to examine the recruitment, selection, and placement of staff at the GIL. The main idea is to assess their efficacy vis-à-vis the Institute's mission and vision. This section of the study focuses on the method used to obtain information on the practices as they obtain at GIL.

Primary and secondary sources of information were used for the purpose. The primary approach involved gathering data at first hand. This included face to face interviews and administering of questionnaire to selected respondents. The secondary method involved a comprehensive search for, and reviews of relevant secondary data on the topic. This included information gathered from books, journals, research and technical reports, magazines and newspapers.

Research design

Ghosh (2000:20) defines research design as “a plan of the proposed research work”. He further explains that research design should be made once the topic and problem of research have been selected, formulated, objectives have been properly outlined, concepts properly defined and the hypothesis or hypotheses have been properly framed (Ghosh, 2000).

The variety of research designs; include the case study, the survey and experimentation. The case study was the one used for our purpose. This involved the collection of data to answer questions concerning the subject matter under focus. This was to ensure that respondents answer the questions satisfactorily.

The quantitative methodology of research design was selected. This was because recruitment and selection of staff were to be measured precisely so as to allow comparisons between the staff and best recruitment and selection practises. Quantitative method was also appropriate in this study because a relative representation for generalisation made was better.

The target population

The target population of this study were members of staff of the Institute in the three Branches (Accra, Kumasi and Tamale). The target members of staff were mainly Academic and Administrative staff of the Institute. The total number of staff at the time of the study was 161.

The sampling technique

The simple random sampling method was adopted as the technique for sampling members of staff. This technique was used because it gave equal opportunity to every one in the population to be selected. This also avoided bias as it was based on chance and not choice.

The sample obtained for the study was 93 because they were the respondents who turned in their questionnaires. This comprised members of staff of all the three branches. This formed a proportional representation of

workers in the Institute because it formed more than half of the study population. Questionnaires were administered to respondents during the period of the study in their various offices during working hours.

Data collection procedure

Primary data were gathered from academic staffs of GIL who were Lecturers, Principal Tutors, Senior Tutors and Tutors. Data were collected from Accounts Officers, Administrative Assistants, Secretarial, Clerical, Drivers and Security Staff who were classified under administrative staff.

Three sets of questionnaires were first tried on a pre-test sub group made up of respondents from the target group. The purpose of this pre-test was to identify the problems with the questionnaires. The results from the pre-test showed minor problems with the questionnaires which were corrected.

Questionnaires were administered to the selected staff of all the branches of the Institute. This exercise was carried out in a relatively unconstrained manner so as to allow the respondents to express themselves.

The final structured questionnaires were administered to the selected sample. All the respondents were granted anonymity to ensure frankness in their responses. The employee's were asked a lot of background questions on their age, gender, educational level and qualification. The questionnaire was made up of twenty-three items and centred on the recruitment and selection processes used by GIL. Every member of the sampled staff was given a questionnaire to complete within a week. A few of the respondents who could not read and write were assisted to respond to the questionnaire. In all, it took

two weeks to recover ninety-three of the questionnaires, amounting to 75.6 percent rate of return.

The Head of Academic Affairs who was formerly Head of the Human Resource Department was interviewed. The reason for interviewing him was to ascertain the official human resource policy on recruitment, selection and replacement of staff at the Institute.

The semi-structured interview form was used so as to allow for any unanticipated variables that may come up during the study. In this regard, a questionnaire was prepared for interviewing and adjusted to suit both circumstances and the various personalities interviewed. Basically the interview questionnaire served as a guideline to help keep the discussion in focus. The tools used were a recorder, notepad, and writing materials. The recorder was used based on the discretion of the interviewer and the permission of the respondent.

Data analysis

A systematic process was followed for the data analysis. The data collected was analysed by first recording responses according to similarities and classifying responses. This was followed by accurate and consistent scoring as the next activity. Coding helps the process of data analysis particularly when a computer is used in analysing data. The Statistical Package for Social Sciences (SPSS) spreadsheet was employed in analysing the data after which the findings were established. Frequency tables were generated to describe the findings pictorially. This package ensured that the data were properly analyzed and results interpreted and discussed adequately.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter deals with the results obtained from the data gathered in the field, their analysis and interpretation. The questions bordered on the biographical data of the respondents and the procedures they passed through during the process of their employment by the Institute.

Table 1: Age distribution of respondents

Age distribution	Frequency	Percentage
20-24	22	23.7
25-30	1	1.1
31-35	19	20.4
36-40	11	11.8
41-above	39	41.9
No response	1	1.1
Total	93	100.0

Source: Field work, 2009

Table 1 shows the age distribution of members of staff of GIL who constituted the sample of the population studied. It shows that twenty-two respondents, (23.7%) were in the age group of '20-24'; whilst nineteen (20.4%) of the respondents, were in the age group '31-35'. One respondent, representing 1.1% of the target group was in the age group, '25-30' while eleven respondents (11.8%) were in the age group '36 – 40'. Of the rest,

thirty-nine respondents (41.9%) were 41 years and above. This age group also represents the group with the highest frequency. One respondent failed to indicate his/her age. It can be deduced from this analysis that the groupings were fairly represented.

Table 2: Distribution of respondents by gender

Gender	Frequency	Percentage
Male	52	55.9
Female	41	44.1
Total	93	100.0

Source: Field work, 2009

Table 2 shows the gender distribution of the respondents. It is clear from the table that fifty-two respondents, representing 55.9% of the sample were men whilst the female respondents were forty-one which represented 44.1%. It can be concluded from this analysis that the difference between the male and female population covered under the study in the Institute was not great.

Category of staff

As part of the survey, the respondents were asked to indicate whether they were either academic or administrative staff. This was to enable the researcher to know how many of the members of staff either academic or administrative staffs were. Forty-one members of staff who were covered under the study indicated that they were academic staff whiles fifty-two said they were administrative staff. The total frequency was ninety-three, which

represented a hundred percent of the sample under study. This shows that there was almost a balance between the two categories of staff covered under the study though the number of administrative staff was more than the academic staff.

Table 3: Educational background of respondents

Educational background	Frequency	Percentage
BECE	5	5.4
Middle School Certificate	8	8.6
GCE O/A Level	4	4.3
SSCE	5	5.4
Diploma	9	9.7
BA/BBA	24	25.8
Postgraduate Diploma	1	1.1
Masters	13	14.0
Others (Certificate, RSA, DBS)	20	21.5
Professional Certificates	1	1.1
No Response	3	3.2
Total	93	100.0

Source: Field work, 2009

To ascertain their educational background, members of staff who took part in the study were asked to indicate their highest educational qualifications at the time of the study. Table 3 shows the distribution of educational qualifications of the respondents at the time of the survey. Five respondents, (5.4%) said they had Basic Education Certificates (BECE) and eight possessed

the Middle School Leaving Certificates (MSLC). For the secondary level, four respondents, (4.3%) and five (5.4%) had GCE'O' Level and SSSCE certificates respectively and nine (9.7%) had Diploma Certificates. One respondent each, which represented 1.1% of the sample, had Post Graduate Diploma or Professional Certificates, and thirteen respondents, representing 14.0% had masters' degrees. These respondents were mostly lecturers whilst twenty (21.5%) of the sample were those who had other certificates such as RSA or DBS. As regards Bachelor of Art (BA) or Bachelor of Business Administration (BBA), there were 24 respondents and thus constitutes 25.8% of the total population. By this implication it reasons therefore that 25% of the staff obtained their first degree. Three respondents (3.2%) of the sampled failed to respond to the question. The educational backgrounds of the respondent's shows that members of staff had various qualifications from BECE or MSLC which was the lowest qualification to the highest qualification being Masters Degree.

Table 4: Number of years in employment of GIL

Years of employment	Frequency	Percentage
0-5	30	32.3
6-10	40	43.0
11-15	10	10.8
16-20	7	7.5
21-25	2	2.2
26-30	3	3.2
31-35	1	1.1
Total	93	100.0

Source: Field work, 2009

In response to the question on length of service with the Ghana Institute of Languages, thirty (32.3%) of the respondents said they had worked for up to 5 years whilst forty (43.0%) had worked between 6 and 10 years. This happens to be the category with the highest frequency. Ten respondents (10.8%) had been with the Institute between 11 and 15 years, whilst seven (7.5%) had been with the institution between 16 and 20 years. Two (2.2%) other respondents said they had worked with the Institute for 21 – 25years and three (3.2%) said they had been working with the Institute between 26 and 30 years. One respondent however said he had worked between the period ‘31 and 35’ years. The Table shows that over 80% of the sample had been working with the Institute for a period of up to 15 years whilst less than 20% had worked for over sixteen (16) years. This puts respondents in good position to respond to the questionnaire on the subject.

Table 5: Number of years on various grades by respondents

Years on present grade	Frequency	Percentage
0-5	49	52.7
6-10	15	16.1
11-15	2	2.2
16-20	3	3.2
21-25	11	11.8
26-30	9	9.7
31-35	1	1.1
No response	3	3.2
Total	93	100.0

Source: Field work, 2009

A question was posed to the respondents with the aim of ascertaining how long they had been on their current grades. This brought to the fore

interesting responses. Out of the ninety-three respondents, forty-nine (52.7%) were found to have been on their present grades for a period of five (5) years and fifteen respondents, forming (16.1%) were known to have been on their grades for up to ten years. Similarly, two respondents (2.2%) were on their grades for 11 and 15 years, and three respondents were on their grades between 16-20 years. Only one respondent (1.1%) was found to have spent between 31-35 years. It can be observed from the Table that most of the staff had not been on their current grades for too long. Eleven respondents (11.8%) were in the group 21 – 25 years whilst nine members of staff (9.7%) covered under the study were those who had been on their current grades over a period 26 – 30 years. Promotion is one source of internal recruitment. One can observe from the Table that most of the staff had not been on their current grades for over ten years. The Institute should formulate a policy by organising refresher courses for members of staff who had been on their grades from over ten years to equip them with new skills and consequently promote them to new positions and place them accordingly. This would avoid the problem of demoralising and demotivating them since that would affect productivity.

Table 6: Medium through which respondents heard of the job vacancy

Responses	Frequency	Percentage
Newspaper	48	51.6
Radio	2	2.2
Relatives / Friends	26	28.0
Unsolicited Applications	8	8.6
Others	9	9.6
Total	93	100.0

Source: Field work, 2009

Respondents were asked the medium through which they heard of the job vacancy in the Institute. From Table 6 it can be seen that forty-eight respondents (51.6%) indicated that they heard of the vacancy through newspaper advertisement, whilst two respondents (2.2%) said that they got to know of the vacancy in the Institute by radio announcement; twenty-six (26) respondents (28.0%) said that they heard of the job vacancy either through relatives or friends, and eight (8.6%) used unsolicited applications. Belcourt et al (1998) are of the opinion that it is often believed that individuals who on their own initiative contact the employers will be better employees than those recruited through college placement services or newspaper advertisement. Nine (9.6%) of the respondents however got to know of the vacancy through other media like the labour office, internal advertisements etc. From the Table, more than half of the study sample got to know of the job vacancy through newspaper advertisement which happens to be one of the most popular

advertising media. It can also be deduced from the Table that other media were used in attracting staff to the Institute.

According to Griffin (2004) newspaper advertisement are often used because they reach a wide audience and this allows minorities “equal opportunity” to find out and apply for job openings. The response from the Table shows that GIL places emphasis on newspaper advertisement when recruiting as Griffin (2004) has stated. However, it is important that the Institute uses other media of advertising job vacancies to ensure that applicants have more than one access to the advert and not be limited to newspapers only which will be open to only a few.

The procedure for staff recruitment and selection

The selection process is a series of steps that starts with the initial screening and ends with orientation of newly hired employees. According to Donnelly (1992:132) the process has as its objectives of sorting out or eliminating those judged unqualified to meet the job or organisation requirements. This should be in line with best human resource practices aimed at employing the best applicants.

Table 7 shows the responses of the sampled respondents on whether they submitted application letters when they were applying for the job, which is part of the recruitment process. Twenty-seven (29.03%) respondents said they hand delivered their application letters whilst fifty-one (54.84%) said they mailed their applications whilst fifteen (16.13%) said they filled application blank forms which are used to gather applicant’s previous work

history, educational background and submitted them. This shows that the Institute accepted various forms of submitting application letters.

Table 7: Submission of an application letter

Response	Frequency	Percentage
Personal / Hand delivery	27	29.03
Post / Mail delivery	51	54.84
Application Blank	15	16.13
Total	93	100.0

Source: Field work, 2009

According to Griffin (2004:392) “the first step in selection is usually asking the candidate to fill out an application blank”. According to him application blanks are effective method of gathering information about the applicant’s previous work history, educational background and other job-related demographic data.

This means that GIL ensured that most applicants submitted application letters when they were applying for a job in the Institute. Preliminary screening takes place at this stage where a number of applicants are cut down to a manageable size before the next stage in a selection process. Donnelly (1992:132) says this process weeds out unqualified applicants and is often the first personal contact an applicant has with a company.

Conduct of selection test

A question was posed to respondents on whether they took a selection test before they were employed as part of the selection procedures. As Ahuja (1988:71) puts it, some schools of thought place “complete relevance on test scores” whilst other schools “refuse even to consider their use and place complete reliance on their own judgment regarding the applicant”. Thirty-five (35) of the respondents (37.6%) said “yes” whilst fifty-six (56) respondents (60.2%) said they did not take part in any selection test. However, two respondents (2.2%) failed to respond to the question. Most of the respondents who said ‘yes’ were secretarial staff, drivers, and technicians etc. who were requested to undertake a test to examine their competence or skills in operating a machine or equipment that they use in the performance of their duties. It can be seen that GIL conducts selection test for applicants who needed certain skills to test their competence and not a standard practice for majority of staff. It should be noted that though selection tests have their advantages and disadvantages, it should be seen simply as a step or aid in the selection process and not a replacement for the other steps of the selection process. Griffin (2004:392) is of the view that “all candidates should be given the same directives, should be allowed the same amount of time, and should experience the same testing environment”.

Conduct of interview

An important stage of the recruitment and selection process is the interview process. It is cardinal that every member of staff is interviewed before being offered the job. Best human resource practice also requires that

every job applicant is interviewed by the interviewer before offered employment. In this regard, a question was directed to them to elicit their response on whether they appeared before an interview panel. Seventy-nine 84.9% of the sample said they appeared before an interview panel before employment whilst twelve (12) respondents (12.9%) said “No”. Two respondents, (2.2%) of the sample however failed to respond to the question.

The results from the study also indicated that most respondents appeared before an interview panel as part of the selection process whilst some respondents did not undergo any interview, which is contrary to selection procedures. Lyons (1985) is of the view that the interview is incapable of measurement unlike other tests. Despite this deficiency, he acknowledges the inevitability of its use. Armstrong (1995) explains it as being generally regarded as the most useful source of information although its accuracy has been questioned.

The opinion of members of staff under this study was solicited on whether they were requested to undergo medical examination as part of the selection process before being offered the job. Beach (1980) explains that medical examination serves four major purposes. These include:

- Rejecting an applicant whose physical condition is not of the standard required for the job.
- Helping to obtain a record of the physical condition of the worker at the time of hiring in case a compensation issue comes up.
- Helping prevent the employment of people with infectious diseases.
- Helping place people whose physical handicap requires that they are assigned specific jobs.

Mathis and Jackson (2004) are of the view that medical examination is used to determine the individual's physical and mental capability for performing jobs.

The study reveals that eighty-four (90.3%) of the sampled said that they were requested to undergo medical examination before being offered the job, whilst eight (8.6%) of the respondents said they were not requested to do so. One respondent failed to respond to the question. It is a requirement of the Institute that all employees undergo successful medical examinations before being offered the job. This is expected to enable the institute to know those who are fit to be employed. The Institute ensures that all applicants should be requested to undergo medical examination before they are offered appointment.

Most government institutions require that medical examinations are conducted in government hospitals which is contrary to what was happening in the institute.

Table 8: Venue for medical examinations

Responses	Frequency	Percentage
Government Hospital	83	89.2
Private Clinic	8	8.6
Other medical facilities	2	2.2
Total	93	100.0

Source: Field work, 2009

As a follow up, respondents were asked where they underwent their medical examination since the Institute recommends applicants to attend government hospitals where results could be authentic. Table 8 shows that eighty-three (89.2%) of the respondents said they went to government hospitals and submitted their medical examination results to the Institute whilst eight respondents, (8.6%) said they visited private clinics. Two respondents attended other medical facilities for their medical examinations. Most government institutions require that medical examinations are conducted in government hospitals and this accounts for why the institute insist applicants do same.

Although a few respondents underwent medical examinations at other medical facilities, most of them underwent their medical examination at government hospitals to ensure that the purpose of the medical examinations is achieved. It is important to know where they went for the examination to ensure that authentic results are submitted to the Institute to report on applicants' suitability for the job.

The responses show that most of the respondents went to government hospitals for their medical examinations whilst eight went to private clinics and two going to other medical facilities. This was corroborated by Belcourt et al (1998) who said medical examination is to ensure that the health and fitness of applicants is adequate to meet the job requirement.

Organisation of orientation or induction process at GIL

The response on orientation and induction processes at the Institute was sought from the respondents. Sixty-one of the respondents (61.06%) said

there was an orientation and induction process for them whilst thirty-two said they were not taken through orientation and induction processes when they joined the Institute. This situation is not good enough as all new recruits need to be introduced to the activities of the Institute. According to Armstrong (2006:424), induction is “the process of receiving and welcoming employees when they first join the organisation”. According to him this is done by giving new employees the basic information they need to enable them to settle down quickly and happily in their new environment so as to make a productive beginning. Stoner et al (2006) have also indicated that studies have shown that employees feel anxious upon entering an organisation. They worry about how well they will perform in their job; they feel inadequate compared to more experience employees; and they are concerned about how well they will get along with their colleagues.

Table 9: Benefits of the orientation and induction process at the institute

Response: Enable me to	Frequency	Percentage
Settle down peacefully on the job	23	24.7
Know my duties and responsibilities	13	14.0
Have an over view of the Institute	25	26.9
No response	32	34.4
Total	93	100.0

Source: Field work, 2009

The importance of orientation and induction to members of staff cannot be over-emphasised. Table 9 was designed to assess the importance or otherwise of orientation and induction process in the institute. From the

analysis, it is observed that thirty-two out of ninety-two respondents were unable to respond to the questionnaire. They could not give reason(s) for their decision. Their decision was rather unfortunate as it may seem to impede the objective of the item. However, twenty-three (24.7%) of the respondents intimated that orientation and induction helped them to understand their duties and responsibilities. Furthermore, twenty-five (26.9%) respondents indicated that the processes provided them an insight into the operations of the institute.

From the above, it can be concluded that although some respondents did not respond to the items, many of them who responded are of the opinion that the processes have really encouraged them to work effectively as members of staff. This goes to buttress the assertion of Stoner et al (2006).

Table 10: Reasons and impressions of respondents who did not benefit from the orientation and induction

Responses	Frequency	Percentage
Not happy	10	10.8
Took time to know	9	9.7
GIL	13	14.0
Made work difficult	61	65.5
No response		
Total	93	100.0

Source Field work, 2009

Table 10 shows the response of respondents who did not benefit from orientation and induction exercise. Ten respondents (10.8%) said they were

dissatisfied because there was no orientation and induction programme for them; whilst nine respondents, (9.7%) said it took time for them to know about GIL. Table 10 further indicates that Thirteen (13) of the respondents (14.0%) of the sample said because there was no induction it made work difficult for them at the Institute. Sixty-one respondents were those who benefited from the induction programme. This response meant that the human resource department of the Institute did not organise induction for all newly employed staff which was contrarily to best human resource practices.

Members of staff who constituted the sample under study were asked whether they were given a job description when they took up the appointment. Griffin (2004) explains that job description “lists the duties of a job, the job’s working conditions, and the tools, materials and equipment used to perform it”. Dessler (2005:45) also defines job description as “a written statement of what the worker actually does, how he or she does it, and what the working conditions are”. Sixty-six respondents, (71.0%), said they were given their job description; whilst twenty-seven (29.0%) were not given their job descriptions. This response shows that as part of the placement process at the Institute about thirty percent of new employees were not given job descriptions to enable them know what they were expected to do. This also meant that only a few employees who were given their job description would know what they were going to do. The situation also shows that best placement practises are not being followed and would lead to a lot of challenges or difficulties to new employees. The human resource department of the Institute should make sure heads of department give new employees their job descriptions to enable them to know exactly what they would be

doing in the office and discuss it with them since this was going to be a new environment.

Table 11: Discussion of job description with head of department

Responses	Frequency	Percentage
Head of department	33	35.5
Head of human resource	15	16.1
Immediate supervisor	18	19.4
No response	27	29.0
Total	93	100.0

Source: Field work, 2009

As part of the study, members of staff were asked whether they discussed their job descriptions, with any senior officer. Table 11 shows that thirty-three (35.5%) said they discussed their job descriptions with their heads of department whilst fifteen (16.1%) said they discussed their job description with the head of human resource department. Eighteen respondents explained that, they discussed their job descriptions with their immediate supervisor whilst twenty-seven (29%) failed to respond to the question. The response from the study shows that most of the respondent discussed their job descriptions with a senior officer. This shows that the Institute was conscious of getting the new employees settled to do their work and know exactly what they were expected to do. However, most of the new employees did not get the opportunity to discuss their job description with their heads of department and did not know exactly what to do. This is also contrary to best human resource

practice which enjoins new employees to know their job descriptions to enable them to settle down quickly to work. Stoner et al (2006) explain that job descriptions have been functional and narrow, discretely detailing the scope and depth of a job and fitting the person to the job rather than the other way around. But the new environment of information-driven work and changing technology dictates that “decisions must be made at the drop of a fax”.

Table 12: Respondents opinion on their job description

Responses	Frequency	Percentage
Know my duties	43	46.2
Chain of command	13	14.0
Core business of department	10	10.8
No response	27	29.0
Total	93	100.0

Source: Field work, 2009

The opinion of members of staff who were given copies of their job descriptions was solicited. Forty-three respondents (46.2%) said it enabled them know their duties while thirteen (14.0%) said they knew the chain of command in their department. Ten respondents who formed (10.8%) of the study said the job description enable them to know the core business of their department. Twenty-seven respondents (29.0%) implies most respondents would get to know the Institute better than those who were given copies. According to Griffin (2004) job descriptions lists the duties of a job, the jobs working conditions and the tools, materials and equipment to perform it. If all

respondents are given copies of their job descriptions and discuss with the appropriate officers it would enable them overcome initial challenges and settle down to work. It is important that all new employees are given copies of their job description and discuss with their superior officer to enable them to settle down and go about their work without any difficulty.

Table 13: Period of probation served by respondents

Responses	Frequency	Percentage
6 month	47	50.5
1 year	21	22.6
2 years	18	19.4
3 years	2	2.1
No response	5	5.4
Total	93	100.0

Source: Field work, 2009

Every employee is required to serve a period of probation as stipulated in the organisations conditions of service before confirmation as part of the placement process. Respondents were asked how many years they were put on probation. Table 13 shows eighteen respondents, (19.4%) said they were put on probation for a period of two years whilst two said they were on probation for a period of three years. Twenty-one (22.6%) members of staff were put on probation for twelve months whilst forty-seven respondents, (50.5%) said they were put on probation for six months. This group formed the highest category of staff who were also junior staff of the Institute. Unfortunately, five (5.4%) respondents failed to respond to this question. The response from the sample

is good since Stahi (1971) is of the view that the probationary period is the period after appointment where the new employee is expected to demonstrate his capacity to perform the work before his employment becomes final. The response also shows that the Institute has regulations regarding its probation period for the categories of its staff.

Table 14: Description of the selection and placement process

Response	Frequency	Percentage
Application and interview	77	82.8
Advertisement, interview and medicals	3	3.2
No response	13	14.0
Total	93	100.0

Source: Field work, 2009

The opinions of respondents were sought on what was the recruitment, selection and placement process at the Institute. Table 14 shows that seventy-seven (82.8%), said they applied for the job, were interviewed and thereafter offered the job; whilst three respondents (3.2%) said the process involved response to advertisement in the dailies, invitation for interviews and medical examinations before one was offered the job. Thirteen respondents, (14.0%) however indicated that the processes they went through included responding to advertisements, short-listing and interviews before being offered the job. It can be deduced from the Table that most of the respondents in describing the selection and placement processes to include advertising in the newspaper, submitting an application, and undergoing selection tests and interviews in the recruitment processes constituted best human resources practices.

Table 15: Respondents' impression on the recruitment and selection process

Response	Frequency	Percentage
Good	48	51.6
Room for improvement	36	38.7
Not satisfied	9	9.7
Total	93	100.0

Source: Field work, 2009

Table 15 shows respondents' opinion on selection and placement process at the Institute. Forty-eight (51.6%) the selection and placement process was good whilst thirty-six said there was room for improvement. Nine respondents (9.7%) explained that they were not satisfied. The response indicates that over fifty percent (50%) of the respondent said the process was good. Thirty-eight percent of respondents however, said there was room for improvement. Though it is difficult to achieve a hundred percent satisfaction most employees were satisfied with recruitment, selection and placement processes at the Institute. The rate of dissatisfaction was however high and there was the need to improve on the process. Most respondents were of the view that the Institute should on its recruitment and selection process and improve on them.

Table 16: Respondents' opinion on how the selection process can be improved

Responses	Frequency	Percentage
Medical examination	12	12.9
Selection should be based on merit	14	15.1
Advertisement should be expanded	7	7.5
Panel Interview	32	34.4
Competitive examination	15	16.1
Immediate notification of appointment	10	10.8
No response	3	3.2
Total	93	100.0

Source: Field work, 2009

As a follow up question on how the recruitment, selection and placement process can be improved in the GIL. Seven respondents (7.5%) of the sample said the advertisement base should be expanded, whilst twelve (12.9%) said the Institute should insist that all applicants undergo medical examinations. Fourteen respondents (15.1%) said selection should be based on merit and thirty-two respondents advocated that the interview panel system should be adopted to interview applicants. Ten (10) respondents (10.8%) of the sample under study said successful applicants should be notified immediately their appointments were approved by the Appointments and Promotions Committee had approved it. Fifteen respondents (16.1%) were of the view that competitive examinations should be introduced for all applicants as one of the criterion for selection. Three respondents (3.2%) however failed to respond to the question. On the whole respondents suggested various ways

by which the selection process can be improved based on their experience of the selection process in the Institute.

Interview with the former head, human resource and administration department

As part of the study, the former head of the human resource and administration department was interviewed to ascertain the human resource policy with regard to the recruitment, selection and placement process of the Ghana Institute of Languages whilst he was in charge of the department.

A question was posed as to what specific functions he performed regarding the recruitment, selection and placement of staff at the Ghana Institute of Languages whilst he was the head. According to him the department first of all looked at resignations, retirements, and staff who are going on study leave and those who would be returning from study leave to join the faculty. Secondly, he looked at the expansion of the various departments and the creation of new ones to determine the number of existing vacancies. The next step according to him was to seek approval from the Board of Managements before advertising the positions internally on notice boards or externally in the newspapers. When the human resource department received applications, short listing was done based on the criteria advertised.

The next step according to former head of human resource department was writing to three referees provided by potential applicants for background checks. Shermen et al (1996) have found that generally, referees are reluctant in giving report on prospective employees. Even if they do, they often give good account on their conduct. After the interview successful applicants were

offered appointments. He however reiterated that responses from referees delayed in coming or might not come at all. He however explained that one of the greatest challenges of the recruitment process was receiving confidential reports from referees since most of them were reluctant in responding to such requests for personal reasons. When responses were received on applicants, an interview panel was constituted which was chaired by the Chairman of the Board of Management of the Institute or his representative and a date was scheduled for the interviews.

On a question whether recruitment was done after planning, before planning or when the need arose, he said that mostly there was no proper succession plan hence recruitment was done when the need arose and explained that recruitment took place normally when one retired, resigned or passed on. According to the former head, the Human Resource department had taken the step in getting vacancies from the various heads of department vis a vis their establishment quota getting to the end of each academic year to enable the department set the process of recruitment in motion.

The former Head of the Human Resource Department explained that job descriptions had been laid out for some positions. Griffin (2004) explains that job description lists the duties of a job, the job's working conditions, and the tools, materials, and equipments used to perform it. However these descriptions were not reviewed periodically as the duties of some grades have changed which does not augur well for best human resource practices. He however admitted that job descriptions of the various grades were being reviewed to reflect the current jobs. He added that as part of the placement

process heads of department were to discuss job descriptions with newly appointed staff.

In an answer to a question as to how job vacancies were communicated to the general public, he responded that it was normally through internal advertisements either by notices or memorandum and externally by newspaper advertisement or occasionally by radio announcements. He said however that in a few cases, staff members were promoted to fill these vacancies which were also part of the human resource practices as Miner and Miner (1973) explain that when a vacancy is identified, a search is carried out within the company before turning to various outside sources.

On the selection process at the Institute, he said that the department received both application letters from new applicants or the new applicants requests for and filled an application blank form or in most cases applicants did both. The Human Resource Department also used unsolicited applications received from applicants.

The former Head of Department explained that selection was done based on the criteria put in the advertisement whilst background checks were done on the applicants. He admitted that in most cases responses from referees were not encouraging and had been very challenging for the department to invite applicants without reports from their referees. He explained that most referees did not respond to the Institute's request for confidential reports on the applicants. In some cases reminders were sent and personal calls made to the referee to enable background of applicants to be checked. He admitted that in

some cases applicants had to be interviewed before reports on them were received from their referees which is not a good practice

A question was posed to elicit from him whether each applicant appeared before an interview panel constituted by various representatives of the departments before he/she was offered the job as required by best practices. He responded that each applicant appeared before the interview panel. Beach (1980) defines interview as “a conversation or verbal interaction normally between two people for a particular purpose”. Whilst Dessler (2005) shares the same view and describes an interview as probably most widely used for identifying job, duties and responsibilities. Dessler (2005) however admitted that in one or two cases where applicants had been on temporary appointment for a while, applicants were not interviewed though that was not the policy of the Institute and which was also a bad human resources management practice.

As part of the recruitment process, the former Head said every successful applicant was requested to undergo medical examination at a recognized government hospital and submitted the results before being offered appointment. This is buttressed by Mathis et al (2004) when they explain that medical examination is used to determine the individual’s physical and mental capability for performing jobs. The former head of department however admitted that some of the applicants had failed to submit their medical reports to the Institute but had their appointment letters issued to them.

As part of the placement process, each successful applicant was placed on a grade/position that he/she has applied for or other grades/positions as recommended by the interview panel. According to him each employee was

sometimes given a job description which was at times discussed with his or her head of department. He admitted that it was not in all cases that all employees had this opportunity, which is contrary to best human resource practices. This must be done to ensure that the employee gets to know what he/she was expected to do. This assertion is affirmed by Stoner et al (2006) as they postulated that job descriptions have been functional and narrow discretely defining the scope and depth of a job and making the person fit the job rather than the other way round. But the new environment of information – driven work and changing technology dictates that “decisions must be made at the drop of a fax”.

Orientation and induction was another stage of the placement process. In an answer to a question, the former head of human resource and administration said, not all staff members benefited from this important programme and that this had affected the integration of some members of staff to the Institute. This contradicts best human resource practice as orientation and induction processes are ways of integrating new employees as asserted by Armstrong (1996:424) in his definition of induction as “the process of receiving and welcoming employees when they first join an organisation”.

Probation is the last stage of the placement process. From the interview, it was deduced that the Institute placed much emphasis on this stage. According to Stahi (1971) it is the period after appointment where the new employee is expected to demonstrate his capacity to perform his task before his employment becomes final. The former Head said with the exception of one or two employees who had had their confirmation delayed, all others had gone through probation successfully. Every head of department

was requested to evaluate the performance of his employee over the duration of probation and his/ her recommendation was used to confirm the applicant.

In an answer to a question as to whether they sometimes identified any errors with the process after appointing a person, he said in a few cases this had happened and they realized that suitable applicants were not selected. He explained that the person was not up to the task or might have a medical challenge which was not known at the time of appointment. He explained that detailed medical examinations had been put in place to improve the selection process. However in cases where a person had already been employed, such persons were assisted to seek appropriate medical attention whilst others were given special duties to avoid bringing the work of the Institute into disrepute.

In an answer to a question as to whether recruitment, selection and placement processes were evaluated, he said this was not normally done unless a problem came up and that unless a new employee did not perform well the human resource department would introduce measures to prevent such errors from occurring.

The former Head of the Human Resource and Administration concluded that over the period the Institute had recruited the right calibre of staff in terms of qualification, experience, competence and effectiveness. He however indicated that it was only in a few cases where there had been some errors but the Institute had put in some measures to stop the recruitment of such people. He said recruitment, selection and placement of staff in the Institute though had some problems, had been of immense success notwithstanding the fact that it was time consuming and expensive.

From the interview, it was clear that the recruitment, selection and placement processes were being adhered to. But it must be pointed out that there is always room for improvement. This implies that there is the need for certain structures to be improved to ensure that the best recruitment, selection and placement processes are achieved.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

Chapter four dealt with an analysis of data collected on recruitment, selection and placement processes at the Ghana Institute of Languages. The process had not been without problems as at every stage of the recruitment, selection and placement processes there were some challenges. This chapter attempts to summarize the findings of the study, offer some suggestions and draw conclusions. It is hoped that if the measures recommended are taken seriously by the Management of GIL, an improvement would be seen in the recruitment, selection and placement of staff at the GIL.

Summary of findings

The general objective of the study was to examine the recruitment, selection and placement processes of the Ghana Institute of Languages and to determine the extent to which staff recruited had affected the realisation of the mission and vision of the Institute.

The study showed that most of the recruitment, selection and placement processes were being used by the Institute. However there were a few challenges that the Institute was facing which may affect the realisation of the mission and vision of the Institute. The first objective of the study focused on the procedures used in the recruitment process over the years vis a vis any

statutory provision. Based on the results, it can be stated that the key issues that emerged were:

- The Institute applied recruitment, selection and placement processes as best human resources management practices.
- The Institute also used both internal and external methods of recruitment such as promotion from within, skills inventory, employee referrals, unsolicited applications and various forms of advertisement as some of the procedures of recruiting.
- The study also revealed that selection processes used are application blank form, selection test, interview, background investigation/Reference, medical examination, induction and orientation and lastly probation.
- There is no statutory provision in the Institute which regulate the recruitment of staff. However all employments were approved by the Board of Management of the Institute according to best human resource practice.

The second objective aimed at examining the recruitment, selection and placement procedures compared with best practice.

The following also emerged from the study:

- Every organisation has selection criteria that are used in selecting applicants. This is to accurately determine the applicants who possess the knowledge, skills, abilities and other characteristics demanded by the job.
- The Ghana Instituted of Languages has established criteria by which it employs its staff. Applicants are mostly selected based on the job

descriptions advertised in the newspapers. This is to ensure that successful applicants are able to perform specific tasks and duties outlined in their job descriptions.

- The human resource department of GIL ensures that best practices in human resource management are applied in the selection criteria to ensure that the best applicants are selected.
- The applicants must demonstrate their ability to perform the tasks as spelt out in the advertisement and should convince the interview panel of their capabilities and experience.

The third objective of the study was to determine the nature of the problems that are encountered in the cause of the recruitment and selection of staff. The study revealed a number of problems in the recruitment and selection of staff at the GIL.

- Some respondents did not undergo medical examination and a few who went did not submit their reports which was contrary to best human resource practice
- Orientation and induction programmes which were organised by the Institute did not cover all members of staff hence this affected their integration. This activity is important and there was the need for all members of staff to be part of it.
- Not all members of staff were given their job descriptions on assumption of duty and some of those who had their job descriptions did not have the opportunity to discuss them with their heads of the department. This unfortunate situation affected the new members of

staff who did not know exactly what to do and this affected their performance.

- The study also revealed that there was no succession plan at the Institute hence recruitment and selection were mostly done when the need arose.
- One way of selecting good applicants was to conduct background checks on them; however it was realised from the study that referees were not willing to submit confidential reports on applicants.
- It was also realised from the study that some errors were identified in the process of recruiting and selecting as wrong applicants were selected and this was detected after the employee had been given his/her appointment. This was as a result of non performance on the part of the employee and also in some cases new employees had medical challenges.

Conclusions

The Institute, like other public organisations used some procedures with regard to recruitment, selection and placement of staff.

- Methods of recruitment such as internal and external recruitment and selection procedures such as application blank form, selection tests were used. The Board of Management of the Institute was the statutory body which was mandated to regulate the recruitment of staff with the assistance of the Management of the Institute.
- It can also be concluded from the study that best practices with regards to recruitment, selection and placement of staff were used at

the Institute. A selection criteria has been established to enable the Institute to select best applicants.

- There is no formal policy on recruitment of staff at the GIL but recruitment of staff has been done based on best human resource practices.

Recommendations

The findings of the study showed that even though the Ghana Institute of Languages has well laid down recruitment, selection and placement processes, there were still some problems. Therefore, these are a few suggestions/recommendations to help solve some of these problems.

It is being recommended that GIL reviews its manpower plan periodically and forecasts the staff needs of the Institute from time to time at least every four or five years. This is to enable preparations to be made for future recruitments. Additionally, it will also avoid situations where staffs are recruited on adhoc basis. Future recruitment projections should be based on which direction the Institute wishes to go. The various Schools, Departments and Sections/Units should have establishment quotas to enable vacancies to be declared when a vacancy occurs and not for such an exercise to be done on adhoc recruitments.

The Human Resource and Administration Department should intensify its recruitment drive to ensure that the Institute did not only attract new employees but also retain them. As part of its policy, a well laid out succession plan should be put in place to groom potential members of staff to replace those who will retire or resign.

Job descriptions should be prepared and reviewed periodically to reflect the changing trends of the various departments in the Institute. The GIL should make sure that all positions have job descriptions which should be reviewed from time to time. The idea is to avoid situations where one is employed but has no job description meaning there is no clear work, a situation which may serve as demotivation to the staff. Secondly, job descriptions should be discussed with new employees by their Heads of Department. This is to enable the new employees to know the duties that they are supposed to perform.

The medium used in advertising vacant positions at the Institute should be expanded to enable most job seekers apply, for the best to be selected. It should not be limited to any one or two national newspapers as has been the case of the GIL. Though other methods of attracting job seekers such as recruiting from within, employment agencies etc could be used, these methods may be expensive.

Short-listing should be done as specified in the advertisement placed in the newspapers or as stated in the scheme of service of the Institute or job description of the position. This is to ensure that the right applicant is shortlisted for the interview. As part of the shortlisting, it is important that the backgrounds of applicants are checked. To ensure that this is done, letters should be written to applicant's referees for them to forward confidential reports. Reminders should be sent to those who fail to submit such reports before applicants are invited for interview. A time frame should be given for such purpose.

A well constituted panel should be put in place to interview applicants. Though this has been the case at the Institute, the Panel should be balanced, and with the requisite competence and experience to interview applicants to enable the panel to select the right candidates who would be recommended to the Board of Management for appointment.

The conduct of Medical examinations is an integral part of the selection process. This is to ensure that applicants selected are fit to undertake the job that they have been offered. The Management of the Institute must ensure that all selected applicants undergo medical examinations at recognized hospitals, submit their results before being offered the appointment.

The GIL should also ensure that the offer of appointment must include the post, the salary attached to the post, other allowances and conditions of service or administrative instructions that the employees would be expected to work within. This will offer an opportunity to the employee to know what he is expected to do, and enjoy.

Placement of staff is the last stage of the process. This includes the orientation and induction, placement on the grade and the probationary period of the new employee. The Human Resource and Administration Department of the Institute should ensure that orientation and induction are done for all new employees to enable them integrate into the Institute and also to inform them about the Institute's mission and vision, etc. This will enable them know what to expect of the Institute.

Every employee should be put on probation for the requisite period before his/her appointment is confirmed after an assessment of his/her performance. At the Ghana Institute of Languages, it was observed that junior

staff members are put on probation for a period of six (6) months and two (2) years for senior staff. Management should ensure that this is always done to enable the new employee to be assessed or evaluated in relation to his or her performance on the job and general attitude.

The Ghana Institute of Languages has its challenges as far as recruitment, selection and placement of staff are concerned; however, if these recommendations made are implemented it would go a long way to reduce the errors made in the recruitment, selection and placement of staff at the Institute. The employment of the right employee would benefit both the worker who will be happy to perform and the organisation that would achieve its mission and vision. Then the society at large would benefit.

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APPENDIX A

QUESTIONNAIRE FOR WORKERS

This questionnaire has been designed to help gain information to assist in the writing of a dissertation. It is purely an academic exercise and any information given would be treated as confidential. Please tick [] where appropriate.

Thank you for your co-operation.

1. Age: (a) 20 – 24 [] (b) 25-30[] (c) 31-35[] (d) 36 – 40[] (e) 41 and above[]
2. Sex: Male [] Female []
3. What category of staff do you belong? (a) Academic[] (b) Administrative []
4. What is your highest educational qualification?
.....
5. How long have you worked in this organisation? (a) 0-5 [] (b) 6-10 [] (c) 11-15 [] (d) 16-20[] (e) 21-25 [] (f) 26-30[] (g) 31-35[]
5. How long have you been on your grade? (a) 0-5 [] (b) 6-10 [] (c) 11-15 [] (d) 16-20 [] (e) 21-25 [] (f) 26 and above []
6. Through which medium did you hear of the job vacancy (a) Newspaper [] (b) Radio [] (c) Relatives [] (d) Unsolicited Application [] (e) Others []
7. How did you submit your application letter to the Institute?
(a) Hand delivered (b) Mailed [] (c) Application Blank [] (d) others[]

8. Did you take a selection test before being employed? (a) Yes [] (b) No []
9. Were you interviewed by a panel before being employed? (a) Yes [] (b) No []
10. Were you requested to undergo a medical examination as part of the selection process before being offered the job? (a) Yes [] (b) No []
11. Where did you undergo the medical examination? (a) Government Hospital [] (b) Private Clinic [] (c) other medical facility []
12. Was there an orientation or induction process when you started work? (a) Yes [] (b) No []
13. If Yes, how did it help you to fit into the Institute?
-
- (a) Settled down peacefully on the job []
- (b) Knew my duties and responsibilities []
- (c) Had an overview of the Institute []
- (d) Others []
14. If No, what were your impressions?.....
- (a) Not happy []
- (b) Took time to know the GIL []
- (c) Made work difficult []
- (d) Others []
15. When you took up the job were you given a job description? (a) Yes [], (b) No [],
16. If Yes, who did you discuss the job description with?

- (a) Head of department []
- (b) Head of Human Resource []
- (c) Immediate Supervisor []
- (d) Others []

17. What was your opinion of the job

description?.....

.....

- (a) Knew my duties []
- (b) Chain of command []
- (c) Core business of the department []
- (d) Others []

18. How long were you put on probation? (a) 6months [] (b) 12months []

(c) 2years [] (d) 3 years []

19. Can you describe the selection and placement processes that were used to select you for the job?

- (a) Application and interview []
- (b) Advertisement, Interview and medicals []
- (c) Advertisement, Short-listing and interview []
- (d) Others

20. What is your impression on the recruitment and selection process?

- (a) Good []
- (b) There is room for improvement []
- (c) Not satisfied []
- (d) Others []

21. How can the selection, recruitment and placement process be improved?

- (a) Medical examination []
- (b) Selection should be based on merit []
- (c) Advertisement should be expanded []
- (d) Others []

APPENDIX B

University of Cape Coast

Institute of Development studies

This interview schedule has been designed to help gain information to assist in the writing of a dissertation. It is purely an academic exercise and any information given would be treated as confidential.

1. Current Position:.....
2. Department:.....
3. What functions did you perform with regard to recruitment, selection and placement of staff a part of Human Resource Management in G.I.L?
.....
4. When was recruitment done? a. After Planning [] b. By Anticipation [] c. When the need arises [] (d) Others []
5. Did you look at the number of vacancies that may exist in future e.g. 5-10years or only consider present vacancies when recruiting?.....
6. Did you have job description for all category of staff? (a) Yes () (b) No ()
7. How often do you review them? a. 1-5years [] b. 6-10years [] (c). 11-15years [] (d) Others []
8. How did information about job vacancy / vacancies communicated to the general public?.....
9. How widely was it used?.....

The under listed are some of the selection procedures

10. Did you request application letters for employment? (a) Yes [] (b)

No []

11. Did you use Application Blank Form for new applicants? (a) Yes []

(b) No []

12. How did you shortlist applicants for interview?.....

13. Did you conduct interviews for all applicants before they were appointed?

(a) Yes [] (b) No []

14. How did you constitute your interview panel?.....

15. What means did you use to find out about applicants

background?.....

16. Did you request all applicants to undergo medical examinations?

(a) Yes [] (b) No []

17. Did you ensure that every employee submit his/her medical report?

(a) Yes [] (b) No []

18. Did you organise induction or orientation course for all staff?

(a) Yes [] (b) No []

If yes, how was it

done?.....

19. Were new employees given job description? (a) Yes [] (b) No []

20. Did heads of department discuss job descriptions with new employees?

(a) Yes [] (b) No []

21. How long were new applicants put on probation?.....
22. Did you sometimes identify any errors with the process after appointing a person? (a) Yes [] (b) No []
23. What were the common causes of the above (if yes).....
24. Did you normally place new employees on the grade that they applied for? (a) Yes [] (b) No []
- (a) If no why?.....
25. How did you assess the relationship between recruitment, selection and performance of staff recruited?.....
26. What feedback mechanisms did you put in place to select opinions on recruitment, selection and placement of new employees at the institute?.....
27. How often did you evaluate the recruitment, selection and placement processes at Institute?.....