

UNIVERSITY OF CAPE COAST

THE ROLE OF STAFF TRAINING AND DEVELOPMENT IN THE RISK
MANAGEMENT PROGRAMME OF THE INSPECTIONS AND CONTROL
SERVICES LTD, ACCRA

BY

EMMANUEL KWAME BOAFO

DISSERTATION SUBMITTED TO THE INSTITUTE FOR DEVELOPMENT
STUDIES OF THE FACULTY OF SOCIAL SCIENCES, UNIVERSITY OF
CAPE COAST IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
AWARD OF MASTER OF ARTS DEGREE IN HUMAN RESOURCE
DEVELOPMENT

JULY 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: Emmanuel Kwame Boafo

Supervisor's Declaration

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

Supervisor's Signature..... Date.....

Name: Dr. Francis Enu-Kwesi

ABSTRACT

The study examined the role of staff training and development in the risk management programme of Inspection and Control Services (ICS) Limited in Accra. Specifically, the study focused on the factors that influence assignment of staff to the risk management unit, effectiveness of the risk system and the role training and development play in ensuring the effectiveness of the risk management system.

Descriptive study design, covering 74 staff and management personnel of Inspection and Control Services, was applied. A questionnaire was used for 70 employees and the 4 senior management members to gather the relevant data to form the basis for the research.

The study revealed that ICS considered staff's level of education, and performance at the selection interviews as some of the influencing factors in assigning staff to the Risk Management unit. The risk assigned by ICS meets the best standards in destination inspections. The Computerised Risk Management System (CRMS) of ICS also protects consumers and government revenue, facilitates trade and fast tracks clearance of goods at the ports of Ghana. Periodic refresher programmes and selected training were offered in developing the skills of officials. Training and development therefore enhances the quality of staff of ICS. It was recommended that CRMS of ICS should be made more accessible to staff. Finally, regular feedbacks on appraisal should be provided so performance shortfall could be corrected through training and development.

ACKNOWLEDGEMENTS

I wish to express my heartfelt appreciation to my supervisor, Dr. Francis Enu-Kwesi of the Institute for Development Studies, University of Cape Coast, for his guidance, encouragement, constructive criticisms and useful suggestions that has propelled the completion of this dissertation.

My profound gratitude goes to my wife Mrs. Nancy Akpene Boafo for her unflinching support and encouragement throughout my academic pursuits. I extend my sincere appreciation to all those who worked in diverse ways towards the writing of this dissertation, more especially to the management and staff of Inspection and Control Services Ltd for their support.

Finally, I duly take responsibility for any errors in this dissertation.

DEDICATION

To my daughter, Kedra Elagbe Afua Boafo-Danquah.

TABLE OF CONTENTS

Content	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	xi
LIST OF ABBREVIATIONS	xii
CHAPTER ONE: INTRODUCTION	1
Background to the study	1
Statement of the problem	5
Objectives of the study	6
Research questions	7
Scope of the study	7
Significance of the study	8
Chapter organisation	8
CHAPTER TWO: REVIEW OF RELATED LITERATURE	10
Introduction	10
Concept of risk	10

Risk management	11
Job analysis and job assignment	13
Effectiveness of organisations	17
Human resource development	19
Training and development	23
Summary	32
CHAPTER THREE: METHODOLOGY	33
Introduction	33
Study organisation	33
Study design	35
Population and sampling	36
Data collection instrument	37
Pre-testing	38
Ethics	38
Field work	39
Field challenges	39
Data analysis	40
CHAPTER FOUR: RESULTS AND DISCUSSION	41
Introduction	41
Biodata	41

Assignment of staff to the risk management unit	44
Qualification of staff in the RMS	52
Effectiveness of the RMS	59
Staff training and development and effectiveness of RMS	65
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	71
Introduction	71
Summary of findings	71
Conclusions	74
Recommendations	75
Suggestions for further research	76
REFERENCES	77
APPENDIX: QUESTIONNAIRE	82

LIST OF TABLES

Table	Page
1. Population of the staff of ICS	37
2. Age distribution of respondents	42
3. Educational qualification of employees	43
4. Assigning risk based on RMS	44
5. Risk management programme accessibility to staffs	45
6. Academic qualification and influence on risk assignment	46
7. Risk levels meeting standard criteria	47
8. Scanning and clearance facilitation	48
9. CRMS and the operations of destination inspection	49
10. CRMS protection of consumers and government revenue	50
11. Trade facilitation through risk management programme	51
12. Human resource development and job assignment	53
13. Interviews and selection for appointments of staffs	54
14. Assignment based on academic qualifications	55
15. Description and job specification	56
16. Orientation/Induction and job performance	58
17. Staff medical examination and periodic checkups	59
18. Effectiveness of risk management programme	60
19. Selection on merits and quality staff	61
20. Recruitment based on qualification and experience	62
21. Supervision and motivation	63

22. Motivation and effectiveness	64
23. Training and development	66
24. Staff upgrading of skills through training and development	67
25. Performance improvement through training and development	68
26. Changing trends through training and development	69
27. Feedback from appraisal	70

LIST OF FIGURES

Figure	Page
Organisational structure of ICS	34

ABBREVIATIONS

ICS	Inspection & Control Services
IDS	Institute for Development Studies
WTO	World Trade Organisation
WCO	World Customs Organisation
GATT	General Agreement on Tariff and Trade
CRMS	Computerised Risk Management System
CEPS	Customs, Excise & Preventive Services
GSB	Ghana Standards Board
DI	Destination Inspection
FCVR	Final Classification and Valuation Report
HRD	Human Resource Development
RMS	Risk Management System
UCC	University of Cape Coast

CHAPTER ONE

INTRODUCTION

Background to the study

The expansion of global linkages, and the quest for efficiency in trade all over the world, has made technology and appropriate risk management essential for trade in every country. According to World Customs Organisation-Kyoto Convention (2000), occasionally, trade facilitation and customs control are viewed as conflicting concepts. However, both concepts are simultaneously realised by the idea of risk management, where in-depth inspection is conducted, when the risk is considered to be high and where immediate import permits are given when risk is considered low. Therefore, risk management is an indispensable element for trade facilitation while maintaining appropriate control.

According to Friedman (1999), the inexorable integration of markets, nation-states, and technologies to a degree never witnessed before is enabling individuals, corporations and nation states to reach around the world farther, faster, deeper and cheaper than ever before. The assertion naturally requires well trained staff in managing risk of trade in any form. Globalisation and competition among organisations and institutions have led to the emergence of human resource development as a major pillar to ensure that appropriate skills,

knowledge and training are imparted to employees to enable them to meet organisational goals and technological changes (Ali, 2000).

Globalisation is not a new phenomenon, but what is different about the current globalisation is not so much the scale of flows, but their character that has new features such as globally linked markets with new actors such as the World Trade Organisation (WTO) and new tools for communication. Globalisation is emerging as a political response to the expansion of market power and it is a domain of knowledge. Globalisation has many positive, innovative, and dynamic aspects, all related to the increased access to technology, market, and information which have led to greater income for businesses, employment opportunities and advancement among and within nations.

Risk management has become an integral part of globalisation, and an essential part of trade for any country. The World Trade Organisation (WTO) deals with the rules of trade among nations at the global level. The WTO was established in 1995 as a successor to General Agreement on Tariff and Trade (GATT) to regulate trade activities. By treaty, WTO has the power to monitor trade policies and handle disputes among nations. The WTO does not only ensure reduction of trade barriers but also protects consumers and prevents the spread of diseases through trade. The WTO basically provides the legal ground-rules for international commerce (WCO-Kyoto Convention, 2000).

The key to risk management is technology. The focus of technology in this context is the computerised risk management system (CRMS) in the operation of ICS. Companies are becoming totally dependent on computer systems for their

day to day activities. People live in an unsafe world and encounter threats against their safety and security everyday, making risk management systems essential as people compete in trade for their business and protection of consumers from trade products (Jorion, 2001).

Inspection and Control Services Limited (ICS), is one of the destination inspection companies in Ghana. Destination Inspection (DI) is a service whereby the goods and import declarations are inspected on arrival in the importing country as opposed to the pre-shipment inspection introduced in 1972, where goods are inspected in the country of supply. The purpose of the pre-shipment was to check capital flight through over-invoicing and under-invoicing.

The pre-shipment however, frequently resulted in unnecessary delays and congestions at the ports and was accordingly replaced by destination inspection scheme in April 2000, to avoid delay, fraud and to generally facilitate trade flow with efficient risk management which is an objective in establishing Ghana as a gate way to the sub-region.

ICS as a company has its headquarters in Accra, Ghana with two other offices at Tema and Takoradi. The company facilitates trade to provide an efficient verification of imports, to protect revenue by impartial assessment and to limit grand fiscal evasion and price discrimination. The objectives and advantages among others of the DI's are to facilitate trade through modern technology, efficient and rapid verification of imported goods (channels), ensure conformity with World Customs Organisation and secure government revenues through eliminating opportunities for fraud, fiscal evasion and price discrimination

(identify and deter over-invoicing, under-valuation and tariff code misclassifications).

The risk management programme of the Inspections and Control Services Limited, termed “Computerised Risk Management System” (CRMS), is the organisation’s advanced technology that is used to fast track the clearance and determines the safety of imported goods that come through its geographical area into Ghana. It is based on the risk assessment module of microclear, modular locking for risk, risk criteria and the discrepancy concept, and feedback concept. The CRMS also focuses on the potential loss of revenue in the form of duties and taxes that should be payable to customs but evaded through traders (importers) non compliance with regulations and illegal activities such as undervaluation, misdescription, misclassification, under declaration, non declaration, prohibited goods, restricted goods and substandard goods (ICS, 2003).

The CRMS makes use of some vital information such as names of importers and exporters, track records on correct prices, quantity declared, compliance with quality; country of origin, country of supply, transshipment, packaging, declared and assessed harmonized system codes, size of container(s) and status, and port of discharge. In Ghana, ICS among other destination inspection companies, uses three different colours red, yellow and green to represent the high, medium and low for the five risk levels. The red Ghana Standard Board (GSB) and red Customs, Excise & Preventive Services (CEPS) denote high risk goods. Yellow CEPS and yellow scanning represent medium risk levels. The CRMS determines the green category as low risk levels. The CRMS

basically analyses data to provide a level of risk for each shipment and a specific level of intervention is prescribed for some shipment based on the risk. The ICS computerised risk management highlights high risk import goods, reduces physical inspections of goods and facilitates clearance of goods from the Tema and Takoradi ports.

Implementing the CRMS requires qualified staff well motivated to ensure its effectiveness and efficiency. To ensure the attainment of organisational goals, ICS has instituted a training and development programme. The programme entails a number of activities catalogued as follows: orientation of all new employees, the identification of training needs or training gap as regards the actual performance of personnel against job specification or set standard; identifying the type of training that should be administered in order to take care of the need; making preparations for the training by way of resources such as training manuals, venue and period of training.

Implementing the training and development programme either by recruiting trainers from within the organisation or out-sourcing from institutions or experts to administer specific training and development needs is the next step. The final leg of the training and development programme is the assessment of the whole training exercise where trainees are put to the task and their performance measured against the desirable standards.

Statement of the problem

Due to globalisation and advanced technology, trade transactions can take

place any where that human beings exist. The demand for trade security in the area of trade facilitation, consumer protection and standard compliance, makes the role of risk management programme key, and training and development very essential.

So long as trade transactions take place among people, there are bound to be challenges to surmount. From ICS experience, there is staff inadequacy in the Risk Management Department, a total of eight members of staff are inadequate to handle the volume of responsibilities to be discharged. Besides, only few officers are granted access to the CRMS. A number of issues arise that borders on the credibility, qualification and motivation of staff in the assignment of personnel to the risk department and ICS as a whole (ICS, 2003).

In the wake of the above challenges, ICS identifies training and development as a tool for enhancing staff performance and to effectively deliver services in direct response to the achievement of organisational goals with full complement of the risk management system. Assessment of the benefits that have accrued to ICS as result of the risk management programme is yet to be measured. The researcher therefore sought to assess not only the effectiveness of the risk management system but also the entire training and development programme.

Objectives of the study

The general objective of the study was to examine the role of staff training and development in the computerised risk management system (CRMS) of Inspection and Control Services Ltd (ICS).

Specifically, the study aimed at:

- Examining the factors that influence assignment of staff to the risk management unit.
- Determining the qualification of staff in the RMS
- Assess the effectiveness of the risk management system
- Examining the role that training and development can play in ensuring the effectiveness of the risk management system.
- Making recommendations that may serve as a useful guide for policy formulation

Research questions

The following questions guided the study:

- What factors influence assignment of staff to the risk management unit.?
- What are the qualifications of staff at the RMS?
- How effective is the risk management system of ICS?
- What role can training and development play in ensuring the effectiveness of the risk management system?

Scope of the study

The study focused on ICS as a destination inspection company, and the role of training and development in its risk management system. The study looked at the issues from the point of view of staff within April 2003 to April 2010.

Significance of the study

The research which is the first of its kind in ICS has drawn useful lessons for the enhancement of destination inspections (DIs) in general and specifically for ICS. A study of the role of staff training and development in computerised risk management system in ICS will deepen and broaden the people's understanding for effective staff training and development for effective computerised management in destination inspection in Ghana, and for management of ICS to keep staff training and development as a guiding policy in its computerised risk management.

It is also the hope of the researcher that the result shall serve as a guide to policy makers especially in a liberalised trade environment where private individuals flaw trade rules for personal gains. Again, the work is expected to be of immense benefit to the management staff of organisations as it seeks to elicit important lessons regarding training and development. Finally, the research document will serve as an empirical literature and a source of knowledge.

Chapter organisation

The study is organised into five chapters. Chapter one deals with the background to the study, the problem statement, objectives of the study, research questions, scope of the study, significance of the study and chapter organisation. Chapter two covers review of related literature on staff training and development in risk management system and the issues covered are risk management, job assignment effectiveness, human resource development, training and

development. Chapter three contains the methodology. The chapter covers study organisation, study design, population and sampling, data collection instrumentation, pre-testing, ethics, field challenges and data analysis. Chapter four deals with data analysis and discussion, and chapter five covers summary of findings, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The section reviews some of the existing literature on the concept of risk and risk management in general and specifically risk management in trade. It also reviews job analysis and job assignment, and effectiveness of organisations. The review also covers human resource development, and staff training and development, in order to bring into focus the role of training and development in the risk management programme.

The concept of risk

Risk was firstly seen in ancient Italian maritime trade. Merchants used the term risk because of uncertainty that they faced. Risk is an uncertain situation with possible negative outcomes (Jorion, 2001). In a broader manner, Hargreaves and Mikes (2001) defined risk as uncertain future events that could expose firms to the chance of loss. Risk may be explained as uncertain events that could influence the achievement of firms' strategic, operational and financial objectives. Therefore risk is the net negative impact of the exercise of vulnerability, considering both the probability and the impact of occurrence. Risk is a function of the likelihood of a given threat exercising a particular potential vulnerability,

and the resulting impact of that adverse event on the organisation or on individuals.

Risk communication involves the two-way exchange of information between interested parties in order to make decisions about how best to manage risks. Risk communication can occur in many forms, from providing information to target audiences (primarily one way) to highly interactive stakeholder engagement and citizen dialogue (two-way). To be effective, the management of risks by organisations should be integrated and built on credible assessment, socially and ethically acceptable and reflective of their values (Bennett & Calman, 1990).

Risk management

Risk management is an activity of identifying existing and threatening risk, estimating their impacts and taking appropriate measures to reduce or hedge the risks (Pausenberger & Nassauer, 2000). It is a central part of any organisation's strategic management. It aims to facilitate the exchange of information and expertise across countries and across disciplines. Its purpose is to generate ideas and promote good practice for those involved in the business of managing risk. It is also the process whereby organisations methodically address the risks, attaching sustained benefit within each activity and across the portfolio of all activities.

Stoeller (2003) posits that risk management is the means by which uncertainty is systematically managed in order to increase the likelihood of

meeting project objectives. It is the systematic process of managing an organisation's risk exposures to achieve its objectives in a manner consistent with public interest, human safety, environmental factors and the law. Risk management is a structured approach to managing uncertainty related to a threat, through a sequence of human activities including risk assessment, strategies to manage it, and mitigation of risk using managerial resources. Risk management decisions are categorised as avoidance, acceptance, compensating, transference and reduction (Suominen, 2000; Weber & Liekweg, 2000).

According to Suominen (2000), risk management may be implemented by simply avoiding risks, such as risky transactions, not developing a new product or method. The suitability of this measure must be carefully considered before it is applied, although it is noticeable that avoiding does not always increase costs or reduce possibilities. If avoidance is, however, not possible or wise, other risk management means must be considered. It may sometimes be advisable to accept risks as they are, especially when the risk is a part of the core function of the organisation and the opportunities outweigh the risk. It is also the most efficient strategy for very insignificant risks. Large organisations may practice self-insurance as in Finland, where the state does not have theft insurance for its property, because insurance policies would be more expensive than paying for the losses.

Risk may be compensated, or hedged, by taking one risk to offset another. This is a common method in finance for reducing exposure, such as fluctuations in exchange or interest rates, and is realised by trading derivative instruments

such as futures. It is also possible to transfer risk to another party normally through insurances or by signing a contract with a non-insurance party. It is a common procedure when dealing with transportation risks, but also as a part of agreements for strategic alliances. Finally, risk reduction is another means of risk management. These measures seek to reduce the probability of an undesired event or limit its impact. There are various methods and technical means available, including firewalls, backups, guarding, developing standard operation procedures and control mechanisms, and setting risk limits (Jorion, 2001).

According to Weber and Liekweg (2000), when risk management decisions are set into practice, they must be followed-up in order to determine their appropriateness and cost-efficiency. The increase in rules and regulations, employee related lawsuits and reliance on key resources have made risk management a key management practice. Effective risk management required effective personnel and job assignment.

Job analysis and assignment

The discussion of job assignment and job analysis shall include job description and job specification. According to Armstrong (2003), a job consists of related set of tasks that are carried out by a person to fulfill a purpose. It can be regarded as a unit in an organisation structure that remains unchanged whoever is in the job. It is therefore important for employees to know their roles in organisations. The key to ensuring the best customer service is to recruit the best

workers, make training and development a business priority, and keep employees motivated through appropriate job analysis and assignments.

In human resource planning, recruitment and selection, management should conduct job analysis to establish the specific requirements of individual jobs within an organisation. Management should also forecast the human resource requirements that the organisation would need to achieve its objectives as well as develop and implement plans to meet these requirements. Mondy and Noe (1996) posit that job analysis is the systematic process of determining the duties and skills required for performing jobs in an organisation. In job analysis, job tasks, duties and responsibilities are identified. The document that provides information regarding tasks, duties and responsibilities of a job is the job description. It outlines what is to be done, where to do what, and the procedure to follow in doing the job identified. Otherwise stated, job descriptions are the accurate, concise statements of what employees are expected to do. To achieve organisational success, it is crucial to identify and determine the jobs that an organisation needs to be performed in order to reach its strategic goals. Job analysis is therefore a vital function of human resources.

Job assignment in simple terms is the allocation of specific set of duties, activities, roles or responsibilities to a specific individual, group, work unit/division, or department. Torrington and Hall (1991) on job assignment stated that for an appointment letter to be described as standard, it must contain job titles, duties and responsibilities, salaries and benefits, leave entitlements and all other related conditions of employment contract. Whether from start to finish or a

segmented part of the work chain or process, the assigned job must significantly contribute to the delivery of the complete job which must ultimately empty into the achievement of set targets (departmental/organisational goals), and accomplished within a given period of time (Acheampong, 2006).

Therefore, recruitment and selection, and performance appraisal become integral part of job analysis and job assignment. Hellriegel, Jackson and Slocum (1990) intimate that selection for job assignment entails a rigorous process or procedure which may involve the use of tests. They add that selection may also be done through interviewing to gain enough information about the applicants to determine who are credible for specific jobs in order to choose from them the ones who best qualify to fill vacancies in an organisation. Rebore (2000) asserts that recruitment as a process entails discovering potential applicants for anticipated vacancies. The goal of recruitment is to create a large pool of persons who are available and willing to work for a particular organisation. Recruitment may be made internally or externally. Rebore also describes selection as a process of hiring individuals who will succeed on the job. In view of the expensive nature of selection, he cautions that care must be taken to select candidates who would not have to be dismissed for poor performance but rather remain for a reasonable period of time.

Anderson (1992) posits that performance appraisal is the systematic review of the performance of staff on a written basis at regular time intervals and the holding of performance interview at which staff have the opportunity to discuss performance issues, past, present and future on a one-to-one basis with

their immediate line managers. It enables performance shortfalls of staffs to be identified and addressed through training and development programmes to keep staffs abreast with technological changes and to shape up performance and effective running of technological programmes.

According to Byars and Rue (1997), job assignment is a function of organisational success, hence care must be exercised in assigning jobs. The job to be assigned must be looked at in its entirety. As a first step, the various activities or processes involved in making up the complete job need to be identified. Then similar activities or processes that require the same skills and equipment must be grouped under one division or unit. Other activities that complement the job may also be grouped in another unit within an 'umbrella' department. The idea is to enable the sharing of experiences and equipment as well as easy movement of both human and material resources. This is recommended where same or similar operations are required in the separate units in focus.

De-Simone and Harris (1998) also viewed job analysis as a process of determining and reporting pertinent information relating to the nature of a specific job. It is the determination of the task, which comprises the job and the skills, knowledge, abilities and responsibilities required of the holder of the job. From job analysis, it is then possible to prepare a job specification document indicating the qualifications for a particular job and job description document describing in detail what a particular job entails.

According to Acheampong (2006), job analysis involves developing a detailed description of the tasks involved in a job, determining the relationships

between the job and other jobs in the organisation and setting out the academic abilities and professional skills of the employees which are necessary for performing the job. Job description refers to a written statement of what a job holder does, how it is done and why it is done. He further stated that description defines the scope of responsibilities and job assignment, which are sufficiently different from those of other jobs to warrant a specific title. Job specification details the minimum acceptable qualification that a worker must possess so as to perform the defined job successfully. Job specification also includes certain personality skills such as negotiations, conversation, diplomacy, tactfulness which are required of the job holder to help the organisation to satisfy its clientele.

Effectiveness of organisations

The concept of effectiveness has long been a very difficult problem for the human-computer interaction community, even if not always addressed directly (Helander, 1988). However, every organisation coordinates the use of available materials and human resource to achieve its goals. Byars and Rue (1997), indicate that the human resource development refers to orienting and training of employees. Here management designs and implements development programmes that involve building effective teams within the organisational structure. Management also designs systems for appraising the performance of individual employees, while assisting employees in developing career plans.

According to Bartol and Martin (1998), effectiveness is the ability to choose appropriate goals and achieve them. Organisations, by their very nature, must

work across a broad number of different fields in order to achieve success or the stated organisational goals. Fields such as finance and cost control must balance with being the individual development partner and career vehicle for the organisational members who all play crucial roles in success (Bennett, 2006). People, as members of organisations and through their everyday roles, innovate, drive value, create synergy, and lead. In order for an organisation to succeed, it should be relatively effective in areas that will contribute strongly to its success. Specifically, it is the organisational members who will be the driving force behind the success. Skills shortages, competition, personal development and ever increasing individualist attitudes to career have seen the job-for –life type loyalty become almost extinct and in its place a transient workforce paradigm has emerged. Keeping people and their skills sets, therefore, is a major component of creating an effective organisation while building a desirable environment to excel is another.

Organisational effectiveness has a positive impact on behaviour within organisations. However, organisational effectiveness is a term that is complicated, controversial, and difficult to conceptualise. The effectiveness of behaviour within organisations and the effectiveness of their performance is organisational effectiveness. The concept of effectiveness is of great importance to an understanding of organisational behaviour. There are several different approaches to measuring and studying organisational effectiveness, some of such approaches are the formal goal, the process and the multiple constituency. The goal approach, most widely used assesses the effectiveness of an organisation in terms of success

in realising its goals. However, the approach has its own weaknesses, for instance an organisation may have more than one goal making it difficult to identify and measure effectiveness. The process approach also focuses on organisational functioning and integration (Chelladurai & Haggerty, 1991).

Organisational effectiveness is viewed in terms of the smoothness and efficiency of its internal processes and general operation. Weese (1997) pointed out that effective operations of an organisation may not necessarily result in heightened organisational effectiveness, because the sum of efficient components may not lead to an efficient whole. Lastly, with respect to the multiple constituency approach, various constituent groups such as productivity, resource acquisition or internal processes of an organisation are considered in determining the effectiveness of the organisation. Over the past years, research efforts have failed to generate ultimate criteria for measuring organisational effectiveness. This is due, in part, to the wide variety of conceptualisations that have applied to organizations (Chelladurai & Haggerty, 1991).

Human resource development

Harbison (1976) broadly defines human resource development (HRD) as the process of building the knowledge, the skills, the working abilities and the innate capacities of all the people in a society. Human resource development encapsulates issues that border on human capital formation, that is, education and training, on the job skills acquisition, health and lifestyles, and the general attitudes and human and inter human relations (Ezeala-Harrison, 1996).

Byars and Rue (1997) indicated that HRD refers to orienting and training employees. Here, management designs and implements development programmes that involve building effective teams within the organisational structure. Management also designs systems for appraising the performance of individual employees, while assisting employees in developing career plans. DeSimone and Harris (1998) define HRD as a set of systematic and planned activities designed by an organisation to provide its members with the necessary skills to meet current and future job demands.

HRD activities are intended to ensure that organisational members have the competencies to meet current and future job demands. HRD programmes can be used to address a wide range of issues and problems in an organisation. They are also used to orient and socialise new employees into the organisation, provide skills and knowledge and help individuals and groups to become more effective. Torrington, Hall and Taylor (2005) posit that an organisation is only as good as its people. Organisations, in all types and sizes have at least one thing in common. Organisations employ competent and motivated workers. This need has become even stronger as organisations grapple with challenges presented by fast paced, highly dynamic and an increasingly global economy. To compete and thrive, many organisations focus on employee education, training and development as an important and effective part of their strategy.

HRD is also concerned with the development of strategies for the provision of learning, development and training opportunities in order to improve individual, team and organizational performance (Acheampong, 2006). HRD is

therefore about developing the intellectual capital required by the organisation, as well as ensuring that the right quality of people are available to meet present and future needs. In human resource development, human capital has been identified as the key resource for every organization.

Human capital theorists, such as Denison (1962), Schultz (1963) and Harbison and Myers (1964) posit that formal education is highly instrumental in improving the productive capacity of a population. In other words, an educated population is a productive asset for a nation. A study on the analysis of input-output of investments in education in the United States of America (USA), by Schultz (1963) cited in Acheampong (2006) found out that investment in human capital formation in the USA from 1900 to 1956 rose from nine percent to thirty four percent of the total investment. The key elements of HRD are learning, education, development and training.

Learning is defined by Bass and Vaughan (1966) as a relatively permanent change in behaviour that occurs as a result of practice or experience. It is similarly explained as a relatively permanent change in behaviour that results from practice, and interaction with the environment. Education, another key element of HRD is the development of the knowledge, values and understanding required in all aspects of life rather than the knowledge and skills relating to particular areas of activity. According to Farrant (1982), education is the total process of human learning by which knowledge is imparted, faculties are trained and skills are developed.

Development is seen as the growth or realisation of a person's ability and potential through the provision of learning and educational experiences. It is a systematic process of education, training and growing by which a person learns and applies information, knowledge, skills and attitudes and perception (Megginson & Pedler, 1992). It is also a process that helps organisations to grow, adapt to technological developments, fulfill social responsibility and provide employees with greater job satisfaction. Development aims at helping all categories of staff to develop as individuals and provide them with opportunities that will assist their contribution to institutional goals.

The last but not the least of the element of human resource development to consider is training. It is the planned and systematic modification of behaviour through learning events, programmes and instruction which enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively. It is also a management tool that emphasises the development of a skill and knowledge or attitude for a definite purpose, linked to the goals of an organisation (Pedler, 1991). It can be any form of instruction designed to improve an officer's capacity in his present job or to enable him to perform a more responsible job. In simple terms, training involves any activity that is designed and performed to assist an employee to learn new ways of doing a job better. Training is task specific whereas development is a process.

Training has traditionally been defined as the process by which individuals change their skills, knowledge, attitudes, and/or behavior (DeCenzo & Robbins, 1998). In this context, training involves designing and supporting learning

activities that result in a desired level of performance. In contrast, development typically refers to long-term growth and learning, directing attention more on what an individual may need to know or do at some future time. While training focuses more on current job duties or responsibilities, development points to future job responsibilities. However, sometimes these terms have been used interchangeably or have been denoted by the single term performance consulting, which emphasises either the product of training and development or how individuals perform as a result of what they have learned (Robinson & Robinson, 1995). To sum HRD all up, everybody in the organisation should be encouraged and given the opportunity to learn and to develop their skills and knowledge to the maximum of their capacities (Armstrong, 2003).

Training and development

The field of training and development has changed significantly during the past several years, impacting both its role and importance in achieving higher employee performance and meeting organisational goals. Today, this field has become more important because employees need to learn new skills, advance their knowledge, and meet the challenges presented by advanced technology in achieving higher performance (Hyslop, 1999). Competent employees do not remain competent forever. Skills deteriorate and can become obsolete with the influx of technology. That is why there is the need for organisations to pay particular attention to training and development.

Rebore (2000) points out that it is virtually impossible today for any individual to learn a job or enter a profession and remain in it for so many years with his skills basically unchanged. Therefore, employees' development is not only desirable but is also an area to which each organisation must commit human and physical resources if the organisation is to retain viable and knowledgeable employees. A training and development programme must be based on both organisational and individual needs. It should spell out what problems will be addressed. It should also be based on sound theories of learning, and must be evaluated to determine if it is working.

According to Armstrong (2003), in order to be effective, training and development must meet a number of goals. First, they must be focused on individual training needs but still reflect organisational goals in terms of desired or expected performance. Secondly, training and development must reflect learning goals or outcomes, outlining what will be accomplished by this process. Thirdly, they must be based on sound learning principles, perceived as important by trainees, and conducted in a manner that maximises learning. Lastly, they must be evaluated to determine effectiveness and to help guide change and improvement.

Training and development have been recognised as important components of strategic human resource management as a way of minimising uncertainty in the market place. The stark fact is that training and development help organisations to achieve mission and business goals (Pinnington & Edwards, 2000). It must be noted that training and development serve as pillars that build

human capital, hence staff training also becomes very vital in attainment of organisational goals. To start with, training is task specific, it is important to note that there are different approaches to training needs analysis in achieving organisational goals.

According to Stewart (1999), training and development should be based on comprehensive analysis, key task analysis and problem-centered analysis. The comprehensive analysis as the name implies, consists of a full and exhaustive analysis of all aspects of a job. It will produce a detailed specification of all tasks and associated performance requirements, together with knowledge, skills and attitude specifications for each task and activity. In key task analysis, the nature of the approach is reflected in the name. The intention is to first determine which tasks are critical to successful performance, and second to analyse only those and ignore others. This approach tends to be appropriate for more complex jobs with high degrees of discretion. The last, according to Stewart, is the problem-centred analysis. The approach here is to focus exclusively on particular and specific areas of the job which job holders themselves and/or their managers find problematic. Thus the analysis is limited and tightly focused, and is likely to involve job holders themselves identifying and specifying problems.

Some of the benefits that an organisation derives from training and development of its employees are risk management, increased capacity to adopt new technologies and methods, and enhanced company image through quality customer service. Others are increased job satisfaction and morale among

employees, increased employee motivation, increased efficiencies in processes resulting in financial gain, increased innovation in strategies and products, employee performance management, and leadership development plan (Pedler, 1991).

According to Laird (1990), it is important to keep the human resource performing at or about the established standards. Having explained the key element of human resource development, the focus shall now be on the relevance of staff development, staff training and staff orientation to organisational goal attainment.

Resources of an organisation or a nation are made up of physical, financial and human resources (staff). Human resource includes the energies, talents, skills, abilities, knowledge or all efforts of people, which are applied to the production of goods or rendering of useful services (Herzberg, 1966). According to Herzberg, the human resource constitutes the ultimate basis for the wealth of a nation and for that matter an organisation.

Staff training and development therefore can best be described as a comprehensive learning system designed to enhance individual performance for the purpose of improving organisational efficiency. According to DeSimone and Harris (1998), staff training and development is a planned and systematic activity designed by a country or organisation to provide its citizens or members with the necessary skills to meet both the current and future job demands.

The relevance of staff development is crucial for the growth and prosperity of any organisation or institution as the staff or employees are a major

determining factor for attainment of organisational goals. The more capable and qualified the employees or staff, the better the performance of the company. Development is a systematic process of education, training and growing by which a person learns and applies information, knowledge and skills. When the staff of an organisation is well trained, it can easily handle situations, please customers by ensuring customer retention as well as resolve any glitches easily without problems (DeCenzo & Robbins, 1998).

Staff development programmes are essential to improve morale as well as to motivate the employees to perform well. Employees like to learn new skills or meet challenges and they are more motivated when they feel there is great potential for personal growth. When an organisation shows interest in staff development, the employee naturally has a greater interest in the company's development. Staff development helps all categories of staff to develop as individuals and provide them with opportunities that will assist their contribution to institutional goals. A staff development programme has to be regularly scrutinised, since goals of the organisation have to be set, and achieved within a certain period of time (Rosner, 1999).

Assigning employees correctly to perform their duties is essential. Therefore, initiating rewards such as praises, promotion and tuition reimbursement for staff, will motivate as well as make them eager to participate in the employee development programmes. Organisations have to analyse carefully if they need to enroll their staff in specific development programmes, since staff

development ensures that employees are up to date with the latest technology available to ensure that they perform better (Stewart, 1999).

Staff training is of paramount relevance to organisational goal attainment. The purpose of training is to improve knowledge, skills and to change attitudes. This can lead to many benefits for both individuals and the organisation. Training, according Mayo and Dubois (1987), is a management tool that emphasizes the development of a skill and knowledge or attitudes for a definite purpose, linked to the goals of an organisation. According to Armstrong (2003), training can increase the confidence, motivation and commitment of staff; provide recognition, enhance responsibility and the possibility of increased pay and promotion. Staff training gives a feeling of personal satisfaction and achievement, and broadens opportunities for career progression. Training improves the availability and quality of staff and therefore is a key element for organisational performance. It increases the level of individual and organisational competence and it helps to reconcile the gap between desired targets or standards and actual levels of work performance.

Training, in the most simplistic sense, is an activity that changes people's behaviour. Increased productivity is often said to be the most important reason for training. Training is essential not only to increase productivity but also to motivate and inspire workers or staff of organisations by letting them know how relevant their jobs are and giving them all the information they need to perform those jobs (Anonymous, 1998). The general relevance/benefits from employee training include increased job satisfaction and morale, increased motivation,

increased efficiencies in processes resulting in financial gain, increased capacity to adopt new technologies and methods, increased innovation in strategies and products, and reduced employee turnover.

While training may not always be the answer to performance problems, training that is appropriate to the needs of an organisation can add great value (Rosner, 1999). Training is indeed a waste of resources when the desired behaviour does not occur. Another ingredient for success is support after training. It was stated that, “The most effective programmes train workers in new behaviors and then train managers to support employees as they apply learning daily” (Rosner, 1999, p.43). Support and endorsement from management can greatly enhance training results.

One can conclude that training is not always the answer, and when it is the answer, it has to be the right training. Gupta (1999) acknowledges that not all performance problems can be addressed by training. In many cases, non-training interventions are necessary. The key is to identify what problems can be attributed to training deficiencies and, once that is accomplished, to insure that the right training is implemented. Bartram and Gibson (2000), in their training needs analysis toolkit agreed that without the right training, employees can be the organisation’s biggest liability. However, with effective training, employees can become the biggest asset to organisations.

Staff orientation/induction is another key factor to be discussed in light of organisational goal attainment. New staff recruited into organisations need to understand the job design and stakeholder needs which include organisation,

customer, societal, political and employer expectations. There is therefore the need for staff orientation/induction into organisations. According to Beach (1975), orientation is the guided adjustment of the employee to the organisation and his work environment. Orientation is necessary to create favourable attitudes towards an organisation, its policies and personnel. Orientation programmes are therefore designed to help new employees to familiarise themselves with their new environment, to settle easily into their new jobs and to establish harmonious working relationships with other employees.

Coleman and Kleiner (1999) provide a useful reminder of the importance or relevance of determining the training need of the newest recruit/staff from the time when they are being oriented into the organisation through an induction programme. When time is not made available to do the orientation well, the employee's productivity may initially suffer. Where it is not accomplished within an open and honest team building environment, the employee's attitude and perception of the company will suffer.

It is note worthy that first impression counts. However, notwithstanding the fact providing quality orientation to new recruits is critical, it is often one of the most neglected aspects in some organisations. When an organisation makes efforts to find quality employees, it is equally important to ensure that the new staff or recruits fit comfortably into their new roles and ultimately the organisation/institution as a whole. In most organisations, the introductory training or orientation for new employees/staff, may take the form of an older employee assigned to show the new staff "the ropes". It may also be left to the

human resource department to administer. The orientation programme helps to form a better relationship with colleagues (Mayo & Dubois, 1987).

Staff orientation promotes core values like teamwork, communication, creativity, diversity, learning, trust and quality. It is considered today, as critical to the success of many organisations. Staff orientation/induction makes the person feel welcome. It also helps employees to develop positive perceptions about the organisation. The major asset of every organisation is its people. People and their degree of motivation have more to do with an organisation's success than any other single factor. Therefore great care should always be taken in selecting, training and motivating people (Vonderembse & White, 1988).

According to Cascio (1992), every organisation is comprised of people who perform specialised tasks that are coordinated, to enhance the value or utility of the good or service provided to or by a set of customers or clients. This makes orientation very essential. All organisations have objectives that are based on some perceived unfilled demand outside the organisation. These organisations are defined by the kind of work they do. Technology determines the nature of the work processes since it includes all aspects of knowledge that are related to the attainment of the organization's objectives (employee skills, machines and facilities). Organisational structure supports and facilitates technology by describing jobs and grouping them in order to optimise control, coordination and productivity.

Summary

Personnel are a very important resource in a corporate institution. They defluence the work processes, apply the technologies and facilities, and come up with the most effective ways of achieving results. Pedler (1991) points out that an organisation which facilitates the learning of its entire members transforms itself.

The research focused on the role of staff training and development in the risk management programme of the organisation. To have risk management work effectively, qualified staff are required to manage it. Academic qualification and working experience become key in selecting staff. Once people have been hired by organisations, they have to be motivated to give off their best. Adequacy of motivation depends on the hierarchy of needs. When staff have their basic needs satisfied, they would want other things which human resources development must respond to in order to get the best out of workforce. In addition, newly hired staff should undergo orientation to introduce them to the job, work environment and other staff. This will engender coordination and a healthy work culture. Work assigned to staff requires supervision because it boosts morale, enhances performance and ensures effectiveness.

The extent of staff performance would not only be based on qualification and experience, but also through periodic training and skill enhancement programmes, as well as an effective system from management to reward hard work. Training and development programmes focus on performance shortfalls and keep staff abreast with technological changes. On the whole, it improves performance and offers effective running of technological programmes.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter contains discussions of the methods and procedures used for the study. It discusses the profile of the study organisation, the study design, the population and sampling techniques, instrument design and data collection methods, pre-testing, ethics, procedure for data collection, field work, field challenges, and data analysis.

Study organisation

ICS has operated successfully over the years. Figure 1 defines the authority and responsibility and channels of communications in ICS. The authority flows downward from the Board of Directors, General Manager, the deputies GM in charge of MIS, Finance and Administration, and Operations through to the departmental managers and finally to the departments. The Board of Directors, is the highest decision making body in the organisation and has the general oversight responsibility for the organisation. The Board also appoints the General Manager and evaluates the organisational effectiveness. In addition, the Board reviews and approves budgets and organisational policies.

The General Manager is the liaison between the Board and the employees of the organisation. He administers the day to day affairs of the organisation, regarding managing and coordinating all aspects of the organisation. He is also accountable to the Board of Directors. The deputies to the General Manager assist in the running of the organisation. They are specifically responsible for Management Information System (MIS), Finance & Administration, and Operations. They supervise broadly in their specific areas and report directly to the General Manager. The Operations Manager and his deputy have responsibilities for coordinating and supervising all the departments in the organisation's operations.

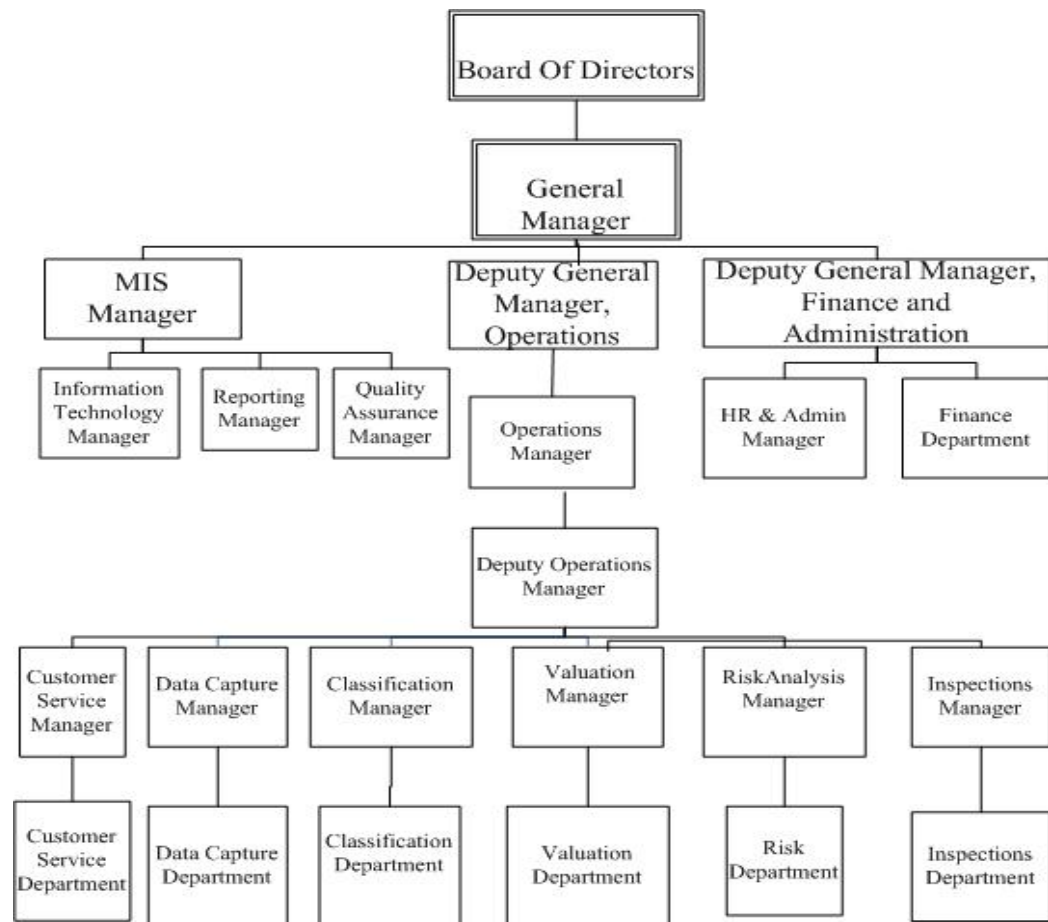


Figure 1: Organizational structure of ICS

Source: Inspection & Control Services Limited, 2008

The departmental managers take specific responsibilities for the departments they represent. For instance, the risk analysis manager supervises activities at the risk department on assessing and assigning appropriate risk through the risk management system.

In the organisation, communications, however, flow both downwards and upwards. Policies and procedures are communicated downwards from the board through the general manager and the management personnel to the departments; whereas feedbacks from the departments flow upwards.

Study design

The study design provides the procedural outline for the conduct of any investigation. It indicates the basic structures of the study, the nature of the hypothesis and the variable involved in the study. A study design is defined as a plan which specifies how data relating to a given problem should be collected and analysed (Gay, 1976). This study is basically descriptive. According to Ary, Jacobs and Razavieh (1990), descriptive research studies are designed to obtain information concerning the current status of phenomena. They are directed towards determining the nature of a situation, as it exists at the time of the study.

According to Sarantakos (2005) descriptive research is more than just a collection of data. He contends that descriptive research identifies and defines a problem, selects or constructs tools for collecting data, describes, analyses and interprets the data in clear and precise terms and draws definite and meaningful

conclusions. The descriptive research uses simple types of statistics such as the mean, mode standard deviation, percentages and charts to analyse data.

Descriptive research design was chosen for this study because it has advantages of producing good amount of responses from the ICS employees. It provides a meaningful picture of events and seeks to explain people's behaviour on the basis of the data gathered at a point in time. Lastly, by using the descriptive design, in-depth follow-up questions could be asked and items that are unclear could be explained (Fraenkel & Wallen, 2002; Sarantakos, 2005). The justification for the descriptive survey design for this study was that it helped to provide a meaningful picture of the role of staff training and development in the risk management programme of ICS.

Population and sampling

Population refers to the complete set of individuals, objects or events that have common observable characteristics in which a researcher is interested. The focus was on staff of ICS. The population involved all the seventy six (76) employees of ICS and the breakdown is provided in Table 1.

Referring to the statistics, the entire work force number up to 76 and also show that the males outnumber females. The whole population was selected for the research, so staff could provide insight into the role of staff training and development and the risk management programme.

The departments and the breakdown of employees are as follows: customer service (7), data capture (10), classification (8), valuation (12), risk (8), reporting

(4), administration (6), Finance (4) inspection (7), Management (4), security (3), and IT (3).

Table 1: Population of ICS

Departments	Male	Female	Total	Percentage
Customer Service	2	5	7	9.2
Data Capture	0	10	10	13.1
Classification	7	1	8	10.5
Valuation	10	2	12	15.7
Risk	5	3	8	10.5
Reporting	2	2	4	5.2
Administration	4	2	6	7.8
Finance	4	0	4	5.2
Inspection	6	1	7	9.2
Senior Management	4	0	5	6.5
Security	3	0	3	3.9
IT	3	0	3	3.9
Total	50	26	76	100

Source: ICS, 2009

Data collection instrument

The major data gathering instrument was questionnaire. The questionnaire were sectionalised into A, B, C, D and E.

Section A had questions on the bio data of respondents, Section B focused on assignment of staff to the risk management unit, Section C dealt with qualification of staff at the RMS; while Section D dwelt on the effectiveness of the risk management system and Section E sourced information on training and development in ensuring the effectiveness of the RMS to reflect the objectives of the study.

Questionnaires were used as the primary data collection method to obtain the necessary information from the respondents. Organisational records, information from textbooks, journals and internet source served as sources of data.

Pre-testing

The pre-testing was carried out at the risk department involving all the eight (8) staff members to find out how reliable the questionnaires would be. They studied the questionnaires and answered them in four days. The questions focused on research objectives as well as the research questions and were designed with options “very often”, “often”, “sometimes”, “seldom” and “not at all”. All the eight personnel answered the questionnaires within the specific days. Attention was drawn to all errors and omissions, which were quickly corrected. The responses received were consistently close to or same as those anticipated.

Ethics

An introductory letter from the Institute for Development Studies (IDS),

University of Cape Coast (UCC) was presented to Management to seek permission for data to be collected for the research. The months of March and April 2010 were approved for the collection of data. Employees of the company were assured about the confidentiality of the exercise.

Field work

With the help of the departmental heads, questionnaires were given to all respondents in the various departments. One week was given to all to answer and submit all questionnaires. It took the researcher two weeks to collect the questionnaires, covering the period from March 22nd to 2nd of April, 2010. Out of the seventy six questionnaires, seventy four were retrieved excluding two as a result of leave and misplacement. The four management members also filled their questionnaires within the period but the four were the last to be retrieved. With the questionnaire, it was easier to cover all the respondents, however, it was difficult to get further explanations on responses from respondents due to anonymity.

Field challenges

The data for the study were collected using questionnaires. Employees of ICS were forthcoming in responding to the questioning and submitted them timely. However, two of the questionnaires were not retrieved because one official was on leave and the other got it misplaced. It took a longer time to retrieve the questionnaires from management.

Data analysis

Gordon and Gordon (1994) state that data gathered can be displayed in tables and graphs essentially to help to make sense out of a large collection of data and make intelligent use of the results. Data collected were analysed, using descriptive statistics tools from Statistical Product and Service Solution (SPSS) software version 15. Simple frequency distribution was employed to present the data.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the analysis and discussion of the data collected from respondents on the role of staff training and development of the risk management programme of Inspection and Control Services Limited (ICS). The analysis centred on the objectives of the study. All the questionnaires given out were retrieved from the respondents excluding two, and the actual number was 74. The first part of this chapter focuses on the bio data, while subsequent parts address the objectives.

Bio data of respondents

A study of the bio data of respondents revealed details relating to their gender and age. The breakdown of the 74 respondents by sex indicated that, male respondents of ICS were 48 (64.9%) as against 26 (35.1%) females. According to Byars and Rue (1997), information on employee strength with respect to gender, provides a basis for management to determine the type of employees an organisation may require in future and prepare towards their recruitment. Four (4) out of the 48 male respondents were the management staff.

Respondents also provided their ages as at their last birthdays. The ages gathered varied from 22 to 56 years and the details are presented in Table 2. The table shows the age distribution of respondents from ICS. The age group of 30 – 39 years contained half of the respondents.

Table 2: Age distribution of respondents

Ages (Years)	Frequency	Percentage
20 – 29	22	29.7
30 – 39	37	50.0
40 – 49	11	14.9
50 – 59	4	5.4
Total	74	100.0

Source: Field survey, 2010

An examination of the age distribution also shows that most (92.6%) of the respondents were between 20 and 49 years. Rebore (2000) describes selection as the process of hiring individuals who will succeed on a job. He cautioned that care must be taken to select suitable job seekers who will remain in an organisation for a reasonable period of time because the process is expensive. According to him, where an organisation has youthful employees, it may not go through recruitment and selection frequently. From the examination of the age distribution, ICS had youthful employees and barring turnover, the organisation will not have to go through recruitment and selection anytime soon. Three (3) of the management staff were between 40 and 49 years.

Table 3 presents the educational qualification of the employees of ICS.

Analysis of the educational qualification of employees indicates that 89.2 percent of them had academic certificates varying from Diploma to Second Degrees. All staff in the management bracket had second degrees.

Table 3: Educational qualification of employees

Qualification of staff	Frequency	Percentage
WASSCE	3	4.0
Diploma/Polytechnic	37	50
First degree	22	29.7
Second degree	7	9.5
Others	5	6.8
Total	74	100.0

Source: Field survey, 2010

It can therefore be noted that ICS had a highly skilled work force which supports Harbison's (1976) assertion of human resource development as the process of building the knowledge, the skills, the working abilities and the innate capacities of all the people in an organisation for it to achieve its goal. The quality of the educational qualifications of the staff of ICS supported the views of Pedler (1991), that an organisation which facilitates the learning of its entire members transforms itself. ICS therefore, placed a high premium on the development of its staff.

Assignment of staff to the risk management unit

To obtain and analyse responses on factors influencing assignment of staff to the risk management unit, items 5 to 16 were used, with responses categories ‘very often’, ‘often’, ‘sometimes’, ‘seldom’ and ‘not at all’. The questions related to assignment of risk based on the risk management system, risk management accessibility to staff, CRMS protection of consumers and government revenue, trade facilitation through the risk management, and academic qualification influences on risk assignment. Table 4 depicts views on risk assignment through the risk management system.

Table 4: Assigning risk based on risk management system

Response	Frequency	Percentage
Very often	39	52.7
Often	28	37.8
Sometimes	4	5.4
Seldom	2	2.7
Not at all	1	1.4
Total	74	100.0

Source: Field survey, 2010

Stoeller (2003) viewed risk management as the means by which uncertainty is systematically managed in order to increase the likelihood of meeting project objectives. According to 63 non-management staff and four management staff respondents, the assignment of risk levels was very often or often based on the risk management system. In effect, out of the 74 respondents 90.5 percent shared

the view that assignment of risk was very often or often based on the risk management system. This is an indication that ICS risk assignment is based on its computerised risk management.

The study also sought to find out how accessible the risk management programme is to staffs and the results are presented in Table 5.

Table 5: Risk management programme accessibility to staffs

Response	Frequency	Percentage
Very often	4	5.4
Often	2	2.7
Sometimes	1	1.4
Seldom	8	10.8
Not at all	59	79.7
Total	74	100.0

Source: Field survey, 2010

Risk management is a central part of any organisation's strategic management. It is an activity of identifying existing and threatening risk, estimating their impacts and taking appropriate measures to reduce or hedge the risks (Pausenberger & Nassauer, 2000). The data in Table 5 are the views of respondents on the accessibility of risk management programme for the staffs of the organisation. The table revealed that only 8.1 percent of respondents often to very often had access to the risk management programme. Only one out of the 26 females shared the same view. A total of 59 respondents, all non-management staffs, out of the 74 respondents did not have any access to the risk management

programme at all, with 12.2 percent seldom or sometimes getting access to the risk management system. From the findings, it was noted that majority of staff of ICS have limited or no access to the risk management system. This finding contradicts Weber and Liekweg’s (2000) views that effective risk management required effective personnel and job assignment.

Table 6: Academic qualification and influence on risk assignment

Response	Frequency	Percentage
Very often	20	27.0
Often	42	56.8
Sometimes	8	10.8
Seldom	2	2.7
Not at all	2	2.7
Total	74	100.0

Source: Field survey, 2010

Human capital theorists such as Denison (1962), Schultz (1963) and Harbison and Myers (1964) posit that formal education is highly instrumental in improving the productive capacity of a population. An educational qualification is key in the selection criteria and success of every organisation. According to Farrant (1982), education is the total process of human learning by which knowledge is imparted, faculties trained and skills developed. Table 6 shows the views on how academic qualification influenced the risk assignment.

The findings indicated that sixty two respondents comprising 58 non management staff and the four management staff, representing a total of 83.8

percent of the respondents, stated that very often or often academic qualification influenced selection of staff for risk assignment. This is consistent with Rebores' (2000) views. Rebores describes selection as the process of hiring individuals who will succeed on a job. However, a contrary view was expressed by only 5.4 percent of respondents who indicated that academic qualification does not influence selection of staff for risk assignment.

Table 7: Risk levels meeting standard criteria

Response	Male	Percentage	Female	Percentage	Total Freq.	Total %
Very often	28	58.3	17	65.4	45	60.8
Often	14	29.2	8	30.8	22	29.7
Sometimes	6	12.5	1	3.8	7	9.5
Seldom	0	0.0	0	0.0	0	0.0
Not at all	0	0.0	0	0.0	0	0.0
Total	48	100.0	26	100.0	74	100.0

Source: Field survey, 2010

The CRMS of ICS basically analyses data to provide risk levels for each shipment. Table 7 contains the views of respondents on risk levels meeting standard criteria. Sixty seven respondents comprising 42 (87.5%) males, including all management staff and 25 (96.2%) females shared the view that very often or often risk levels from the CRMS met standard criteria. Similarly, almost 10 percent (9.5%) of the respondents (comprising 6 males and a female) indicated that sometimes risk levels assigned by the CRMS met standard criteria. This finding is similar to what is in the ICS Manual (2003), that ICS among other

destination inspection companies, assigns risk through three different colours red, yellow and green to represent risk levels of high, medium and low respectively to ensure conformity with World Customs Organisation.

The study sought to find out how scanning as one of the clearance channels assigned through the CRMS facilitates clearance and the result are presented in Table 8.

Table 8: Scanning and clearance facilitation

Response	Male	Percentage	Female	Percentage	Total Freq.	Total %
Very often	22	45.8	13	50.0	35	47.3
Often	15	31.3	10	38.5	25	33.8
Sometimes	6	12.5	2	7.7	8	10.8
Seldom	4	8.3	1	3.8	5	6.8
Not at all	1	2.1	0	0.0	1	1.3
Total	48	100.0	26	100.0	74	100.0

Source: Field survey, 2010

The ICS computerised risk management, indicated in the background to the study determines the risk levels and highlights high risk imports, reduces physical inspection of goods and facilitate clearance of goods from the Tema and Takoradi Ports. Sixty (81.1%) out of the total respondents of 74 comprising 37 males and 23 females indicated that goods assigned scanning as risk levels facilitated clearance at the ports. Similarly, eight (10.8%) of the respondents also shared the view that sometimes scanning of imports facilitated clearance.

However, 8.1 percent of the respondents comprising 5 males and a female did not share the same views

Table 9 focused on the CRMS critical role in the operations of destination inspection.

Table 9: CRMS and the operations of destination inspection

Response	Male	Percentage	Female	Percentage	Total Freq.	Total %
Very often	28	58.3	13	50.0	41	55.4
Often	14	29.2	8	30.8	22	29.7
Sometimes	4	8.3	4	15.4	8	10.8
Seldom	2	4.2	1	3.8	3	4.1
Not at all	0	0.0	0	0.0	0	0.0
Total	48	100.0	26	100.0	74	100.0

Source: Field survey, 201

The findings were that 42 (87.5%) male respondents including the management staff and 21 (86.2%) female respondents, all non management staff, shared the view that the CRMS plays a critical role in the operations of the destination inspection. Almost 11 percent (10.8%) of the total respondents indicated that sometimes the CRMS plays critical role in the operations of destination inspection. The result corroborated what is stated in the ICS (2003) manual, that the CRMS plays critical roles in the operations of DIs by analysing data to provide a level of risk for each shipment and also focuses on the potential loss of revenue in the form of duties and taxes that should be payable to customs

but evaded through non compliance with trade regulations and illegal activities such as non declaration.

Table 10: CRMS protection of consumers and government revenue

Response	Frequency	Percentage
Very often	28	37.8
Often	32	43.2
Sometimes	10	13.5
Seldom	3	4.1
Not at all	1	1.4
Total	74	100.0

Source: Field survey, 2010

The risk management programme of ICS termed CRMS, as stated in the background to the study determines the safety of imported goods that comes through ICS geographical area into Ghana and also focuses on the potential loss of revenue to government in the form of duties and taxes that should be payable to customs but evaded. As part of the study, the research sought to ascertain the views of respondents on CRMS protection of consumers and government revenue. All the four management staff were of the view that often and very often the CRMS protected consumers and government revenue. A combined total of 81 percent of the respondents indicated that often to very often the CRMS protected consumers and government revenue (Table 10). However, one respondent did not share the same views.

The views of the majority, that the CRMS protects consumers and government revenue is collaborative of what is in the ICS Manual (2003). According to the manual, the CRMS also focuses on protection of consumers and the potential loss of revenue in the form of duties and taxes that should be payable to customs but evaded through traders (importers) non compliance with regulations and illegal activities.

Table 11: Trade facilitation through risk management programme

Response	Male	Female	Total Frequency	Percentage
Very often	19	8	27	36.5
Often	20	9	29	39.2
Sometimes	6	6	12	16.2
Seldom	2	1	4	5.4
Not at all	1	1	2	2.7
Total	48	26	74	100.0

Source: Field survey, 2010

A key objective of destination inspection is to facilitate trade through modern technology. The risk programme is the organisation's advanced technology that is also used to fast track clearance of imported goods. Table 11 shows the findings from respondents on trade facilitation through the risk management programme. The management staff indicated that the risk management programme of ICS often or very often facilitates trade. Overall, 56 staff comprising 39 males and 17 females stated that very often to often trade was facilitated through the risk management programme. Therefore the majority, precisely 75.7 percent of the

respondents, were of the view that the risk management programme of ICS often or very often facilitates trade, thereby meeting a key objective of the destination inspection scheme of facilitating trade through modern technology which in this case is the risk management programme. The findings are similar to what is in the ICS manual (2003) that the risk management facilitates trade. However, a contrary view was expressed by two males, indicating that the risk management programmes does not facilitate trade.

Qualification of staff in the risk management system

The study also examined the qualification of staff at the RMS. The analyses were based on responses from questions that relate to human resource development and job assignment, interviews and selection for appointments of staffs, job assignment based on academic qualifications and job description and job specification.

Five responses categories (very often, often, sometimes, seldom and not at all) were used for analysing the items, as shown in Tables 12 to 17. Human resource development activities as presented in the literature review are intended to ensure that organisational members have competencies to meet current and future job demands. Torrington, Hall and Taylor (2005) posit that an organisation is only as good as its people, hence organisations effort to employ competent and motivated workers. Table 12 contains views on how HRD influences job assignment.

The majority of employees were of the view that HRD enhanced job assignment and quality work office. All the four management staff indicated that very often HRD enhanced job assignment. The same view was shared by 16 non management staff involving 13 males and three females. A total of 82.3 percent of the respondents supported the view that efficient HRD often or very often enhanced job assignment. Similarly, 12.2 percent of the respondents indicated that sometimes HRD enhances job assignment.

Table 12: Human resource development and job assignment

Response	Frequency	Percentage
Very often	21	28.3
Often	40	54.0
Sometimes	9	12.2
Seldom	3	4.1
Not at all	1	1.4
Total	74	100.0

Source: Field survey, 2010

This finding is similar to Byars and Rue (1997) views. Byars and Rue see job assignment as a function of organisational success, and that care must be exercised in assigning human resource to jobs. They indicated that in the first place, the job must be looked at holistically. That is the series of activities making up the complete job must be identified, related set of activities must be grouped in one unit or division, other activities that complement the job may also be grouped in another unit within an ‘umbrella’ department. The idea is to enable the sharing

of experience and equipment as well as easy movement of both human and material resources. It is recommended where same or similar operations are required in the separate units in focus. However, 5.5 percent felt that HRD seldom or never enhances job assignment.

The study also sought to ascertain how often potential employees were interviewed before selection for appointment and whether the process had enhanced the quality of staff of ICS. The responses obtained are presented in Table 13.

Table 13: Interviews and selection for appointments of staffs

Response	Male	female	Frequency	Percentage
Very often	35	20	56	75.6
Often	9	6	14	18.9
Sometimes	3	0	3	4.1
Seldom	1	0	1	1.4
Not at all	0	0	0	0.0
Total	48	26	74	100.0

Source: Field survey, 2010

Findings from the data in Table 13 show that 44 males including the management staff and 26 females all non-management staff shared the view that often or very often selection for appointments of staff were based on interviews. In effect, 70 out of the total 74 respondents shared the view that often or very often selection for appointments of staff was based on interviews. It was noted

that in ICS majority of the potential employees were interviewed before they were appointed and the process had contributed to its staff quality.

The fact that the company interviewed job seekers, collaborates the views of Hellriegel, Jackson and Slocun (1999) who intimated that the use of interviews help management to gain enough knowledge about job seekers in order to determine who are the best suitable for specific jobs. Acheampong (2006) also shared this view by observing that interviews were very useful tools for assessing applicants' intelligence, interpersonal skills and level of motivation. Interviews are therefore good for the selection of applicants for jobs which require these skills.

Table 14: Assignment based on academic qualification

Response	Male	Female	Frequency	Percentage
Very often	13	8	21	28.4
Often	17	10	27	36.5
Sometimes	10	8	18	24.3
Seldom	3	3	6	8.1
Not at all	2	0	2	2.7
Total	48	26	74	100.0

Source: Field survey, 2010

Table 14 shows the views of respondents on job assignment based on academic qualification. Thirty (30) male staff including all the management staff shared the opinion that job assignment was often or very often based on academic qualification. The same view was expressed by 18 females all non management

staff. A total of 64.9 percent of the respondents posited that job assignment was often or very often based on academic qualification. Similarly, 24.3 percent of respondents indicated that sometimes job assignment was based on academic qualifications. The fact that in ICS job were assigned to staff collaborated the views of Acheampong (2006) that assigned job must significantly contribute to the delivery of the complete job which must ultimately empty into achievements of organisational goals. However, 10.8 percent felt that job assignment was seldom or not based on academic qualifications.

Table 15 focused on description and job specification. Responses in Table 15 show that staff of ICS have appointment letters with job description and job specification. Sixty staff members (all the 26 females and 34 males) shared the view that job description and specification was often or very often stated in their letters of appointments. The same was collaborated by the management staff.

Table 15: Description and job specification

Response	Male	Female	Frequency	Percentage
Very often	15	8	23	31.1
Often	19	18	37	50.0
Sometimes	10	0	10	13.5
Seldom	4	0	4	5.4
Not at all	0	0	0	0.0
Total	48	26	74	100.0

Source: Field survey, 2010

A total of 81.1 percent of the respondents shared the view that job description and specification was often or very often stated in their letters of appointments. The result corroborated the thoughts of Torrington and Hall (1991) that for an appointment letter to be described as standard, it must contain job titles, duties and responsibilities, salaries and benefits, leave entitlements and all other related conditions of employment contract.

Byars and Rue (1997) also posit job analysis as a process of determining and reporting pertinent information relating to the nature of a specific job. It is the determination of the task, which comprises the job and the skills, knowledge, abilities and responsibilities required of the holder of successful job performance with a job specification document indicating the qualifications for a particular job and job description document describing in detail what a particular job entails. A few of the respondents (13.5%) also indicated that sometimes job description and job specification were stated in letters of appointments. However, four respondents stated that job description and job specification were seldom or never indicated in their letters of appointment.

Table 16 depicts views on orientation or induction of employees and job performance. Findings from the data shows that 67 (90.5%) of the respondents made up 42 males including all the management staff and 25 females shared the view that often or very often orientation enhanced job performance. The fact that ICS staff go through orientation, collaborates the views of Beach (1975) who posits that orientation is the guided adjustment of the employee to the organisation and his work environment.

Table 16: Orientation/Induction and job performance

Response	Male	Percentage	Female	Percentage	Total Freq.	Total %
Very often	28	58.3	17	65.4	45	60.8
Often	14	29.2	8	30.8	22	29.7
Sometimes	6	12.5	1	3.8	7	9.5
Seldom	0	0.0	0	0.0	0	0.0
Not at all	0	0.0	0	0.0	0	0.0
Total	48	100.0	26	100.0	74	100.0

Source: Field survey, 2010

The views also supported the thoughts of Vonderembse and White (1988) that staff orientation promotes core values like teamwork, communication, creativity, diversity, learning, trust and quality. It is considered today, as critical to the success of many organisations. However, five respondents involving three males and two females stated that orientation seldom or never enhanced job performance.

Table 17 shows the views of respondents on staff medical examinations and periodic checkups. Thirty two (66.7%) of the male respondents, and eleven (42.3%) of females all non management staff were of the view that staff medical examination before employment and periodic medical checkups were non existence in the organisation. Almost 26 percent (25.7%) of the total respondents stated that sometimes staff medical examination and periodic medical checkups were carried out.

Table 17: Staff medical examination and periodic checkups

Response	Male	Percentage	Female	Percentage	Total Freq.	Total %
Very often	6	12.5	0	0.0	6	8.1
Often	4	8.3	2	7.7	6	8.1
Sometimes	6	12.5	13	50.0	19	25.7
Seldom	8	16.7	6	23.1	14	18.9
Not at all	24	50.0	5	19.2	29	39.2
Total	48	100.0	26	100.0	74	100.0

Source: Field survey, 2010

However, from the findings 12 (16.2%) of the total respondents comprising 2 females and 10 males including the management staff, were of the view that often or very often medical examination of staff and periodic checkups are carried out as a preventive measure, that ensured staff were healthy and performed well. This supports Rebores' view. According to Rebores (2000), care must be given to selection of candidates for employment who are healthy and would not have to be dismissed for poor health or non performance.

Effectiveness of the RMS

In order to address this objective the study first examined views on selection based on merits and quality staff. The responses categories very often, often, sometimes, seldom and not at all were used for analysing Tables 18 to 22.

The data in Table 18 were the views gathered from respondents on the effectiveness of the ICS risk management system in meeting standard and best

practices in destination inspection services. The data revealed that there was very effective risk management of ICS. This was evident by the fact that 94.6 percent of the respondents made up of 26 females and 40 males including the management staff shared the view that either often or very often there was effectiveness of the risk management system.

Table 18: Effectiveness of the risk management programme

Response	Male	Female	Frequency	Percentage
Very often	38	10	48	64.9
Often	6	16	22	29.7
Sometimes	3	1	4	5.4
Seldom	0	0	0	0.0
Not at all	0	0	0	0.0
Total	48	26	74	100

Source: Field survey, 2010

This is consistent with what is in the ICS Manual (2003). According to the ICS Manual, the organisation’s risk management enhances security by focusing efforts on high risk imports and detecting dangerous, banned or restricted goods; facilitating international trade by reducing the need for physical inspections and allowing for “fast-track” clearance of low risk imports. It also protects revenues through focused interventions and reducing port congestion and full physical inspection upon arrival. The risk management programme further contributes to a more effective and efficient allocation of customs’ resources to accelerate clearance of low risk imports.

Table 19 depicts the views of respondents on how selecting employees based on merits influences staff quality. Fifty (50) males including the management staff and 12 females agreed that in ICS selection of employees was based on merit and this influenced the quality of staff. In sum, majority (83.7%) of the respondents agreed that in ICS selection of employees was based on merit and this influenced the quality of staff.

Table 19: Selection on merits and quality staff

Response	Male	Female	Frequency	Percentage
Very often	30	7	37	50.0
Often	20	5	25	33.7
Sometimes	4	4	8	10.8
Seldom	1	2	3	4.1
Not at all	1	0	1	1.4
Total	48	26	74	100.0

Source: Field survey, 2010

The fact that the company based employment on selection from job seekers, corroborates the views of Hellriegel, Jackson and Slocum (1999) who intimated that selection entails a rigorous process to gain enough information about the applicants to determine who are credible for specific jobs in order to choose from them the ones who best qualify to fill vacancies in an organisation. However, a few (10.8%) of the respondents stated that sometimes selecting employees based on merit influenced staff quality. One respondent did not see any positive influences that selections based on merits had on staff quality of the company.

In recruiting the human resource, an organisation requires to achieve its objectives by selecting and hiring qualified and competent personnel to fill specific jobs within the organisation (Byars & Rue, 1997). Table 20 contains views of respondents on recruitment.

Table 20: Recruitment based on qualification and experience

Response	Male	Female	Frequency	Percentage
Very often	18	6	24	32.4
Often	12	9	21	28.4
Sometimes	15	4	19	25.7
Seldom	0	6	6	8.1
Not at all	3	1	4	5.4
Total	48	26	74	100

Source: Field survey, 2010

Beach (1975) states that recruitment involves developing a pool of job applicants from whom potential employees could be picked to fill job vacancies. Rebores (2000) also adds that selection requires taking from the pool applicants for employment who are best fit for the manpower requirement of an organisation. The selection may be done in respect to job applicants, educational qualifications and previous experiences in the performance of similar jobs.

The data from Table 20 indicated that staff quality from recruitment was based on qualification and work experience in similar job performance. A total of 30 out of 48 male staff shared the view that recruitment based on qualification and experience often or very often enhanced staff quality. The same view was

collaborated by 15 females. Therefore, a total of 60.8 percent of the respondents shared the view that recruitment based on qualification and experience often or very often enhanced staff quality. Almost 26 percent (25.7%) of the respondents, all non management staff, indicated that sometimes recruitment based on qualification and experience enhanced staff quality. However, 13.5 percent of the respondents felt that recruitment based on qualification and experience seldom or never enhanced staff quality.

Table 21: Supervision and effectiveness

Response	Male	Female	Total Frequency	Percentage
Very often	24	10	23	31.1
Often	20	13	44	59.5
Sometimes	4	3	7	9.4
Seldom	0	0	0	0.0
Not at all	0	0	0	0.0
Total	48	26	74	100.0

Source: Field survey, 2010

The breakdown of responses on supervision and effectiveness are presented in Table 21. It shows that of the total number of 67 respondents, made of 23 females and 44 males including all the management staff, 90.6 percent agreed that, supervision and effectiveness had contributed to quality and efficiency.

The findings are similar to Beach's (1975) views. Beach posits that supervision involves leading, coordinating and directing the work of others to

accomplish designated objectives. A supervisor therefore guides his subordinates so that they can produce the desired quantity and quality of work within the desired time. The results from the respondents clearly support the fact that the organisation gives preference to supervision and effectiveness in order to ensure the achievement of its goals.

The study further sought to ascertain how often reliable, attractive wages and salaries for employees motivated and contributed to effectiveness.

Table 22: Motivation and effectiveness

Response	Male	Female	Frequency	Percentage
Very often	8	10	18	24.3
Often	17	10	27	36.5
Sometimes	11	3	14	18.9
Seldom	8	2	10	13.5
Not at all	4	1	5	6.8
Total	48	26	74	100

Source: Field survey, 2010

Findings from the data in Table 22 show that 20 females all non management staff and 25 males including the management staff or 60.8 percent of the respondents agreed that motivation of staff often or very often contributed to effectiveness. Another 18.9 percent of the respondents shared the view that sometimes motivation of staff through reliable, attractive wages and salaries contributed to effectiveness. In effect, 79.7 percent of the total respondents shared the opinion that motivation very often or often or sometimes contributed to

effectiveness. Organisations, by their very nature, must work across a broad number of different fields in order to achieve success or the stated organisational goals. The motivation of staff of ICS influenced effectiveness thereby achieving that organisational goal. However, five out of the respondents were of the opinion that motivation of staff had no influence on their effectiveness.

Training and development and the effectiveness of the RMS

To obtain and analyse responses on training and development and the effectiveness of the RMS, questions on training and development, staff upgrading of skills through training and development. Effectiveness of the risk management programme, and feed back from performance appraisal were asked with response categories 'very often', 'often', 'sometimes', 'seldom' and 'not at all'.

Table 23 presented views on training and development. It was noted that ICS took training and development. Forty two non-management staff and the four management staff, totaling 66.2 percent of the respondents stated that very often to often ICS uses training and development to update skills and knowledge of staffs. Almost 30 percent (29.7%), all non-management staff (9 females and 13 males) indicated that sometimes ICS uses training and development to update skills and knowledge of staffs. The views of the respondents corroborate that of Rebore (2000) who observed that it is virtually impossible today for an individual to learn a job or enter a profession and remain in it for so many years without training. Training and development were key for organisational success.

Table 23: Training and development

Response	Male	Female	Frequency	Percentage
Very often	11	10	21	28.4
Often	19	6	25	33.8
Sometimes	13	9	22	29.7
Seldom	1	1	2	2.7
Not at all	4	0	4	5.4
Total	48	26	74	100

Source: Field survey, 2010

However, six (8.1%) felt that training and development was seldom or never used to update skills and knowledge of staff.

Table 24 shows data on opinions sought on how often training and development were considered as important features in upgrading of skills, attitude and knowledge of employees. The following responses were generated. From the table, it can be seen that 89.2 percent of the respondents from ICS indicated that very often and often training and development were important in upgrading the skills, attitude and knowledge of staffs. Eight respondents stated that training and development were sometimes important. None of the respondents expressed a divergent opinion.

Table 24: Staff upgrading of skills through training and development

Response	Male	Female	Frequency	Percentage
Very often	28	14	42	56.8
Often	16	8	24	32.4
Sometimes	4	4	8	10.8
Seldom	0	0	0	0.0
Not at all	0	0	0	0.0
Total	48	26	74	100.0

Source: Field survey, 2010

The views expressed by the respondents support that of Byars and Rue (1997) who stated that the primary purpose of training and development is to increase the skills and knowledge of employees in order to improve the potential of the organisations that they work for and to enhancement of objectives.

The study also sought to ascertain how training and development leads to performance improvement in the organisation. The findings as shown in Table 25 were that 42 (87.5%) of the male respondents including the management staff and 25 (96.2%) of the female respondents shared the view that often or very often performance improvement is through training and development. In effect, 67 (90.5%) out of the total respondents shared the view that often or very often performance improvement was through training and development. The views of the respondents corroborate that of Hyslop (1999) who stated that employees need to learn new skills, advance their knowledge, and meet the challenges presented by advanced technology in achieving higher performance.

Table 25: Performance improvement through training and development

Response	Male	Percentage	Female	Percentage	Total Freq.	Total %
Very often	22	45.8	15	57.7	37	50.0
Often	20	41.7	10	38.5	30	40.5
Sometimes	4	8.3	0	0.0	4	5.4
Seldom	1	2.1	0	0.0	1	1.4
Not at all	1	2.1	1	2.1	2	2.7
Total	48	100.0	26	100.0	74	100.0

Source: Field survey, 2010

However, two non management staff respondents did not share the view that performance improvement is through training and development.

Table 26 presented views on how staff were abreast with changing trends through training and development. Majority of respondents comprising 35 (73%) of males management staff inclusive and 20 (77%) of females agreed that often or very often staff were abreast with changing trends as result of training and development. Similarly, 12.2 percent of the total respondents indicated that sometimes staff were abreast with changing trends as a result of training and development.

This finding is consistent with DeSimone and Harris (1998) that staff training and development is a planned activity designed by organisations to provide its members with the necessary skills to meet both current and future job demands.

Table 26: Changing trends through training and development

Response	Male	Percentage	Female	Percentage	Total Freq.	Total %
Very often	15	31.3	8	30.8	23	31.0
Often	20	41.7	12	46.2	32	43.2
Sometimes	6	12.5	3	11.5	9	12.2
Seldom	4	8.3	1	3.8	5	6.8
Not at all	3	6.2	2	7.7	5	6.8
Total	48	100.0	26	100.0	74	100.0

Source: Field survey, 2010

However, 13.6 percent of the total respondents comprising seven males and three females (all non management staff) did not share the same view.

Performance appraisal is considered to be a tool to determine future developmental needs, the strengths and weaknesses of staff and promotional potential of staffs. Table 27 comprises the views of respondents on feedbacks from performance appraisal to staff. Twenty three non management staff shared the view that feedbacks from performance appraisal were often or very often received from management. The same view was corroborated by the four management staff. Fifty percent of the respondents, all non management staff indicated that sometimes feedbacks from performance appraisal were received. However, ten (10) of the respondents felt that a feedback from appraisal was seldom or never received.

Table 27: Feedback from performance appraisal

Response	Frequency	Percentage
Very often	12	16.2
Often	15	20.3
Sometimes	37	50.0
Seldom	8	10.8
Not at all	2	2.7
Total	74	100.0

Source: Field survey, 2010

This finding contradicts Anderson (1992) views on performance appraisal. Anderson posits that performance appraisal is the systematic review of the performance of staff on a written basis at regular time intervals and the holding of performance interview at which staff have the opportunity to discuss performance issues, past, present and future on a one-to-one basis with their immediate line managers. This does not appear to be the case at ICS.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

Introduction

The chapter presents a summary of the study. It covers the major findings, conclusions arrived at and recommendations made. The research was undertaken to ascertain the role of staff training and development in the risk management programme of ICS, where factors influencing the assignment of staff to the Risk Management Unit, the qualification of staff in the RMS, effectiveness of risk management system and the role training and development play in ensuring effectiveness of the risk management system were examined.

Descriptive survey was used in this research and the staff of the organisation were considered as respondents for this study. Seventy four 74 out of the total staff population of 76 were used.

Summary of findings

The study dealt with four objectives. The first objective focused on examining the factors that influence assignment of staff to the Risk Management Unit and the key findings are that:

1. Academic qualification plays an important role in assignment of staff in the organisation. Majority (89.2%) of ICS staff had certificates

varying from diploma to second degrees indicating a highly skilled work force.

2. Assignment of risk was often or very often based on the organisation's technology of risk management system.
3. Majority of staff of ICS (59 out of 74 respondents), did not have access to the risk management programme, an indication that accessibility was limited.
4. Academic qualification influenced selection of staff for risk assignment.
5. The organisation's advanced technology CRMS protected consumers by determining safety of imported goods and government revenue. The programme also helped to facilitate clearance of goods through the ports of Ghana.

The second objective dwelt on determining the qualification of staff in the risk management system, and the emergent issues were that:

1. The HRD of the organisation often or very often enhances job assignment.
2. Selection and appointments of staff in the organisation were based on interviews. This process had contributed to its staff quality.
3. Job assignment to the risk management system was often or very often based on academic qualifications.
4. Staff of ICS were given appointment letters indicating job titles, description and specifications.

The third objective viewed the effectiveness of the risk management system and the following were the main findings:

1. In ICS, the selection of staff based on merit influences quality of staff and the effectiveness of the risk management system. The organisation's CRMS operations met the best standards in the destination inspection scheme in Ghana.
2. Recruitment based on the qualification and experience often or very often enhanced effectiveness of the organisation's RMS.
3. Motivation of staff influenced their effectiveness in the organisation and also boosts morale.

The fourth objective examining the role that training and development can play in ensuring the effectiveness of the risk management system, yielded the following key findings:

1. Opportunity for upgrading of skills through training and development existed in the organisation.
2. Training and development kept employees in tune with new developments, acquisition of skills and knowledge and enhance their job performance.
3. Skills and knowledge of staff acquired through training and development had contributed to the effectiveness of the risk management system.
4. Training and development serve as key to its organisational success, but the organisation did not regularly undertake performance

appraisals of staffs. It did not also provide feedback regularly to correct shortcomings or performance shortfalls of employees.

Conclusions

Factors like academic qualifications, skills, knowledge and experience had accounted for the assignment of staff to the Risk Management Unit, and also ensured the effectiveness of the risk management system. They also ensured that the operations of the risk management system met the best standards in destination inspection.

With respect to the qualification of staff in the risk management system, ICS made qualification key in staff assignment. It can be concluded that ICS had very skillful and youthful staff with majority having qualifications varying from diploma to second degree, making staff assignment to RMS very competitive.

The risk management system of ICS was effective. This effectiveness of the risk management system of ICS had been influenced by quality staff based on merits. ICS also used supervision as an important human resource activity to ensure effectiveness. Motivation of staff also boosted morale as effectiveness of the risk management was ensured.

Training and development provided skills, knowledge, and experience to staff and that led to improve performance and ensure effectiveness of the RMS. This counts for why the organisation had been successful over the years. However, regular feedbacks were not provided to correct shortcomings or performance shortfalls of employees.

Recommendations

Based on the findings of the study and the conclusions drawn from it, certain issues need to be addressed. For management it is recommended that:

- As a follow up to training and development, regular performance appraisal should be undertaken to ensure that staffs remain effective at all times.
- Regular feedback on performance must be provided to correct shortcomings or performance shortfalls of employees to ensure quality and effectiveness at all times.
- Training and development programmes should remain as a premium for staffs, so that their skills shall continue to match the organisational technological changes.
- There should be training of more staffs to have accessibility to risk management programme of the organisation. This may not only serve as a skill and knowledge acquisition in the risk management, but shall also ease the volume of work on the few who have access to the risk programme.

The workers are also advised to:

- Suggest to management to provide regular feedback on appraisal so that performance shortfalls could be corrected through training and development.

- Propose to management to grant more staffs accessibility to the risk management programme. This shall make staff better appreciate and understand the operations of the risk management programme.
- Suggest to management that regular feedback on performance and orientation shall continue to match their skills to the organisational technological changes.

Suggestions for further research

This study was undertaken for only one company with a sample of 74. It is suggested that other researches can examine the same issues, using larger destination inspection companies.

REFERENCES

- Acheampong, I. K. (2006). *Human resource development, labour market concepts and operations*. Cape Coast: Catholic Mission Press.
- Ali, A. (2000). *Globalization of business: Practice and theory*. New York: Routledge.
- Anderson, C.(1992). *Performance appraisal. The handbook of human resource management*. Oxford: Blackwell.
- Anonymous (1998). Reinventing virtual reality. Retrieved January 26, 2010 from <http://www.cdmag.com/home>.
- Armstrong, M. (2003). *A handbook of human resource management practice* (9th ed.). London: Kogan Page.
- Ary, D., Jacobs, L. C., & Razavieh, A. (1990). *Introduction to research in education*. California: Wadsworth Publishing co.
- Bartol, K.M., & Martin, D.C. (1998). Performance appraisal, maintaining system Effectiveness. *Journal of Public Personnel Management*, 27 (2), 223-230.
- Bartram, S., & Gibson, B. (2000). *The training needs analysis toolkit*. Massachusetts: HRD Press.
- Bass, B. M., & Vaughan, J. A. (1966). *The management of learning*. Belmont,CA: Wadsworth Publishing.
- Beach, D.S. (1975) *Personnel: The management of people at work* (3rd ed.). New York: Macmillan.
- Bennett, N. (2006). *Making a difference: A case of effective middle leadership in beyond training*. San Francisco: Berrett-Koehler Publishers.

- Bennett, P., & Calman, K. (1990). *Risk communication and public health*. New York: Oxford University Press.
- Byars, L. L., & Rue, L. W. (1997). *Human resource management* (5th ed.). Boston: Irwin/McGraw-Hill.
- Cascio, W.F. (1992). *Managing human resource productivity: Quality of worklife, and profits* (3rd ed.). New York: Irwin/McGraw-Hill.
- Chelladurai, P., & Haggerty, T.R. (1991). Measures of organizational effectiveness of Canadian national sport organizations. *Canadian Journal of Applied Sport Sciences*, 16(2), 126-133.
- Coleman, J., & Kleiner, B.H. (1999). How to orient employees into new positions successfully. *Management Research News Vol 22(10)*, 6-11. Emerald Group Publishing Ltd.
- DeCenzo, D. A., & Robbins, S.P. (1998). *Supervision today*: Upper Saddle River, NJ: Prentice-Hall, Inc.
- Denison, E. F. (1962). Education, economic growth and gaps in information. *Journal of Political Economy, supplement*, Oct, LXX.
- De-Simone, R. L., & Harris, D. (1998). *Human resource development*. London: Dryden Press.
- Ezeala-Harrison, F. (1996): *Economic development: Theory and policy application*. London: Praeger.
- Farrant, J. S. (1982). *Principle and practice of education*. Essex: Longman
- Fraenkel, J. R., & Wallen, N. E. (2002). *How to design and evaluate research*. Boston: Irwin/McGraw-Hill.

- Friedman, T. (1999). *The Lexus and the olive tree: Understanding globalisation*.
New York: Farrar, Straus, Giroux.
- Gay, L.R. (1976). *Educational research*. Columbus, Ohio: Charles E. Merrill
Publishing Company.
- Gordon, F. S., & Gordon, S.P. (1994). *Contemporary statistics: A computer
approach*. New York: McGraw-Hill.
- Gupta, K. (1999). *A practical guide to needs assessment*. San Francisco, CA:
Jossey-Bass/Pfeiffer.
- Harbison, F.H.(1976). *Human resources and development. Economic and social
aspect of educational planning*. Paris: UNESCO.
- Harbison, F. H., & Meyers, C.A. (1964). *Education, manpower and economic
growth*. New York: McGraw-Hill.
- Hargreaves, J. ,& Mikes, A. (2001). The quantification of risk. Retrieved January
8, 2010 from <http://www.housingcorplibrary.org>
- Helander, M. (1988). *Handbook of human-computer interaction*. Amsterdam:
North-Holland.
- Hellriegel, D., Jackson, S.E., & Slocum, J.W Jnr. (1999). *Management* (8th ed.).
Cincinnati: South Western College publishing.
- Herzberg, F. (1966). *Work and the nature of man* Cleveland: The World
Publisbing Company.
- Hyslop, D. (1999). Article in business encyclopedia. Training and development.
Retrieved Novermber 4, 2009 from <http://findarticles.com>
- Inspection & Control Services Ltd, (2003). ICS reference manual. Accra:ICS

- Jorion, P. (2001) *Value at risk: The new benchmark for measuring financial risk* (2nd ed.). New York: McGraw-Hill.
- Laird, C. (1990). Proposed genetic basis of huntington's disease. *Trends in Genetics*, 6, 242-247
- Mayo, G.D., & DuBois, P.H. (1987). *The complete book of training: Theories, principles and techniques*. San Diego: University Associates.
- Meggison, D., & Pedler, M. (1992). *Self-developmen, a facilitator's guide*. Maidenhead: McGraw-Hill.
- Mondy, R. W., & Noe, R. M. (1996). *Human resource management*. Upper Saddle River, NJ: Prentice-Hall.
- Pausenberger, J., & Nassauer, F. (2000). *Governing the corporate risk management function: Regulatory issues*. Germany: Justus-Liebig University, Giessen.
- Pedler, M. (1991). *Action learning in practice* (2nd ed.). Aldershot UK: Gower
- Pinnington, A., & Edwards, T. (2000). *Introduction to human resource Management*. Oxford: Oxford University press.
- Rebore, R.W. (2000). *Personnel administration in education: A management approach*. Englewood Cliffs, NJ: Prentice-Hall.
- Robinson, D.G., & Robinson, J.C. (1995). *Performance consulting: Moving beyond training*. San Francisco: Berrett-Koehler Publishers.
- Rosner, R. (1999). Training is the answer. *Workforce*, 78, 42-50.
- Sarantakos, S. (2005). *Social research*: New York: Palgrave Macmillan.
- Schultz, T.W. (1963). *The economic value of education*. New York: Columbia

University Press.

Stewart, J. (1999). *Employee development practice*. London: FT Pitman Publishing.

Stoeller, W. (2003) Risk management. Retrieved. November 23, 2009 from <http://www.lisa.org/globalizationinsider>.

Suominen, A. (2000): Risk management, Finland. ISBN 951-0-21693-3.

Torrington, D., & Hall, L., (1991). *Personnel management* (2nd ed.). New York: Prentice Hall.

Torrington, D. Hall, L. & Taylor, S. (2005) *Human resource management*. London: Prentice Hall.

Vonderembse, M. A., & White, G.P. (1988). *Operations management concepts, methods, and strategies*. St. Paul: West Publishing Company.

WCO-Kyoto Convention. (2000). WTO –Guidelines on Customs Control. July 2000 TN/ TF/W/42

Weber, J., & Liekweg, A. (2000). *Statutory regulation of the risk –management in Germany: Implementation issues for the non-financial sector*. Germany: Springer, ISBN 3-540-67134-X.

Weese, W.J. (1997). The development of an instrument to measure effectiveness in the campus recreation programs. *Journal of Sports Management*, 11(3), 263-274.

APPENDIX

QUESTIONNAIRE

UNIVERSITY OF CAPE COAST (U.C.C)

INSTITUTE FOR DEVELOPMENT STUDIES

I am a graduate student of U.C.C., researching into the role of staff training and development in the risk management programme of ICS. This study is in partial fulfillment of the requirements for the award of Master of Arts degree in Human Resource Development. This instrument has been designed to collect data exclusively for the study. I assure you of confidentiality, and thank you for your time. I will return to collect the instrument personally.

Section A: Biodata

1. Sex: Male () Female ()
2. Age group: 20 – 29 ()/30 – 39 ()/40 – 49 ()/50 -59()/ 60+
3. Department: Data Capture () Customer Service () Classification ()
Valuation () Risk () Reporting () Administration ()
Finance () Inspection ()
4. Highest Educational qualification : Second degree () first degree ()
Polytechnic/diploma () SSS () Others ()

Section B:

Assigning of staff to risk management system

Items		Responses				
		Very often	Often	Sometimes	seldom	Not at all
5	Risk levels are assigned through the risk management system.					
6	Staffs are familiar with the various risk levels					
7	Academic qualification and programme of studies influences (i)the selection of staffs at the risk department . (ii) assessing and assigning of risk through the CRMS.					
8	The risk programme of ICS is accessible to all staffs					
9	ICS risk management systems meet the standard of destination inspection scheme.					
10	Training are organised into the operations of the CRMS					
11	The risk level assigned is assessed based on standard criteria.					

12	The CRMS seeks to protect the interest of consumers of imported goods and government revenue.					
13	The risk management system has helped in the facilitation of clearance of goods					
14	The scanning of containers through the risk management programme has facilitated trade at the ports					
15	The computerised risk management system plays a critical role in the operations of destination inspection					
16	Trade facilitation of import goods have been enhanced by the risk management programme.					

Section C: Staff assignment based on qualification

Items		Responses				
		Very often	Often	Sometimes	seldom	Not at all
17	Manpower needs of ICS influence assignment employees and jobs.					
18	Job vacancy in the organisation are made know through through advertisement with detailed job specifications					
19	Prospective employees are interviewed before selected for appointment.					
20	Assignment of staff and job are based on selection performance,					
21	Appointment letters for new employees contain job title, department, duties & responsibilities, salaries & benefits, leave entitlement.					
22	Academic qualification determines assignment of employees					

23	Orientation programmes are organised for employees to adjust to the work environment.					
24	Prospective employees are interviewed before selected for appointment.					
25	Assignment of staff and job are based on selection performance,					
26	Academic qualification determines assignment of employees					
27	Prospective employees go through medical examination before they are employed					
28	Periodic medical checkups are organised for staffs.					
29	On the job induction training enhances staffs job performance					

Section D: Quality and effectiveness of the RMS

Items		Responses				
		Very often	Often	Sometimes	seldom	Not at all
30	Selection of staff based on merits determines quality staff					
31	Organisations that coordinate the use of available materials and human resources turn to be effective.					
32	Working experience and academic qualifications influence staff quality					
33	Supervision is a way of helping employees to improve upon their performance and effectiveness					
34	Reliable and attractive wages and salaries for employees positively influence staff quality and performance.					

Section E: Staff training and development

Items		Responses				
		Very often	Often	Sometimes	seldom	Not at all
35	The organisation sponsored training and development programmes for staff.					
36	How often are training and development programme organised in the organisation?					
37	Do training and development keep staffs abreast with changing trends in the organisation?					
38	A staff whose performance is consistently low is encouraged to improve upon it through training and development programmes.					
39	Staff training and development needs are based on the feedback from appraisal of staffs					
40	Appraisal is used a base for staff training & development, promotion, transfer and other changes in personnel status					

41	Staff training and development programmes have enhanced staff performance of jobs					
42	Training and development are important features in upgrading the skills, knowledge, attitude and effectiveness of staffs					
43	Are training and development opportunities fairly opened to all staffs?					
44	Do you feel motivated to attend training and development programmes when requested?					
45	staff training and development programme have enhanced effectiveness of the risk management programme.					
46	Staff training & development have contributed to the standard and effective performances from staff.					