

UNIVERSITY OF CAPE COAST

RECRUITMENT AND PLACEMENT IN CUSTOMS, EXCISE AND  
PREVENTIVE SERVICE (CEPS)

BY

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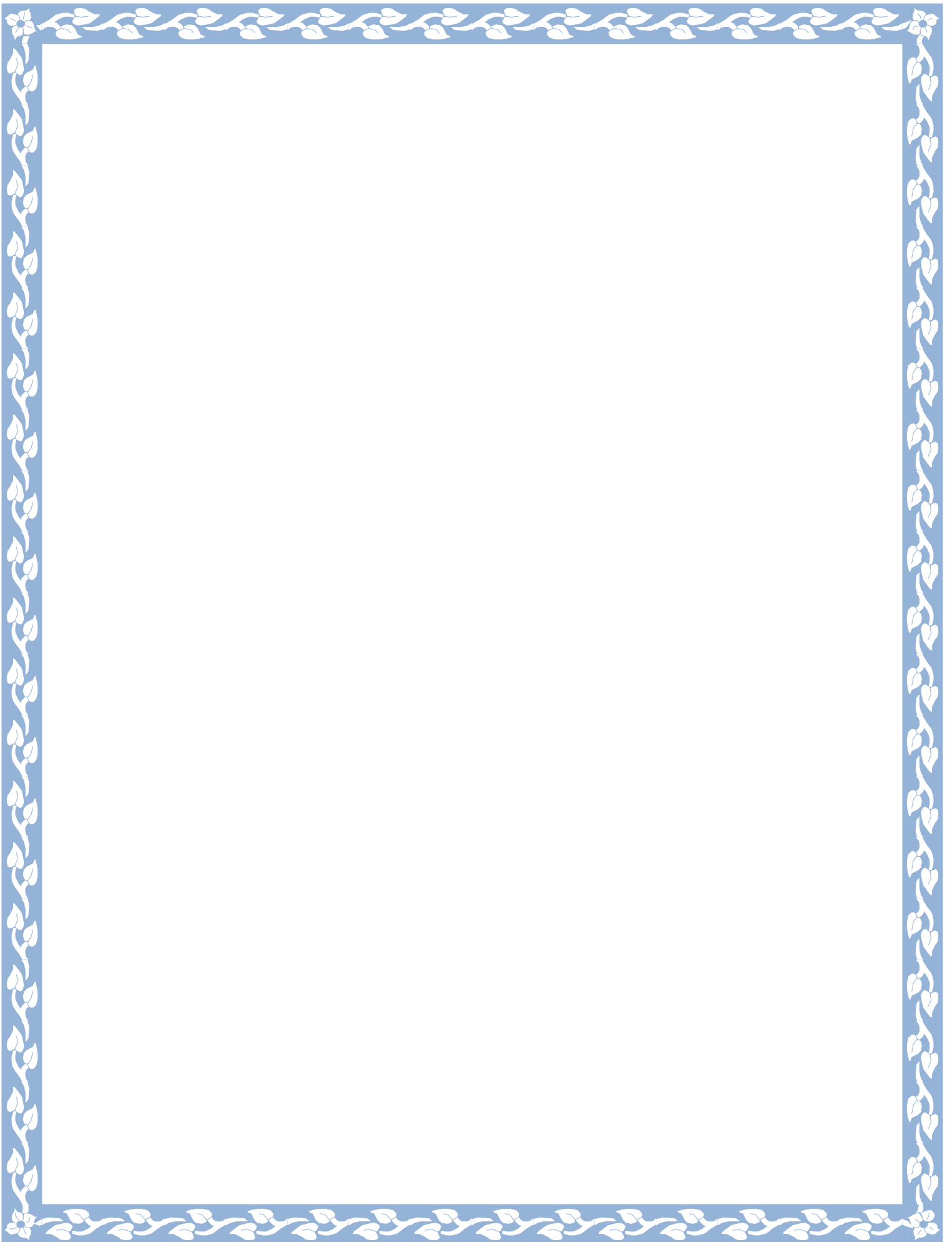
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**JOHN BAPTIST DUMBAH**

**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: John Baptist Dumbah

### **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. Emmanuel K. Ekumah

## **ABSTRACT**

Customs, Excise and Preventive Service (CEPS) is a state agency responsible for the collection of taxes in Ghana. The role of CEPS is important because it collects about 55 percent of national revenue (Anipa, 1997: 11) but who gets recruited into CEPS has been questioned as there are several accusations by the general public about the fact that recruitment into CEPS has been shrouded in secrecy. Officers have also often been heard complaining that placements are not fair enough. Based upon these, the study sought to investigate the recruitment and placement in CEPS. Specifically, the study sought to investigate the recruitment process in CEPS; identify the methods of screening applicants; investigate the extent of transparency of new officers and investigate the perception of officers regarding recruitment and placement.

The study covered 120 CEPS officers selected from the Head Office (Accra), Tema and Sunyani Collections. It relied on both primary and secondary sources of information using questionnaires and interviews as the major data collection instruments. The study revealed that CEPS kept a regular rotation of officers with most officers spending between one and four years at each duty station, but that the process was not transparently done. Also the process of – CEPS recruitment was transparent; that about 25 percent of officers are considering leaving – CEPS due to their dissatisfaction over placement and transfers. The study therefore recommends that vigorous public and internal assessment of placements and transfers be undertaken to address the challenges faced by officers.

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## **DEDICATION**

To my late grandmother, Madam Kunfanang, my wife, Rhoda and my children who had to deny themselves of some facilities and comforts to enable me go through this course.

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## **ACRONYMS**

CEPS	-	Customs, Excise and Preventive Service
CV	-	Curriculum Vitae
T.M.A.	-	Tema Municipal Assembly
VAT	-	Value Added Tax

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the study**

The Customs, Excise and Preventive Service (CEPS) was established in 1839, then known as the Department of Customs. The objectives and functions are to collect and account for all indirect taxes levied on imports and exports (Republic of Ghana, 1993). The CEPS collects about 55 percent of national revenue (Anipa, 1997:11).

Over the years, ordinances were passed which created the Customs and Excise Department. On October 4, 1965, the first group of officers started a training scheme at the Accra Polytechnic. Under this programme, personnel of the service underwent a course of two years academic and one-year practical work. The objective was to train professional Customs personnel to undertake various functions (Anipa, 1997:11).

Another milestone in the history of the service was in 1986, when the Customs Excise and Preventive Service Law, 1986 (PNDC L144) was enacted. The role of the Customs, Excise, and Preventive Service as the main government institutional agency responsible for indirect taxation in the country was enhanced with the strengthening of its Customs and Preventive functions to include duties for which the erstwhile, Boarder Guards were previously responsible. New

administrative structures were created to reflect a new corporate, paramilitary and quasi-self-accounting status (Republic of Ghana, 1993).

The issue of concern is that, though personnel of the service are expected to be adequately trained to perform in all facets of the organisation namely Customs, Excise and Preventive, the service has over the years been bedevilled with disciplinary issues namely dismissals, demotions, interdictions, suspensions and transfers. Again, the public has had cause to complain about the recruitment process labelling it as shrouded in secrecy. Officers have often complained of poor placement on their appointment. These concerns raise the questions of recruitment and placement processes and procedures in CEPS and an investigation about what goes into these important processes.

Recruitment is an important component of every organisation's operation. It ensures that organisations have what it takes to execute its mandate. It may be conceptualized as searching for the 'red fish with the biggest eyes' which is most likely to be met by casting your net in the areas where you can get as many schools of red fish as possible. In that catch of many red fish you are likely to find one with the 'biggest eyes'. The scenario is a dramatic picture of what recruitment is. To recruit means to create a pool of persons with the greatest likelihood of possessing the skills and attitudes for which an employer requires in his employees.

Recruitment refers to the process of finding possible candidates for a job or function (Wikipedia, 2006). It may be undertaken by an employment agency or a member of staff at the business or organisation looking for recruits. Advertising

is commonly part of the recruiting process, and can occur through several means: through newspapers, using newspaper dedicated to job advertisement, through professional publication, using advertisements placed in windows, through a job center, through campus interviews, etc.

Suitability for a job is typically assessed by looking for skills, e.g. communication skills, typing skills, computer skills. Evidence for skills required for a job may be provided in the form of qualifications (educational or professional), experience in a job requiring the relevant skills or the testimony of references. Employment agencies may also give computerized tests to assess an individual's "off-hand" knowledge of software packages or typing skills. At a more basic level written tests may be given to assess numeracy and literacy. A candidate may also be assessed on the basis of an interview. Sometimes candidates will be requested to provide a résumé (also known as a Curriculum Vitae) or to complete an application form to provide this evidence. In some countries, such as the United States, a great deal of care is legally mandated to ensure that all candidates are dealt with equitably.

### **Brief profile of customs, excise and preventive service**

CEPS is the state organisation responsible for the collection of Import Duties, Import Vat, Export Duty, Petroleum Tax and other taxes. CEPS collects about 55% of the total government revenue which is used to finance the country's recurrent budget and developmental projects in the health, education, housing and the transport sector, etc.



CEPS also ensures the protection of the revenue by preventing smuggling. This is done by physically patrolling the border and other strategic points, examination of goods premises as well as documents relating to goods. In addition to these revenue functions, CEPS performs agency duties on behalf of other government organisations and ministries by seeing to the enforcement of laws on import and export restriction and prohibition.

As its contribution towards making Ghana the gateway to West Africa. CEPS began implementing programmes to modernize customs procedures and processes from 1997, so as to facilitate trade and movement of people in and out the country. Valuation of goods is also now based on World Trade Organisation standards, the requirement being that importers present genuine invoices on their transactions. To ensure efficiency and higher productivity, CEPS is working to streamline and fully automate customs processes and procedures under the Ghana Customs Management System (GCMS) the Ghana Community Network (GCNET).

The vision of CEPS is to provide world class customs service. Its mission is to design and implement effective strategies and programmes to collect, account and protect customs, exercise and other assigned tax revenue at minimum cost, while facilitating trade, investment and the movement of people across the borders of Ghana through effective and transparent service delivery. Its operational value is an unwavering resolve to serve the nation by maintaining high standards of professionalism, doing the required without fear of favour.

The Customs Excise and Preventive Service (CEPS) was established under the provision of PNDC LAW 144, otherwise referred to as Customs Excise and Preventive Service Law 1986 as an autonomous public service institution to replace the Customs and Excise Department. The legal mandate under which the CEPS operate currently is the Customs Excise and Preventive Service (Management) Law 1993, PNDCL 330. In addition, CEPS applies other laws and regulations which prescribe the mode of operation and penalties for various infringements.

The history of the service dates as far back as 1839. It was then known as the Department of Customs and was headed by Principal Collector, who by 1850 also acted as the Colonial Treasurer. He was stationed at the Cape Coast Castle, the seat of Government (Customs Guide, 2002).

In 1851, a three – member executive council to supervise the colony was created with the Principal Collector as a member. This arrangement was reviewed in 1853 and the Colonial Secretary replaced him. In 1885, the Treasurer and Customs Ordinance No.4 (1885) abolished the office of the collector of Customs and Treasurer. The duties were divided and discharged separately by the comptroller of Customs and Treasurer respectively. The Comptroller of Custom’s Office came into force on September 18, 1885 and his duties defined in Gazette notice of 1885 (Public Relations, 1999).

In 1947, ordinance No. 40 section 2 created the name “Customs and Excise Department. The Department, which had been administered by expatriates, was on July 13, 1961, given the first Ghanaian controller, Mr. Frank A. Arthur

under the post independence Africanization policy of Government. In 1962 responsibility of the Department was, by a presidential decree, transferred from the Ministry of Finance and Trade to the Ministry of Interior. All personnel and conditions of work were subject to the police Disciplinary code, but the comptroller would be responsible to the Ministry of Finance and Trade in the assessment and collection of the entire civil service (Public Relations, 1999).

### **New role of CEPS**

It needs to be gainsaid that CEPS currently operates within a complex environment of intelligence collection, community protection, trade and passenger facilitation and revenue collection. In line with the government's agenda to increase Ghana's share of foreign direct investment through trade and investment, the service has been tasked to streamline its control and processing functions, which, in the opinion of officialdom and trading public, sometimes act as obstacles to trade and business operations. Consequently, CEPS is continuously re-aligning its border and ports clearance procedures to conform to investment facilitation strategies purposely to promote economic development and facilitate international business. It is significant to note that these activities are performed in close cooperation and collaboration with agencies of the governments, the private sector and other countries especially our neighbours.

## **The problem statement**

CEPS plays a vital role in the development of the nation. It collects 55% of the total taxes of Ghana. What makes this happen is the personnel of CEPS. However, getting the personnel involves some processes that will usually hinder the recruitment of the right calibre of personnel. It is not easy to see through man and almost impossible to measure the honesty, integrity and moral turpitude of people. The problem is that there have been several accusations by the general public about the fact that CEPS recruitment has been shrouded in secrecy and not open enough to the general public. Another problem is that, every year a number of officers are penalized for impropriety and unethical behaviours. Whilst some are dismissed, others get suspended and still some demoted. Indeed, the process of recruitment may contribute to reducing some of these problems. CEPS has adopted a number of measures to improve the behaviour of its members and its image. CEPS swiftly disciplines officers found to be engaged in unethical practices. One such measure is regular transfer of officers to ensure that they do not stay at one station or with one unit for too long so as to develop into 'thin gods'.

While recognizing that, some efforts have been made towards properly managing performance through recruitment and placement. It is also important to put forward, that lapses may have taken the better part of these efforts and this research will help unearth these problems.

## **Objectives of the study**

The study sought to examine the recruitment and placement processes of CEPS with the view to identifying the gaps and proposing measures to reducing them. Specifically, the study sought to achieve the following:

- identify the methods of screening applicants
- identify the recruitment process in CEPS
- assess the problems encountered in the recruitment of new officers
- examine the factors used in the placement of new officers
- investigate the extent of transparency with which recruitment is conducted
- investigate the perception of officers regarding recruitment and placement and
- make recommendations to the CEPS authorities to improve upon the recruitment and placement procedures as well as the image of the Service.

## **Research questions**

On the basis of the above preamble, the following research questions stand tall among others;

- What factors affect recruitment and placement in CEPS?
- How do these factors affect performance in CEPS?
- How do these factors affect attitude of officers?

From the above questions, the problems faced by CEPS in its quest to manage performance are worthy of study in the form of a well organized research

work. This has a likelihood of yielding useful contribution towards reaching some solutions.

### **Significance of the study**

The study of CEPS and specifically on recruitment and placement will help to expose the inherent prospects and challenges that CEPS faces in recruitment processes. This will help to highlight and reflect lapses to government and the decision of the CEPS to address likely gaps. On a specific note, the study will:

- Help bodies like the Revenue Agencies Governing Board (RAGB) and the government to take proactive measures at fashioning good policies for the CEPS.
- It serve as a basic source of information for the general public who are interested in the affairs of CEPS.
- The study will also serve as a basis for further research into the field.

### **Organisation of the study**

This section outlines the chapter disposition of the study. The study is organised into five chapters. The first chapter will be an introductory chapter covering the background to the study, problem statement, and objectives of the study, research questions, significance of the study, scope/delimitation and limitation and the organisation of the study.

Chapter two will be devoted to review of relevant literature on recruitment and placement and related topics. This will be done to enable the researcher properly position the study theoretically and conceptually.

The third chapter will outline the methodology of the study. Some of the components of this chapter are research design, the research design, population, sampling size sampling methods, size and methods of data analyses.

Chapter four will be the results and discussion in CEPS. The concentration here will be on representation and discussion on preliminary and main data of the study. Chapter five will be devoted to summary, conclusions and recommendations.

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

#### **Introduction**

This chapter is aimed at reviewing existing literature on the topic of the study. Emphasis was laid on the key aspects of the study namely recruitment and placement, as individual concepts and in relation to each other. The chapter also tried to establish a conceptual framework that served as the basis for the analysis, evaluation and interpretation of the dynamics of recruitment and placement in the subsequent chapters. A conclusion was finally drawn looking at the relationship between recruitment and placement as key concepts leading to the success or otherwise of the organisation CEPS in Ghana.

#### **Recruitment**

The opinions on recruitment vary in reflection to the points of view of the many writers and authorities who have made contributions on the subject ranging from the types and forms of recruitment, to the problems faced in the recruitment process together with their accompanying solutions. Notwithstanding, these varying opinions, recruitment have come- to be accepted as including all those activities done by organisations both governmental and non-governmental towards the attracting, hiring and retention of personnel.



Since the activities and services rendered by organisations vary, the human resource requirements are also bound to vary. The recruitment of human resource can therefore be said to be organisation-specific, meaning that the recruitment of human resource is done by organisations based on the activities in which they indulge and thus differs from one organisation to the other. Despite the variance, sight must not be lost of the fact that all organisations adopt many processes of recruitment.

### **Underlying processes of recruitment**

A total understanding of recruitment requires knowledge of some processes that underlie and precede the recruitment process. One such process is job analysis. This process is referred to by Plumbley (1985), as the process of examining jobs with the aim of identifying their features, the duties they entail, the results they are expected to achieve, the major tasks to be undertaken and the job's relationship with other jobs in the organisational hierarchy. Job analysis is also done with the view of documenting the knowledge, skills and abilities necessary for the successful performance of the job.

Plumbley (1985), continues that another process worthy of consideration is the job description and specification process. Whiles job description involves the outlining of the duties that go with the job with respect to what to do and how it is to be done, job specification deals with the general qualification of the person expected to fill that role. Job description therefore focuses on elements to be found in the job whiles job specification on the other hand relates to attributes to

be found in the person needed for the job. These processes may also take various forms depending on the nature of the job. While emphasis is laid on the tasks to be achieved for junior and routine jobs, managerial jobs require emphasis on the results to be achieved.

Though most of the time ignored, a Crediting Plan which is an objective statement of the position qualification requirements and criteria against which employees are evaluated must also be done. It is developed as a result of a job analysis during which the knowledge, skills and abilities are identified and may apply to a group of positions or to one position. It states the requirements for basic eligibility in the candidate screening process, for evaluations based on applicable ranking factors, and for final relative ranking. The crediting plan contains, at a minimum, the position(s) covered, minimum qualification standards (for basic eligibility), other job-related selective placement factors and the applicable ranking factors.

Job evaluation refers to the activities designed to systematically compare jobs and their relative worth for strategic organisational purposes including the establishment of a rational pay structure (Mullins, 1993). Evaluation done may be summative in which the ultimate outcomes are assessed or formative which seeks for possible improvements.

Thus, even before the recruitment process is embarked on, these processes provide an insight into the job title, immediate superior, relationship with other jobs, overall purpose of the job, main duties and responsibilities related to the job, resources and benefits available to the job-holder, qualification required of the

jobholder and the yard stick for the evaluation of the work to be done by the jobholder thereby arming the recruiting agency or body to undertake a successful, efficient and effective recruitment.

### **Definitions and concepts of recruitment**

Cole (2002), may be credited with what might be considered the simplest yet understandable definition of recruitment. Standing on the means of securing the organisations human resources to distinguish between recruitment and selection, he defines recruitment as all those activities done to attract sufficient, suitable and sustainable potential employees to apply for current or impending vacancies in the organisation. By his definition, we may infer that recruitment is not only done for vacant positions but also for impending vacancies as identified by the organisations strategic plan as a result of the expansion of the organisation or retrenchment of its staff.

Another definition of recruitment as provided by Thakur and Gill (1978), who defined recruitment as the process through which managers attract and hire new employees who have the abilities, skills and experiences that will help an organisation achieve its goals. They include in their definition, all those activities that managers engage in to develop a pool of qualified candidates for open positions as well as determining the relative qualifications of job applicants and their potential for performing well in a particular job. This definition seems to suggest that recruitment is an activity reserved to be carried out by only managers.

This however, is not the case as recruitment may be carried out by a person or a group of persons acting together to serve that purpose.

Lawrence and Lorsch (1967) from a different angle drew in the element of cost in their definition of recruitment which they defined as moves made to obtain the appropriate number and quality of human resources for the satisfaction of the human resources needs of the organisation at a minimum cost. In their view therefore, an effective recruitment process should be that which seeks to minimize cost and in effect maximize profits in the process of finding new employees for the organisation.

Abdulai (2000), makes it clear that scholars have viewed recruitment as a critical human resource management activity that cannot be overemphasized. Due to its crucial role and importance in the organisation, he further deems it the single most important factor that may make or break an organisation and which needs to be treated in a professional manner. His assertion though emphasizing the definitions made available above goes a step further into including a touch of professionalism in the recruitment process. In this vein, persons or group's of persons skilled and trained in the act and art of sourcing human resources for the organisational needs of an organisation must be entrusted with the function of recruitment if the organisation is to benefit from the process.

### **Sources of recruitment**

The underlying principle of recruitment is the identification, qualification, evaluation, and selection of top-quality candidates from appropriate sources.

Recruitment activities which yield the best results are those that are free of discrimination on the basis of race, colour, religion, sex, national origin, marital status, age, reprisal or disability but place stress on relative ability, knowledge, skills, other job-related criteria and legitimate position requirements.

Although different sources of recruitment have been outlined by different writers, they may all be grouped under two broad categories. These are internal recruiting sources and external recruiting sources.

Internal recruitment is often referred to as inwards recruiting and relates to the filling of vacant positions in the organisation with already existing staff or the choosing of prospective officers to fill a role in the organisation from the organisations existing pool of human resources. Though lauded by many for being costly and maintaining the focus and vision of the organisation, it has been criticized as leading to stagnation and inbreeding of ideas and principles.

External recruitment on the other hand refers to recruitment of the potential workforce from sources other than the organisation's pool of human resources. Proponents of this form of recruitment base their stance on the benefits in terms of ideas the organisation will derive from the introduction of external labour. External sources of recruitment are also an important tool for changing the strategic direction and goal of an organisation.

### **The recruitment process**

Recruitment because of its sensitive nature and its ability to make an organisation earn or lose its competitive edge must be done carefully and with

utmost care. The process must not be hurried and enough time must be allocated to each level of the process. An impartial yardstick must then be used in gauging the subsequent selection of employees. For the purposes of this study, Fogleman's (2001) recruitment process shall be adopted. She elucidates that these processes are not standard and vary from organisation to organisation. Organisations therefore make additions or subtractions or lay stress on one aspect of the process than others according to the dictates of the human resource needs of the organisation.

The first level of the process involves the advertisement of vacant positions in the organisation. This is done considering the targeted source of the workforce. Advertisements will be localized to the organisation if the company aims at recruiting from internal sources while advertisements aimed at drawing qualified workforce from external sources will be done through the mass media and other networks and fraternities.

Applications must also be invited from persons desirous of filling the vacant position. Providing information on applications, Thakur et al (1978) express that apart from serving as a signal of intent, it marks the formal beginning of the relationship that will exist between the interested applicant and the recruiter or recruiting body. Written applications gauge an employee's reading and writing abilities and get at background information like years of experience and education.

Tests may also be conducted depending on the technicality involved in the duties which the applicant is expected to perform when recruited. While written

tests can evaluate an applicant's technical knowledge, practical tests gauge an applicant's hands-on ability by giving them actual tasks to work through for instance sorting a pen of cattle, driving a truck, repairing equipment. Other employees may be used to set up or grade the tests. Employers should be very careful when using practical tests, however. If, at any point, the applicant appears to be at risk of injuring anyone or anything, the test should be stopped immediately.

References, when used correctly can provide an insight into the applicant's work history. Employers according to Rackham, Morgan (1977) should be cautious in this area, however, because people have different perspectives and different motives for what they have to say about past employees. The only references that should be relied upon are those from people you know and respect.

Interviews can also be another way to get to know an applicant. Open-ended questions that show whether or not an applicant has the right personality, skill, and attitude to be successful within the business are preferable to close-ended ones that test the general perception of the applicant on the subject matter. It is generally best that all candidates be provided the opportunity to interview although the onus lies with the selecting official(s). Interviews may be conducted over the phone or a face-to-face meeting and all interviews proceedings should be well-documented. Gill (1977) cautions that interview results should not be given undue weight in determining the best qualified candidate(s). Rather, they should

be combined with the results of other information, including the resume, to determine a candidate's final position relative to other competitors.

Some positions may require the candidate's passage through a form of Medical Examinations. For most jobs relating to the limited use of physical and technical abilities, together with those that require only sedentary, light, or moderate exertion, applicants for these positions normally would not require a medical examination. There are certain positions which do require successful medical/physical examination before anyone is placed in the position. These are positions whose duties include dangerous or physically demanding tasks to such a degree that the incumbent's medical condition is necessarily an important consideration. There is thus a direct relationship between the medical and physical requirement identified and the actual duties of the position to be filled. Applicants would have to meet the identified medical and/or physical requirements of the job unless a waiver is approved or a reasonable accommodation is indicated.

As to which of these processes is the most effective depends on the position and the personalities of the people involved. Certainly, using a combination of these processes is the most successful strategy. If none of the applicants pass all the levels and time permits, managers should not hesitate to re-open applications. It is sometimes better to leave a position open rather than hire someone who isn't a good fit for the position.



## **Issues and activities of recruitment**

In the exercise of the functions of recruitment, other side issues and activities come to the fore. Such issues if not critically considered and addressed will mar the recruitment process or might skew the results likely to be obtained from the recruitment process.

The critical hiring need of the organisation is one such issue that must be handled carefully. The question here according to Byars and Rue (1991), is that of what the organisation is to do if there, come a situation where the levels of the recruitment process cannot for one reason or the other be utilized. In such instances, an individual may be temporarily appointed to such a position for which a critical hiring need exists and examining for the position is impracticable. Such positions includes short-term positions and continuing positions that an agency must fill on an interim basis pending completion of competitive examining, clearances, or other procedures required for a longer appointment. Such appointments may not exceed 30 days; they may be extended an additional 30 days if continued employment is essential to the agency's operations.

In cases involving people with disabilities, they may be hired through the traditional competitive hiring process or, if they qualify, noncompetitively through the use of excepted service appointing authorities. Excepted service appointing authorities for hiring people with disabilities were developed to provide an opportunity for people with disabilities to show that they will be able to perform the essential functions of the position with or without reasonable

accommodation and to circumvent any attitudinal barriers that managers and supervisors may have.

Severely physically handicapped people may also be recruited to positions under a temporary appointment if they have demonstrated their ability to perform the duties satisfactorily or have been certified by recognized State vocational rehabilitation agencies as likely to succeed in the performance of those duties. The same applies to mentally retarded persons.

## **Placement**

### **Introduction to placement**

After recruitment and its successive processes have been carried out, the candidates that have been selected will have to be positioned in their respective areas of competency or the areas for which they applied and underwent successful screening. The process of placing the newly recruited employees in the workstations and environments in which they can efficiently perform towards the achievement of the goals of the organisation is termed placement.

Bramham (1982) underscores the relative importance of placement by the fact that the ability of an employee to perform effectively at a given position or task does not depend individually on the knowledge skills and abilities he has acquired or on the demands of the position he is fulfilling. Workers producing optimum results therefore are those that have the right knowledge skills and abilities for the right jobs. Thus, reference is not only made to 'fixing pegs in holes, but rather fixing the right peg in the right hole'.

## **Underlying concepts of placement**

Before substantive placement of workers must be done, there must be a comprehensive training effort. Though other forms of training may be practiced, the one most likely to benefit the organisation with respect to placement is on-the-job-training. Such efforts apart from exercising the responsibility of supervisors and managers to use available resources to train, qualify, and develop their employees also doubles as one of the best training methods because it is planned, organized, and conducted at the employee's worksite. It is generally the most common method used to broaden employee skills and increase productivity while at the same time measuring the compatibility rate of the worker to his new role and environment. Blunt and Popoola, (1985), in agreement with the above statement, assert that it is particularly appropriate for developing proficiency skills unique to an employee's job – especially jobs that are relatively easy to learn and require locally-owned equipment and facilities.

Effective on-the-job-training programs should be based on the analysis of the major performance requirements as identified in the position description and tied to performance objectives in relation to the candidate's knowledge, skills, and abilities.

## **Definitions of placement**

Placement can be loosely said to comprise all the activities involved in the assignment of newly recruited employees to the positions of competence for which they have been assessed or the reassignment of an already employed

worker to a differing role which may be below or above his current level in management to perform an extension of his old task or an entirely new one.

### **Stages or forms of placement**

Employees may be placed at various levels of the organisations for various purposes. They may be placed in positions newly created or those that have become vacant as a result of a retrenchment policy. Placement may thus be seen in many forms and will occur at differing stages.

Algera et al., (1989) identifies term appointments or placements as a form of placement and put in that category those placements that are made for more than one year but not more than four years to positions where the need for an employee's services is not permanent. They further explain that the circumstances under which these non-permanent placements are appropriate, though not limited to, include, project works, extraordinary workload, uncertainty of future funding, scheduled contracting out or abolishment of a function, or the need to maintain permanent positions for placement of potential surplus employees. Such appointments may be made in any increments as long as the placement is for more than one year and no more than four years.

Placement of employees may also be done subject to a trial period of varying lengths but not exceeding a one year. This, though similar to, is expressed as the extended version of the probationary period. A difference may at this point be drawn between the trial period and the on-the-job-training period flowing from the account of Algera et al., (1989). They explain that whiles in the former, the

employee is accorded all the rights and privileges of a substantive worker and subject to evaluation only at the end of the trail period in the same line of work, the latter's position is that of a prospective employee and is subject to evaluation throughout the entire period of training.

Placements according to Cole (2002), may also be expressed in terms of promotion or demotion of a candidate among the existing workforce. Promotion refers to the upward leverage in assignment of an employee to duties which may be in terms of an increment in the ambits of his duties and rewards as a result of his new place on the organisational ladder or his assigning to a position in a newly created office or project which is superior in terms of control and the accruing rewards to his previous position. In the case of demotion, the employee's status in terms of significance on the organisational chart together with the associated emoluments are reduced below that of his previous role as a result of a disciplinary action or as a result of the re-structuring/re-stratification of the departments or levels of the organisation.

Cole (2002) also identifies another form of placement which he calls the detail. A detail in this scope can be explained to mean the temporary assignment of an employee to a different position or set of duties for a specified period with the employee returning to his/her original position at the end of the detail. Here, there is no formal position change as the employee officially continues to hold the position from which he was detailed and keeps the same status and pay. He further asserts that though employees need not meet qualification standards in order to be detailed, they must however meet positive education requirements and

special licensure requirements in order to be detailed into a position with these requirements. An inference can thus be drawn flowing from the above that details are intended for meeting temporary needs of the organisation's, program or mission requirements when necessary services cannot be provided by other means.

Placement may also be in the form of the assignment of a person in the existing workforce to rights and position offers to vacant positions. In this case, employees being affected by a reduction in force or other retrenchment policies may at the management's opting, be considered for unoccupied (vacant positions). Employees to be considered under this scheme must normally meet the minimum qualification requirements (although these can sometimes be waived) of positions they are being considered for.

Placement for workers of an organisation may also be done through the use of a competitive area. This according to Hasluck et al (1997) involves the competition of all or chosen employees with each other to determine who will retain his/her position, who will be separated or who will be offered another position. This is especially done for reduction-in-force purposes or for the staffing of a newly created outfit or unit of the organisation.

### **The placement process**

As discussed earlier, placement does not only seek to position workers at their workstations but also seeks to place workers in the environments and positions where their output can be maximized. Placement is therefore seen by

Woodward (1965) not as an event but involves a series of events starting right after the recruitment and selection of prospective workers has been successfully completed. The placement process therefore refers to all those activities which are done to position workers who have been selected in their permanent or substantive position or existing workers in their newly assigned roles.

Placement may begin with inception of the on-the-job-training or the probationary or trial period depending on the dictates of the management of the organisation in question but does not end there. After the initial positioning of workers, constant monitoring and tracking of the worker or recruit at his newly assigned task must be observed through a process called the placement follow-up. The management of the organisation may conduct placement follow-ups on new employees during or immediately after their initial probationary period or in the case of the placement of an already enrolled worker, the beginning of his reassignment. The follow-up is normally conducted by a supervisor or a supervisory body to determine if the employee is performing up to expectations.

The feedback provided by the Supervisor or supervisory body as well as that received from the employee feedback provides a means for evaluating the staffing activities in the organisation such as adequacy of the job analysis; quality of candidates referred; responsiveness of the selection procedures; if additional employee training is required; and other issues that may serve as a basis for future program and process improvements.

The supervisor may during the course or at the end of the follow-up advice management according to his findings. Such advice may be to the removal,

transfer or reassignment of the employee if he performs below expectations or to the retention or permanent placement of the employee if his performance matches what is expected of him. Other recommendations may be for the management to change or modify the environment and conditions in which the employee works.

### **Issues and activities of placement**

In a bid to place workers in a position where they will be most beneficial to the organisation management is bound to meet some issues which must be resolved to ensure the effectiveness of the placement process (Rae, 1985). An attempt is made to bring to light and provide an introductory analysis to such issues and side activities of the placement process drawing roots from the civilian personnel online (2006).

The first under this category is a furlough action which is the placement of an employee in a temporary, “no duty no pay status” and a continuous or uncontinuous basis which is caused by the same reasons that create the need for a reduction-in-force, such as lack of work or shortage of funds. Normally such actions are undertaken for periods not exceeding one calendar month or 30 days. Handy (1993) suggests that alternative arrangements must be made by the organisation so as not to compromise the working capacity of the worker should the period be designed to exceed a month. In short, this process means retention standing determinations are made, assignment rights are identified, position offers are made and effected (on a temporary basis), and employees with no placements are furloughed.



Mention may also be made of a change to lower grade. This is the non-competitive movement of an employee to another position for which he/she qualifies at a lower grade than currently being held. This is not considered an adverse action when an employee voluntarily requests it, or it is the result of a Reduction-in-Force. Such a candidate is normally considered a non-competitive candidate, because he/she has already competed for and currently holds a position at a higher grade level than the one being filled, therefore competition is no longer required. However, if the lower graded position has promotion potential above the employee's current grade it is usually filled using competitive procedures while pay setting rules vary depending on the organisation and the reason for the change to lower grade. A change to lower grade may be -

- voluntary - Requested by the employee,
- involuntary - Initiated by agency management, or,
- caused by failure to complete the supervisory or managerial probationary period.

Management may also exercise an option to reduce the impact of a reduction in size strategy being carried out by the organisation. Managers may, and are encouraged to use vacancies whenever necessary to lessen the impact of a reduction in force to avoid displacement of other employees and separations. To open a number of vacancies, management may consider temporarily modifying its policy by limiting or restricting hiring or in-service placement actions pending completion of the Reduction-in-force action. For example, full actions could be limited to only critical mission-essential positions or to positions where the

specialized and unique skills are not available in the current work force or, a hold could be placed on all external recruitment activity or on all in-service promotion, reassignments and change to lower grade actions.

Management may at times have to engage in temporary limited placements. This is a non permanent, non-status placement to a position for a specified period of time not to exceed one calendar year. Temporary placements as explained by Hamos (1970), are intended to meet legitimate non permanent staffing needs. Examples of it's appropriate use include the filling of a position to address a temporary workload peak or to complete a project, meeting a staffing need that is scheduled to be terminated within one year timeframe for reasons such as abolishment, reorganisation, or contracting out of the function, anticipated reduction in funding or the filling of positions temporarily because the positions are expected to be needed for placement of permanent employees who would otherwise be displaced.

## **Conclusion**

In summing up, recruitment and placement apart from contributing to the accomplishment of mission goals by staffing positions with qualified, high-quality employees and providing career opportunities for employees and ensuring that all employees are fully informed of those opportunities and also brings to the attention of management, high-quality employees who have the capacity to perform in more responsible assignments. It is also credited with the fostering and facilitating of the mobility of employees in the interest of broadening their

experiences and increasing their qualifications and ensuring the maximum utilization of employees in positions for which they are best qualified by Rodger (1970).

Recruitment and placement also ensure that the skills, qualifications, achievements, and promotion of potential recruits and employees are recognized and fairly considered in the staffing process and also encourages employees to improve their performance to develop their knowledge, skills, and abilities.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Introduction**

This chapter outlined the methodology adopted in the conduct of this study. It deal with the scope of the study with an outline of the research design, data sources and data collection tools, sample and sampling techniques, population, administration of instrument and collection of data as well as methods for analyzing the data.

#### **Research design**

This study adopts the case study research design. As intimated by Yin (2003), case study research is considered appropriate when “how and why questions are being posed, when the investigator has little control over events and when the focus is on a contemporary phenomenon within some real-life context”. Again, the case study is appropriate because, it allows for an in-depth investigation of a phenomenon so as to facilitate generalizations.

Within the case study organisation of CEPS, the researcher adopted a survey research approach where 120 officers were surveyed to assess their opinions and perceptions on the issues of recruitment and placement in CEPS. Trochim (2006) asserts that the broad area of survey research encompasses any

measurement procedures that involve asking questions of respondents – either in questionnaires or interviews – both of which were adopted in this study. The survey was considered appropriate because it allows the opinions, personal characteristics, perceptions, preferences and attitudes of respondents to be captured. In addition, the survey method enables a wider coverage area, giving respondents the opportunity to analyze situations from a personal point of view.

### **Study population and sampling method**

The study covered 120 CEPS officers selected from the Head Office (Accra), Tema and Sunyani. The sample was selected using the random sampling method which type of random sampling techniques. The distribution of the sample is as below,

10 – HQ Personnel

10 – General Staff

20 – James Town

40 – Airport

20 – Sunyani

20 – Tema

At the Head Quarters, the attendance register was used for the number of the personnel staff available on the attendance register, every 2<sup>nd</sup> person on the attendance register was selected until the 10 personnel staff was got. The same procedure was adopted in selecting the sample at the other collections.

## **Sources of data**

To have an objective picture of the recruitment and placement in CEPS, both secondary and primary data will be collected.

### **Secondary**

A desk-research was conducted to review relevant literature on recruitment and placement from various sources including texts books, journals and newspaper publications. The internet is a very valuable source of information. This source is very important because it represents an unobtrusive source of data; it is a source of recent information on the subject and will be explored in the search for secondary data.

### **Primary**

A review of relevant literature on the subject, enabled the researcher to identify new trends in information on recruitment and placement. The primary data and information was collected through:

- administration of questionnaires
- consultations and interviews
- observations in the field

## **Methods of data collection**

### **Questionnaire design and administration**

A series of both open and close-ended questions were being designed to elicit responses from the sampled respondents. The questionnaires had the following core components:

- The general part (Bio-data): Information expected is name, gender, age, religion, etc.
- Recruitment Processes in CEPS: here attempts were made to collect as much information as possible from management and staff of CEPS on the recruitment processes and the placement procedures.

### **Pre-testing of instrument**

The researcher pre-tested the questionnaire to assess if the questions were understood by the respondents and if they adequately captured the required information.

### **Questionnaire administration**

The questionnaires were distributed to the sampled population for them to respond to the questions. These were picked-up for analysis.

### Consultations and interviews

Consultation and interviews were conducted with management and other staff to ascertain their perception on recruitment and placement with the aid of an interview guide.

### Observations

During the period of the research, particular attention was paid on the attitudes and remarks of officers in order to informally gather what their reactions and opinions on issues relating to recruitment and placement were. This sought, gave valuable insights during the interpretation and analysis of the data collected.

### **Data analysis**

The data gathered through questionnaire administration, consultations and interviews was analyzed using statistical tools such as SPSS. Tables and graphs were used to display the data and create pictorial and visual impressions and for essay analysis and interpretation. Apart from the simple graphical illustrations, the data collected was analyzed qualitatively. This was done by interpreting the results of the tables and graphs to make inferences and meaning. The data analysis will therefore be largely descriptive in nature.



## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **Introduction**

This chapter analysed the primary data collected using the data collection instruments of questionnaires and interview guide. It also relied on the experiences of the researcher as an officer for 30 years in the CEPS. The study captured 120 respondents comprising about 20 management personnel, 40 senior officers and 60 junior staff.

#### **Characteristics of respondents**

The ages of the respondents ranged from 26 to above 56. As can be gleaned from Table 1, the modal age range is 46-55 with a percentage of 45.7. The study did not capture any respondent aged 25 or below.

**Table 1: Age distribution of respondents**

Age	Frequency	Percentage
26 – 35	9	8.6
36 – 45	42	40.0
46 – 55	48	45.7
56 or above	6	5.7
Total	105	100.0

Source: Field Data, 2007

Although the study sought to find out the ranks and departments of the

respondents, only one respondent indicated the unit. No reasons were assigned for the failure to answer the two questions.

Of the 120 respondents, none came from the Tema Collection, 20% of them were stationed at the Headquarters, 35% of the officers stationed at Sunyani Collection where the researcher was stationed at the time of collecting the data. The others were stationed at the other collections namely airport, James Town, Aflao among others. This segment of the respondents constituted 45%.

The wide range of the duty stations of the respondents adds diversity of experience with placement in the CEPS. The duty stations of the respondents are shown in Table 2.

**Table 2: Duty station (collections) of respondents**

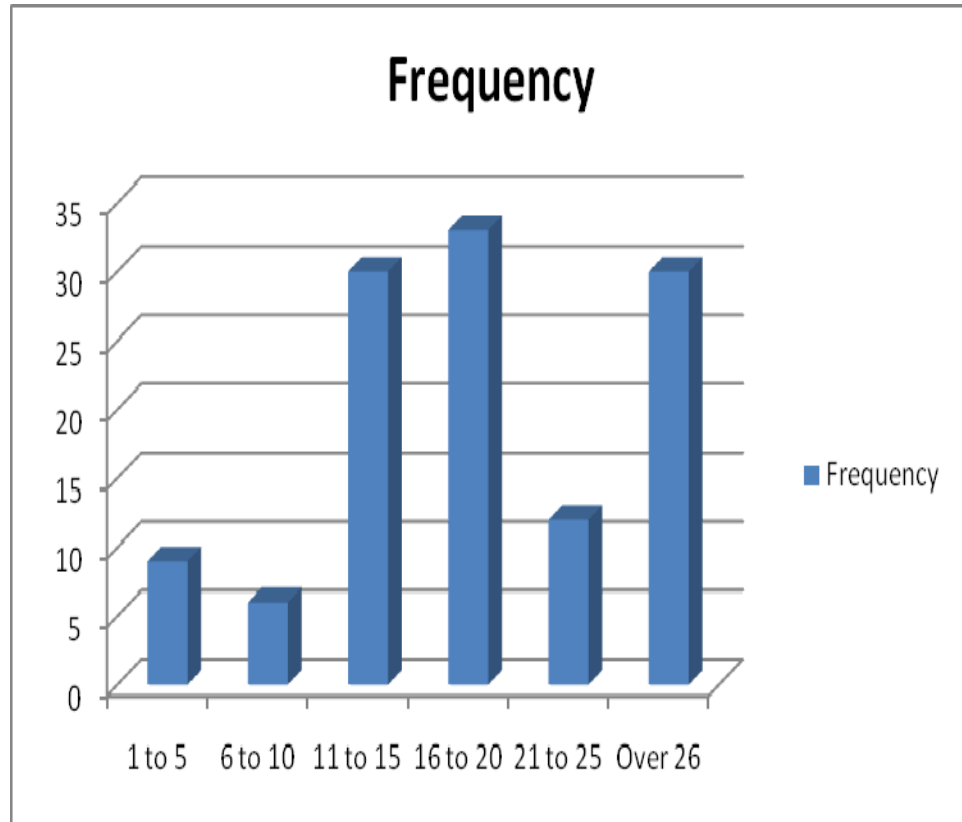
Collection Point	Frequency	Percentage
Headquarters	24	20.0
Sunyani Collection	42	35.0
Other Collections	54	45.0
Total	120	100.0

Source: Field Data, 2007

#### Service with CEPS

The respondents have had varied number of years with the service. About 7.5% of the respondents have worked with CEPS for a period of between 1-5 years. As indicated Figure 1, a total of 87.5% of the respondents have worked

with CEPS for over 10 years. The modal year range is 16-20 with a percentage of 27.5.



**Figure 1: Period of service with CEPS**

Source: Field Data, 2007

The respondents also served at various stations. About 10% of the respondents served in one and two duty stations respectively, 20% served in three duty stations whereas 15% have served in four and five stations respectively and about 30% of the sampled population served in over five duty stations. The results of the responses are shown in Table 3.

**Table 3: Number of duty stations served by the respondents**

Responses	Frequency	Percentage
1 – 2	12	10.0
3 – 4	12	10.0
5 – 6	24	20.0
	18	15.0
	18	15.0
	36	30.0
Total	120	100.0

Source: Field Data, 2007

In Table 3 respondents indicated the average number of years they served at the stations they were posted to. Table 3 shows that 10.3% of the respondents have spent on average one and two years at their stations, 41.0% of the respondents spent an average between three and four years at a station and 48.7% of them spent between five and six years at each station. The results shows that placement time was largely three years and above at each station for an officer.

**Table 4: Number of years at each duty station**

Responses	Frequency	Percentage
1-2 years	12	10.3
3-4 years	48	41.0
5-6 years	57	48.7
Total	117	100.0

Source: Field Data, 2007

The researcher was also interested in the mode of entry of respondents into the CEPS. As indicated by Cole (2002) the body empowered to recruit and select is a major determinant of the recruitment and selection process just as the means

of recruitment and selection may also be seen as a reflection of the recruitment and selection source preferred by the organisation – whether internal or external. Internal recruitment is often referred to as inwards recruiting and relates to the filling of vacant positions in the organisation with already existing staff or the choosing of prospective officers to fill a role in the organisation from the organisations existing pool of human resources. This is likely to be achieved through recruitment by the organisation itself and is suitable for recruiting and selecting candidates to perform standard duties and functions in the organisation. In contemporary times, majority of recruitment and selection activities follow established procedures and guidelines which are meant to remove elements of discretion and offer applicants equal opportunities to recruitment and selection. Most organisations, in effect carry out most of its recruitment and selection itself along the lines of the established standards and in the case of the public services, in consultation with the Public Services Commission.

It is worth noting however that whether recruitment is done by the organisation itself or through a recruitment agency or whether the source considered was internal or external some common modes are used.

Specifically the Ghanaian job market, recruitment may be done through General announcement and enlistment where the details of the vacant position, job specification and job requirements as well as the conditions of service are made public and subsequent applications invited from the general public. Further owing to the increasing demand of young but skilled personnel, most organisations have devised campus recruitment as a way of soliciting prospective

employees from tertiary institutions. In such cases, organisations meet with final years who are pursuing courses in line with the activities of the organisation, review their knowledge, skills and abilities as well as their prospects and draft them into their service. Other organisations also rely on recommendations from existing staff or notable persons or organisations as well as unsolicited applications received from jobseekers.

However, there are those instances when particular individuals with particular expertise are being sought after by the organisation. In these situations, organisations contract out for services which they may not be able to provide or may need for only a limited time or for a limited purpose. Such temporary and specialised recruitment activities may be conducted through recruitment agencies as and when the need arises.

Respondents were therefore asked in line with the above to point out the mode through which they were recruited into CEPS. The responses shown in Table 5 indicate that 30.7% of the respondents entered through a general recruitment done by a general announcement and enlistment, 61.5% of the respondents entered CEPS through unsolicited applications and recruitment. Only 2.6% of the respondents entered through campus recruitment, recommendation and others respectively. No respondent entered CEPS through the recruitment agency. The responses provided thus points to a high use of the conventional application and general announcement modes which are also relatively cheaper than the other modes available.

**Table 5: Recruitment into CEPS**

Response	Frequency	Percentage
General announcement and enlistment	36	30.7
Application	72	61.5
Campus recruitment	3	2.6
Recommendation	3	2.6
Others (specify)	3	2.6
Total	117	100.0

Source: Field Data, 2007

**Table 6: Screening exercise before final enlistment**

Response	Frequency	Percentage
Yes	93	83.8
No	18	16.2
Total	111	100.0

Source: Field Data, 2007

The responses also show that screening is a common practice in CEPS. As can be gleaned from Table 6, 83.8% of the respondents indicated that they were screened before final enlistment whereas 16.2% said they were not screen. This goes to confirm the assertion of Gill (1977) that forms of screening including interviews may be used to show whether or not an applicant has the right personality, skill, and attitude to be successful within the business.

Fogleman (2001) provides that some positions may require the candidate's passage through a form of Medical Examinations. For most jobs relating to the limited use of physical and technical abilities, together with those

that require only sedentary, light, or moderate exertion, applicants for these positions normally would not require a medical examination. However, for positions whose duties include dangerous or physically demanding tasks to such a degree that the incumbent's medical condition is necessarily an important consideration, there may be medical examinations. There is thus a direct relationship between the medical and physical requirement identified and the actual duties of the position to be filled. Applicants would have to meet the identified medical and/or physical requirements of the job unless a waiver is approved or a reasonable accommodation is indicated.

The data gathered from the field presented in Table 7 did not differ from the above as all respondents submitted to being screened before employment into CEPS. This use of medical examination by CEPS further underscores Fogleman's theory about the existence of a direct relationship between medical and physical requirements as CEPS in its state as a para-military/law enforcement service demands a high level of physical alertness from its staff.

**Table 7: Medical screening**

Response	Frequency	Percentage
Yes	111	100.0
No	0	0.0
Total	111	100.0

Source: Field Data, 2007

On background checks, 73.0% of the respondents said background checks



were conducted on them, but 27.0% said otherwise. In an interview with one of the Chief Collectors in charge of Human Resources, it was revealed that some of the recruits do not know that background checks are conducted on them. This she said is due to the fact that they are not informed about the exercise. Literature Walwei (1997) on the other hand suggests that it is generally best that all candidates be provided the opportunity to know of and respond to issues raised in by the background check although the onus lies with the selecting official(s).

Further, such background checks which must be documented must not be given undue weight in determining the best qualified candidate(s). Rather, they should be combined with the results of other information, including the resume, to determine a candidate's final position relative to other competitors. The responses are shown in Table 8.

**Table 8: Background checks**

Response	Frequency	Percentage
Yes	81	73.0
No	30	27.0
Total	111	100.0

Source: Field Data, 2007

**Table 9: Level of satisfaction with enlistment process**

Response	Frequency	Percentage
Yes	105	94.6
No	6	5.4
Total	111	100.0

Source: Field Data, 2007

When the respondents were asked to indicate whether they were satisfied or not with the enlistment process, majority (94.6%) of them responded in the affirmative. However, 5.4% of the respondents said they were not satisfied with the process of enlistment into the CEPS.

From the above responses, 89.2% of the respondents also affirmed that the recruitment process was transparent. When respondents were asked to provide reasons for their stance, they pointed out that they believed that recruitment and placement in CEPS was transparent because there were no 'connections' in the process. Others said the process was based on qualification and applicants irrespective of circumstances were enlisted once they fulfilled the enlistment requirements. Other respondents also based their stance on the fact that the process was not shrouded in secrecy but rather open to all applicants and workers.

On the other hand, 10.2% of the respondents said the recruitment process was not transparent. Commenting on the reasons for stating that the process was not transparent, they mentioned that the process was not based on merit but on 'who you know'. In other words, one needed to know a 'big' man with connections before one got recruited. Others cited excessive delays in the recruitment process

as a factor for their assessment and yet others cited political interference as one of the critical factors of their assessment of the process as not transparent. The responses are shown in Table 10.

**Table 10: Transparency of recruitment process**

Response	Frequency	Percentage
Yes	99	89.2
No	12	10.8
Total	111	100.0

Source: Field Data, 2007

**Table 11: Posting and transfer in CEPS**

Response	Frequency	Percentage
Yes	12	10.3
No	105	89.7
Total	117	100.0

Source: Field Data, 2007

As provided in the literature review, Handy (1993) identifies that placement activities, including initial postings and subsequent transfers, carried out by organisations may be voluntary - requested by the employee or involuntary - initiated by agency management, or caused by failure to complete the supervisory or managerial probationary period. He continues that regardless of whether it was voluntary, involuntary or necessitated by conditions all placement

must be done in at least with a level of consultation and notice with the applicant or employee so as to merge the interest of the organisation with that of the applicant or worker.

To ascertain the extent of involvement of officers in placement decisions, the researcher found whether respondents are consulted before postings are made. The responses shown in Table 11 clearly at par with Handy’s proposition and indicates that officers are largely not aware of the placement decision involving them. As gleaned from Table 11, only 10.3% of respondents affirmed that they were consulted. The majority (89.7%) of the respondents said they were not consulted before posting.

Although officers were not consulted, most (73.0%) of the respondents showed a strong liking of their first postings while 27% of them said they did not like their first posting. This is to be as all officers cannot be pleased with their postings. The results of the responses are shown in Table 12.

**Table 12: Respondents perception about their first posting**

Response	Frequency	Percentage
Yes	81	73.0
No	30	27.0
Total	111	100.0

Source: Field Data, 2007

Bramham (1982) underscores the relative importance of placement by the fact that the ability of an employee to perform effectively at a given position or task does not depend individually on the knowledge skills and abilities he has

acquired or on the demands of the position he is fulfilling. Workers producing optimum results therefore are those that have the right knowledge skills and abilities for the right jobs. Thus, reference is not only made to ‘fixing pegs in holes, but rather fixing the right peg in the right hole’. The level of qualification of the employee, deriving from the above critical aspect of consideration in the placement process.

An attempt was therefore made to find out whether the posting of personnel in the CEPS is with regard to some qualification. The responses show that largely, placement in CEPS is not done according to qualification of personnel. This may be due to the standard nature of the activities carried out by most personnel and the training and development afforded all staff which makes it possible for any staff to work anywhere. It was however, revealed that in some specialized professions, placements are made based on qualification. For instance, it was mentioned that chemist, IT, research and monitoring and public relation, legal, mines, accounts and stores professionals are placed and transferred according to their special qualification. The responses are shown in Table 13.

**Table 13: Posting due to qualification**

Response	Frequency	Percentage
Yes	30	26.3
No	84	73.7
Total	114	100.0

Source: Field Data, 2007

There were mixed reaction to the question of whether placement should be

according to qualification. A slightly higher number of the respondents (52.6%) believed that placement should be according to qualification while 47.4% of them believe otherwise as shown in Table 14.

**Table 14: Whether posting should be based on qualification?**

Response	Frequency	Percentage
Yes	60	52.6
No	54	47.4
Total	114	100.0

Source: Field Data, 2007

Just like placement, 80% of the respondents do not think transfers are done based on qualification. Only 20% of the respondents agree that transfers are made according to qualification. The responses are shown in the Table 15.

In an interview with the HR staff, they indicated that it is a deliberate policy not to place officers according to qualification. This is done to forestall the problem of difficulty of getting officers who will perform general duties. They said until such a time that generalists are recruited to perform general duties, it will be impossible to place officers using qualification.

**Table 15: Transfers done according to qualities or qualification**

Response	Frequency	Percentage
Yes	24	20.0
No	96	80.0
Total	120	100.0

Source: Field Data, 2007

Bearing in mind that qualifications do not influence transfers, an investigation was conducted into the factors that were considered by CEPS management in transferring officers. From the responses, it is clear that the number of years one serves at a station greatly influences transfer decisions. As gleaned from Table 16, 31.9% of the respondents said transfers are made with the number of years one spends at a station. Another factor influencing transfers is disciplinary action. In other words, officers are transferred as a means of punishment for misdemeanours. About 15.9% of the respondents identified disciplinary action as a factor influencing transfers. Request by heads of departments, nepotism, victimization and favouritism are factors respondents mentioned as influencing transfer decisions. The factors mentioned are shown in Table 16. The responses indicated that factors influencing transfers were not always work related and disciplinary based. These are likely to have negative impacts on the morale of the officers.

**Table 16: Factors influencing transfers**

Response	Frequency	Percentage
Number of years	90	31.9
Disciplinary	45	15.9
Special request by head of department	39	13.9
Favours	45	15.9
Nepotism	9	3.2
Victimization	3	1.1
Whom you know	51	18.1
Total	282	100.0

Source: Field Data, 2007

From the above reasons for transfers, the transparency of transfer policy of the CEPS was brought into question. As can be seen from Table 17, 63.2% of the respondents said transfers are not transparent against 36.8% of the respondents who thought the process is transparent.

**Table 17: Transparency of transfers**

Response	Frequency	Percentage
Yes	42	36.8
No	72	63.2
Total	114	100.0

Source: Field Data, 2007

The study also found out whether officers have considered leaving the CEPS due to dissatisfaction over placement and transfers. It was very significant to note that as much as 25% of the officers have made decisions to leave CEPS due to dissatisfaction over placement and transfers. About 75% of the respondents however do not consider leaving CEPS due to the problems of placement and transfers. The responses are shown in Table 18. The data provided here underscores Byars et al's assertion that recruitment and placement activities, if not properly streamlined will demoralize employees and may increase the attrition rate of personnel in the organisation.

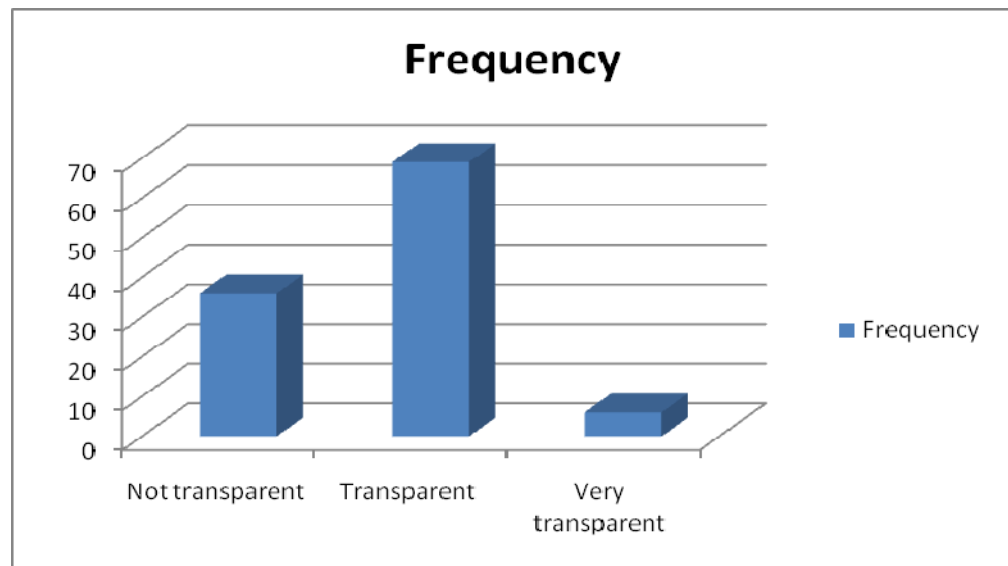


**Table 18: Decision to leave service due to dissatisfaction over placement or transfer**

Response	Frequency	Percentage
Yes	24	25.0
No	72	75.0
Total	96	100.0

Source: Field Data, 2007

The respondents also shared their views on the general perceptions regarding recruitment. About 32.4% of the respondents saw the recruitment processes of CEPS as not transparent, 62.2% considered the process as transparent and 5.4% of them considered the processes as very transparent. The researcher considers these responses as critical to the image of the CEPS because if as much as 32.4% of the officers captured in this research considered the recruitment processes of CEPS as not transparent, then more actions must be taken to make the process transparent. The responses are shown in Figure 2.



**Figure 2: General view on recruitment**

Source: Field Data, 2007

The research also revealed the perception of officers over placement and Figure 2 shows the responses. About 51.4% of the respondents said placement in CEPS is not transparent and this as indicated earlier, can affect morale of staff. However, 43.2% of the respondents said the placement process is transparent and another 5.4% of them said the process is very transparent.

### **Conclusion**

Recruitment and placement continue to be a critical HR function and determines to a very large extent how an organisation strives to attain its goals. When the respondents were asked to recommend measures for redressing some of the problems they identified, a number of measures were suggested. Among the measures proposed were:

That interview results should be published in national papers to ensure transparency. This is probably a suggestion that the process is not too transparent as is being claimed by respondents. This suggestion is therefore to make the process transparent or even more transparent.

That experience and qualification should be considered in posting officers. Although management insist officers resist against these respondents were keen on seeing these happen. The implication is that management will need to do a study to ascertain whether this is not an alternative means to motivate the staff. That fairness and equity in transfers should be a vital criteria. This is also probably as a result of perceived inequities in the transfer and placement systems in CEPS.

That officers should not be allowed to stay at a station for more than four years. This calls for regular job rotation recruitment should be by qualification, political interference should be eliminated, promotion should be by written exams to be conducted by an external board, ranks should be structured and categorized according to qualification, equal opportunities for capacity building programmes, enforce transfer policies in place, favouritism and victimization to be avoided, job placement should be according to qualification, officers to be trained and developed to fit anywhere in the service, and conditions of service should be improved so as not to tempt officers to lobby for better stations.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **Introduction**

This chapter presents a summary of the key findings of the study, provides recommendations for consideration for the management and policy makers and draws conclusions.

#### **Summary**

Number of years spent by officers at duty post

The study revealed that CEPS keeps a very regular rotation of officers with most officers spending between one and four years at each duty station. This was explained as ensuring that officers do not stay at a particular station for very long as to become too familiar with clients. This familiarity is said to compromise the position of officers when dealing with customers.

Mode of recruitment into CEPS

Recruitment into CEPS is generally through two main forms – by general announcement and enlistment and by application though in some limited instances other recruitment forms may be used.

### Screening and background checks on recruits

CEPS is a very sensitive institution with several ethical issues. CEPS therefore conduct serious screening including medical screen of their recruits before they are enlisted. Background checks are conducted with the help of the Bureau of National Investigation to ensure that the officers enlisted do not have any criminal records.

### Transparency of the recruitment process

Although there are rumours by members of the general public that the process of recruitment into CEPS is shrouded in secrecy and lacks transparency, the results of the study reveals otherwise, at least from officers themselves. The study revealed that officers believe that the process of recruitment is transparent. In view of this, officers indicate that they are satisfied with the process.

### Transparency of the placement process

Officers believe that the placement process of CEPS is not transparent as officers are not consulted before the placement. However, most officers did not seem to have any problems with their first placement.

Though generally, placement is supposed to be done with regard to the skills and professional background of officers to maximize their efficiency in CEPS, with the exception of the chemist, IT specialists, Lawyers, Accountants, Public Relations and Research and Monitoring specialists, all other professionals are not placed with regards to their specialties. The Chief Collector in charge of

human resources indicates that officers are not prepared to be placed according to their professional background because all of them want to be put at collection points so they can earn some additional income. This is attributed to the poor compensation package. Contrary to the view of the Chief Collector, most of the officers prefer posting and placement to be done by qualification. Just as placement after enlistment, transfers are also done without regard to qualification.

#### Succession planning

The study found out that about 25% officers are considering leaving CEPS due to their dissatisfaction over placement and transfers. This is a very significant number to be dissatisfied with key human resource function such as placement and transfers. It is also recognized that CEPS has very poor succession planning history. Experience of officers on the job is not considered in postings and transfers. As a result, officers are transferred to places where their expertise is not needed.

#### **Conclusions**

The study has been able to prove that CEPS has a Human Resource structure and framework in place which forms the basis for human resource practice. It is also evident from the study that due attention is given to the number of years officers spend at post, mode of recruitment into the service, screening, background checks of recruits and frequency of placement. It has been acknowledged by majority of participants that majority of officers going through

the recruitment process are usually screened, recruitment is normally through due process and placement and transfers are more frequent. It has also proved that massive benefits could be derived by organisations that place more attention and resources on recruitment and placement activities.

Notice must however be taken of the fact that there are other varying dimensions of the subject that continually arise due to multifaceted nature and ever changing scope of business. There is therefore more room for further studies to unearth the aspects of recruitment and placement as individual concepts and in relation to each other that were not captured by this study as well as delve into more sustainable ways of enhancing the staffing function of organisations.

## **Recommendations**

Deriving from the results of the study, the following are recommended.

### Vigorous public education

CEPS requires a vigorous public education to clear the myths surrounding the recruitment of officers. In an interview with the Chief Collector in charge of HR, she indicated that although the process is transparent, people outside often criticize the process as being shrouded in secrecy. The introduction of open days, vigorous advertising specifying the avenues for being recruited into the service as well as regional recruitment as happens with the police service and the army will contribute in improving the image of the service.

### Succession planning

For a smooth service operation therefore, CEPS must embark upon a well laid out succession plan. CEPS must make provision for the smooth succession of officers who plan to leave the service due to dissatisfaction over placement and transfers.

### Enhancing recruitment and placement practices

Secondly, full attention be paid to the suggestions including the elimination of socio-cultural barriers, the streamlining of the recruitment and placement processes, and dedicating more resources to the recruitment and placement processes.

### **Suggestion for further study**

Lastly, it has become evident that there is little information about the dynamics, role and nature of recruitment and placement especially in developing countries. A cursory look at the subject of the study would show that the secondary data are not available or are outdated or too foreign to apply to the Ghanaian situation or to these current times. I therefore recommend that further studies be carried out in this area to furnish all stakeholders with the necessary information for decision making and academic purposes.



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**APPENDICES**  
**APPENDIX A**  
**QUESTIONNAIRE FOR STAFF**

**Introduction**

This questionnaire is designed to collect data for the purposes of academic research as part of the requirement for the award of a Master’s Degree in Human Resources Development. The information provided will be treated with the utmost confidentiality and you are entreated to answer the questions as candidly as possible. Thank you.

Research Student: John Baptist Dumbah

Supervisor:

1. Name.....(optional)
2. Age.....
3. Rank.....
4. Department.....
5. Collection.....
6. Number of Years in Service.....
7. Number of duty stationed worked.....
8. Average number of years in each duty station.....
9. What was the mode of recruitment through which you entered service?  
 General Announcement and enlistment  
 Application letter

- Campus Recruitment
- Recommendation
- Recruitment Agency
- Others (specify).....

10. Was there a screening exercise before final enlistment?  Yes  No
11. Was there a medical screening?  Yes  No
12. Was there a background check on your character?  Yes  No
13. Were you satisfied with the enlistment process  Yes  No
14. Do you consider it transparent enough?  Yes  No
15. Any reasons?.....
16. What was your first station or duty post?.....
17. Were you consulted before posting?  Yes  No
18. Did you like your first posting?  Yes  No
19. Were you posted to that station/duty post because of some special qualities/qualification?  Yes  No
20. Do you think this should be the case?  Yes  No
21. Are transfers done with regard to special qualities/qualifications?  Yes  No
22. What factors do you think influence transfers in the service?  
.....
23. Do you consider transfers transparent enough?  Yes  No
24. Have you considered leaving the service as a result of dissatisfaction over placement or transfer?  Yes  No

25. What is your general view regarding recruitment?

Not transparent  Transparent  Very transparent

26. What is your general view regarding placement in the service?

Not transparent  Transparent  Very Transparent

27. What do you think should be done to improve the situation?

.....

## APPENDIX B

### QUESTIONNAIRE FOR HUMAN RESOURCE DEPARTMENT

#### Introduction

This questionnaire is designed to collect data for the purposes of academic research as part of the requirement for the award of a Master's Degree in Human Resources Management. The information provided will be treated with the utmost confidentiality and you are entreated to answer the questions as candidly as possible. Thank you.

Research Student: John Baptist Dumbah

Supervisor:

Thanks

28. Name..... (optional)
29. Age.....
30. Rank.....
31. Department.....
32. Collection.....
33. Number of Years in Service.....
34. Number of duty stationed worked.....
35. Average number of years in each duty station.....
36. What is the procedure for recruitment into CEPS? .....
37. What are the forms of entry into the service? .....

38. What is the form of publicity for announcing these forms of entry?  
 .....
39. Do you consider these forms of publicity wide and fair enough for all applicants?  
 ( ) Yes ( ) No
40. What methods are used in screening applicants? .....
41. Are medical checks conducted? ( ) Yes ( ) No
42. Are background checks on your character conducted? ( ) Yes ( ) No
43. Do you consider these checks good enough to eliminated undesirable characters? ( ) Yes ( ) No
44. Do you consider it the recruitment process transparent enough? ( ) Yes ( ) No
45. Any reasons?.....
46. What are the criteria for posting new recruits? .....
- .....
47. Are they consulted before posting? ( ) Yes ( ) No
48. Do you post them because of some special qualities/qualification? ( ) Yes ( ) No
- ( ) No
49. Do you think this should be the case? ( ) Yes ( ) No
50. Are transfers done with regard to special qualities/qualifications? ( ) Yes ( ) No
- ( ) No
51. What factors do you consider in transferring officers in the service?



.....  
52. Do you consider transfers transparent enough? ( ) Yes ( ) No

53. Are there complaints about transfers? ( ) Yes ( ) No

54. How are such complaints handled?  
.....

55. Do you think morale is affected by transfers? ( ) Yes ( ) No

56. Does this affect revenue generation? ( ) Yes ( ) No

57. What is your general view regarding recruitment?

( ) Not transparent ( ) Transparent ( ) Very transparent

58. What is your general view regarding placement in the service?

( ) Not transparent ( ) Transparent ( ) Very Transparent

59. What do you think should be done to improve recruitment and placement  
in the service?