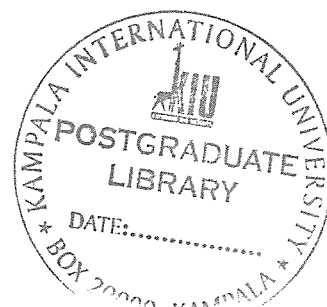

THE CHALLENGES OF HUMAN RESOURCE RECRUITMENT AND RETENTION IN THE NATIONAL UNIVERSITY OF RWANDA: PROPOSED INTERVENTION SCHEME

A Thesis

**Presented to the School of Post Graduate Studies
Kampala International University in partial fulfillment
of the requirements for the Degree Master of Business
Administration**

By

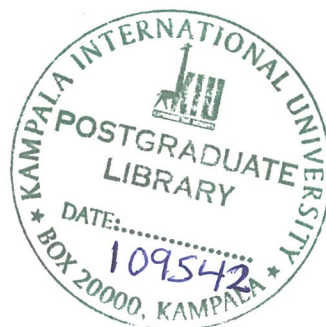
Charles KM KAMBANDA



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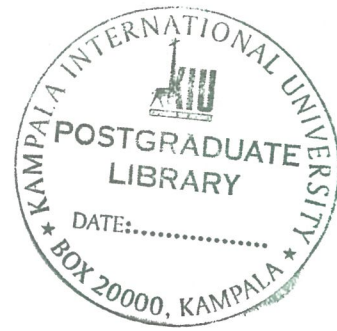
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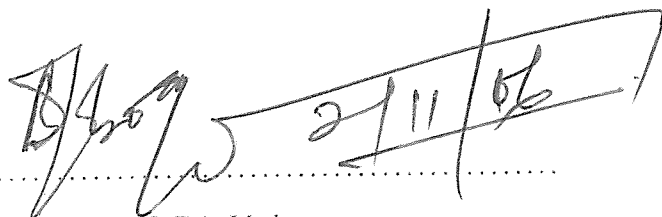
NOVEMBER, 2006

DECLARATION

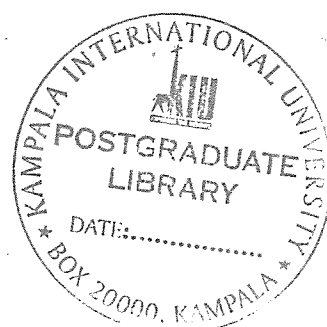


I, Dr. Charles KAMBANDA KAIBANDA MBARAGA, do hereby declare that this work, 'The Challenges of Human Resource Recruitment and Retention in the National University of Rwanda: Proposed Intervention Scheme' is my own and has never been presented to any other University for a degree award.

This work "The Challenges of Human Resource Recruitment and Retention in the National University of Rwanda: Proposed Intervention Scheme has been supervised by Dr. NYABOGA Yobes

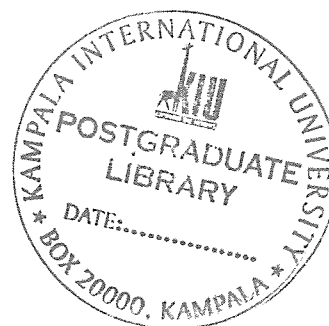
 2/11/06

Dr. NYABOGA Yobes



DEDICATION

To my loving wife LUKOWE KYEYUNE Constance and the
KAMBANDAS



ACKNOWLEDGEMENT

That I have accomplished this task is because various people and institutions made great sacrifices and contributions. Although mentioning each one's contribution would be an endless venture, some individuals and institutions deserve mentioning especially:

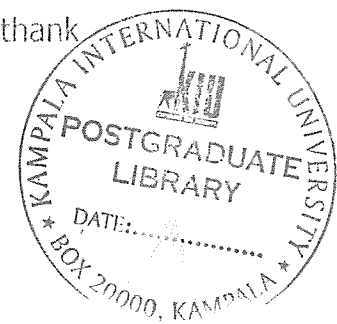
Dr. NYAMBOGA Yobes my supervisor, without any reservation and/or delay did all he could for the realization of this work. Professor OPIO Peter accorded to me the necessary academic support throughout.

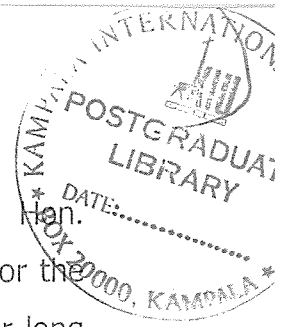
The Republic of Rwanda owes me a lot because it has always appreciated my yearning and potentiality for academic Excellency and sponsored me. To all Rwandans, from whose limited resources I have so benefited, I reaffirm my readiness to serve you.

The Hon. Minister of Education Professor MURENZI and the Hon. Rector of the National University of Rwanda Professor KALANGWA did all it required to allow me ample time to 'quench my thirst' for academic Excellency for the whole academic year.

The National University of Rwanda, also our employer, through the Rector's office, provided all the necessary logistics for our research without any delay and/or complaint. For this, the University of Rwanda deserves a lot of thanks.

The National Research Committee, based at the National University of Rwanda, was also instrumental for our research. The committee reoriented our research for better, scientific and relevant results. The research assistants at the National University of Rwanda, Faculty of Social Science, Political Science and Public Administration who collected the data diligently deserve a vote of thank





Technically, Professor KAMBANDA Deo, Professor NKUSI Laurent the Hon. Minister of Communication in the Prime Minister's office, did a great job for the realization of this work. Dr. RAM Rao and Professor TURNER Thomas, our long research companions' experience counted a lot for this work.

LUKOWE KYEYUNE Constance, my wife relentless supported me; she assured me of the family support on top of the technical academic advice she accorded to me

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Last but not least, the respondents who allowed us to mention their names in our thesis, although the issues discussed were controversial, indeed gave authenticity to our work.

To all of you, I will give because I have received. Bravo.

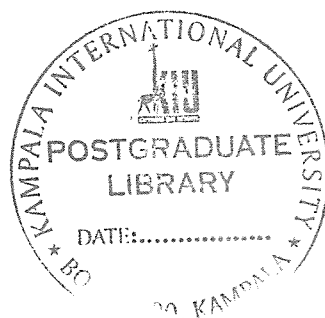
ABSTRACT

The national university of Rwanda is often accused of unprofessional recruitment and retention practices which might make the university ineffective and inefficiency; a reality that would incapacitates the institution to make itself a formidable competitor locally and internationally. This study into this issue took on a qualitative research category although some dynamics of quantitative research were inevitable. The research approach was basically descriptive and normative.

The study sought to determine the root causes and nature challenges of human resource recruitment and retention at the National University. The study proposed intervention schemes for strategic human resource recruitment and retention. The major assumption of this research was that the challenges of human resource recruitment and retention make it imperative for the university to have poor quality human resource which may make the university inefficient and ineffective

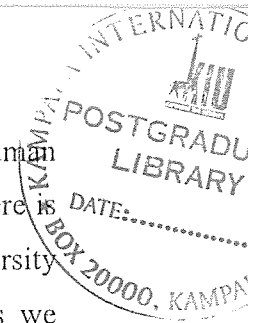
Out of 789 employees of the National University of Rwanda, 549 people were sampled from the strata using Sloven's formula. The entire research instruments were researcher-made; the data collection tools that were used are structured questionnaire and interview, none structured interview, participant observation and content analysis. The major research findings are that the university does not have a vision, mission, philosophy and/or a strategic plan; it is managed by individuals' creativity. Consequently, there is no stipulated recruitment and/or retention policy. The recruitment process is characterized by discrimination based on ethnic, regional and/or religion differences. Only 14% of the respondents did an entry exam others were recruited by their friends or were sneaked in by influential politicians and/or military officers. The work place is characterized by interpersonal conflicts and disloyalty to departmental directives which makes coordination of work difficult.

Promotions and/or employee appraisals at the university are made on unknown criteria which give room to unethical tendencies like nepotism, regionalism and ethnicity to



guide some university official in the promotion and appraisal of the university human resource. There is gross disparity in the remuneration system of the university. There is no set job expectation for the employees. The labor turn over at the national university since 2000 is around 30% per year. In effect, 25% of the university employees we interviewed indicated that they are employees at the university simply because they have nowhere else to go.

We have recommended the national university of Rwanda employees to be vigilant; they ought, as an association, to exploit all the available administrative remedies to regain their rights. The employee also should develop an ethical mind in the execution of their duties. It is recommended that the university develops a mission, vision, philosophy and a strategic plan with clear objectives. The university should also put in place a recruitment and a multi-disciplinary committee and by the look of issues, the university should 'privatizes' its human resource management system. The government should put in place a public service committee which should check on human resource problems at the national university of Rwanda. There is a need for an independent commission of inquiry into the abuse of employees' rights and misappropriation of funds in the national university of Rwanda since 1995 when the university re-opened after the 1994 genocide. The government should put in place a national human resource agency



FIGURES AND TABLES

Figures

Figure i. Typical uses of job analysis	15
Figure ii. Main stages of human resource planning	18
Figure iii. Sources of recruits for organizations	23

Tables

Table i. The study population and sample	28
Table ii. Response rate	31
Table iii. Modes of Employee entry at the national university	34
Table iv. General remuneration structure of the national university per month	52
Table v. Specific offices remuneration structure of the university	52
Table vi. Labor turnover at the national university between 2001 – 2006	



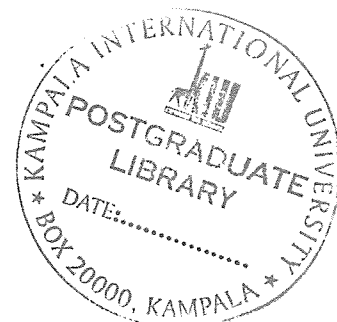


TABLE OF CONTENTS

CHAPTER ONE: INTRODUCTORY PART

1.0 Chapter overview	1
1.1 Background of the Study.....	1
1.2 Statement of the problem.....	3
1.3 Hypotheses	4
1.4 Objectives	4
1.4.1 General Objectives	4
1.4.2 Specific Objectives.....	5
1.5 Significance of the study.....	5

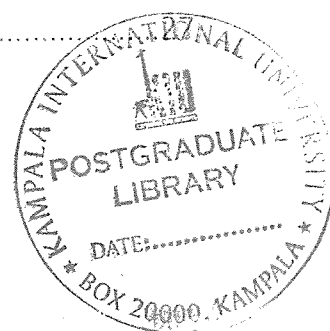
CHAPTER TWO: LITERATURE REVIEW

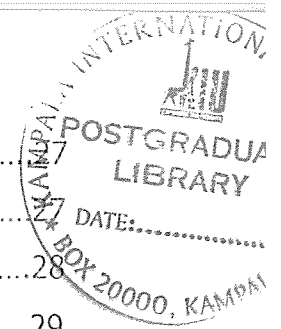
2.0 Chapter overview.....	7
2.1 General diverse view on human resource Management in public institutions.....	7
2.2 The importance of human resource recruitment and retention policy in an institution.....	11
2.3 The nature of an ideal human resource recruitment and retention system in public institution.....	13
2.3.1 Job analysis	13
2.3.2 Job description	14
2.3.3 Job design	14
2.4 Human resource planning	15
2.5 Recruitment and selection of employees in Public institutions	17
2.6 The likely sources of human resource for	

An institution	18
2.6.1 Internal sources	19
2.6.1.1 Current employees	19
2.6.1.2 Employee as referral sources	20
2.6.1.3 Transfers and promotions	20
2.6.2 External sources	20
2.6.2.1 Walk-ins	20
2.6.2.2 Responding to advertisement (s)	21
2.6.2.3 Employment agencies	21
2.6.2.4 School and college/campus recruitment	21
2.7 Politicians (government) and human resource	
Resource recruitment and retention in public	
Institutions	22
2.7.1 Ways of government intervention in human resource	
Management in public institutions.....	23
2.7.2 The government intervention as an employer in	
public institutions' human resource management.....	23
2.7.3 Government intervention as a legislator in human	
Resource management.....	24
2.7.4 Government intervention in public institutions	
human resource recruitment and retention	
for affirmative action	24
2.7.5 Other ways of government influence in human	
Resource recruitment and retention system	
in public institution	24
2.8 Theoretical frame work	25
2.9 Definition of terms	25

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Chapter overview.....	
---------------------------	--





3.1 Research design.....	27
3.2 Research environment	27
3.3 Study population and sample	28
3.4 Sampling methods	29
3.5 Data collection procedures and instruments	30
3.5.1 Structured questionnaire and in-depth interviews.....	30
3.5.2 Participant observation	30
3.5.3 Content analysis	31
3.6 Data management and data quality control procedures	32

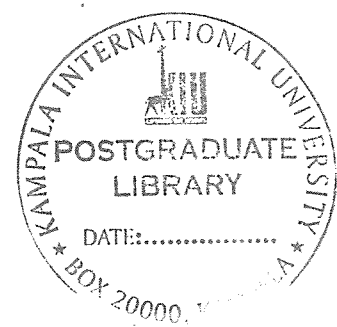
CHAPTER FOUR: PRESENTATION OF DATA AND DATA ANALYSIS

4.0 Chapter overview	33
4.1 Interview and questionnaire response rate	35
4.2 Challenges of human resource recruitment at the national university of Rwanda	35
4.2.1 Respondents' recruitment modes into the university and its implications	36
4.3 Challenges of human resource retention at the national university	44

CHAPTER FIVE: SUMMARY OF THE MAJOR FINDINGS, RECOMMENDATIONS, CONCLUSION AND PROPOSED AREAS FOR FURTHER RESEARCH

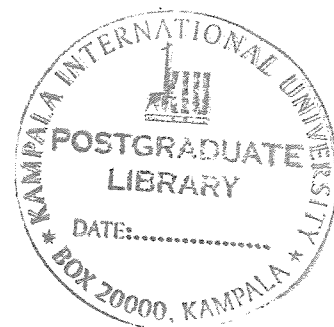
5.0 Chapter overview	57
5.1 Summary of the major findings	57
5.1.1 The major findings regarding the challenges of	

human resource recruitment at the national university of Rwanda	57
5.1.2 The major findings regarding the challenges of human resource retention at the national university of Rwanda	59
5.2 Recommendations	60
5.2.1 Recommendations to the university employees	60
5.2.2 Recommendations to the university management.....	61
5.2.3 Recommendation to the government of Rwanda	67
5.3 Conclusion	72
5.4 Suggested areas for further research	73
Bibliography	74



CHAPTER ONE

INTRODUCTORY PART



1.0 Chapter overview

The human resource recruitment and retention process of the national university of Rwanda is often accused of being hazardously managed contrary to the professional nature of the institution. Whenever there is poor recruitment process, poor quality personnel for any organization is inevitable. Also, it is *factum probandum* that weak human resource retention in any organizations yields to ineffectiveness of the work forces which makes the entire organization ineffective and inefficiency. Therefore research into the challenges of human resource recruitment and retention at the national university of Rwanda, to the extent the challenges negate the essence of the university; ideally the most professional institution, is inevitable. Ultimately, there is need to determine the root causes, nature and level of these challenges and to know the degree to which these challenges affect the university's efficiency and effectiveness so that a scientific way forward is realized.

1.1 Background of the study

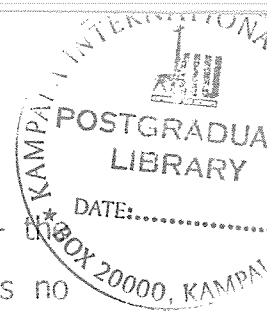
The 1994 genocide which claimed over a million lives of Rwandans together with the consequent exodus of over six million Rwandans into refugee camps in the neighboring countries especially Congo, left Rwanda's social and public institutions ruined with limited hope for recovery. The National university of Rwanda was re-opened after the 1994 genocide in 1995, it operated in an emergency manner. The 'spontaneous' approach that characterizes any institution in emergency situations has, as a matter of fact become an organization culture for the University since it re-opened. This has had impact on all aspects of the university including human resource recruitment and retention practices.

Twelve years after its reestablishment, the National University of Rwanda has strengthened a culture of compromising personnel quality and standards of human resource recruitment, selection, placement, development and/or appraisal. For example, there is neither a personnel selection committee nor a disciplinary committee in the entire University; there is no regulatory frame work for human resource recruitment and retention. In the absence of such laws and/or regulations, it is problematic to expect objectivity and transparency in managing personnel at the National University of Rwanda.

The National University of Rwanda being a relatively young institution, after the 1994 genocide, is entirely dependent on the Central government budget and policies in general. The university is also in the spotlight of politics; the ruling party considers it a major political constituency. Therefore, political interference is inevitable in the human resource recruitment and retention; presence of the ruling party political cadres and intelligence personnel, both civil and military, aggravates the recruitment and retention practices at the university. (Kayumba, 2003).

The National University by virtue of its being the only public university in the technical sense, it has as its mission to be 'the light of the Nation'. The National University is also the major supplier of personnel for public service personnel; appointees to the middle and top public and civil service management levels are often from the National University; employees and students alike. This implies that whatever is done at the National University is necessarily reflected into the entire public, civil and private service of the country. Therefore, if there are such below standard personnel management recruitment and retention practices at the National University of Rwanda, then the whole country is at great risk; those malpractices in personnel management at the National University of Rwanda will be spread throughout the country even to non-government organizations.





1.2 Statement of the Problem

Over eleven years since its reestablishment - after the 1994 genocide - the National University, which is meant to be the 'light of the nation', has no contemporary law and/or objective rules/regulations for its human resource recruitment and retention. In the absence of this, there must be lack of fairness and objectivity in dealing with human resource-related issues in the national university of Rwanda.

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The inconsistency and subjectivity in dealing with human resource related issues by the top and middle management of the national university of Rwanda coupled with general problem of poor quality human resource in the whole country after the genocide and the traditional ethnic discrimination among Rwandans, might render transformation of the university impossible and as such, services at the national university would be condemned to poor quality. This reality might make the national university incapacitated to attain its vision and mission yet the institution takes a significant portion of the taxpayer's money.

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Although the national university of Rwanda is meant to be a professional institution and a model institution for the entire country, the National University's human resource recruitment and retention management is, to a large extent, characterized by unprofessional practices. Since the National university of Rwanda trains more than 85% of the whole country's university students yet human resource management of the institution is characterized by unprofessional practices, then the students therein are likely to take up these practices to where they will work after their university training.

In the absence of a scientific and comprehensive study of the challenge of human resource recruitment and retention, the university might develop a culture of unprofessional human resource management practices this would render the university unable to compete with other institutions of high learning

nationally and internationally. In such a situation, the university cannot make any strategic venture yet an uncompetitive institution in 'the current flat world' must necessarily collapse.

1.3 Hypotheses

1. The National University of Rwanda lacks objective rules/procedures/standards of human resource procurement and retention
2. The human resource of the national university is significantly of poor quality which might frustrate transformation of the university in which case, effective and efficient is inevitable
3. In the event that the university which trains and nurtures prospective leaders of the nation (the students and employees) is such ineffective and inefficient and the students/employees are expected to practice – as future leaders- what they will have learnt and/or lived at the university, then the ineffectiveness and inefficiency of the university is a threat not only to the university *per se* but to the entire nation

1.4 Objectives

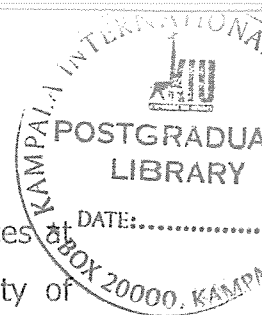
1.4.1 General objective

This study determined the challenges of human resource recruitment and retention at the National University of Rwanda

1.4.2 Specific objectives

1. To determine the root causes, nature and level of challenges of human resource recruitment and retention at the national university of Rwanda





2. To determine the degree to which the recruitment and retention practices at the national university affect quality of services at the national university of Rwanda

3. To propose intervention schemes for methodical human resource recruitment and retention practice at the university

1.5 Research questions

1. What is the core genesis of the human resource recruitment and retention problem at the National University of Rwanda?

2. What is the bearing of human resource performance at the national university from the university's recruitment and retention practices?

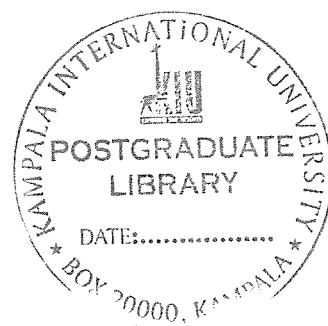
3. What should the National University do to readdress its current human resource recruitment and retention challenges?

1.6 Significance of the Study

The Research findings provide the National University of Rwanda's policy makers with empirical data as regards the nature and intensity of the challenges of human resource recruitment and retention at that the University. By proposing intervention scheme, the research has created a data base of solutions for the National University of Rwanda which may facilitate the university to solve the human resource related problems in the institution. The research findings of this work intend to ignite the University's reconfiguration process in the globally competitive market in which it ought to become a leading competitor. The same data base generated by this work should facilitate public policy makers to intervene into the human resource recruitment and retention practices of the university and legislate or design relevant public policy

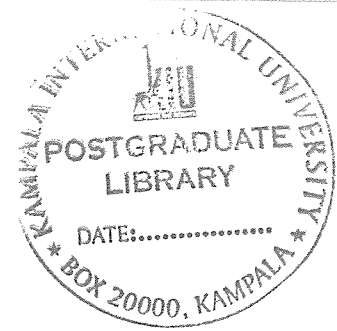
This work also provides a scientific proposition which may enrich students at the National University and other scholars with locally generated information on management resource recruitment and retention at the national university of Rwanda in particular but also in public institutions in the country in general; this ought to attract researchers into the field of human resource management in the various Rwanda's public institutions.

The researcher also gained a lot of knowledge and experience in data collection, analysis and reporting; this knowledge and experience is bench mark for the researcher's future research and consultancy ventures. In addition, this research was carried out in partial fulfillment for the award of a degree; Master of Business Administration. This work has therefore gained the researcher a Master's Degree.



CHAPTER TWO

LITERATURE REVIEW



2.0 Chapter over view

The rationale of this chapter is to bring the entire research into dialogue with the existing body of knowledge focusing especially on the diverse views about human resource management in general and human resource recruitment and retention management in particular. The idea is that from all these view, we can synthesize issues that are fundamental and relevant for human resource recruitment and retention management at the national university of Rwanda. The chapter took a critical approach of the various authors; identifying gaps and prospects in each work that was reviewed. This chapter had underscored the significance and models of human resource recruitment and retention in public institutions as well as exploring the concept of human resource planning, reward system and development. The chapter has also discussed the ideal sources of human resource in public institutions as well as discussing the paradox of government intervention and/or interference in human resource recruitment and retention in public institutions. The entire work took on Grover Starling's theoretical framework (1986).

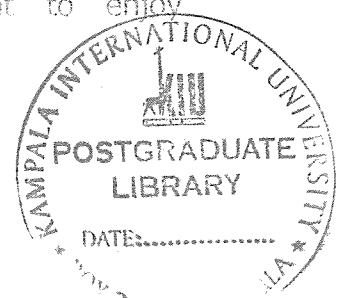
2.1 General diverse views on human resource management in public institutions

Rosemary (1997: 38) like Flippo (1984: 15 – 26) suggest that human resource recruitment and retention in public institutions should be done with clear set goals, an overall strategy. In his view, human resource management issues cannot be dealt with accidentally because human resource is the only unique and complex resource that any organization must handle with extreme care. Any contemporary organization's core competence should the expertise and diligence of its employees. Rosemary (1997: 43) also suggests that human recruitment is only a segment of a long process that starts with a felt need for an employee,

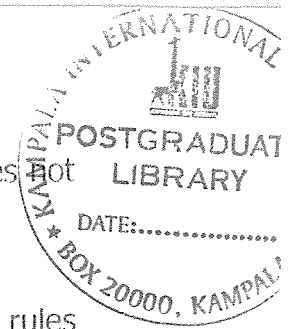
then job analysis, design and description. Armstrong (2001) like Rosemary (1997: 58) argues that human resource retention is a broad concepts which covers all decisions with regard to human resource placement, human resource development, communication, participation and reward management systems. Rothwell and Kazanas (1989) contend that human resource recruitment and retention in public institutions is more problematic because of the degree of formalization and specialization in the public sector.

Rothwell and Kazanas (1989) think that it is easy for bureaucrats to hide behind the lagoon of bureaucrats to perpetrated injustices at all levels of human resource management. This assertion is of significant relevancy for the challenges of human resource recruitment and retention at the national university. For this reason, Rothwell and Kazanas (1989) suggests that, a view to which we contend, if 'scientific' human resource recruitment and retention is to be achieved in public institutions, there should be realized "...a written statement of purpose [...] a formal strategy for human resource development, reward system [...] top management must support the strategies and clarify the purpose."

Unfortunately, none of these conditions exists at the national university of Rwanda. While pursuing these, Rothwell and Kazanas (1989) is convinced that public institutions must also be guided by the over all national and/or public service personnel management goals, strategies and tactics. In our view, the challenge at this level is that in many developing countries, should we subject public institutions to this Rothwell and Kazanas' condition, then we risk developing unworkable ideological based public institutions which would disintegrate as the ruling political party disintegrates. Certainly, such public institutions will easily be manipulated by the ruling party's ideology hence they will lack continuity. In our view, therefore, although public institutions do not operate uncompromisingly with the government, they ought to enjoy



professional independence, an issue that Rothwell and Kazanas (1989) does not highlight at all.



Stewart and McGoldrick (1996) assert that regardless of the clear set rules and/or conventions for managing human resource in public institutions, the people's culture will always remain a major factor in influencing human resource related decisions in a public institution because it is that people's culture that influences communication of values and missions and purpose, among other dynamics. Ralph (1993) shares this idea; he thinks that especially in a pluralistic culture society, there is a danger of the strong culture to dominate others in Human resource recruitment and retention practices. In such cases, Ralph (1993) is of the view that, public institutions tend to confuse vision with illusions. This, in Ralph's view (1993) is, in most cases, the crux of the crisis in public institutions human resource management because it explains phenomena like unfairness, favoritism and other malpractices in personnel management from entry to exit. The National University of Rwanda, being a newly re-established public institution after the 1994 genocide which was the climax of a culture of ethnic conflict, is indisputably confronted with the challenges that Ralph (1993) identifies.

Eggland (1989) like Stifer (1992) emphasize the fact that human resource recruitment and retention crisis in an organizations, whether public or private, is naturally rooted into management failure to involve the employees in decision making, poor reward practices, and inequalities that employees live by at the work place. In addition, Eggland (1989) and Stifer (1992) like Morlin (1994) think that the legal framework is a breeding factor for human resource recruitment and retention crisis.

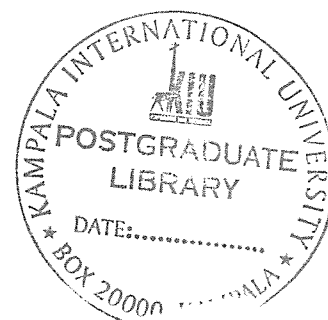
Eggland (1989) and Stifer (1992) like Morlin (1994) think that almost every organization has got laws and/or regulations for the management of its personnel but, the problem is that most of such rules are either outdated or are

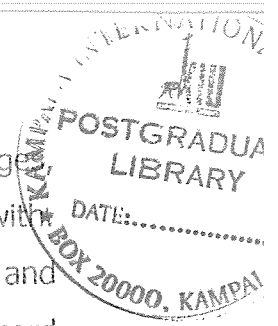
too rigid to meet the needs of the competitive environment in which modern organizations operate. This reality, in return has great impact on the operations of the organization. If the law regulating personnel in an organization is outdated, certainly that law becomes irrelevant. The moment the law becomes irrelevant, managers go by their impetus; when this happens there is inconsistency in dealing with the different employees' problems. Consequently, there is a feeling of inequality among the employees. Too much rigidity of the law relating to personnel management may make the organization inhuman hence not practical for a cross section of modern employees who seek more friendly work places.

The Rwandan Minister of Finance and economic planning (2002) in a national conference on The Future of the Public Service, like French and Raven, (1962) argued that the public service law in Rwanda had sunk into oblation because since its 1974 amendment, it had become more and more of a liability than an asset. The Minister's concern, like our concern in this work is, was how possible it is for people to run public institutions without "a responsive law".

Stewart and McGoldrick (1996) in their normative approach, suggest that for organizations to overcome the human resource management crisis, employees and management should get committed to values which will enable them to concentrate on empowering people to transcend the divisive culture that would have negative impact on human resource management. These authors do not specify the values to which institutions and individuals should be committed. Neither do they suggest ways of empowering the people to transcend divisive cultures that would have negative impact. This work, therefore, endeavor to specify these values and means of empowering people to overcome barriers in human resource recruitment and retention especially for the National University of Rwanda.

Different political and economic blocks have often emphasized that public





institutions should deal with human resource management challenges realistically, as they deal with other issues that the institution is confronted with. For example the 1995 European Communion White paper on Education and Training (1995) strengthened the issue that public institutions should also accord the same importance on issues to do with personnel quality control, development and motivation as they accord to their budget and/or to economic and monetary issues.

Human resource recruitment and retention challenges in public institutions like in the public service in general have their roots at three levels; societal, national and transnational. On each of these levels, Gilley and Eggland (1989) insist that each level has its priorities and purpose.

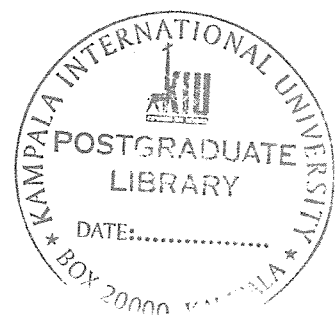
2.2 The Importance of human resource recruitment and retention in public institutions

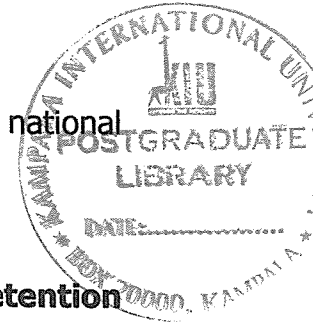
Whatever the nature of an organisation, the effectiveness of its operation and functions inevitably depends on its employees. All managers are concerned with the success of the personnel function in their own department and with the management of their staff. Managers must recognise the importance of a planned and systematic approach to personnel procurement in the organisation. (Mullins, 1999:733). In Karen Legge's view, (1995:208) procurement of a high quality staff is likely to generate high performance which fosters a positive corporate image. Therefore, there is a very strong link between the quality of personnel an organisation procures and its performance. According to Mullins (1999:746), the more professional and/or transparent the personnel procurement in an organisation, the more chances that organisation has to recruit quality people. Starling (1986) argues that even where the labour market may provide the best qualified human resource, if the organisation does not plan its human resource recruitment and retention processes, even the most qualified personnel might become a liability for the organisation. To this

effect, therefore each department must know exactly why they need another employee, which quality should be brought in, when, and how will he/she come in. In effect, Lactrus (2002) emphasises that the organisation seeking to recruit a competitive employee must do a lot of lobbying; potential employees must be identified and encouraged to apply for positions and objective and/or purposive selection must be professionally made.

Rama (1999) matches human resource planning and recruitment with strategic planning of the institution. Strategic planning to meet future needs of the organisation is the primary reason of the human resource planning; the plan must take due consideration of the available resources, market conditions, technological changes, product development, and capital requirements.

In Halloran's view (1986:32), unfortunately, human resource strategic planning is rarely an important component of strategic planning sessions of organisations. This is due to the fact that personnel departments in public institutions are often underestimated and/or politicised. The people who work in personnel departments appear to be a bunch of drones, whose apparent mission in life is to create paper work, recruitment secretaries who could not type, and send around memos whose impertinence is exceeded by their irrelevance. As a result, personnel directors, whatever their individual competence, have suffered the image of being "good-old-joe" type-harmless chaps who spend their careers worshipping files, arranging organisation picnics, and generally accomplishing nothing whatsoever of any fundamental importance. Alienation and politicisation of the personnel department in public service and institutions allows for politicians to make the department their dustbins for failures and fields where they can easily reward their campaigning cadres. This in return leads to recruitment of useless personnel who contribute nothing towards the achievement of the organisations' goals and objectives. Halloran's view





(1986:32), certainly goes very far to define the situation in the national university's 'personnel department'.

2.3 The nature of an ideal human resource recruitment and retention procedures for public institutions

Different researchers have put forward different procedures to be followed, and theories to facilitate human resource recruitment and retention in an organisation; most of them agree that an ideal human resource recruitment and retention system must start identification of the need for an employee, job analysis, job description, job specification and job design then selection, development and training, performance appraisal, and motivation in general

2.3.1 Job analysis

Job analysis, as Halloran (1986:44) suggests, is a process which involves collecting information about job functions; it comprises of a detailed description of duties for specific job areas, and ascertaining the relationship of the job to tools, equipment and related technology. Finally, it includes the study of the knowledge, education, and experience required of the prospective employee to do the job. Job analysis is the identification, collection, and classification of task statements and employee behaviours. In large organisations job analysis should be conducted by personnel specialists known as job analysts. Job analysis involves: job description, job specification, and job design. As discussed in chapter four of this work, job analysis, description, specification and design are lacking at the national university of Rwanda. We have argued that this is a necessary area of intervention if the university of Rwanda should reconfigure itself in the competitive global world.

2.3.2 Job description.

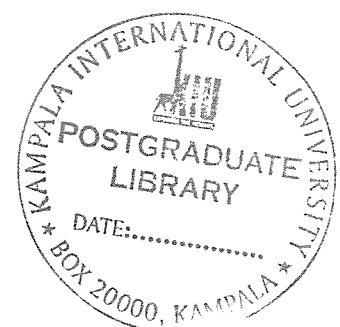
According to Halloran (1986:44) and Mullins (1999:740), job description is essentially about the total requirements of the job: exactly what it is, its purpose, what it entails, the duties, activities and responsibilities attached to it. Job description also situates the job in question within the formal structure of the organisation. It may also include a note about any particular features of the working environment.

2.3.3 Job/person specification.

Job specification is an extension of the job description. It not only identify the job, but also provides "a blueprint of the ideal person to do what job." Job specification details the personal attribution and qualities associated with successful performance of the job for example experience, technical skills, physical characteristics, health and appearance, motivation, intellectual ability, formal qualifications, personality and temperament, and any special requirements, such as the need for mobility (Mullins (1999: 749).

2.3.4 Job design

In Singer's view, (1990:87) like Halloran (1986:63) and Gilley and Eggland (1989), job design is about intergrating of job components and worker characteristics to create positions which lead to the need fulfilment of both workers and employers.



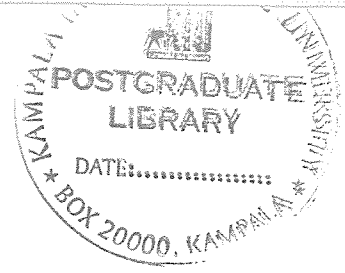
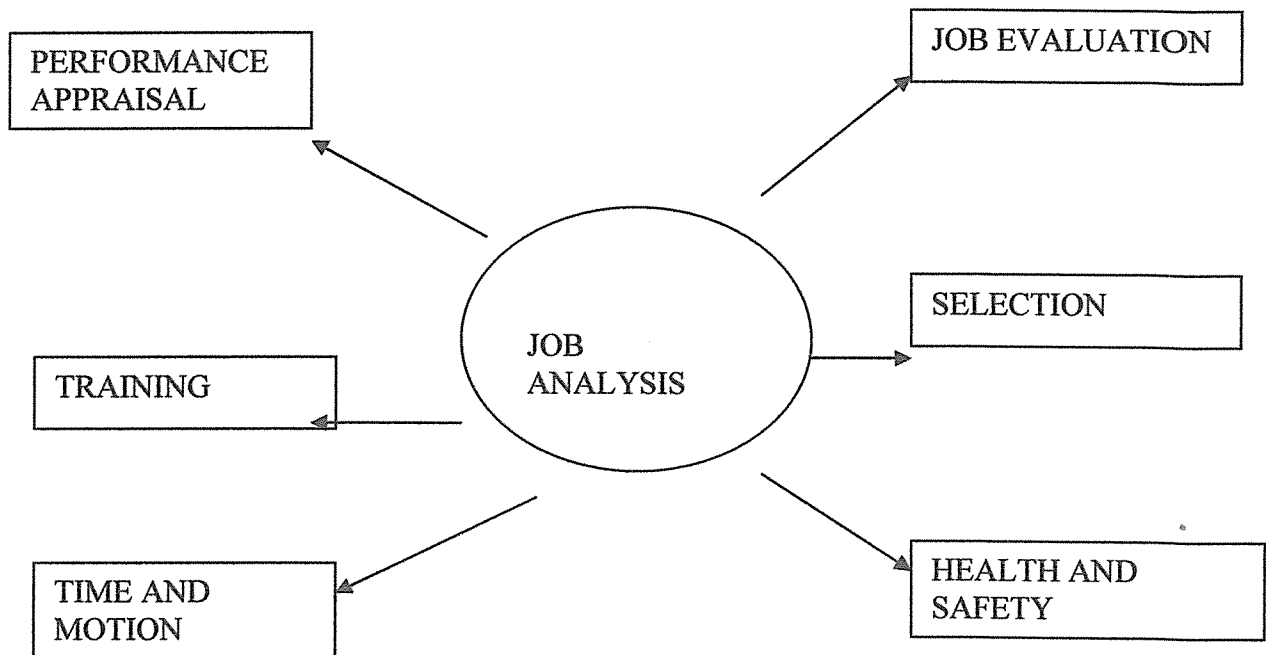


Fig i. Typical uses of job analysis



Source: Mark G.Singer (1990:71)

Mark G. Singer (1990: 68 - 71) clarifies the uses of job analysis and argues that it is job analysis with all its components that will ensure employee retention for the organisation. He bases his argument on the fact that it is job analysis that dictates on selection, training, job evaluation, performance appraisal, health and safety, and motivation, development, and the employee's adherence to government rules and regulations. This is the crux of human resource retention paradox that is work adopted.

2.4 Human Resource Planning

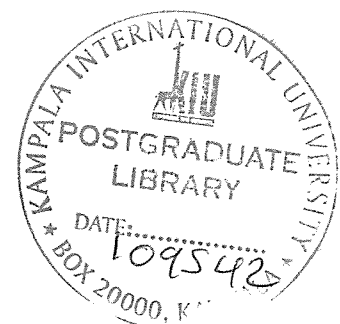
Human resource planning according to Mullins (1999:133), also often described as manpower planning is a strategy for acquisition, improvement and retaining of the organisation's human resource. Organisation human resource planning should not be isolation; it is a crossfunction activity because it is an integral part of the broader process of corporate objectives, mission and strategic plan. In

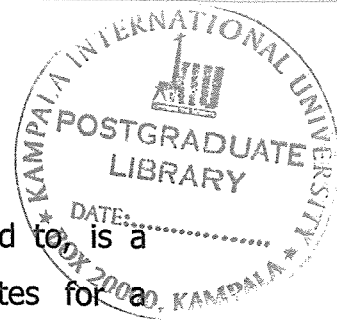
Burack's view, (1972: 58), ideally, human resource planning takes two dimensions namely :

- a) Striving to have the right kinds of people at the right places, at the right time, doing things which result in both organisation and the individual receiving maximum long-run benefits
- b) Anticipating the future patterns of the organisation and of the business environment and then relating manpower requirements to these conditions.

On the other hand, Mullins (1999:143) identifies four main stages of human resource planning:

- a) An analysis of the existing staffing resources, which requires an effective system of personnel records; staffing inventory
- b) An estimation of likely changes in resources by the target dates. This includes consideration of changes and losses to the organisation; incremental improvement in staff performance and current programmes of staff development; and external environmental factors such as the likely availability of labour. This determines the supply forecast
- c) A forecast of staffing requirements necessary to achieve corporate objectives by the date. This determines the demand forecast
- d) A series of measures to ensure that the required staffing resources are available as and when required. This reconciliation of supply and demand is the basis of the human resource plan and the personnel management action programme.



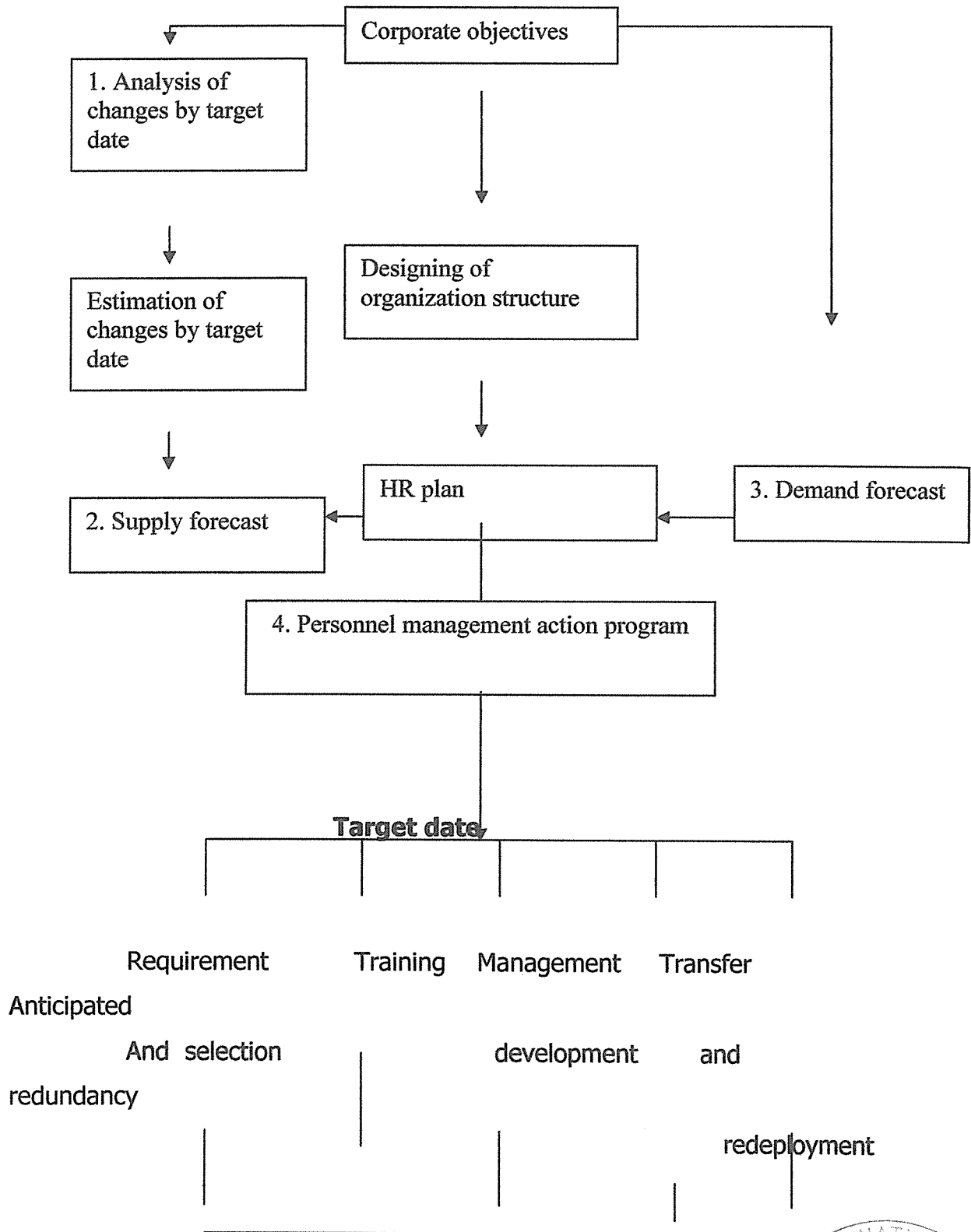


2.5 Recruitment and selection of employees

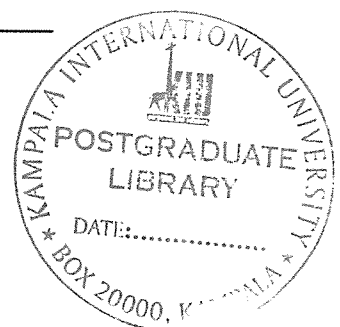
Recruitment as defined by Corbridge (1998:75), a view we contend to is a process which aims at attracting appropriately qualified candidates for a particular position from which it is possible and practical to select and/or appoint a competent person or persons. Ultimately, the organisation should get that employ that will add value to the organisation and to whose value the organisation will add value. Singer (1990: 117) also defines recruitment as a process of actively identifying potentially qualified employees and encourage them to apply for positions in the organisation.

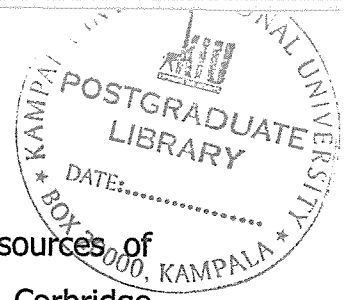
Recruitment and selection are very important stages which determine the future of the organisation and must be done cautiously. It ought to be done by a panel of people of integrity. Ineffectiveness in recruitment and selection may lead to poor performance, conflicts at the work place, unacceptable conduct, low morale and job dissatisfaction which necessarily high labour turnover and its associated problems for an organisation (Corbridge 1998:75).

Fig ii. Main stages of human resource planning



Source: Mullins (1999: 143),





2.6 The likely sources of human resource for an organisation

Various scholars like Corbridge (1998: 82) identify the different sources of human resource for any organisation and especially public institutions. Corbridge (1998: 82) put these sources under two broad categories namely external and internal sources.

2.6.1 The internal sources of human resource

2.6.1.1 Current employees: current employees may fill vacancies but for this to be done, the organisation must adequately communicate vacancies and maintain a comprehensive skills inventory on each worker. This may be done by use of job posting. *Job posting* involves the dissemination of information about available positions/vacancies by posting the listing on bulletin board or in employee newsletters. This is advantageous because employees, who would otherwise have been ignored, are easily identified. For this to happen, the organisation needs to have its employees' skill inventories; information concerning employee qualifications, skills, talents, and training programs attended. The list of all these should be kept and updated periodically to reflect the current levels of all workers. Availability of this information allows the organisation to search out qualified current employees who do not even have respond to the job posting. In fact, some human resource managers can scan current employee credentials routinely whenever a job vacancy occurs. Any employee whose credentials appear to qualify them for the position are subsequently personally invited to submit applications for the vacancy. Chapter four of this has indicated that this is impossible for the national university of Rwanda to the extent 'the personnel office' does not have sufficient inventory of each employee capacities and capabilities. To the extent job posting is scientific and vital for any organisation, we have argued in chapter four and five of this work that this is an important area of intervention for the university's successful human resource recruitment and retention

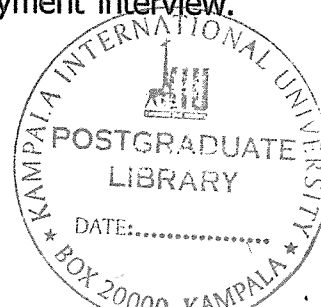
2.6.1.2 Employees as referral sources: by this approach, current employees suggest applicants to fill the job vacancies. Its merits are two fold. First, current employees tend to be highly selective when suggesting potential candidates because the quality of the applicants will ultimately reflect on them, thus, applicants proposed by current employees have undergone pre-screening prior to their recondition. Second, because employees recruited through this process are usually acquaintances, they tend to have more realistic views of the organisation, its policies and procedures, and, certainly they know what I expected of them as workers. However, Singer (1990: 109), criticises relying on this system of recruitment more especially in countries which experience racial and/or ethnic discrimination as workers may tend to refer members of their race or ethnic group, hence, making an organisation a community of one group. Singer's critique, (1990: 109), is practical for a country like Rwanda where employees will, if given a chance to refer their fellow employees, refer others along ethnic sentiments.

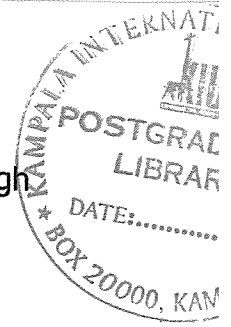
2.6.1.3 Transfers and promotions: this is a common way used by many organisations to fill vacancies. Instituting a policy of promoting-from-within; the organisation search for qualified personnel internally before recruiting externally. External sources of human resource according to Corbridge (1998: 83) is among the most common source of human resource for many organisations.

2.6.2 External sources of human resource for an organisation

External entrants may come in an organisation as: walk-ins, by advertisements, through employment agencies, and school or college/campus recruitment.

2.6.2.1 Walk-ins: as discussed by Halloran (1986: 62), is the cheapest source of recruits. Most institutions maintain a waiting room where people who are looking for work can ask for an application and seek an employment interview.





These walk-ins are predominantly blue-collar and clerical workers who, to a high extent, are low or unskilled.

2.6.2.2 Responding to advertisement(s) is also a common source to seek staff vacancies. Radios, televisions, magazines can be used to reach applicants who may not otherwise have been contacted. These advertisements usually list the job duties and responsibilities along with the candidate requirements necessary for successful job performance.

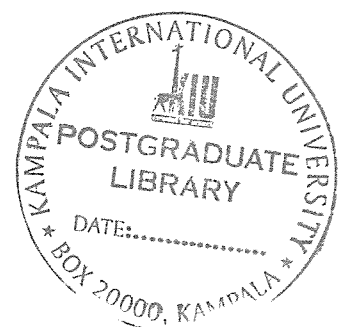
2.6.2.3 Employment agencies, as also discussed by Robert Bowin (1987: 19), in some countries such as the USA, are also a proportionally extensive source of human resource for many organisations. Some of the employment agencies are state owned while others are private owned.

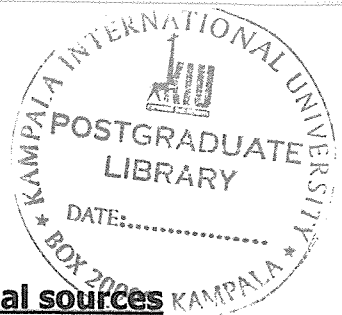
2.6.2.4 School and college/campus recruiting is also cited by Corbridge (1998: 83) is a good source of human resource for an organisation in that educational institutions offer a good selection of candidates for entry-level or management trainees positions. Guidance and vocational counsellors in high schools and business schools are continually seeking placement opportunities for their graduates. Organisations that establish good working relationship with these personnel find that the quality of the candidates referred exceed that of recruits from other sources. Singer (1990: 132) thinks that recruiting on college/campuses is an increasingly popular method for obtaining large applicant pools. Most colleges and universities, including junior or/ and community colleges, four-year bachelor's degree institutions, and graduate schools, establish career planning and placement centers on campus which serve as both a training ground for students and as a quasi-clearing house for employers. The initial employers contacts and the establishment of on-campus recruiting activities is usually co-ordinated through the placement office.

2.7 Politicians (government) and human resource recruitment and retention in public institutions

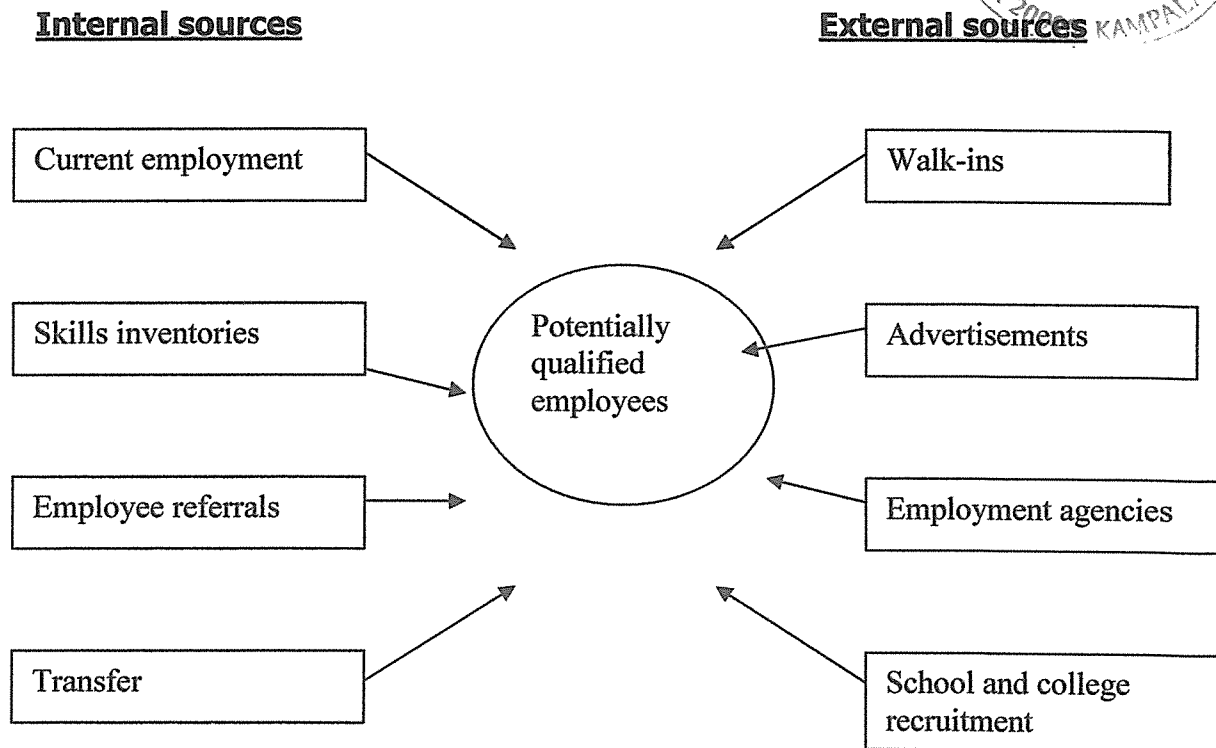
In Leat's view (1995:115), to the extent public institutions are meant to implement public policy, then politics is a major factor in the management of the institutions in general and human resource in particular. The paradox lies with the extent to which politicians should interfere with public institutions. Bugingo (2001: 6 – 9) contends that although intelligence personnel presence, whether military or political, is inevitable in public institutions, uncontrolled presence of intelligence personnel in public institutions is at the core of dysfunction public institutions. Bugingo's (2001: 8) in most case the human resource that comes into public institutions for intelligence and/or politicians' interests does not pay allegiance to the institutions and is, especially in developing countries, not qualified.

Scarpello and Ledvinka (1988:136) argue that although governments may need their intelligence's presence in public institutions, governments must insure that the personnel in public institutions for this purpose is of high integrity and qualified; any injustice in this regard must be discouraged by the government. According Bugingo (2001: 18) the government must be seen not to perpetrate discrimination in public institutions as in all sectors.





Figur iii Sources of recruits for an organisation



Source : Mark G. Singer (1990:117)

2.7.1 Ways of government intervention in human resource management in public institutions

According to Graham Hollinshead and Mike Leat (1995:115), the government intervenes in personnel recruitment and retention in public institutions in two main ways; first as an employer and second as a legislator.

2.7.2 The government intervention as an employer in public institutions human resource management

The government as an employer directly exerts considerable influence on the terms and conditions of employment and on management of a significant proportion of a country's labor force. This influence should be limited to basic terms and conditions of employment such as rates of pay or hours of work, but

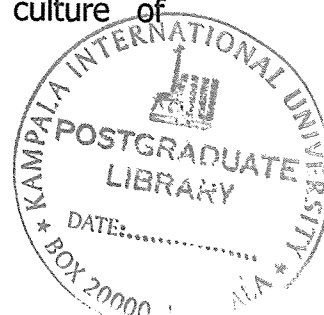
may alternatively extend into many other aspects of the management of human resources. Examples of the latter may include recruitment, selection and treatment of women, ethnic groups and/or the disabled or procedures to be used in disciplining employees (Gonsolves, 2001: 56). Therefore, for the national university of Rwanda to overcome the challenges of human resource recruitment and retention, the government must strategically intervene

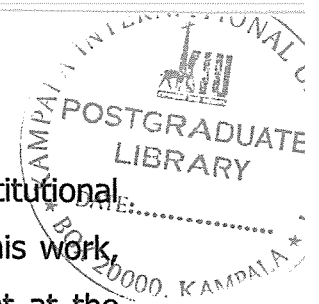
2.7.3 The government intervention as a legislator in public institutions human resource management

Governments also exert considerable influence through their ability to change and/or repeal the rules so that organizations remain within the realm of custody of positive value especially respect for human rights. The objective of legislative intervention can be broadly separated into regulatory and protective rules/laws. An example of this is creating protective rights for employees thereby lowering supremacy of managers against subordinates (Gonsolves, 2001: 65).

2.7.4 Government intervention in public institutions human resource management for affirmative Action

According to Brief (200:81), like Gonsolves (2001: 59), affirmative action involves an employer's engagement in positive, result-oriented methods designated to overcome past discriminatory practices by actively seeking to hire and promote women, minority, handicapped persons, and other protected classes. Brief (2001: 95) cites an example of USA; there are several types of employers who need affirmative action plans. Under Executive orders 11246 and 11375, all employers who employ 50 or more employees are required to develop and implement a written affirmative action plan. Many states extend affirmative action requirements to cover all state agencies, including Universities, Government bureaus, and state contractors and sub-contractors. In Rwanda, Article 32 of the 2003 Constitution makes it imperative to have at least 30% women employees in every public institution. But given the culture of





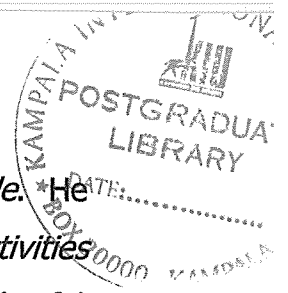
underestimating and exploiting women among Rwandans, this constitutional provision is merely speculative. Also, as discussed in chapter four of this work, discrimination based on ethnic, regional, and other grounds is rampant at the national university of Rwanda. Therefore the argument for affirmative action as advance by , Brief (200:81) and Gonsolves (2001: 59), is of absolute necessity at the national university; there is therefore need for government intervention at this level.

2.7.5 Other ways of government influence in human resource management in public institutions

Hollinshead et el (19:115-116), offers other various ways by which the Government influences human resource management and, consequently, affecting the quality and quantity of personnel in public institutions. *Firstly*, the Government may seek to influence the quality of labor supply trough education, training and retaining initiatives; the provision of employment services by way of vacancy information relocation, and/or mobility advice and assistance and the management of financial compensation to the unemployed. *Secondly*, a government may influence demand for labor, for example, through provision of subsidies, regional programs and even the financing lay-off or early retirements. *Thirdly*, the ruling government's ideology too may influence the quality and quantity of human resource in public institutions. For example the liberalization philosophy which leads to tremendous retrenchment.

2.8 Theoretical framework

Grover Starling (1986) views the aim of public institution personnel as "... providing administration that is effective, efficient and, above all, ensuring fair government ..." For this to be achieved there must be ***a solid public policy regarding selection, recruitment, placement, development and motivating*** public institutions employees. Ultimately, *public institutions should restore the*



authority of managers to manage and revitalizing the merit principle. He suggests that *recruitment* is but a consequence of a wide range of activities which stems from 'felt need for an employee', evaluating the merit of 'the felt need', then *job analysis* which is basically about *job description*, *job specification* and *job design* which then leads to *advertisement of the job* which leads to *selection*. Grover Starling (1986) argues that recruitment is meaningless if an organization cannot retain its recruits. He therefore suggests that *retention starts from selection* and it involves activities like *training*, *equity policy*, *evaluation/performance appraisal*, *health and safety policies*, and *motivation system* in general and *reward system* in particular.

2.9 Definition of terms

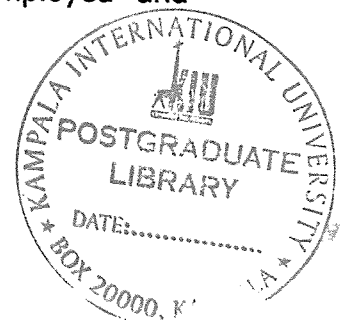
Development of personnel is skillful provision and organization of learning experiences in order that business goal and growth is achieved (Grove Starling, 1986)

Personnel management is a set of organizational broad forms/structures and activities designed to influence the effectiveness of individual workers (Edwin B. Flippo, 1984)

Public service is all activity carried out by any government-sponsored institution, ministry or department to meet citizens' needs for services and/or goods.

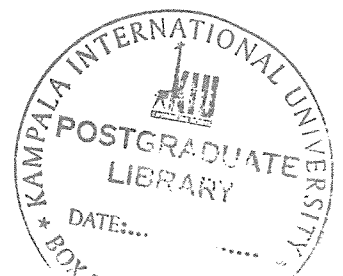
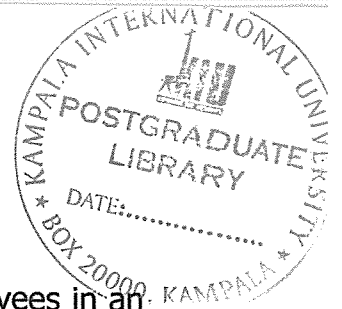
Quality control of personnel refers to constant checking on how a given worker/workers performs/performs *visa-a-vis* the required standards. It is a day-to-day activity that managers should carry out in view of attaining optimum output for each individual worker (French and Raven, 1962)

Human Resource Recruitment is a process which is concerned with the identification of sources from where the personnel can be employed and



motivating them to offer themselves for employment.

Human Resource retention is basically the politic of maintaining employees in an organization.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Chapter Overview

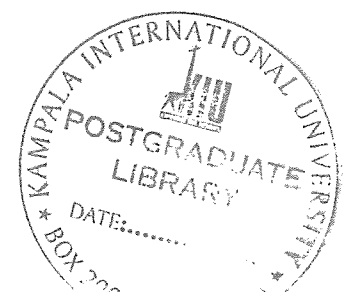
The objectives and nature of this research led this work to opt for a qualitative category of research, notwithstanding the quantitative aspects herein, leaning more on descriptive and normative approaches. The purpose of this study, 549 university employees were sampled out of 789 populations using stratified random sampling and applying sloven's formula. Structured and non structured interview schedule and in-depth interviews, questionnaire and participant observation were used to collect data; al the instruments that were used are researcher-made.

3.1 Research Design

The study was basically of a **qualitative** category. The qualitative data collection tools that were used included in-depth, elite interviews, content analysis, participant observation and questionnaire. Some elements of quantitative research were also applied especially to the extent some data was presented in form of statistics

The rationale for this work to have widely taken a qualitative category is that the researcher wanted to hear first hand information from the respondents on how they perceive the challenges of human resource recruitments and retention at the national university. This would entail listening to narratives and lived experiences of the managers at all levels and employees at all levels. The nature of the research also dictated using participant observation which unimpeachably led us led our research more towards a qualitative category.

The research adopted a non-experimental design with a descriptive but a





prospective and normative approach. The value we gave to our respondents lived experiences and narratives, the research, inevitably went descriptive and as such, chapter four of this work presents the various descriptions of the challenges of human resource recruitment and retention at the national university. Given the fact that one of the objectives of this work is to propose intervention schemes, this work went normative.

3.2 Environment

The National University of Rwanda is located in Butare town, the second largest city of the Rwanda; it lies in the South of the country. Until about 1999, it was the only university in the country.

3.3 Study population and Sample

Out of 789 employees of the National University of Rwanda, 549 people were sampled for respondents. Out of 188, the total number of lecturers, we sampled 161 for respondents. Of the 68 administrators namely the Directors and heads of departments, 54 were sampled for respondents. While out of the 533 ordinary employees, 334 were sampled out.

Table i: The study population and sample

General category of respondents	Specific category of respondents	Population	Sample	
Lecturers			Total	%
	Full Professors	10	10	100
	Associate Professors	18	18	100

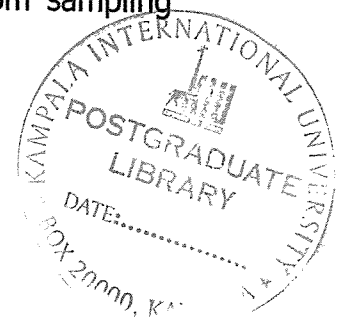
	Senior Lecturers	82	68	82
	Assistant lecturers	78	65	83
	Sub Total	188	161	86
Administrators	Directors	36	24	67
	Heads of Departments	32	30	94
	Sub Total	68	54	79
Ordinary employees	Holders of Bachelor' s	260	164	63
	Holders of High School	206	136	66
	Below High School level	77	44	57
	Sub Total	533	334	63
	Grand Total	789	549	70

Source: primary data

3.4 Sampling method

In order to effectively draw a representative sample of the National University of Rwanda, it was imperative to use **stratified random sampling**. This technique ensures representation of significant sub-groups of the population. The population was then divided into strata according to their categories namely lecturers (in their levels), administrators and ordinary employees

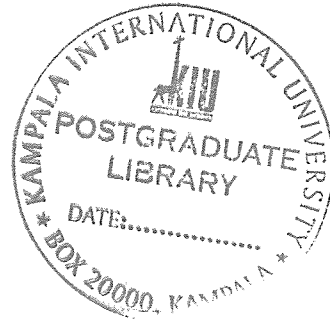
Donald (1979:19) points out the merits of stratified random sampling. Firstly, it enables the researcher to determine the extent to which each stratum in the population is represented in the sample. Secondly, stratified random sampling



guarantees represented defined groups in the population. Therefore, with regard to these merits the researcher was convinced that this type of sampling would yield to, as it indeed turned out to be, tremendous data.

The sample was selected using Sloven's formula

$$n = \frac{N}{1 + Ne^2}$$



Where:

n = Sample size

N = Total population size

e^2 = Margin of error at 0.05 level of significance

3.5 Data collection procedures and instruments

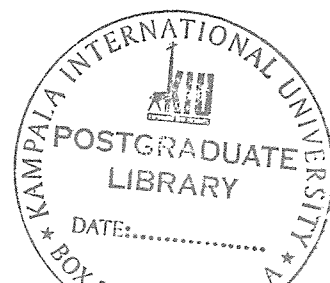
All the instruments that were used are researcher-made. Both structured and non structured interview schedule were applied. We also used in-depth qualitative and open ended interviews. Structured questionnaire were also administered by the researcher on top of participant observation. Triangulation was applied from time to time to ensure validity and truth of the findings.

3.5.1 Structured questionnaire and in-depth interviews covered the nature and root causes of the human resource recruitment and retention problems; at each level, the researcher made efforts to establish the parameters for the comprehension of recruitment and retention challenges among

employees and middle and top managers at the national university of Rwanda. The researcher *opted for a structured questionnaire* because the issue at hand is highly sensitive that not all employees and administrators would have felt comfortable with face to face discussion and/or interviews. The researcher's research assistants distributed the questionnaire and they personally collected the responses. All *in-depth interviews were conducted* by the researcher himself. This was because, for reasons of seniority, the in-depth interview participants were top officials of the university who would not have been comfortable to meet our research assistants. In-depth interviews were not recorded because recording would have raised suspicion among the participants; the researcher only took short hand notice of the interviews.

3.5.2 Participant observation was also used to capture the imponderables of the recruitment and retention processes of the national university of Rwanda. The researcher attended 3 top management meetings of the national university one of which was the university council. The researcher also attended the association of Lecturers' meeting, the technical and administrative personnel's general meeting. In addition, the researcher was to different offices during working and non working hours with all the middle and top managers of the university that were not sampled, at different periods of time, to get a first hand experience of the practices with regard to the variable of this study. This was possible because the researcher is one of the founders of this university after the 1994 genocide and since then, he has been an employee of this institution.

3.5.3 Content analysis was also necessary because some people have already raised remote questions in the country's different Newspapers about the dynamics in the management of Human resource at the National University. In addition, content analysis enriched the researcher with the necessary theoretical knowledge which allowed the researcher to enter into dialogue with the already existing body of knowledge with regard to human resource recruitment and

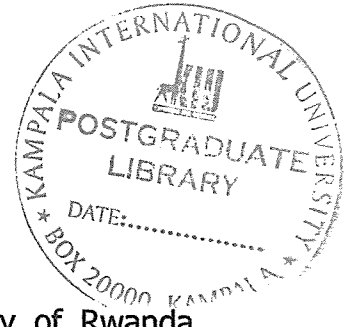


retention.

3.6 Data management and data quality control procedures.

Because we had research assistants from the national university of Rwanda based in the faculty of Social Sciences, Political Science and Public Administration, it was vital that we make sure they report realities as presented by the respondents. The best way was to ask them to submit both edited and unedited field notice to the principal researcher's secretary 24 hours after the interview and/or discussion. The principal researcher's secretary received these reports because the principal researcher was still at school. We insisted on 24 hours submission for the purpose of controlling validity and truth of what the assistant researchers had written down while in the field; it was also meant to minimize the risk of forgetting information from the field.

Data was then analyzed by the principal researcher along the major variables of the research. The researcher developed various data codes under which data was fitted. To narrow the codes into a report, overarching themes were integrated to build broader codes until such a time as we had developed the major themes as presented in chapter four of this work.



CHAPTER FOUR

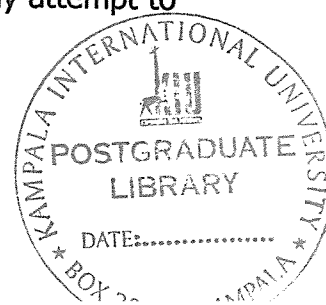
PRESENTATION OF DATA AND DATA ANALYSIS

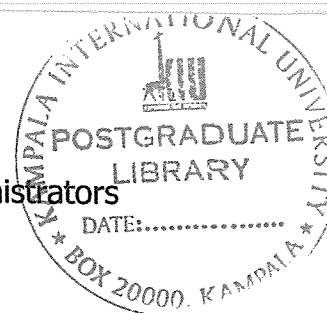
4.0 Chapter overview

This chapter is a presentation of responses as generated by the various qualitative data collection instruments which were adopted by the researcher. The chapter reflects the major codes that were developed from the arching themes under the two variables of the research namely human resource recruitment and retention. For a concise and precise presentation of the issues, some datum codes have been presented in form of tables. In spite of the noble requirement of analysis at different levels of data presentation, originality of the respondents' views has been retained.

4.1 Interview and questionnaire response rate

Table 1 illustrates that ordinary employees (76%) were more interested in answering to our questionnaire and attending to our interviews. The lecturers' response to our questionnaire and interest in our interviews was average (65%) while administrators responded and attended least (35%) to our questionnaire and interviews, respectively. Explaining this phenomenon, the director of personnel in an interview on 18th June 2006 observed, like Professor Byanafashe, observed in an interview on 10th June 2003, that most of the problems around human resource management at the national university are more directly felt by ordinary employees; these employees that have very few chances to get a job outside the university. Administrators, on the other had, the Professor noted during the interview, are in most cases beneficiaries to the system which makes them adamant to issues that affect human resource at the national university. This has various implication towards readdressing the challenges of human resource recruitment and retention: first of all, it might mean that any attempt to





deal with these challenges will be frustrated by the unconcerned administrators

Table 1: Response rate

General category of respondents	Specific category of respondents	Total population	Sample		Respondents	
			Total	%	Total	%
Lecturers						
	Full Professors	10	10	100	4	40
	Associate Professors	18	18	100	6	33
	Senior Lecturers	82	68	82	32	47
	Assistant lecturers	78	65	83	62	95
	Sub Total	188	161	86	104	65
Administrators	Directors	36	24	67	10	42
	Heads of Departments	32	30	94	09	30
	Sub Total	68	54	79	19	35
Ordinary employees	Holders of Bachelor' s	260	164	63	120	73
	Holders of High School	206	136	66	130	95
	Below High School level	77	44	57	42	95
	Sub Total	533	334	63	292	87
	Grand Total	789	549	70	415	76

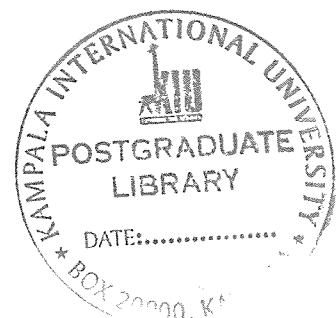
Source: Primary data

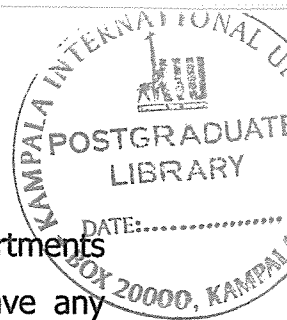
since it is the administrators that should implement university policy. Secondly, as middle and top decision makers, administrators at the university should actually develop concern for the problems their subordinates are faced with in their day-to-day work experiences. These issues are for great concern for this work because the research has suggested intervention scheme which can only be implemented by these university administrators.

4.2 Challenges of human resource recruitment at the National University of Rwanda

The Director of personnel in an interview on 18th June 2006 from the national university of Rwanda, like the Director of works and logistics at the National University of Rwanda concurred on the following problems with regard to entry of personnel at the university:

- i) There is no recruitment committee, whether in academic or technical departments of the university
- ii) Although the 1975 University Rules and Regulations allow the Rector and the two Vice-Rectors to recruit personnel for the university, the same laws do not stipulate the criteria for recruitment for the technical personnel. For the academic personnel, the law provides 'the minimum qualification is license
- iii) The university does not have a strategic plan; recruitment of personnel is haphazardly done.
- iv) Nobody takes the trouble to know whether a new employee is need before he/she is brought in





- v) Some university employees who are deployed, in different departments for intelligence purposes; are hardly qualified and hardly have any regard for any person or instruction.

In an interview with Madam Gagoyile Patricea and Nzamukunda Marie, the leader and secretary of the technical and administrative staff association respectively, on 18th May 2003, it was revealed that because of lack of criteria for recruitment at the national university, a 'good' number of university middle and top management take advantaged of the vulnerability of the female. "What do you do as a woman when some one wants sex before he can give you a job and yet you have no where to go?" madam Nzamukunda Marie highlighted. These two ladies, certainly representing other ladies – university employees - insisted that this 'demand' does not stop with being given a job; in most cases it continues. In many case, the exploited woman is infected with HIV/AIDS and/or has to bear pregnancies of the lustful 'bosses'. In Madam Nzamukunda's view, this explains why most women university employees are constantly aggrieved and certainly unhappy.

4.3 Respondents' entry modes into the university

In effect, answering to question number eight (8) "how did you get a job at the university?" three answers cut across as indicated in *table ii*; having been brought in by 'a friend', deployed by 'the government'. Although this category used the term 'appointed' by the government, there are only three government appointees at the university. So this category confuses 'appointment' with mere being 'sneaked in' by a politician and/or an influential army officer.

In a discussion with administrators in an in-depth interview on the 13th, June, 2006, it was pointed out and anonymously consented to that some heads of departments and/or influential individuals or heads of departments' friends

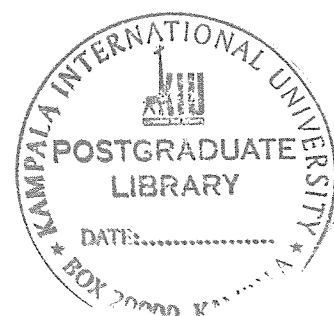
actually also recruit employees for the university. The director of works and logistics at the university, in an interview on 25th May 2003 agreed that there are such cases because of the 'weak recruitment system of the university

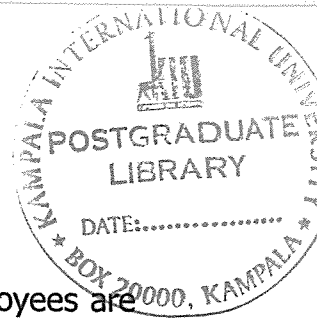
Table ii: Modes of employee entry at the national university

Means of entry	Ordinary employees			Administrators		Lecturers		
	With a degree	With high school certificate	Without high school certificate	Directors	Head of department	Full Professors	Associate professors	Other lecturers
Brought in by a friend	50	67	12	04	04	00	00	56
Applied and did an interview	15	21	00	03	02	04	06	05
Appointed	45	42	30	03	03	00	00	33
Total	120	130	42	10	9	04	06	94

This director emphasized that such employees are associated with numerous problems which we summed up as:

- i) They tend to enjoy favors from the heads of departments and/or directors such as access to 'the boss' without going through secretaries. This, in the director of works and logistics' view, "has led





to various and significant conflicts at the university”.

- ii) They are actually characterized by ‘empty pride’. Such employees are only loyal to ‘the boss’ that gave them the job; they under look their immediate bosses and fellow employees. According the director of works and logistics, “this category of employees at the university are, in reality, servants of the persons who gave them the job because they are the people such ‘bosses’ send home, for different reasons, any time even during work hours, for private transaction
- iii) Such employees pay no respect to the formal reporting system and structure of their departments

A number of inferences can be made from the above information:

First, if recruitment is, in most cases, done by individuals based on unknown criteria, then partiality is inevitable. But, according to Bugingo (2001: 36), a view we agree to, the major characteristics of a public administrators, like the National University of Rwanda, should be *impersonality, equality, fairness, transparency and prudence*. It is also evident that there is no job analysis, description, specification and design at the national university and, in general, there is no objective human resource selection procedure at the university. In the absence of this, as Grover Starling (1986) and Halloran (1986) rightly argue, there is poor quality personnel and performance.

Secondly, this reality is incompatible with the university’s status; a national university is, literally, meant to be the light of the nation. If the national university is ‘the light of the nation’ and indeed the institution nurtures students and employees for different managerial positions in the entire country, then the wisdom in a Kinyarwanda saying that *uwiba uhetse abayigisha uwo ahetse*, literally meaning that she who steals with a kid in the back is teaching the kid

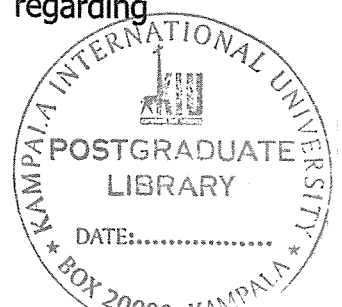
how to steal, is of absolute application.

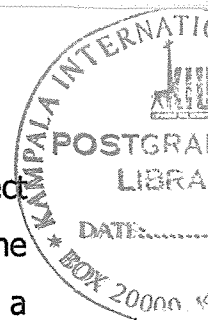
Thirdly, If the university is preparing students to manage public and non government organization in the country, and the university's human resource recruitment and retention process is so unprofessional, then, it is likely that these students will practice what they see happening at the university that is training them.

In addition, the level of discrimination and victimization in the recruitment process of the university, as revealed above, is inconsistent with the Constitution of the Republic of Rwanda as expressed in the Preamble No. 1 that nobody shall be discriminated against or favored or victimized on account of belonging to a certain family, religion, region, sex, ethnic group or any relationship. To the extent recruitment of personnel is not based on any objective criteria, the constitutional provisions cannot be protected and enforced. Yet, according to the same Constitution Article 7, it is incumbent on the government of Rwanda to ensure that the constitutional provisions are protected and enforced. It is therefore valid to assert that the malpractices in the recruitment process of the national university of Rwanda, in spite of Article 7 of the 2003 Constitution of Rwanda, reflect government failure.

Explaining the causes of job dissatisfaction and persistent conflicts at the work place Grover (1986) agrees, *inter alia*, on unfair recruitment process and lack of respect for the existing organization authority and/or leadership. Since it is crystal clear that the recruitment process of personnel at the university is open to subjective inclinations of the middle and top managers of the university, then job dissatisfaction, is indeed an ordinary occurrence which is a threat to human resource retention as discussed by Halloran (1986: 58)

The director charged with university organs in an interview on 24th June 2006 retaliated that although the university has not yet established a law regarding





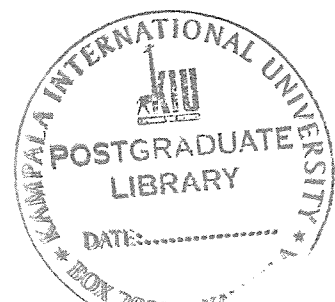
human resource recruitment and retention, the 1975 regulations to this effect are still applicable; it has never been repealed. He also insisted that the university alone cannot come up with its own isolated law or rules without a general public service law and/or policy. In addition, the director charged with university organs acknowledged that there are so many inconsistencies in hiring of personnel for the university but, like the director of personnel in an interview on 8th June 2006, these problems reflect so many aspects of Rwandan culture like discrimination based on ethnic groups, regions and the former country of refuge which, in this director's view, cannot be rectified by mere laws or rules for personnel procurement. Elaborating on the University employee entry examinations, the director of personnel in an interview on 8th June 2006 underlined that, ideally, each applicant for any university any job, except the Rector and the two Vice-Rectors – who are Presidential appointees - is supposed to do a written and an oral exam but, owing to different reasons, the majority do not do these exams. The reasons the director of personnel cited included: "the powers from above" and "urgency". The director refused to elaborate on these reasons.

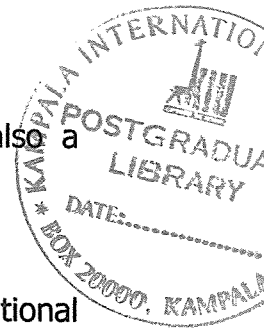
As illustrated in *table 2*, only 14% of the 415 respondents (employees) of the university entered through an examination while 39% of the respondents came into the university by appointments. It is only 14% of the respondents that entered the university after having done an exam. Also, 75% of government appointees at the university are composed of ordinary employees. According to Bugingo (2001: 13), political appointees in public institutions should be characterized by high degree of expertise but at the national university, actually, according to *table 2*, the government 'appointees' are the least educated. The director charged with university organs, in an interview on 24th May 2006 - a view that the director of personnel at the university in an interview on 18th June 2006 shared - indicated that most employees that come to the university without doing exams

... immanent from above with political backing; one cannot question them, you just find them at work. Unfortunately, you can never know who has appointed them. You just have to accept them as they are. Moreover, when they come in, they are more powerful than anybody in the institutions. You can never prove they are really appointed. They do what they want; they command everybody regardless of the rank in the university hierarchy ...

Since 39% of the university's employees belong to the category that both the director of personnel and the director of the university organs complained about and given the settled principle in organization theory that employees who do not pay allegiance to the people they serve cannot be effective and efficient (Singh, 2000), then it is undisputable that by having so many employees who pay allegiance not to the institution but to the unknown politicians who appointed them, the university of Rwanda has a deep seated institutional inefficiency and ineffectiveness.

According to *table 2*, 100% of the professors, both Full and Associate professors who are all, according to our observation, over 55 years entered the university through an examination. It was clearly put in an interview with the director of personnel on 18th June 2006 that all these Professors came into the university before the 1994 genocide. On the contrary, according to the 18th June interview with the director of personnel at the university, all the categories of lecturers at the national university started working for the university after the 1994 genocide and 36% of these lecturers were deployed into the university by politicians. If, according to the director of personnel in the 18th June 2006 interview and also the 24th May 2006 interview with the director of university organs, university employees placed by politicians in the university are characterized by not paying allegiance to the institution and by inefficiency and ineffectiveness and 36% of the lecturers that responded to our questionnaire and interviews are also placed by politicians in the university, then inefficiency and ineffectiveness is not only





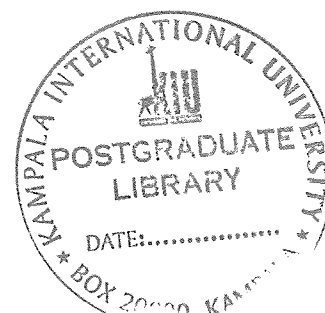
among administrators and ordinary employees at the university, it is also a problem among the academic staff of the university.

In an in-depth interview with directors and heads of departments at the national university on 17th June 2006 there was conscientious that the influential individuals within the university who, anonymously, bring in employees in the university bring them in on ethnic, regional and country of refuge account. In the same in-depth interview, it was revealed that although difficult to prove, those influential individuals at the university who bring in 'their people' often tend to bring in their sexual partners. By observation, the way some male influential people deal with the female employees, who actually were brought in by these male counterparts, there is little doubt that what the directors and heads of departments pointed out in the 17th in-depth interview is both true and valid. Basing on this analysis, it is material here that there are significant cases of sexual exploitation at 'entry' of personnel at the national university. This poses not only an ethical problem but also a legal issue in the management of personnel recruitment at the national university. Legally, the 2003 Rwandan Constitution in its Preamble No. 2 provides for non discrimination and Article 200 makes it an obligation for every Rwandan to abide with the constitution. Ethically, any public official, as matter of principle, must be accountable for his /her conduct towards the rights holders, in this case the university recruits, the rationale is that any Public official is a custodian of justice and fairness.

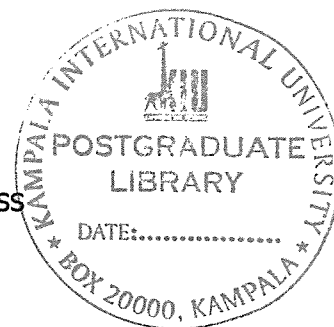
In an interview with Professor Furere Jean, the most senior Professor of the national university – he has served the university for the past 32 years - on 10th June, the Professor raised doubt even on the nature of university employee entry examination and the way it is conducted. The Professor observed that before the 1994 genocide entry exams into the university were highly professional "they targeted to discover the recruit's skills depending on the job he/she had applied for." In Professor Furere Jean's view, which was confirmed by the director of

personnel in an interview on the 18th June 2006, there are no guidelines regarding the content of employee entry examinations into the university. In addition, there is no committee charged with employee entry examinations in the university. Mr. Gasasira Emanuel, an assistant lecturer at the university, in an in-depth interview with assistant lecturers' leaders on 13th May 2003, observed that he did an entry examination, but that "actually it was not an examination as such. I was only asked where I had done my first degree from and why I had sought to become an assistant lecturer." Mr. Rukyeba Chris, an administrator at the faculty of social sciences like Miss Murungi Joessia an administrator in the academic registrar's office in separate interviews on 09th May 2006 and 16th May 2006 respectively said the entry examination that they did were similar to that one that was described by Mr. Gasasira Emanuel. Basing on these observations regarding the nature of, and manner of conducting, employee entry examinations at the national university of Rwanda, then there is no guarantee of quality and objectivity even for the 14% university employees who entered the university after doing an examination as illustrated by *table 2*.

In an in-depth interview with the directors and heads of departments on 17th June 2006, at the national university, an issue arose as to the circumstances under which a new employee is recruited in the various departments of the university. There was consensus that none of the attending heads of departments had ever applied for an employee in their departments although they keep receiving new employees in their departments. This raised the issue of 'who determines need of new employees at the university?' To this question, none of the heads of departments in attendance had an answer. The director of personnel in the 18th June 2006 interview also testified to the effect that for the 9 years he has been in that office, there has never been any application for a new employee from any department. In the director of personnel's view, "this phenomenon should be attributed to heads of departments; they do not do their job well". In a defensive mood, the directors said



...there is no way we can look on when work is not being done. We have to recruit employees for the different university departments regardless of whether the heads of departments have indicated need for a new employee..."



Reacting to whether there is a committee that is responsible for identifying gaps that require recruits, the director of personnel accepted that such a committee does not exist at the national university. In effect, the 17th June 2006 in-depth interview with the directors and heads of departments at the national university revealed that heads of departments generally find it difficult to absorb the new recruits in their respective departments because the heads of departments often do not have work for most of the new employees sent to the different departments.

In the questionnaire, answering the question 'how did you get a job at the university?' the answers to which are indicated in *table 2*, there was no indication of having heard about the job through advertisements. The director of personnel, in the 18th June 2003 interview also confirmed that the main stream university does not advertise for jobs; "we only advertise for projects working in the university".

From the foregoing information, from the interviews and questionnaire, it is evident that there is no job analysis, job description, job specification and job design at the national university of Rwanda yet various human resource management scholars like Halloran (1986: 44), Mullins (1999: 143 and Burack (1972: 58) are of the view that an organization without these is doomed to collapse.

4.3 Challenges of human resource retention at the university

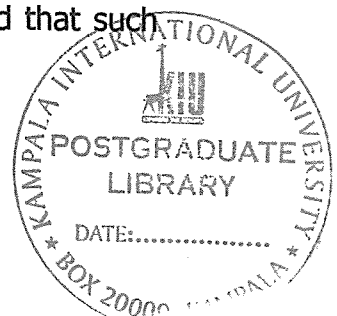
In an interview with the in –charge of foods and beverages logistics at the

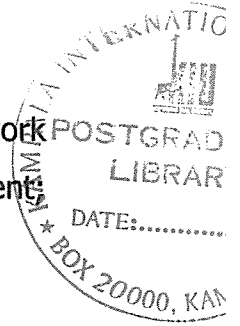
university – this department employees 39% of the total employee population of the university - Mr. Ndizeye Francos, on 26th May 2006 like in an interview with Mrs. Jacqueline Luta the chief administrator of university extension, on 15th May 2003, made it clear that because different officials send people to the department, as employees, without any departmental plan to absorb them, the department cannot effectively deploy the new recruits. Mrs. Jacqueline Luta, in the same interview, observed that "sometimes it takes two to three months before I can find work for the new recruits that are sent to this department and yet, in the meantime, the person is paid". This observation by the two heads of such big departments at the national university raises four major issues:

- i) Whether an employee who is 'simply dumped' into a department can really be productive for the department and the organization in general
- ii) Whether such 'dumped' employees can harmonize with other workers in the department
- iii) Whether such employees can be loyal to their immediate bosses
- iv) Whether the university budget is managed well

Reacting to these issues, the director of personnel in an interview on 18th June 2003 said "it is equally difficult to ensure productivity and loyalty of employees even when those employees have come in an organization through the most transparent channels". In our view, the director of personnel's reaction indicates how deep seated the problem is; it is an institutional problem to the extent the director of personnel was not really bothered about the above issues to which he was reacting.

In an interview on 26th May 2006, Mr. Ndizeye Francos highlighted the issue of communication breakdown in his department because of the new recruits sent to his department by the top management of the university. He insisted that such





people have no respect for departmental procedural rules; they report to work anytime they feel like, they under look others including the head of department; they generally have disregard for any person in the department.

In an in-depth interview with the representatives of the national university of Rwanda lecturers - assistant and full lecturers - on 29th May 2003, there was emphasis of unequal treatment of lecturers. That some lecturers have excessive powers over others; they set agenda for others yet they are all at the same level with others. Mr. Habasi Bosco put it clearly in the same in-depth interview "how can a person who bears no office in the hierarchy of the university command another as if we are their house boys – simply because they are related to the university top managers or prominent politicians?" If among the lecturers such a phenomenon is at play, yet as a matter of principle lecturers in any university are a professional body of employee, then Mr. Ndizeye Francois' and Mrs. Jacqueline Luta's fears above find expression and, as such, we are justified to infer that these problems are cut across at the national university of Rwanda.

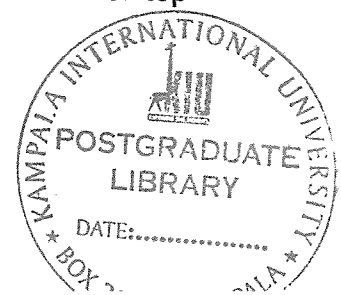
The lecturers in the 29th May 2003 interview also highlighted that such lecturers with 'connections' with the top management are promoted almost as soon as they come in the institutions yet as Madam Kampaire Dediata put it,

"I have been in this university for the past eight years without promotion while some people who came in much latter have been promoted to senior lecturers in spite of the fact that they have practically done nothing for the institutions; they are always 'on missions' with their friends [...] when they come back, after having got 'the mission money', they are promoted"

A similar concern was raised by the heads of department and directors in an in-depth interview on 25th May 2003. In effect, the heads of departments and directors, in the same in-depth interview, expressed fear that sometimes the top

managers of the university render them helpless because the recommendations they make in their capacities as heads and directors of the university for employee promotions are never considered; this creates hatred and conflict among employees and also between employees and heads of departments and directors, the director of university extension underscored that "workers think we do not do our work; they say we are lazy and not serious". Asked about the criteria for employee promotions, the director of personnel said that a Ministerial Circular number MIEDU/00012/04 prohibited any promotions in institutions of high learning until there is a national committee of high education. "Since that committee is not yet in place, the question of promotion is irrelevant", the director observed. Mr. Makuza Pascal, an administrator in the personnel department, in an interview on 15th June 2006 like the director of university organs in an interview on 18th May 2003 contended that in spite of the Ministerial circular, some individuals are promoted but "I do not know how they are promoted and who promotes them [...] for example I know some people who became senior lecturers last year". This well substantiated observation – the papers to this effect were available – viewed together with Mr. Ndizeye Francos's opinion in an interview on 26th May 2006, together with Mrs. Jacqueline Luta and Madam Kampaire Dediata's observations confirm that promotion of employees at the university is also subjectively done.

It is also interesting to relate the Director of personnel's observation in relation to the Ministerial circular. The very fact that he (the director of personnel) confirmed that there are no promotions at the national university owing to the Ministerial circular, yet there is evidence, documented in his office, to the effect that some university employees are secretary promoted, then the director of personnel must have had another motive that facing the concrete dimensions of the problem. Actually, answering to the question 'What would you suggest as a solution to the human resource recruitment and retention problems at the university?' of the questionnaire, 90% respondent suggested that number of top



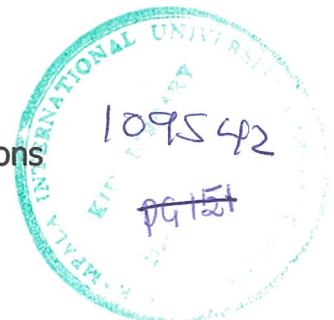


university managers at the university who should resign; this list included the director of personnel. If the Director of personnel is so suspected of malpractices in human resource management issues at the university, yet he should be the overall person with regard to human resource management affairs, then the issue at hand is complex.

The problem of the terms and/or conditions of work was cited across our interviews. Also, answering to question 'what would you consider to be attractive for you to stay at the national university as an employee?' 25% of the respondents, 18% of whom were 'ordinary employees', the answer was "nothing". Of these respondents, 13% all of whom were 'ordinary employees' indicated that they are at the national university of Rwanda simply because they have nowhere to go. They indicated that one cannot find it attractive to work in a place of uncertainties – one does not know his/her job functions, no clear terms of employment.

In an interview with the director of the university organs on 18th May 2003, while reacting to the respondents' view that "in this transitional university, it is difficult if not impossible to find a satisfied employee", the director asked "would you expect any satisfied employee in this university, anyway?" The director of the university extension, in an interview on 25th May 2003, summed up the issue saying "with the job insecurity that there is in the university, poor pay especially for the administration and technical personnel and the deep seated conflicts among university employees, and lack of a chance for carrier development, the least you can expect is reasonable job satisfaction". 9 % of the respondents to the questionnaire, while answering to question 13, 'what motivates to remain an employee in the national university of Rwanda', their response were summarized under the following themes:

- i) There is no pressure on people in their day-to-day functions



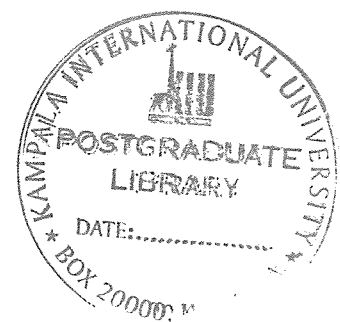
- ii) Each academic year there is a long holiday for students and so employees also rest on top each person's annual leave
- iii) Transport is easy because there is a bus to pick employees everyday from specific stations around town

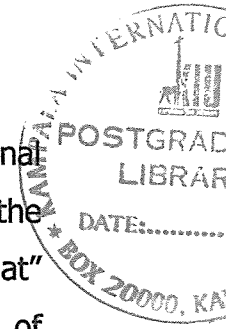
It is evident that all these responses are, actually problematic; they are not scientific explanation of human resource retention. They only show that the university as an institution is weak; it neither follows up employees nor control expenditures.

It is important to note, also that all the respondents that answered "Yes" to question 13 of the questionnaire are from the administrators/heads of departments and teaching staff. On the other hand, 49% of the respondents, while answering to the "No" part of question 13 indicated that they are not happy to be employees at the national university because of the following issues:

- i) working without clear set job/office/task expectations
- ii) not being given a chance to develop
- iii) not being appraised objectively
- iv) arbitrary dismissal
- v) Poor remuneration
- vi) Lack of accommodation
- vii) fellow employees leaving the job in great numbers

The "No" response to question 13 came mainly from 'ordinary employees' category. This indicates that, perhaps, it is mainly 'ordinary employees' that suffer from these challenges of human resource retention at the national university because they have fewer chances of getting a job else where



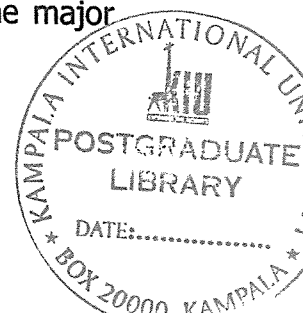


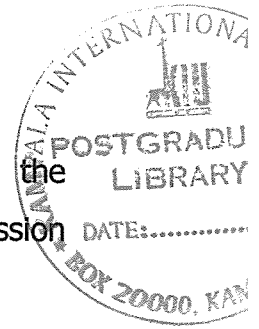
Reacting to 'work without set job/office/task expectation' at the national university, the director of personnel in an interview on 18th June said that "the university should tell us what it wants its personnel to do. It is not us to do that". This reaction has a number of implications but especially that the director of personnel is either not informed of the function of the director of personnel in an organization or he is not allowed to do the right job by the university top management. This reaction, coupled with the fact that 100% of our respondents to the questionnaire, while answering to question 10 "Does the University have a strategic plan, vision and mission for its employees, answered "No", then it flows naturally that work, at the national university, is not clearly planned and as such there are no clear set job/office/task expectations. In effect, as argued by Brief (2000: 78), in the absence of job analysis and description, it is impossible to develop a career development scheme for employees. Therefore, the fact that 49 % of the respondents complained about not being given a chance to develop, in Singer's view, a view we subscribe to, is a consequence of absence of job description. In addition, as a matter of validity, in the absence of clearly set job/office/task expectations (job description) then objective appraisal is impossible hence, the university employees' complaint finds a scientific explanation in Brief's work (2000: 78).

Reflecting on the challenge of arbitrary dismissal at the national university of Rwanda, the director of personnel in the 18th June 2006 interview observed that some employees become 'impossible' and as such they are advised to leave the university. Trying to explain how 'the advice is given' and the criteria used, he insisted "some of these cases are crystal clear in their context and so there is no need for discussions with an employee who does not want to work after all there are many people who want to work". Given the fear for arbitrary dismissal as expressed by the university employees in the questionnaire, on the one hand, and given the director's confirmation that actually arbitrary dismissal 'is normal and common' then there is a serious legal issue; violation of the Supreme Law of

the Land. The 2003 Rwandan Constitution, Article 19 guarantees the right to fair hearing and presume every person innocent until proven guilty. The same Article of the Constitution provides for the right to defend oneself in front of an objective panel. If employees at the university are arbitrary dismissed, then there is serious violation of the Supreme Law of the Land in the national university of Rwanda.

Poor remuneration was also raised as a factor that makes employee retention at the national university of Rwanda problematic. In an interview with the Dean of Social Science, Political science and Public Administration on 16th June 2006, the Dean emphasized the problem of the university's failure to offer competitive salaries. The Dean insisted that the university should "make it a point to pay people according to their talents". The Director of university extension also in an interview on 25th June 2003 revealed that as a director on top of the poor pay, according to the university remuneration scheme, when he goes out for 'mission' to the capital city for work, regardless of the risks traveling involves, he is given an allowance of less than 15 dollars the whole day and only 50 dollars (everything included) if he is to spend a night in the capital. Mr. Rusatsirwa Joseph an employee in the 'welfare department' who is currently undertaking a degree program on self sponsorship indicated that he earns less than 100 USA dollars a month and yet he has a family and he must study. In an interview with the administration and technical personnel representatives, the administration and technical staff blamed their poor pay on top management and lecturers whom they accused of pretending to be earning very little yet they have huge allowances. The argument at this level was based on the information in *table iii*. As illustrated in *table iii*, and confirmed by the interview with the administration and technical personnel representatives, university non teaching staff are grossly underpaid. It is also evident from *table iii* that there is a big salary and allowances margin among the different university employees. Brief (2000: 78) cites unreasonable disparity among employees of an organization as the major





cause of job dissatisfaction, poor performance and conflict. Therefore, the conflict, poor performance and job dissatisfaction in the foregoing discussion actually, also derives from this salary and allowances disparity.

The director of personnel, while reacting to the issue of gross disparities of salaries and allowances at the national university of Rwanda observed that "certainly there is a need to address this problem but it is beyond us because we depend on the national budget". The director of personnel further observed that "even the salaries and allowances for lectures and other administrators are extremely poor given the fact that the market price especially for food and rent are too high". A similar view was expressed by the director of university

Table iv: General remuneration structure of university employees per month

Function	Basic salary (converted into USA dollars)	Allowances			
		Housing	Grade	Transport	Medical
Full Professors	700	200	150	150	130
Associate Professors	669	150	100	150	130
Senior Lecturers	550	100	80	150	130
Assistant lecturers	450	50	50	150	130
Holders of	150	50	50	50	85

Bachelor' s					
Holders of High School	130	50	50	00	00
Below High School level	100	50	00	00	00

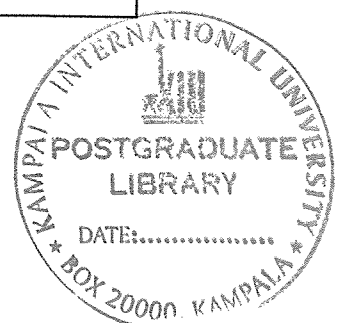
extension in an interview on 25th May 2003 that "we are not talking about disparity as such; we are talking about unacceptable salaries and allowances"

The issue of employees leaving the university (labor turn over) was raised by 100% of the respondents as being serious problem because:

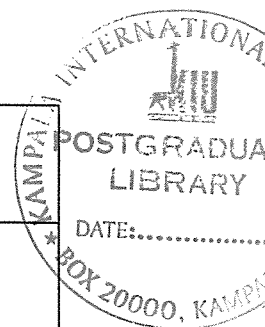
- i) the remaining employees loose friends
- ii) whenever a fellow employee leaves there is panic in the entire department
- iii) it is difficult to establish working relationship with the new recruit
- iv) they tarnish the corporate face of the university

Table V: Specific offices remuneration structure of university employees per month

Function	Basic salary (converted into USA dollars)	Allowances			
		Housin g	Grade	Transport	Medical
Directors	500	200	120	200	150



Head of department	450	200	120	200	150
Faculty secretary	400	200	120	200	150
Department secretary	280	100	50	50	50



In an in-depth interview with the administrators and heads of departments on ... it was emphasized that the reasons why there is such a high labor turn over at the university as indicated in table v are known to everybody in the university.

The following were agreed upon as the major ones:

- i) lack of chances to go for further studies
- ii) Persistent unresolved conflicts between people
- iii) Poor remuneration
- iv) Threats of dismissal and actual cases of dismissal
- v) Confusion in responsibility allocation

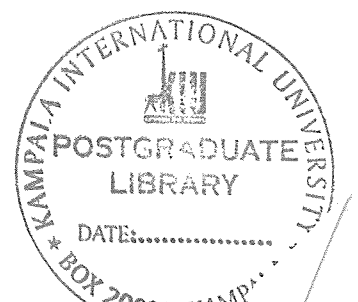
Table vi: Labor turn over at the university between 2001 and 2006

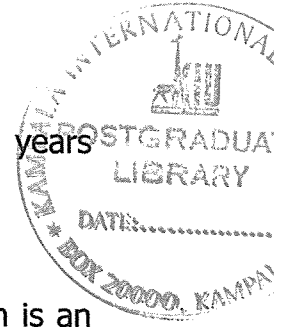
Category of employees	2001- 2002		2002 -2003		2003 -2004		2004- 2005		2005 - 06	
	total	left	total	left	total	left	total	left	total	left
Full Professors	007	000	009	000	010	000	010	000	010	000
Associate Professors	025	010	020	008	015	005	021	009	021	003
Senior Lecturers	125	030	105	008	110	020	100	009	104	020

Assistant lecturers	220	050	180	65	150	40	105	020	102	024
Directors	020	005	026	008	28	003	33	002	038	002
Heads of Departments	037	008	034	005	034	003	035	03	035	003
Holders of Bachelor' s	409	113	396	098	296	040	286	86	297	037
Holders of High School	395	158	364	113	339	104	309	134	294	088
Below High School level	150	100	160	089	139	100	128	50	146	69
Total	1388	474	1294	394	1121	315	1027	313	1047	246

Source: the director of personnel's office series of annual filed reports

As illustrated in table vi, during the academic year 2001/2 the university had 1388 employees but 474 of them left the institution the same year making labor turn over that year 35%. The 2002/3 academic year, the university had 1294 employees but 394 left that very year making it 31% labor turn over. The following academic year 2003/4 the institution had 1121 employees but lost 315 which is 29% labor turn over. The 2004/5 academic year, the national university of Rwanda had 1027 employees but 313 left making labor turn over that year 31%. Finally, the 2005/6 academic year, the university had 1047 employees but lost 246 which put labor turn over at 24%. It is true there is a down ward trend of the labor turn over at the national university of Rwanda but, it would be naïve to assert that the labor turn over is normal. According to Armstrong (2001: 39) and Grover Starling (1986: 56) like Halloran (1986: 72) labor turn over beyond 4%, consistently is absolutely abnormal to its extent. According to *table vi*, the





national university of Rwanda labor turn over for the five (5) academic years stands at 30%

Grover Starling (1986: 98) argues that labor turn over for an organization is an aspect of human resource management that any organization must managed diligently because of its associated costs. Grover Starling (1986: 56) also thinks that, a view we concur with, the easiest thing to manage is labor turn over because it only requires identifying the causes of the labor turn over and address them satisfactorily. This work has identified the causes of labor turn over at the national university of Rwanda as:

- i) lack of chances to go for further studies
- ii) Persistent unresolved conflicts between people
- iii) Poor remuneration
- iv) Threats of dismissal and actual cases of dismissal
- v) Confusion in responsibility allocation

Following Grover Starling's argument (1986: 56) that overcoming labor turn over is but addressing its causes, then, the national university of Rwanda only needs a sound policy to address these causes of labor turn over that we have identified if it is to manage its human resource retention. Chapter five has discussed the detailed scheme that can facilitate the national university to break through the abnormal labor turn over at the university.

CHAPTER FIVE

SUMMARY OF THE MAJOR FINDINGS, RECOMMENDATIONS, CONCLUSION, AND PROPOSED AREAS FOR FURTHER RESEARCH

5.0 Chapter over view

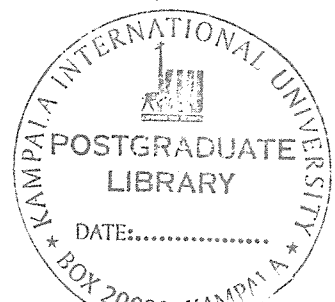
This chapter sought to present a precise and concise outlook of the nature of the dynamics of the challenges of human resource recruitment and retention at the national university. The rationale is that this research having been a commissioned research, the policy makers desire to view the knot of the subject matter with little or not extra constraints through the various pages of this voluminous research work. The chapter also presented concise but detailed areas of intervention. Unlike the common traditional pitfall of social science research, of presenting outlined speculative and or unworkable recommendations, this chapter is a breakthrough to the extent it has presented each area of intervention methodically. Each recommendation has been contextualize to avoid ambiguity and doubts regarding implementation.

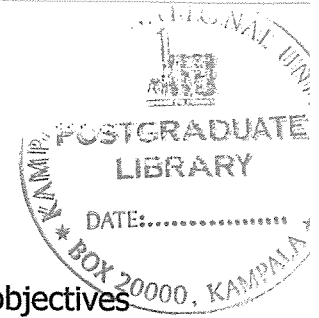
5.1 Summary of the major findings

5.1.1 Major findings regarding the challenges of human resource recruitment at the national university of Rwanda

The major challenges of human resource recruitment at the national university of Rwanda, which cut across all categories of university employees, are:

- i) There is no recruitment committee, whether in academic, administrative or technical departments of the university; no section is charged with job analysis in any university department
- ii) Although the 1975 University Rules and Regulations allow the Rector and the two Vice-Rectors to recruit personnel for the university, the same law does not stipulate the criteria for recruitment and, moreover,





it has been overrun by events.

- iii) The university does not have a mission, vision, a philosophy, objectives and/or a strategic plan and as such, recruitment of personnel is haphazardly done
- iv) There is a lot of political and/or military interference in the recruitment process of the national university; a significant number as indicated in *table ii* is dominantly deployed, in different departments for intelligence purposes – political or military intelligence

Consequently, those university employees recruited within the weak recruitment system are characterized by excessive inefficiency, pride, paying allegiance not to the institution but to the individuals who 'sneaked' them into the university and, they generally have no respect for the institution's reporting system and the university hierarchy in general. In effect as illustrated in *table 2*, only 14% of the 415 respondents (employees) of the university entered through an examination while 39% of the respondents came into the university by 'appointments'. It is only 14% of the respondents that entered the university after having done an exam; 75% of government 'appointees' at the university are composed of ordinary employees. In addition, there is no objective employee entry examination committee board at the university; there is no guideline on the different personnel entry examinations. All these lead to conflict, poor quality human resource, poor performance and waste of resources.

The mal practices in the university's human resource recruitment process, to the extent it involves gross abuse of human rights, discriminations and lack of transparency among other moral and social evils, is in gross violation of the 2003 Constitution of Rwanda. There are significant cases of sexual abuse to women for the purpose of accessing jobs at the university

It is evident, therefore, that the human resource management problems at the university have taken a twist of a scandal in so far as a significant number of university administrators recruit their own people, on discriminatory grounds like ethnic, region and religious, into the university; whether the university actually needs such employees or not. Also, to the extent some male administrator abuse female employees and/or candidates for jobs at the university, yet the university by virtue of being a public institution is a custodian of justice and fairness, then the situation amounts to a scandal.

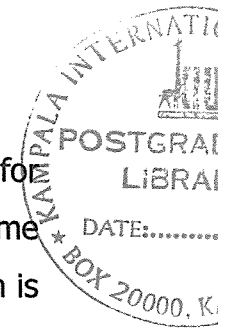
The university does not have a vision, mission, philosophy and strategic plan as such it operates according to individuals' 'creativity' and/or 'imagination'. The implication of this is that the university does not have an 'inspiration' from which to draw its human resource recruitment and retention policy.

These findings have tested our hypotheses 1 and 3 positive and as such our objective no. 1 has been realized.

5.1.2 Major findings regarding the challenges of human resource retention at the national university

The university employees that are recruited into the university by their friends and/or brought in by politicians - and they are many according to table ii - in most cases have no work to do in the departments where they are 'dumped'; they are generally idle yet they are paid from the tax payer's money. This coupled with their empty pride and inefficiency, conflicts, and tension in general, makes the work place dissatisfying for the employees. In addition, such employees do not have respect for department procedural rules; they report to work anytime they feel like, they disregard others including the heads of departments; they are generally disrespectful for any person in the department.





Promotions at the university are made on unknown criteria. This leaves room for unethical tendencies like nepotism, regionalism and ethnicity to guide some university official in the promotion of university employees. Because promotion is generally not on merit, the university cannot retain competitive human resource. In effect, 25% of the university employees we interviewed indicated that they are employees at the university simply because they have nowhere else to go.

There is no set job expectation for the employees; employees do not know the expected performance levels because there are no performance parameters. This creates uncertainty at the work place. Appraisals are made on no established criteria and even then, the heads of departments and directors' employee appraisal reports are, generally, not implemented.

There are gross imbalances in salaries and allowances structure of the national university as indicated in table iii, although it was settled view that the salaries and allowance of the university are not competitive. Also, there is arbitrary dismissal of employees. This is in breach of the fundamental principle of natural justice and also it violates Article 19 of the 2003 Constitution of Rwanda

The labor turn over at the national university since 2000 is around 30% per year. Between 2000/1 academic year and 2006 academic year, labor turn over has been 35%, 31%, 29%, 31% and 24% respectively. The major causes of this labor turn over at the university include:

- i) lack of chances to go for further studies
- ii) Persistent unresolved conflicts between and among people and functions
- iii) Uncompetitive remuneration
- iv) Threats of dismissal and actual cases of dismissal
- v) Confusion in responsibility allocation
- vi) Subjectivity in human resource management which leads to injustices

These findings tested our hypotheses 2 and three positive and as such, our objective number two was achieved.

5.2 Recommendations

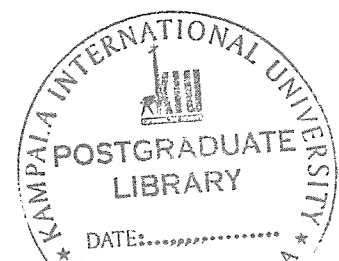
5.2.1 Recommendations to university employees

University employees ought to be vigilant; they must know that as employees, they have inalienable rights which they must seek to enforce against the university. Such rights include, *inter alia*, the right to develop, the right to be heard and to defend them selves in case of misunderstandings, the right to be protected from sexual abuses at the work place and else where and the right to associate. With this knowledge, university employees should know that individually, none can successfully enforce his or her right. Therefore they must strengthen solidarity and/or team work which will yield to different associations among them. Such association should air their views through legal forums like seminars, conferences, workshops, and the press, among other venues.

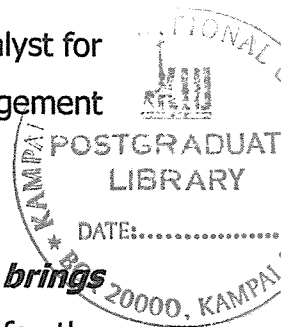
University employees should learn not to compromise values like faithfulness, transparency, justice and fairness in their day-to-day activities; such values must be individually internalized if the university should be transformed. To this effect, seminars, conferences and other channels should be used to inculcate an ethical mind among university employees and managers

5.2.2 Recommendations to the National University (top management and administrators):

The national university should develop a mission, vision, and a strategic plan with clear objectives. The mission and vision of the university should be practical and elaborated. Also, the mission and vision of the university should be responsive to the internal and external environment of the national university. In addition, the university should develop a philosophy for itself which will act as



the trustee of the mission. In our view, the national university of Rwanda should develop *a Vision that situates* the university in the global village and as such the university should think and act globally. Such a vision will act as a catalyst for 'going global' hence overcoming a number of human resource management problems the university is faced with because of 'localized' practices.



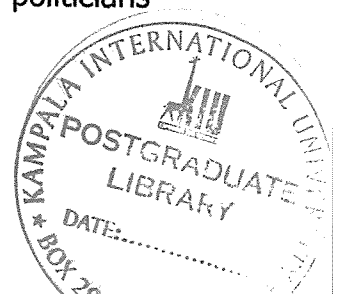
The National university of Rwanda should *set a mission for itself that brings about a paradigm shift*, from the traditional paradigm 'of producing for the Rwanda's public service' to producing for the global market. The university should shift from exclusively training privileged students to integrating special needs education. The mission of the national university should also emphasize participatory learning. Such a mission will automatically have a positive impact on the human resource management style and practices at the university. *The national university needs an operation philosophy.* In our view, such a philosophy should emphasize a relationship of value between the university as a service provider and the beneficiaries as customers. Such a philosophy will manifest itself in high quality product which will place the university in a favorable competitive position in the global market. With such a philosophy, the current inconsistencies in human resource management at the national university will, as a matter of logic, be minimized.

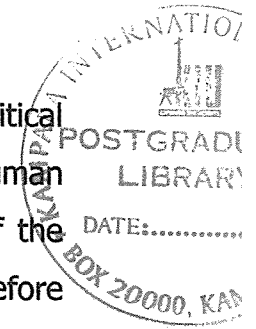
It is inconceivable that the national university, the center of academic Excellency in the country does not have a strategic plan. The Kinyarwanda saying that *ufite imigambi ayigelahe* literally meaning that he/she who has set goals will attain the goals, summarizes the necessity of a strategic plan for the university. An appropriate strategic plan for the university should, as a matter of tenets, analyze the entire university environment and identify the limitations that there is for the university vis-à-vis its strength. It should forecast the concrete programs for the university to overcome its limitations so that it becomes the leading competitor in the industry. It is in view of realizing the ideals of the university as

set in the strategic plan that the university will seek, recruit, develop and utilize its personnel. It is this only, in our considered opinion that will bring about 'strategic human resource management and human resource empowerment practices' at the university. The issue at this point is basically about who will develop the mission, vision, strategic plan, objectives and a philosophy for the university.

We recommend that the university appoints a multi-disciplinary committee of about ten experts (Professors and Lecturers) to carry out environment scanning and then formulate a mission, vision, a philosophy and objectives for the university. When this is done and the mission, vision and objectives are approved by the relevant organs of the university, then the same committee could be given the mandate of consulting all the university departments and spear head the strategic plan making exercise. Between five (5) to seven (7) years strategic plan would be appropriate for the national university. Alternatively, the university could hire external consultants to do the job of developing a mission, vision, philosophy and objectives for the national university and even lead the strategic plan making exercise. In our view, external consults might be better for this purpose because they stand better chances of scanning the university's external and internal environment more objectively. In either case, the university needs funds; it must generate funds from within. The most convenient sources, in our opinion is cutting on the university running costs, for example checking on the different water taps and points where water flows every time. The university could also check on the electricity and the stationery wasted every time.

Inevitably, relying on the entire chapter four of this work, the national university is greatly incapacitated to manage its employees' recruitment and retention. The reason for this failure is that the mal human resource management practices are so rooted in the people's culture and/or beliefs. In addition, being a public institution, the top management of the university is itself composed of politicians





and former combatants of the ruling party, who are not insinuated from political pressure because of conflict of interests. Given the central role of human resource for the success of the university of Rwanda and the centrality of the national university in the development of the country as a whole, we therefore recommend ***that the university 'privatizes' its human resource management system.*** To this effect, they should invite tenders from competent firms, both national and international, through the National Tender Board. The most competitive firm should take up the tender for a period not exceeding three (3) years, each time. This firm should be mandated to carry out a thorough job analysis and job description, to analyze the need for human resource, to recruit and place human resource for the university and to develop programs/schemes for human resource development and motivation at the university. The firm should also develop and manage human resource exit from the university. Therefore, the current big but ineffective personnel department would be replaced by this firm which will further save money for the university. To the extent privatization is high on the agenda of Rwanda's public policy; privatizing human resource management of the national university would be consistent with the country's public policy and so it will succeed

The National university of Rwanda should ***enact rules and regulations to cover all aspects of human resource management.*** This set of rules and regulations should address issues like human resource forecasting, job analysis, job description, human resource needs analysis and in general, human resource retention. The rules and regulations should put in place a permanent committee in charge of the foregoing national university human resource issues. Such a committee should be composed of at least four members from different parts of the country, from different political parties and of mixed ethnic groups. With such composition, the committee stands more chances of being objective hence ensuring justice and fairness for university employee recruitment, retention and/or employee exit. The committee should have the following objectives:

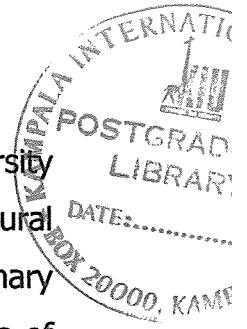
- i) To liaison the different departments of the university so that each department is conversant with the university mission, vision, philosophy and strategic plan
- ii) To identify human resource gaps and advertise the available vacancies, receive applications from applicants as well as enrolling and conducting applicants for the job(s) at the university
- iii) To prepare for, and conduct/administer university employee entry exams/interviews
- iv) To follow up each employee's career development and plan for sustainable human resource development programs/schemes
- v) To make sure that each employee is appraised and promoted accordingly, on merit

The committee should be reporting to the Vice-Rector for Finance and Administration and it should have the following powers:

- i) To summon any university administrator who is suspected of abusing employees' rights whether during entry, stay and/or exit
- ii) To recommend for disciplinary actions any conduct contrary to the university rules and regulations to the university disciplinary committee and actually act as prosecutors of the disciplinary committee

Along side the human resource management committee of the university, there is ***need for creation of a disciplinary committee at the national university***. Without prejudice the employees' right to access courts of law, the university disciplinary committee should be charged with presiding over





settlement of persistent inter party conflicts and summoning any university employee that is suspected of violating the fundamental principles of natural justice and/or university rules and regulations. The university disciplinary committee should be composed of at least four senior university employees of high moral character; one of its members should be an advocate, magistrate, senior law lecturer and/or a judge. The university disciplinary committee should have the following objectives:

- i) To ensure that the rules of natural justice prevail in any relationship between and among employees and between and among students and employees
- ii) To ensure peaceful and convenient resolution and/or management of conflicts at the national university
- iii) To educate university employees on their rights, duties and/or obligations

The disciplinary committee of the national university should have the following powers:

- i) To summon any university employee that is accused of violating the university rules and regulations and is in breach of the fundamental principles of natural justice
- ii) To prescribe penalties for university employees found guilty of breach of university rules and regulations and the fundamental principles of natural justice. The penalties that the this committee can prescribe should be limited to suspension for any period not exceeding six months and withholding an employees' salary but not exceeding one quarter of the salary for a period not exceeding four months.
- iii) To recommend for action of the Public service Committee, the police,

inspector general of government and other law enforcement institutions, any university unrepentant employees in gross abuse of other employees' rights

5.2.2 Recommendations to the Government of Rwanda

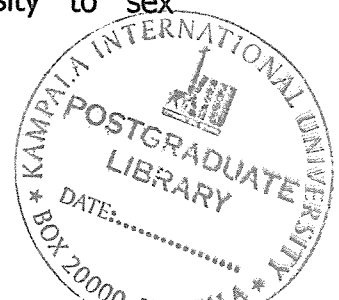
The Public Service Committee is provided for by the 2003 Rwanda Constitution but up to now, it has never been put in place. Therefore, there is need to put in place the Public Service Committee. In effect, once put in place, by virtue of its functions as stipulated by Article 181 of the Constitution namely, *inter alia*,

- i) To deal with all issues that affect public and civil servants
- ii) To recruit and confirm appointments for the qualified public and civil servants
- iii) To establish criteria for recruitment and promotion of public service
- iv) To institute research into the quality of, and the laws governing, public and civil servants

If such a commission was put in place, undoubtedly by exercising its functions as outline above, would actually solve the core problems of the university's human resource recruitment and retention.

There is a need for ***an independent commission of inquiry into the abuse of employees' rights and misappropriation of funds in the national university of Rwanda since 1995 when the university re-opened after the 1994 genocide***. This commission should be given the following points of reference/mandate to investigate and recommend appropriate action against:

- i) all university administrators, current and previous, that allegedly subjected female applicants for jobs in the university to sex





exploitation.

- ii) the university administrators, current and previous, that denied people of their right to access jobs on ethnic, region and/or former country of refuge grounds. Or those administrators who mistreat(ed) university employees in anyway on any of, or a combination of, these grounds
- iii) the university administrators, current or previous, who allegedly misappropriated and/or embezzled funds at the university

This independent commission of inquiry into human resource management related scandals at the university should be chaired by a Judge of the High Court. As such, this commission of inquiry should be given the immunity and privileges of the High Court. Any appeal thereby should be made to the Court of Appeal.

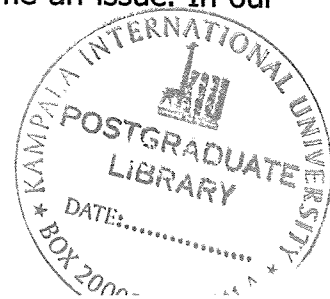
In the history of the country, there has never been any Commission of Inquiry. All investigations are made by the police and then sent to Courts. The problem is that the issues that are raised about human resource management at the national university after the 1994 genocide have bearings not only on the law but also on socialization and morality. In which case, if these allegations were heard by formal courts, given the technicalities of courts, most of the accused administrators of the university will get away with it on grounds of legal technicalities. In addition, given the huge number of the suspected university administrator, current and previous, and given the period each case should take before the court concludes on the case, formal courts cannot guarantee speedy litigations over the alleged human resource management scandals at the national university. Moreover, the Courts are already overloaded with genocide case.

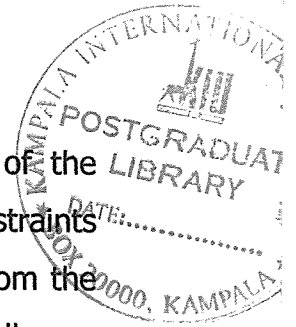
Arguably, the 2003 Constitution does not provide for Commissions of Inquiry and

as such, if this Commission of inquiry was instituted it would lack the Constitutional backing. At this level, there are two possible alternatives namely that either *the 2003 Rwanda Constitution be amended to insert a provision for Commissions of inquiry* or the President of the Republic of Rwanda, relying on law no. 2480/DP/99, (Powers of the President) sec. 48 which provides that "the President, as a custodian of Justice is empowered to make decision to ensure that every Rwandan is served with justice provided that decision is not inconsistent with any written law", institutes the Commission of Inquiry. In our considered opinion, the above sec. 48 is sufficient for the President of the Republic of Rwanda to institute a commission of inquiry into human resource management scandals at the national university. Regarding amendment of the 2003 Constitution, according to the 2003 Rwanda Constitution, any member of the Lower House of Deputies (Members of Parliament) or a group of them can initiate a motion to amend the Constitution. Any member of the Upper House of Deputies (Members of the Senate) or a group of them can submit a Constitutional Amendment proposal. Also, the 2003 Rwanda Constitution allows the President to make law. Therefore, the Commission of inquiry into the alleged human resource management scandals at the university can, actually, be instituted even without Constitution Amendment.

Once instituted, given the nature of the allegations and the wide number of the administrators accused, some of whom are now in very influential offices of the country, the Commission of inquiry could be given between six and twelve months to finish with the investigation and then three month to prepare their report. They should report to the President of the republic because the office and personality of the President commands the highest power and authority over any individual and/or institution; this office can implement any recommendation wherefrom.

The source of funds for the commission of inquiry may become an issue. In our



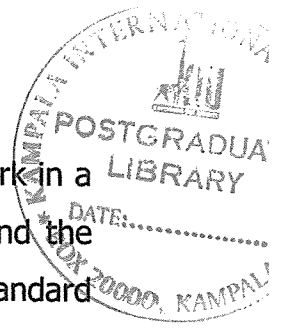


view, the commission should be funded from the Consolidated Fund of the Country. For the Ministry of Finance to avoid the possible budgetary constraints due to this Commission of inquiry, the ministry should solicit for funds from the University itself by cutting down on university expenditure especially on transport. All university vehicles should be compounded and auctioned save for, at most, two buses which are used by students for study trips and sports trips. The money from these vehicles and the savings from fuel and repairs will then be used to fund the Commission of inquiry. In addition, since the issue at hand is human rights, the government should attract the different regions of the world's Human Rights Commissions to make contributions towards this commission of inquiry operation costs. The Human Rights Commissions that we think could be interested in contributing for such a commission include: the American Human Rights and People's Freedoms Commission, the European Human Rights Commission and the African Human Rights Commission.

The office of the Inspector General of Government, a Constitutional Organ that was established by the 2003 Constitutions by Article 182, should constantly survey all public institutions of the country in general and the national university in particular, to insure that officials there are accountable to the subordinates.

There is need for a system to ***propagate values in the public management especially social, financial and moral accountability*** not only in the national university of Rwanda but also in all public and private sector institutions. This accountability is a double fold; administrators should be accountable and as much employees should be accountable. For the national university of Rwanda, accountability would mean that administrators are accountable to employees as rights bearers who cannot be exploited and/or used as objects for selfish interests of the administrators. For this to happen, three accountability mechanisms should be instituted at the university:

- i) Quasi-judicial accountability mechanism: this will require the university



religious, regional and/or any type of disclamation. The agency should work in a close but independent relationship with the public service commission and the private sector Secretariat to make sure that both sectors maintain standard human resource management levels.

The totality of these recommendations, therefore, has made this work to attain its objective no. 3

5.3 Conclusion

The challenges of human resource recruitment and retention at the national university of Rwanda raise vivid ethical and legal issues which must be addresses accordingly. It is indisputable that vague and weak human resource recruitment and retention process is the antecedent of poor quality human resource. It is also a validly proposition that the challenges of human resource recruitment and retention are institutionalized and actually has bearings on the entire unethical tendencies that have characterized the country before and after independence which unethical tendencies led to the 1994 genocide that left all institution in the country broken down. To the extent such unethical tendencies led to total collapse of institutions in the country, the university being inclusive, and the same tendencies still characterize the institution, then the university risks another total breakdown at any opportune time.

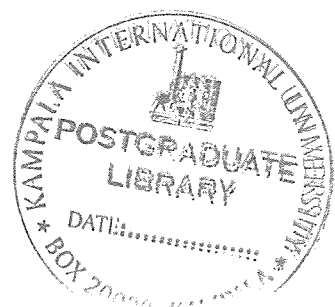
If, by essence, the national university is the 'center for Excellency' for the whole country and there are such mal practices in its human resource recruitment and retention, then by inference the university is not only ruining its essence but also the university is potentially a problem for the entire country.

The university employees are certainly eager to cooperate with researchers who are interested in transformation of the institution but a matter of fact they are frustrated by unimplemented research findings. Therefore, implementation of these research findings is imperative.

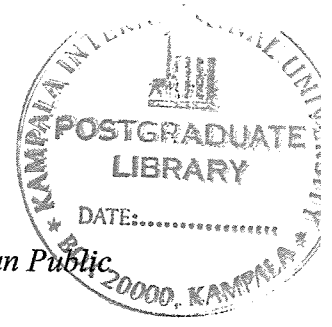
5.3 Suggested areas for further research

Prospective researchers and even students should be encouraged to research into the following areas at the national university of Rwanda:

- Human resource development strategies at the national university of Rwanda
- Practices in the general procumbent department of the university
- The dynamics of financial auditing and the role of, and implementation of, internal and external auditors at the national university of Rwanda
- The relationship between female and male managers and subordinates
- Budgeting and budget utilization at the national university of Rwanda

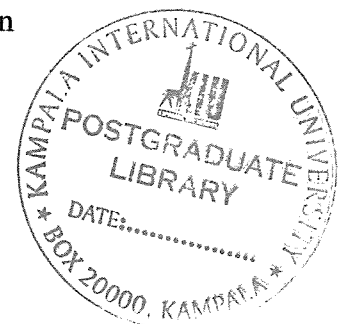


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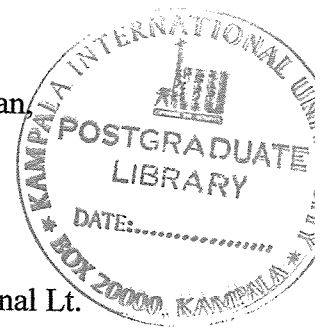
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The Questionnaire

1. Respondents' Bio-data

Age _____ Gender _____

Marital status _____

2. a) When did you start working at the National University of Rwanda?

b) Which job do you do?

3. In which of the following categories of the University employees do you fall?

(tick the applicable category)

Full Professor

Associate Professor

Senior Lecturer

Full Lecturer

Head of Department

Ordinary employee

4. What is your level of education? _____

5. How did you get your job at the University? _____

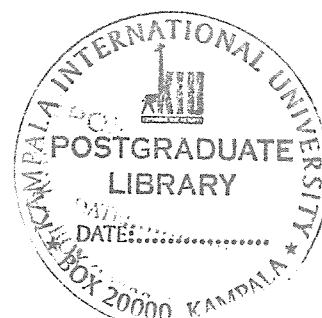
6. At which rank did you enter the University? _____

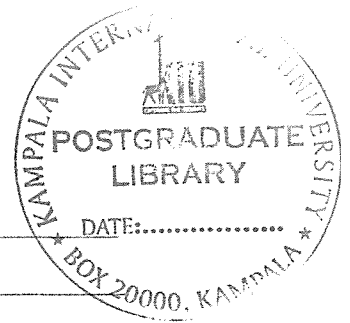
7. What were the requirements for you to get your job at the National University? _____

8. Do you know of any law regarding personnel entry, stay and exit at the University? (tick the relevant box)

Yes

No





If Yes,

- which law _____
- Has anybody ever explained that law to you? _____

9. Does the University have a strategic plan, vision and mission for its employees? (tick the relevant box)

Yes

No

If Yes,

- How often does your department meet to discuss this strategic plan, vision and mission ? _____

10. Are there any activities in your department that you would consider to be personnel training?

Yes

No

If Yes,

- which ones? _____

- where is that training done from _____

11. Do you have a career planning strategy in your department? (tick the appropriate choice)

Yes

No

If Yes, how is it done?

12. Are there any things that you get from the National University which you would consider motivating? (Mention them in order of importance starting from the one you consider to be the most rewarding advantage)

13. Are there any employee associations at the University?

Yes

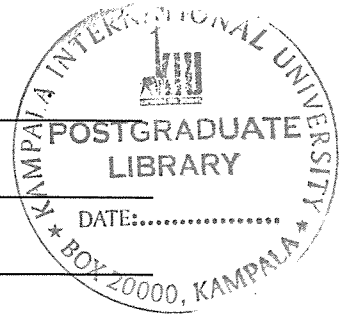
No

If Yes, mention them _____

Do you belong to any these associations?



Why did you chose this membership?_____



12. Is there an employee appraisal activity at the University?

Yes

No

If yes, how is it done?_____

As an employee of the university, what is your view about the appraisal system of the university ?

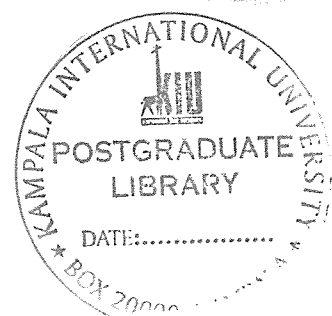
13. Do you have an idea of the personnel reward policy of the university?

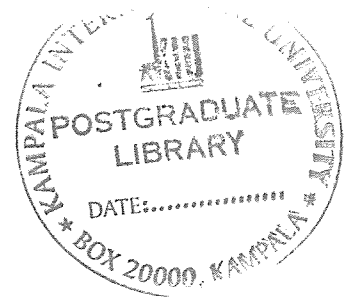
Yes

No

If yes, explain and give your personal view about this system

14. Which advise would you give to the university and the government for the purpose of improving personnel recruitment and retention related problems?





INTERVIEW SCHEDULE GUIDE FOR UNIVERSITY ADMINISTRATORS/DIRECTORS

1. What is the role of your office in human resource recruitment and retention at the national university of Rwanda?
2. Do employees ever complain to you about their day-to-day experiences as employees at the university? Which problems do they complain about most?
3. Do you ever discuss with employees over their appraisal reports? How do you proceed?
4. Do you encounter any problem as an administrator/ Director/ Head of department? Explain

INTERVIEW SCHEDULE GUIDE

FOR other university employees

1. How did you get a job at the university?
2. Did you encounter any problem at the time you were entering the university? Explain
3. Do you experience any problem as a university employee?

4. Do you feel happy to be a university employee?

5. Have you ever seen any employee leaving the university?

Yes, No

Explain

Did you ever discuss anything with him/her before leaving the university?

If Yes,

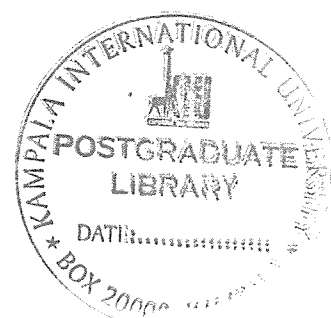
What did he/she tell you was the reason for his/her departure?

6. Do you feel disturbed by employees leaving the university? Why?

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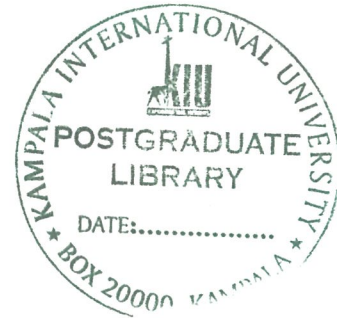
2006





UNIVERSITE NATIONALE DU RWANDA
NATIONAL UNIVERSITY OF RWANDA

CABINET DU VICE-RECTEUR ACADEMIQUE
OFFICE OF THE ACADEMIC VICE-RECTOR



ICYEMEZO

Jyewe Prof. Silas MURERAMANZI, Umuyobozi Wungirije Ushinzwe amasomo muri Kaminuza y'u Rwanda, ndemeza ko Dr KAMBANDA M.K Charles, ari umwarimu muri Kaminuza y'u Rwanda akaba aniga muri « Kampala International University » mu rwego rwa « Master of Business Administration ».

Turasaba abayobozi b'imirimo muri Kaminuza ko bamworohera kuganira n'abakozi b'inzego zitandukanye za Kaminuza mu rwego rw'ubushakashatsi akora.

Bikorewe i Butare, tariki ya 03/05/2006
Umuyobozi Wungirije wa Kaminuza
Ushinzwe Amasomo

