



**SUSTAINABLE HUMAN CAPITAL STRATEGY FOR WHITE YOUTH IN A  
TRANSFORMED SOUTH AFRICAN NAVY**

**by**

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**Submitted in accordance with the requirement for the degree of**

**DOCTOR OF PHILOSOPHY**

**FACULTY OF MANAGEMENT SCIENCES**

**Department of**

**PUBLIC ADMINISTRATION AND PUBLIC MANAGEMENT**

**at the**

**DURBAN UNIVERSITY OF TECHNOLOGY**

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**DATE: 11 APRIL 2022**

## **ABSTRACT**

On its inception to power, the Government of National Unity inherited a society marked by profound social and economic inequalities as well as serious racial, political and social divisions. In forging ahead with the process of national reconciliation, reconstruction and development, the public service was expected to play a very critical role as an executive arm of the state. The public service thus needed to transform into a coherent, representative, competent and democratic instrument in line with the Constitution to fulfil this role effectively.

Human capital refers to the accumulation of competencies, knowledge and skills to perform a task. To a degree, the effectiveness of an organisation depends on the quality and effectiveness of its employees. Without a high-quality workforce, an organisation is destined for mediocre performance. The Human Resource Strategy of 2010 of the Department of Defence aims at ensuring the availability of the right number and quality of personnel in the right place and at the right time. The SA Navy as part of the department is also governed by this strategy.

Since the integration of the seven armed forces in the South African National Defence Force, the SA Navy being the least service that benefited from this process, implemented an aggressive recruitment strategy to ensure representativeness of all groups in the organisation. Before the democratisation of the republic, the SA Navy consisted of predominantly white people as blacks were debarred from joining the organisation in the past. The recruitment strategy post-1994 saw the number of whites declining annually and currently, less than what is prescribed in the Defence Review of 1998 and the Navy Review of 2002. The reported intakes from 2015 to 2020 in the SA Navy also confirm the continuous decline of white youth joining the organisation.

The study established possible reasons for the decline of white youth in the SA Navy. The demographic representation in the Republic contributes to the problem. Blacks, in particular Africans, increase annually and the 2007 to 2016 community survey confirms this impasse. The subsequent Mid-term community surveys of 2018 and 2020 depict the same trend. However, without an aggressive recruitment strategy to attract white youth, the declining percentages will continue to increase even outside the demographic representation of the Republic. The qualitative and quantitative approaches undertaken during the research propose an interactive intervention on the part of the SA Navy to attract and retain white youth in the organisation.

## ACKNOWLEDGEMENTS

The 22<sup>nd</sup> of June, 2019, came as the most painful day in the history of my life and that of my family. This was the day we lost our mother and grandmother, Grace Mmadikgothi Kubu, at the age of 93 years. This great woman personally raised me, and I want to thank God for keeping her in our midst for so many years to guide and mentor us. I, therefore, dedicate this work to her and hope she is resting peacefully where she is. I applaud you, grandmother, in your selfless act of raising me.

Special thanks go to my mother, Elizabeth Mosai Kubu, who spent all her life away from home working hard to provide the required resources to get me to school and university. You had a great influence on my life, and I will continue to admire everything you did for the three of us as single parents. My special thanks go to my wife, Merriam Kubu, Otsile, Samantha and Masego, for giving me space and time to concentrate on my work and studies. My sincerest gratitude goes to the entire Kubu and Modupo's family for always encouraging and supporting me. It is through you that I appreciate the value of a family, education, hard work, perseverance and independence.

Special thanks go to my supervisor and mentor, Dr S.S. Pillay from the Durban University of Technology, who did so much to guide me throughout the study. Also, special thanks go to Commander (Dr) Theletsane, whom I can call at any given time to quality assure my product. Your academic vigour and passion in what you do assisted me greatly. I could not have expected better mentors like yourselves. May God continue to bless both of you abundantly.

There are also men and women in the SA Navy that assisted me in so many ways: Phillipine Xaba, who did the entire administration on my behalf since the beginning of my study; Rear Admiral (JG) H. Morake, Captains J. Rynders, P.B. Lefakane and G. McGregor, Commanders P. Kuhlase and L. Mathebekasi, as well as Able Seaman C. Lavita. You all played an exceedingly great role in ensuring the completion of the study. I could rely on all of you to provide support at any given time and wish to say "Bravo-Zulu" to you all. I am also aware that there are men and women that I might not have included in my acknowledgement, but suffice it to say that all your support has not gone unnoticed and will be included as part of my history for shaping me and my study. May God bless you all and wish you all successes in the future.

## DECLARATION

I hereby declare that the thesis submitted for the Doctor in Philosophy Degree: Faculty of Management Sciences: Department of Public Administration and Public Management at the Durban University of Technology is my original work and the text and the bibliography has not been submitted to any other institution. I further declare that all sources cited or quoted are indicated and acknowledged in the bibliography or in respective appendices as attached.

I also confirm that all ethical consideration have been attended to and the required clearance from the Ethics Committee of Durban University of Technology, Gauteng Department of Education and the DoD were solicited as part of the research process and approval subsequently obtained to conduct the research.

Authority was obtained from all participants and all aspects regarding informed consent, voluntary participation, confidentiality and anonymity were pointed out in the application for ethical clearance. The proposal stated the clear purpose of the study, as well as stating at the outset the fact that the research would culminate in a thesis that would be publicly available.

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## LIST OF ACRONYMS

AA	Affirmative Action
AIDS	Acquired Immunodeficiency Syndrome
COVID-19	Corona Virus Disease of 2019
CSANDF	Chief of the South African National Defence Force
DAP	Defence Act Personnel
DoD	Department of Defence
DoL	Department of Labour
EE	Employment Equity
GDP	Gross Domestic Product
GNP	Gross National Product
HC	Human Capital
HIV	Human Immunodeficiency Virus
HRDSA	Human Resource Strategy of South Africa
HRM	Human Resource Management
HR	Human Resources
KBE	Knowledge Base Economy
KBV	Knowledge Base View
Mid-term	Medium Term
MSDS	Military Skills Development System
NIDS	National Income Dynamics.
PMC	Personnel Management Code
RBV	Resource Base View
SA	South Africa
SA Army	South African Army
SAAF	South African Air Force
SA Navy	South African Navy
SAMHS	South African Military Health Service
SANDF	South African National Defence Force
SAS	South African Ship
SAPSE	Recognised Accredited Journals in South Africa
SMCS	Structured Management Control System
Stats SA	Statistics South Africa
UN	United Nations

# TABLE OF CONTENTS

<b>Abstract</b>	<b>i</b>
<b>Acknowledgements</b>	<b>ii</b>
<b>Declaration</b>	<b>iii</b>
<b>List of Acronyms</b>	<b>iv</b>
<b>List of figures</b>	<b>ix</b>
<b>List of tables</b>	<b>x</b>
<b>List of annexures</b>	<b>xi</b>
<b>Chapter 1:</b>	<b>1</b>
<b>Introduction and background</b>	<b>1</b>
1.1 Introduction	1
1.2 Rationale for the study	2
1.3 Research problem	3
1.4 RESEARCH AIM	5
1.5 Research question	5
1.6 Research objectives	6
1.7 Research methodology	7
1.7.1 Ethical considerations	8
1.7.2 Harm to participants	8
1.7.3 Deception	9
1.7.4 Informed consent	10
1.7.5 Invasion of privacy and revealing people's identities	10
1.8 Delimitations	10
1.9 Literature overview	11
1.10 Structure of the dissertation	13
1.11 CONCLUSION	14
<b>Chapter 2: The literature review</b>	<b>15</b>
2.1 Introduction	15
2.2 CONCEPTUALISATION: human capital	15
2.2.1 Definition of the concept	15
2.2.2 Theories and models	17
2.2.3 Theoretical Framework	19
2.2.4 Approaches to the concept of human capital	20

2.2.5	Components of human capital.....	21
2.2.6	Micro-foundational level .....	22
2.2.7	Human capital at the organisational level .....	23
2.3.5	Knowledge-based economy .....	24
2.3.6	Resource-based view.....	25
2.3.7	Knowledge-based view .....	27
2.3.8	Human capital measurements.....	28
2.3.9	Elements of human capital.....	31
2.3.10	Characteristics of human capital .....	33
2.4	EMPIRICAL STUDY: South Africa PERSPECTIVE.....	34
2.4.1	Career management and planning.....	40
2.4.2	Implementation in the DOD .....	41
2.5	Conclusion.....	43
<b>Chapter 3:</b>	<b>The legislative and policy framework .....</b>	<b>44</b>
3.1	Introduction.....	44
3.2	Historical overview.....	45
3.3	The legislative and policy framework informing transformation in the SANDF.....	47
3.3.1	Constitution of the Republic of South Africa.....	48
3.3.2	The Public Service Act (1994) .....	50
3.3.3	White Paper on the Transformation of the Public Service .....	51
3.3.4	White Paper on Transforming Public Service Delivery (Batho Pele) .....	52
3.3.5	White Paper on Human Resource Management.....	53
3.3.6	Public Service Regulation .....	55
3.3.7	Affirmative Action and the Employment Equity Act of South Africa .....	56
3.3.8	Defence Act of 2002.....	59
3.3.9	White Paper on Defence 1996 .....	60
3.3.10	The Defence Review of 1998 .....	62
3.3.11	White Paper on Transformation of Department of Defence.....	64
3.3.12	The Department of Defence Human Resource Strategy.....	64
3.3.13	The Defence Review 2015 .....	66
3.4	Conclusion.....	67
<b>Chapter 4:</b>	<b>Transformation in the SA Navy .....</b>	<b>68</b>
4.1	Introduction.....	68
4.2	Defining affirmative action and employment equity .....	69
4.3	The debate about affirmative action .....	71

4.4	The moral and interest-based theories of affirmative action.....	72
4.5	Demographics of the Republic of South Africa .....	73
4.5.1	Gender representation .....	74
4.5.2	Mid-year population estimates per province, 2020.....	75
4.5.3	International net-migration.....	76
4.6	Democratisation and responsibilities of the SANDF .....	77
4.7	Representativity in the SANDF .....	80
4.8	Demographic representation in the SA Navy.....	81
4.8.1	SA Navy Applications of 2015–2020 .....	84

## 88

4.8.2	Reported MSDS Intakes of 2015 to 2020 in the SA Navy .....	88
4.8.3	Attrition of white people in the SA Navy.....	89
4.9	South Africa's maritime geostrategic position .....	91
4.10	Conclusion.....	92

## **Chapter 5: Research methodology and design..... 93**

5.1	Introduction.....	93
5.2	Research approach and design .....	94
5.3	Research methodology .....	95
5.3.1	Data collection techniques and Research Instruments .....	97
5.3.1.1	Structured questionnaire .....	97
5.3.1.2	Structured interviews.....	98
5.3.1.3	Focus group discussions.....	99
5.3.2	Data-analysis techniques .....	99
5.3.2.1	Content analysis method.....	100
5.3.2.2	Coding and analysis.....	101
5.3.3	Sampling.....	101
5.3.3.1	Population.....	101
5.3.3.2	Sampling method .....	102
5.3.3.3	Sampling techniques.....	102
5.4	Trustworthiness, validity, and reliability .....	103
5.4.1	Trustworthiness.....	103
5.4.2	Validity .....	103
5.4.3	Reliability .....	104
5.5	Ethical considerations .....	104
5.6	Delimitation.....	105

5.7	CONCLUSION.....	106
<b>Chapter 6:</b>	<b>Data collection and interpretation.....</b>	<b>107</b>
6.1	Introduction.....	107
6.2	RESULTS OBTAINED FROM THE LITERATURE REVIEW.....	107
6.3	LEGISLATIVE AND POLICY FRAMEWORK.....	108
6.4	TRANSFORMATION IN THE SA NAVY .....	108
6.5	RESULTS OBTAINED FROM THE QUESTIONNAIRE SURVEY .....	108
6.5.1	Biographical information.....	110
6.5.2	Theme 1: Human capital.....	115
6.5.3	Theme 2: Transformation process .....	117
6.6	Qualitative data ANALYSIS .....	120
6.7	RESULTS OBTAINED FROM INTERVIEWS.....	121
6.7.1	Perception of the concepts of transformation.....	125
6.8	SUMMARY OF THE FINDINGS .....	132
6.9	Conclusion.....	134
<b>Chapter 7:</b>	<b>PRESENTATION OF RESULTS, ANALYSIS AND INTERPRETATIONS .....</b>	<b>136</b>
7.1	Conclusion.....	136
7.2	Summary of the preceding chapters .....	137
7.3	Reflection on the research problem .....	140
7.4	RESEARCH AIM .....	140
7.5	Research question.....	141
7.6	Research objectives .....	145
7.7	RESEARCH OBSERVATION .....	147
7.7.1	Theme 1: Human capital.....	148
7.7.2	Theme 2: Transformation process.....	148
7.7.3	Theme 3: Recruitment strategy .....	149
	<b>List of references .....</b>	<b>151</b>

## LIST OF FIGURES

Figure 4.1: Current SA Demographic (Numbers) .....	74
Figure 4.2: SA Population Race/Gender .....	75
Figure 4.3: SA Population estimates per Province .....	76
Figure 4.4: Representativity in the SANDF since 1994.....	81
Figure 4.5: Representativity in the SA Navy since 1994.....	84
Figure 4.6: The shortlisting of 2018 SA Navy intake.....	86
Figure 4.7: The shortlisting of 2019 SA Navy Intake .....	87
Figure 6.1: Participants per school (Total: 1 508).....	110
Figure 6.2: Participants per grade (Total 1 508).....	111
Figure 6.3: Participants per school (white: 720) .....	112
Figure 6.4: Gender of white students: (TOTAL 720).....	113
Figure 6.5: Distribution by age .....	114
Figure 6.6: Language representation .....	115
Figure 6.7: Gender representation .....	122
Figure 6.8: Knowledge about the SA Navy .....	123
Figure 6.9: Source of information about the SA Navy .....	123
Figure 6.10: Career ambitions .....	124
Figure 6.11: Future aspirations.....	125
Figure 6.12: Positive and negative perception .....	127
Figure 6.13: Understanding and interpretation of transformation.....	129
Figure 6.14: Marginalisation of white people.....	130
Figure 6.15: Response to Question 9 on recruitment of whites .....	132
Figure 6.16: Advise white youth to join SA Navy.....	132

## LIST OF TABLES

Table 4.1: Demographics of the SANDF since 1994 .....	80
Table 4.2: Demographics in the SANDF per gender since 1994 .....	81
Table 4.3: Demographic allocation in the DoD and the SA Navy .....	82
Table 4.4: Representation in the SA Navy since 1994 .....	83
Table 4.5: White attrition from 1994 to 2020 .....	91
Table 6.1: Human capital .....	116
Table 6.2: Transformation .....	117
Table 6.3: Theme 3 on recruitment strategy .....	118

## LIST OF ANNEXURES

Annexure 1: A letter of request to the Department of Defence for an authority to undertake the research and the approval .....	164
Annexure 2: A letter to Gauteng Department Education requesting permission to research at various high schools in the province and approval on the research topic .....	167
Annexure 3: Questionnaire survey conducted at various high schools and a consent letter to participants.....	170
Annexure 4: Department of Defence Instruction: Policy and Plans No 00001/1998 of 9 March .....	177
Annexure 5: Naval Personnel Order No 4/ 2001 of 02 July .....	187
Annexure 6: Naval Personnel Order No 6/2002 of 1 October.....	197
Annexure 7: Department of Defence Instruction: Personnel No 00038/2006 of 27 August ....	206
Annexure 8: Chief of South African National Defence Instruction: Interim Instruction for newly Appointed Uniform Members in the SANDF of 16 July 2019.....	214
Annexure 9: South African Navy Human Resource Plan for MTEF 2019/2020.....	220
Annexure 10: Letter from the editor confirming the scope of work conducted.....	226
Annexure 11: Turniting report.....	228



## **CHAPTER 1:**

### **INTRODUCTION AND BACKGROUND**

#### **1.1 INTRODUCTION**

The Constitution of the Republic of South Africa of 1996 (hereafter referred to as the “Constitution”), is the supreme law of the Republic. Section 7 of the Constitution affirms the democratic values of human dignity, equality, and freedom for all citizens. The Constitution requires the public service to be broadly representative of South African society. The Republic of South Africa Defence Act (42 of 2002) confirms the composition of the Department of Defence (DoD) in terms of four disciplines, namely, regular force, reserve force, civilian and auxiliary service. The Republic of South Africa Defence Review of 1998 (Chapter 6) was promulgated to ensure compliance with the Constitution in terms of representativity within the South African National Defence Force (SANDF).

The Republic of South Africa Department of Defence Implementation Instruction on the Military Skills Development System (MSDS) of 2003 is the overarching policy for the recruitment and appointment of uniformed members of the SANDF. In this strategy, the MSDS programme has been approved as the recruitment and appointment strategy of the DoD. The focus is, therefore, to recruit volunteers for both the regular and reserve force to serve in the SANDF. The Republic of South Africa Defence Review of 2015 advocates and promotes the development of a comprehensive human resource model that should attract and retain human capital in the SANDF.

In terms of the Republic of South Africa Personnel Management Code (PMC) of the South African National Defence Force (SANDF) of 1999, the recruitment and selection criteria in the SANDF is based on competencies as well as academic qualifications. Entry in the SANDF is restricted to citizens of the Republic aged 18 years and over. Medical requirements, in terms of fitness to serve, determine the suitability of candidates. Other requirements are successful completion of psychometric tests and interviews. It is also expected of candidates not to be area bound. These requirements are also documented in the Chief of South African National Defence Force Instruction 26 of 2019 (Interim Instruction for Newly Appointed Uniform Members of the SANDF) as indicated in annexure 8 of the document.

The PMC also addresses the career management process of the members of the SANDF and prescribes the responsibility of both the member and the organisation in this regard. The Republic of South Africa Defence Review of 2015 added emphasis on the concept of career management and echoes the same position of the PMC. This, therefore, implies proactively

aligning career planning, development, and utilisation of each serving member. In doing so, the SANDF will be able to ensure effective, efficient, and sound succession planning. The retention of members would, therefore, become an ultimate end state.

The Department of Defence (DoD) promulgated two strategies dealing with human capital, namely the Department of Defence Human Resource Strategy 2010 of 17 March 2003 and also the Department of Defence Overarching Human Resource Strategy that became effective on 7 August 2009. These strategies confirm the department's human resource strategic intent and emphasise the fundamental strategic goals and objectives. These goals and objectives must be achieved to improve the efficacy and effectiveness of human capital in the department.

The SA Navy Personnel Order of 1 October 2002 provides guidelines regarding the selection and development of MSDS. The guidelines in this particular Naval Order outline the Human Resource Strategy of the SA Navy for a period of ten years. The following pertinent elements regarding the human resource philosophy are highlighted:

- The human resource component is required to be professional, motivated, productive, effective, equitable and affordable.
- Institutional culture must be based on professional conduct, service delivery, individual empowerment and pride in the organisation.
- The DoD has a responsibility to ensure that its macro human resource structure is executed in a manner which allows for the cost-effectiveness of its mission.
- The DoD recognises the imperatives by the external environment to have a technologically-orientated workforce.
- The DoD recognises that its output is dependent upon individuals and the collective organisation.
- The philosophy re-iterates the requirement to execute human resource management in such a manner as to contribute positively to a well-disciplined, motivated and happy force.

The SA Naval Plan on Equal Employment Opportunities and Affirmative Action has been documented in the Naval Personnel Order of 2 July 2001. The aim of the order is to specify a detailed plan for the affirmation of blacks in order to achieve representivity. The two naval orders sighted above inform strategies for human capital in the SA Navy.

## **1.2 RATIONALE FOR THE STUDY**

The introduction highlights the process of the Military Skills Development System (MSDS) used for recruitment in the SA Navy. The MSDS is the feeder system in terms of recruitment and

appointment of uniform members in the SA Navy. Despite the policies, instructions and naval orders promulgated, the SA Navy still faces the challenge of attracting a sufficient number of competent white youth for attestation in the organisation since the dawn of democracy in the Republic. The percentage of white people already serving in the SA Navy due to normal compulsory retirements and other forms of attrition creates a further challenge leading to the continuous decline of white people in the SA Navy. This situation is a cause for concern and could impact national security and stability in the Republic due to a possible lack of patriotism on the part of white people.

The study will assist in establishing the reasons for the possible lack of interest on the part of white youth in joining the SA Navy since the democratisation of the Republic. Failure to establish the reasons for the low number of entries could lead to a further decline of white people in the SA Navy, contrary to the constitutional imperatives of the Republic. The Constitution advocates for equal employment opportunities and representativeness of all race groups in all spheres of government. The implication for white youth, not being given equal and fair representation are the following:

- Those interested in pursuing seagoing careers would be attracted to foreign navies.
- Patriotism among white youth would diminish in the Republic.

### **1.3 RESEARCH PROBLEM**

Human capital is the original and purest form of equity and has a greater proportional effect on the prospects and outcomes of the future (Groth & Hebb, 2002:2). The South Africa White Paper on Human Resource Management in the Public Service of 1997 addresses human resource management in its entirety and provides guidelines on all disciplines of human capital i.e., provisioning, utilisation, training and termination of service amongst others. This White Paper also provides a comprehensive framework for change in line with the Constitutional imperatives on representivity in the public service and the DoD is therefore not an exception.

The Naval Orders of 2001 and 2002 did not assist to ensure sufficient induction of white youth in the SA Navy. The assumption from the author's perspective is that *"the current recruitment strategy of the SA Navy in ensuring representativity of all race groups as per government prescripts is not effective to attract sufficient numbers of white youth for entry in the SA Navy"*.

The Republic of South Africa Defence Review of 2015 (Chapter 14) states that the department will pursue improved marketing, selection and appointment processes for all its service systems. The Defence establishment drives the annual recruitment of personnel turnover tendencies and specific requirements of corps and mustering.

The Department of Defence Overarching Human Resource Strategy of 7 August 2009 has been approved as the grand human capital strategy (strategic intent) of the DoD to achieve, maintain, manage and account for, a defence human capital component that optimally executes the mandate and vision of the department. This must occur within the perspective of having the appropriate quality, quantity and composition of human capital to practice excellence and accountability. The strategy determines the human capital process and outcomes over a medium to long term till the 2030/31 Financial Year.

The Republic of South Africa Department of Defence Strategy 2010 (2001:2) aims to ensure the availability of the right number and quality of personnel in their right places and at the right time. The strategy emphasises efficiency, effectiveness and also regard people as the most important and strategic asset of the department. This strategy provides direction in terms of the management of human capital in the department over the medium to long-term. The Department of Defence Strategy 2010, therefore, advocates a human resource philosophy that ensures a representative, well disciplined, motivated and very happy workforce. Chapter 3 on the legislative framework discusses this strategy in detail.

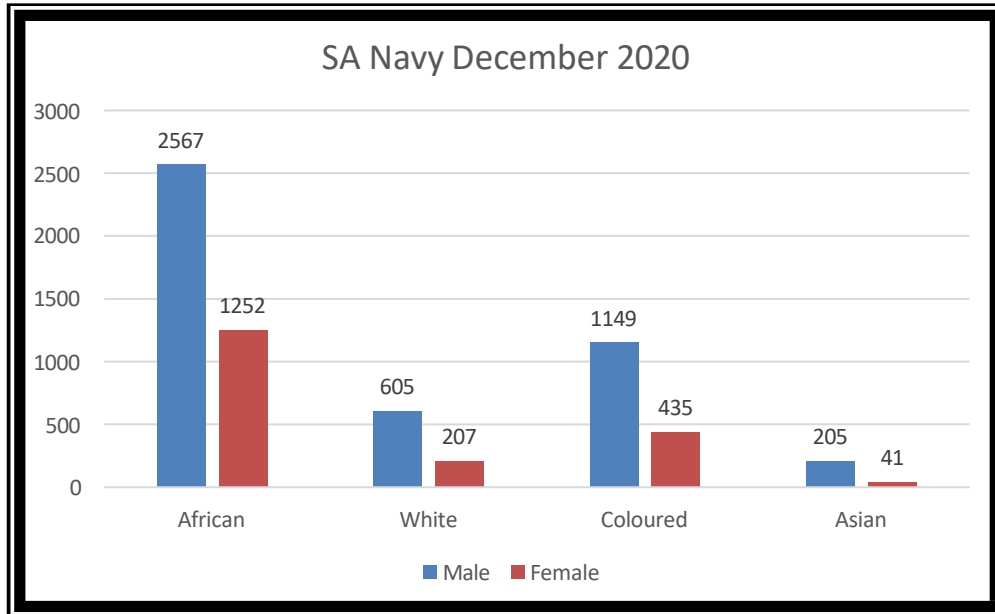
Despite the human capital legislative and policy frameworks governing the public service and the SANDF, white representation in the SA Navy remains a challenge. Failure to address white representation could be seen as racial segregation and in the long run, poses a national security threat where a black-dominated navy could not infiltrate any white insurgency. The annual attrition of white people already serving in the SA Navy due to compulsory retirement also compounds the challenge regarding declining figures of whites in the SA Navy. It is for this reason that an effective system and strategy is required to attract white youth to join the SA Navy.

The Defence Review of 1998, as well as the Department of Defence Human Resource Strategy 2010 also failed to assist in attracting a sufficient number of white youth into the SA Navy. The Republic of South Africa Defence Review of 1998 prescribes the quota for Africans at 64%, white people at 24%, coloured people at 10%, and Asians at 2%. The uniformed component of the SA Navy as at 31 December 2020 stands at 6461, consisting of 3819 African (59%), 812 Whites (12%), 1584 Coloured (25%) and 246 Asian (4%). These figures are depicted in figure 1.1.

It is imperative to mention that the over-representation of Coloured and Asian population is not an issue that warrants investigation as this could be addressed through normal attrition in the short to medium term. The author is also aware that despite the under-representation of African people, their numbers increase annually and thus cannot be regarded as a strategic human capital challenge. The number of candidates that apply for careers in the SA Navy in terms of

Africans attests to the fact that it is possible to close the current under-representation within this particular racial group in the short to medium term hence, not a concern on the part of the author to investigate their gap as part of the study.

**Figure 1.1. Representivity in the SA Navy as at 31 December 2020:**



**Source. Structures Management Control System**

#### **1.4 RESEARCH AIM**

The study aims to establish the effectiveness of the human capital strategy of the SA Navy in the recruiting, appointing and retaining of competent white youth in the interest of collective security, patriotism and safety of the Republic.

#### **1.5 RESEARCH QUESTION**

The SA Navy is required to play a vital role in ensuring that peace prevails within the maritime space on the African continent. This responsibility is enshrined in the Republic of South Africa Defence Review of 2015. It is the researcher's perception that, for the SA Navy to successfully deploy its maritime resources externally, it should deploy human capital that reflects its demographic representation. This would ensure international and regional legitimacy and recognition on its part.

The following primary research question was investigated due to the continuous reduction in the number of the white population in the SA Navy as highlighted in the research problem above and also in Chapter 4 of the study:

*Does the SA Navy have an effective, sound and sustainable human capital strategy (recruitment, development and retention) to attract competent white youth in their correct numbers for enlistment?*

The following were the secondary research questions:

- Does the school curriculums assist youth in making informed career choices post-matric?
- Are white youth familiar with the department of defence?
- Are white youth interested in joining the SANDF?
- Could the transformation process in the SA Navy be a factor leading to the decline of white youth in the SA Navy?
- Are white youth aware of the available career opportunities in the SA Navy?
- Is the SA Navy doing enough to attract suitable white youth to join the organisation?

In order to establish the rationale for the declining numbers of white youth and to determine the effectiveness of the SA Navy recruiting and retention strategy, the above research questions are critical to the study. The questionnaire surveys administered to the Grade 10 to 12 white youth attempted to establish the above secondary questions in particular the first three. High schools are critical because they are the feeder to the MSDS and the early identification of potential and competent recruits for the SA Navy at various schools is critical in this regard. A joint and collaborative approach on the part of the SA Navy and the Department of Education is therefore encouraged. The questionnaire has therefore considered this factor. The above secondary questions and in particular the one on the possible impact of transformation and representivity were also administered in the form of interviews with the MSDS members already serving in the SA Navy. The combination of the two approaches assisted in establishing possible gaps in the implementation of the human capital strategy of the department and the SA Navy.

## **1.6 RESEARCH OBJECTIVES**

A transformed workplace may enable an institution to operate competitively in a global market. The SA Navy, as one of the top navies in Africa, is also expected to participate in the United Nations' peacekeeping missions and other operations. Enforcement of diversity of personnel serving onboard SA Navy ships and submarines is, therefore, critical. The SA Navy must recruit according to race and gender guidelines. Representivity is a constitutional imperative and all race groups are to be given equal employment opportunities to serve. The challenge of attracting a sufficient number of white youth for entry in the SA Navy must be addressed to

ensure the inclusiveness of all race groups in the SA Navy. The long-term impasse is over-representation of black people in all occupational classes contrary to the Republic's policies and directions in terms of equity.

The following primary objective was investigated:

To determine the SA Navy effective, sound and sustainable human resource strategy (recruitment, development and retention) to attract competent white youth in their correct numbers for enlistment.

The following were the secondary objectives:

- To establish whether the school curriculums assist youth in making informed career choices post matric.
- To establish whether white youth are familiar with the department of defence.
- To determine whether white youth are interested in joining the SANDF.
- To establish whether the transformation process in the SA Navy is a factor leading to the decline of white youth in the SA Navy.
- To determine whether white youth are aware of available career opportunities in the SA Navy.
- To establish whether the SA Navy is doing enough to attract suitable white youth to join the organisation.

## **1.7 RESEARCH METHODOLOGY**

Ethics level 3 clearance was obtained from the Department of Basic Education (Gauteng Province) to administer questionnaires to the Grade 10 to 12 learners as depicted in Annexure 2 of the research. The Defence Intelligence Division of the Department of Defence was approached and approved the research to be conducted. The authorisation from defence intelligence is depicted in Annexure 1.

A comprehensive research approach to the study has been followed and discussed in Chapter 5 of the study. A mixed research approach was conducted in the form of quantitative, qualitative and focus group discussions. The data collection techniques and research instruments are highlighted in Chapter 5. In terms of the quantitative approach to the study, a survey questionnaire was administered to Grade 10 to 12 learners. White learners in the Gauteng Province have therefore been identified as the population in the study, the sampling being white learners within the City of Tshwane. Focus group discussions were also administered with these learners post completion of the questionnaire survey to determine their understanding of the SA Navy.

In terms of qualitative research, MSDS white population were interviewed. The MSDS members are already serving members and interviews with them assisted in establishing possible reasons for the continuous decline of the white population in the SA Navy. The questionnaire and interviews with white respondents assisted in establishing possible gaps in the SA Navy recruitment strategy, in particular the attraction of white youth. This gap will become clearer in Chapter 6 of the study. It is vital to confirm that during the qualitative, quantitative as well as focus groups discussions, no person was forced to participate in the research process and all respondents participated voluntarily, including those already serving in the SA Navy.

### **1.7.1      *Ethical considerations***

With the professionalisation of human resources, a need exists for a uniform code of ethics outside colour lines in the SA Navy. Ethics is the branch of philosophy concerned with intent, means and the consequences of moral behaviour. It is the study of moral judgment, right and wrong conduct (Cameron & Stone, 1995:74). According to Gildenhuis (1991:42), ethics is a moral science, an exposition of what is good or bad and what is right or wrong. The researcher ensured that the participants voluntarily participated in the research. Interruption of study periods at various high schools in the Tshwane metropolis was not an option. The questionnaire was, therefore, completed after school hours or during the free time allocated through the school calendar.

One of the many reasons why social scientists are so concerned about research ethics is that there have been many cases of abuse of people's rights in the name of social research. A researcher must, therefore, identify ethical issues and address them. Ethics in research is the moral code of the research procedure involved (Neuman, 2011). The purpose of this section is to outline general ethical issues in this study and discuss the measures taken to address those issues. Some of the ethical pitfalls in research that are known are the exploitation of research participants, personal disclosure, deception, revealing people's identities, physical or legal harm, invasion of privacy, lack of informed consent and participating in dubious bargains (Neuman, 2011; Bryman, 2012; Ogletree & Kawulich, 2012; Creswell, 2003; Silverman, 2014). Therefore, certain ethical principles such as informed consent, privacy and confidentiality, accuracy, anonymity and avoiding deception should be followed by researchers (Neuman, 2011; Bryman, 2012; Ogletree & Kawulich, 2012; Silverman, 2014). The next paragraph outlines the way the study adhered to these principles.

### **1.7.2      *Harm to participants***

The literature defines harm as relating to various facets such as physical harm, loss of self-esteem, stress and legal harm, which may include putting participants at risk of being arrested or disciplined (Neuman, 2011; Bryman, 2012; Ogletree & Kawulich, 2012). A researcher may



be aware of illegal activity carried out in an organisation during the data collection process, which may threaten the life of participants in danger should that information be divulged. Neuman (2011) claims that researchers should anticipate risks at the beginning of the research process. Once these risks have been identified, researchers should come up with mitigation plans to address those ethical issues.

To mitigate the above, this study requested ethical clearance from the Ethics Committee. This was to seek approval for collecting data. Ethical issues and ways of addressing them, such as informed consent, voluntary participation, confidentiality, and anonymity were pointed out in the application for ethical clearance. Upon successful approval by the Ethics Committee, a letter of approval was received. The researcher also requested approval from the Gauteng Department of Basic Education and the SANDF. The application was also accompanied by the research proposal, which had been submitted to the university. The proposal stated the clear purpose of the study, as well as stating at the outset the fact that the research would culminate in a thesis that would be made publicly available. Bryman (2012) argues that the issue of harm to participants is addressed by promoting care over maintaining the confidentiality of records.

### **1.7.3 Deception**

Deception means that the researcher hides the true nature of the study from the participants. This is done to prevent the participants from altering their natural behaviour because of knowing that it is being observed. According to Neuman (2011); Ogletree & Kawulich, (2012); and Silverman, (2014), deception occurs when researchers either lie to participants to get more information from them or when a researcher fails to reveal themselves as a researcher to facilitate data collection. The latter practice happens in qualitative studies when a researcher decides to be a participant-observer or a complete observer without identifying themselves as researchers (Silverman, 2014). According to Neuman (2011), a major principle in dealing with deception is “the principle of voluntary consent, no one should be forced to participate in research”.

Before data collection, the identity of the researcher was revealed to all participants through a participant information sheet and a consent form to be signed by all participants. The participant information sheet stated the reasons for the study as well as the fact that participants were not obliged to take part in the study. It also assured participants that they will remain anonymous and that the information they provide will be treated with confidentiality. Participants were informed that their participation in the study is voluntary, and also that they could withdraw should they need to.

#### **1.7.4      *Informed consent***

One of the ethical principles of social research is informed consent. Participants have a right to know what the research is about, how it will affect them, the risks and benefits to participants, and the fact that they have the right to decline to participate if they chose to do so. Informed consent requires that the researcher provides sufficient information to the participants before they participated in a study, to enable them to make an informed decision (Neuman, 2011; Bryman, 2012; Ogletree & Kawulich, 2012; Silverman, 2014). As stated by Neuman (2011), all research participation must be voluntary where people know what they are being asked to participate in. A violation of this ethical principle occurs when participants are asked to take part in a study for which they have no information or are not aware that they are being studied.

To mitigate this risk, the study ensured that there were informed consent and voluntary participation. Participants in this study were given consent forms before the commencement of data collection. Most respondents did not have any objections. During the data collection process, the researcher was open and honest about his identity as a student of the Durban University of Technology, the purpose of the study and why the information was required, as well as the fact that it would be published.

#### **1.7.5      *Invasion of privacy and revealing people's identities***

In any research, the identity of participants must be protected (Neuman, 2011; Ogletree & Kawulich, 2012). The principle of privacy is linked to confidentiality, anonymity and informed consent in that people's identity and information divulged should be kept secret (Neuman, 2011; Bryman, 2012; Ogletree & Kawulich, 2012). Protection of participants or the institution could include the use of pseudonyms so that they remain anonymous. Information provided by participants, especially sensitive personal information, should be protected and not be made available to anyone other than the researcher. Thus, data collected from participants should always be kept under secure conditions.

To ensure anonymity and confidentiality, the information provided was used without specifying the individual's names or the school where the respondents were based. This approach was used to protect the identity of the individual who participated in the research. The data collected was kept in a secure place. Chapter 5 will discuss the research methodology in more detail.

### **1.8      DELIMITATIONS**

The study was conducted between two groups, those not yet in the SA Navy and those who already joined the organisation. The study focused on white youth between the ages of 18 and 22 years within the City of Tshwane. The entry requirements for uniformed members in the SA Navy without post-matric qualification in terms of age is 18 to 24 years. The study was

conducted at various public high schools of the previously white-dominated urban schools. The intention was also to use technology, i.e., the Internet, social media and any other tool to reach as many white candidates as possible in this metropolis.

In terms of those members already in the SA Navy, the intakes of the years 2015 to 2020 were targeted. Those that volunteered themselves participated in the structured interviews. The interviews were used to establish whether the targeted group had prior knowledge about the SA Navy and its career opportunities before their enlistment. The opinion of the group regarding the transformation process in the SA Navy was the focus of the research. As these members are already part of the SA Navy, they should have been exposed in one way or the other to the transformation process of the organisation.

## **1.9 LITERATURE OVERVIEW**

Human capital is defined as the “knowledge, information, ideas, skills, and health of individuals”. The health of individuals is equally critical and must never be undermined (Becker, 1993: 3). According to Smith and Cronje (1992:311), workers are motivated if they think that they are making a positive contribution to the organisation. Shaw, Park and Kim (2012:572) found that human losses (for example, turnover rates) negatively impact organisational performance; however, the workforce performance relationship takes the form of an attenuated negative relationship (the severity decreases) when human resource investments (for example, training, pay, benefits) are high. In effect, the optimisation of an organisation depends on the quality and effectiveness of its employees. Without a high-quality workforce, an organisation is destined to have mediocre performance. The concepts of human capital will be thoroughly dealt with in the next chapter, the literature review, where in-depth research will be conducted.

The Constitution of 1996 prohibits discrimination, enshrines fundamental rights and emphasises openness and accountability. Chapter 2 (Section 9) of the Constitution prescribes that equality and equal employment opportunities are afforded to all persons. The chapter also states that any form of unfair discrimination, directly and indirectly, on any grounds, is prohibited. The Department of Public Service and Administration (custodian of all policy-related guidelines and decisions in the public sector) in advancing the spirit of the Constitution, approved and promulgated the Republic of South Africa White Paper on the Transformation of the Public Service of 1994). Chapter 10 of the White Paper advocates that representation is a core foundation stone of a non-racist, non-sexist democratic society and is, as such, a key principle of a new government.

The Republic of South Africa White Paper on National Defence of 1996 (Chapter 6), together with other policy documents of the department, i.e. Transformation Policy of the Department of Defence of 2006 (Annexure 7) as well as Department of Defence Instruction on Equal

Employment Opportunity and Affirmative Action of 1998 (Annexure 4) were promulgated and guide human capital in the Department. These policies or instructions support affirmative action interventions in the DoD to ensure representativity. The Republic of South Africa White Paper on Employment Equity Act of 1998 states that affirmative action is a way of making the workplace more representative and fairer. It makes sure that qualified people from designated groups have equal opportunities in the workplace. The designated groups are black people, women, and people with disabilities. It is through this intervention that employers are expected and mandated to create action plans to correct the figures of the previously disadvantaged in the public sector. Interventions and commitment to transform the public service, therefore, require stringent government policies for changes to be realised.

The Republic of South Africa White Paper on Human Resource Management of 1997 provides a comprehensive policy framework for human resource management in the public service. This policy document discusses various career management concepts to give credence to human capital that is willing to devote themselves to a career in public service. The Republic of South Africa White Paper on National Defence of 1996 (Chapter 6), together with other policy directives documented in annexures 4 and 7 affirms the need for affirmative action plans for the department as well as enforcement of equal employment opportunity initiatives. It is through these interventions that the DoD will be regarded as legitimate according to the prescripts of government. The Minister of Defence and Military Veterans is therefore responsible for the oversight of the implementation of affirmative action and equal employment opportunities in the DoD.

The Republic of South Africa Department of Defence Human Resource Strategy 2010 (2001:2) provides direction in terms of the management of human capital over the medium to long term. The strategy intends to establish efficient, effective, and economic human resources composition, of the right quantity and quality in the right place and at the right time. The Republic of South African White Paper on National Defence of 1998 (Chapter 5) clearly articulates how the recruitment process in the SANDF should be managed. The continuous attrition of highly trained and experienced personnel in the SANDF could compromise the operational readiness of the defence.

Since 1994, the DoD has made significant strides to improve representativity in terms of human capital. Recruitment, appointments, and career management are executed in compliance with regulatory criteria stated in the Republic of South Africa Department of Defence Human Resource Strategy 2010 (2001:21). All organisations depend on labour to attain their output and people are, therefore, regarded as the most important asset in the DoD. Outputs in the DoD and the SANDF, in particular, depend on the contribution of each individual as well as the collective

efforts of the organisation. The strategy, therefore, advocates a human resource philosophy that ensures a well-disciplined, motivated, and increasingly, very happy workforce.

The Republic of South African Defence Review of 2015 (Chapter 14) states that the SANDF will pursue improved marketing, recruitment, selection and appointment processes for all its service systems. An approved defence establishment table will drive the annual recruitment of personnel, personnel turnover tendencies and specific requirements of corps and mustering. Focused and directed recruitment of young men and women with leadership attributes will be key to the effectiveness of the future of the defence force. Recruited members must adhere to the health, age, fitness, intellectual and other standards of the defence force. The Defence Review also states that the defence force will ensure clear career-pathing and development programmes per occupational class (mustering) and speciality. The effective retention of defence personnel also requires a comprehensive day-to-day personnel maintenance system that confirms conditions of service and benefits for defence personnel. Chapter 10 of this Defence Review emphasises the importance of human capital; hence the department undertook to uphold a non-racial, non-sexist, non-discriminatory institutional culture of the military.

The Republic of South Africa Defence Review of 2015, therefore, recognises that education, training and development opportunities support individual career plans and learning pathways and this is in line with the Republic of South Africa Skills Development Act, (Act 97 of 1998). Individuals are required to take responsibility for their continuous professional education and actively access such opportunities. The SA Navy, therefore, must remain steadfast in ensuring that the organisation fulfils its mandate to the people of the Republic. This commitment is reflected in its continuous efforts both internationally and regionally in ensuring the protection of the Republic's territorial integrity, sovereignty, and maritime interests.

## **1.10 STRUCTURE OF THE DISSERTATION**

Chapter 1: Introduction and background. This chapter defines, discusses, and analyse the concept of human capital. In terms of a human capital model, people are the most important asset in the organisation.

Chapter 2: The literature review. This chapter covers the literature review and the theoretical framework for the study by analysing the theory of human capital.

Chapter 3: Policy and legislative framework. The chapter discusses transformational imperatives of the public service. The need for such policy positions from the constitutional perspective has been highlighted.

Chapter 4: Transformation in the SA Navy. The chapter discusses the transformation in the SA Navy against the demographics of the Republic.

Chapter 5: Research methodology and design. The chapter discusses the blueprint of the study by analysing the methodology followed in the research.

Chapter 6. Data collection and analysis. The chapter deals with data interpretation in terms of the awareness of white youth about careers in the SA Navy.

Chapter 7: Presentation of results, analysis and interpretation. The chapter focuses on the summary, findings, deductions, conclusions, and recommendations. The recommendations, therefore, deal with the so what questions and are linked to the end state of the research.

## **1.11 CONCLUSION**

This chapter focussed on the rationale, aim and objectives of the study. In achieving these outcomes and objectives, the literature review on the concept of human capital, theories, models and approaches will be analysed in detail in the next chapter. The next chapter also makes a comparison between the concepts of human capital and career management.

## **CHAPTER 2: THE LITERATURE REVIEW**

### **2.1 INTRODUCTION**

The previous chapter discussed the reasons for undertaking the study and highlighted the approach to be followed (including the outline). In this chapter, a literature review on the concept of human capital and various transformational concepts are discussed. The principles underlying human capital theories, from a global perspective, were analysed. It is against this background that this chapter analysed the concept of human capital comprehensively, taking into consideration various gaps identified in the existing literature on human capital. There is no dispute that in any organisation or societal setting that the element of human capital as a resource prevails by the presence of human beings. The contextualisation of human capital was based on a variety of factors; however, the concept suggests that individuals who invest in education and training will increase their skill level. Such individuals will, therefore, be more productive than those who are less skilled and still justify demands for higher earnings (Agarwal, Bersin, Lahiri, Schwartz & Volitri, 2008; Simko & Tuica 2015; Stein & Muller, 2007).

### **2.2 CONCEPTUALISATION: HUMAN CAPITAL**

People are a very important resource in any organisation and must be given the respect they deserve in order to motivate them to serve their organisations with distinction and pride. Without human beings, no organisation will survive as technology alone will never be sufficient to provide output in the absence of people. The concept of human capital will be discussed under the following sub-heading:

#### **2.2.1 *Definition of the concept***

Human capital is defined as the “knowledge, information, ideas, skills, and health of individuals”. The health of individuals is equally critical and must never be undermined (Becker, 1993:3). Human capital is “the people, their performance and their potential in the organisation” (Thomas, Smith & Diez, 2013:3). This definition is more aligned with the modern approach that is utilised by many organisations. Performance is quintessential to the attainment of organisational goals and increased productivity and leads to profit. Human capital is therefore about the knowledge and skills people possess that enable them to perform at a specific level and add value to the organisation. Dess and Picken (1999:8) define human capital as individual capabilities, knowledge and skills required as a reservoir for organisational efficiency. Human capital can be enhanced over time, grown through the use of individuals' potential and depreciate through a lack of use thereof.

Human capital is usually defined as the accumulation of competencies, knowledge and skills to perform a task in order to produce economic value for the organisation. Human capital is the original and purest form of equity that has a proportional effect on prospects and outcomes in the future (Groth & Hebb, 2002:2). The prominent issue is that the notion of human capital is still undecided, and most scholars have endeavoured to analyse human capital using conventional measures based on tangible resources (Hossain & Roy, 2016:1023). Human capital is, therefore, defined as the “knowledge, information, ideas, skills, and health of individuals”. It, therefore, emphasizes the attainment of organisational goals and increased productivity in the workplace, according to the studies of Becker (1993:3).

Smith (1976:77) defined human capital as the acquisition of skills and improvement of individual talents. Such skills can only be enhanced through education. Human capital encompasses those talents that are part of individuals' present and past (skills) from one generation to the other. It means the sets of skills, traits, and knowledge that an individual has acquired and are inherent in him/her (Burgess, 2016:185). Human capital, therefore, consists of the knowledge, skills and abilities of the people employed in an organisation according to Schultz (1961:140). However, Schultz' definition does not take into consideration the concept of the value and the importance of investment in human capital. Only in 1981, did this author review his position of human capital and defines the concept as “all human abilities to either innate or acquired” (Schultz, 1981:21).

Bontis, Dragonetti, Jacobsen and Roos (1999:391) referred to human capital as the human factors in the organisation, the combined intelligence, skills, and expertise that gives the organisation its distinct character. Thomas *et al.*, (2013) see human capital as the people, their performances and their potential in the organisation, whilst Dess and Picken (1999:8) suggest that the concept defines the capabilities, knowledge, skills and experience of employees. Human capital, therefore, refers to the intrinsic productive capability of human beings through investment in education, on-the-job training, and health. Hence an asset that generates a flow of services is measured in terms of earnings.

The acquired and useful abilities of individuals are a fundamental source of wealth and economic progress. It is, therefore, clear from the definitions highlighted above and discussed through studies by various authors that human capital is a very critical concept for the survival of any organisation. Investments in people will ensure the success, efficiency, and effectiveness of any organisation. Despite advanced technology, no organisation will progress without the agency of the people – it is only through people, their performance and experiences, that organisations will have a competitive advantage over others. Every organisation must, therefore, ensure that training, whether formal or informal, be prioritised within its structures. This will ensure maximised output, efficiency, effectiveness, and professionalism in any organisation.



### 2.2.2 Theories and models

The human capital theory implies that individuals take actions that are likely to improve their well-being (Wolter & Ryan, 2011:521). The dominant paradigm in the economics of education is the human capital theory, which suggests that education and training are investments that make individuals more productive. More productive individuals, according to the theory, will have higher earnings and will be more employable. The private economic gain to individuals can, therefore, be measured by the nett gain in the lifetime earnings based on the results of their investment in education or training (Caineiro, Deorden & Vignoles, 2010:254).

The theory affirms that professions requiring many years of training result in relatively higher wages than those with no such restrictions. A rational human being will, for the possibility of higher earnings, incur tuition costs and lose earnings during the training period (e.g. through articles). The human capital theory offers an explanation and insights on topics as diverse as discrimination, inequality, unemployment, fertility, marriage, markets, immigration and productivity (Eide & Showalter, 2010:283).

Becker (1993: 19) suggests that an individual who invests in education and training will increase their skills level and be more productive than those with lower skills. It is here that this author confirms that “schooling raises earnings and productivity mainly by providing knowledge, skills and a way of analysing problems”. This theory plays an important role in contemporary employee development and learning literature. Employees’ knowledge and skills can be developed through investing in education or training (Grant, 1996; Hatch & Dyer, 2004:239). The basic premise behind the human capital theory is that people’s learning capacities are of comparable value with other resources involved in the production of goods and services (Lucas, 1990:72).

Although other authors place too much emphasis on investments in formal training, they continue to neglect the critical role of informal training and learning. There is an emphasis on the importance of the general and specific types of informal training prevalent at the beginning of a worker’s employment (Acemoglu & Pischke 1999:112). Policymakers around the world tend to accept the premise that investment in education and training is a good thing with most committed to investing in human capital, including vocational education and training as a means of securing higher economic growth and national prosperity as well as achieving equity goals. Even though one accepts that education and training enhance an individual’s productivity in the labour market, it is not clear that focusing on earnings is enough as non-conventional benefits from education are not considered in such an argument (Caineiro *et al.*, 2010:254).

According to Smith and Cronje (1992: 311), workers are motivated when they are acknowledged within the organisation. In doing so, they will continue to make a positive contribution to the

organisation. Shaw, Park and Kim (2013:572) found that human capital losses (for example, turnover rates) negatively impact organisational performance. However, the workforce performance relationship takes the form of an attenuated negative relationship (the severity decreases) when human resource investments (for example, training, pay, benefits) are high. It is clear, according to Caineiro *et al.* (2010:254) that work-related training at the organisational level yields strong positive economic results across different countries.

Public training is ineffective as these employees still have to receive a very high and intensive level of on and off-site training by the organisation to be at the required level of performance, effectiveness and efficiency. Vocational education and training improve the non-cognitive skills of low-skilled adults (McCall, Smith & Wunsch, 2016:312). To a degree, the effectiveness of an organisation depends on the quality and effectiveness of its employees. Without a high-quality workforce, an organisation is destined to have mediocre performance.

One rationale for public provisioning of on-the-job training is that imperfect capital markets prevent individuals from investing in the optimal amount of human capital. Human capital theory suggests that an individual will undertake training when the present discounted value of the benefits of training exceeds the cost of training. Human capital may be general or specific; if it is general, it will raise an individual's productivity equally in all jobs, despite where the individual is employed. Organisational-specific human capital raises individual productivity only in that particular organisation that provided the training (McCall *et al.*, 2016:488). In most instances, the employees carry their training costs in general specific training compared to the unique training of a specific organisation.

Organisations are not willing to pay the costs for general training as they are aware that the employee is flexible to move from one organisation to the next. Paying for general specific training would, therefore, be risky due to the possible loss of that particular employee. If the employee's training costs are less than that expended by the employer, the risk of being retrenched is higher than if it was the opposite. Even the reduction of the employee's wages is possible as the employer is indifferent as to whether the employee remains or leaves the organisation. Assuming that many employers employ workers in a particular occupation, individuals will be required to carry the costs of industry-specific training (McCall *et al.*, 2016:488).

The human capital model, and more generally, economic decision-making models, lead to predictions about when an individual will participate in an on-the-job training programme. Recruitment without training and development of personnel will equally not assist the organisation in performing at the required level, and this could lead to stagnancy within the organisation. Although the majority of the authors considered formal education and structured

training in the workspace as a critical factor in enhancing the productivity and effectiveness of employees, the value of cognitive skills must never be forgotten. Basic skills are fundamental in any industry and should also be encouraged (McCall *et al.*, 2016:488).

### **2.2.3 Theoretical Framework**

The origin of human capital can be traced back to the macroeconomic development theory. In the 1950s, the main factors of production comprised land, labour, physical capital and management (Mincer, 1962:50; Becker, 1993:16). However, during the 1960s, economists had great difficulty in explaining the growth of the United States of America's economy based on the aforementioned factors of production (Schultz 1961:5). It was the empirical work of Becker (1964:20), Schultz (1961:5) and Mincer (1962: 40) that challenged the prevailing assumptions that the growth of physical capital is paramount and contributes to the economic successes of any given organisation.

Over the years, human capital had very few studies that focused on both the organisational and individual levels. The role of non-cognitive abilities was disregarded through initial studies, and in recent years, there has been a growing focus on these skills as argued by Heckman and Rubinstein (2001:145) and West, Kraft, Finn, Martin & Duckworth (2016: 148). In contrast to cognitive skills, non-cognitive skills are not directly related to the process of acquiring knowledge through experience or reasoning. Instead, non-cognitive skills, which consist of behaviours, mindsets, attitudes, learning strategies and social skills, can have a profound effect on the way human beings learn (Ployhart & Moliterno, 2011:127).

Employees may be cognitively strong, however, without attending training sessions within the organisation; they will never reach their full potential. Many scholars on human capital have accepted the fact that all human beings need a minimum set of skills to be able to operate at a certain level in society or organisation. Research has started to examine the idea of advent and the link to the impact that individual-level knowledge, skills, attributions, and other characteristics contribute to unit-level performance (Ployhart & Moliterno, 2011:127).

The literature has, up until recently, neglected the reverse relationship on how unit-level outcomes facilitate individual performances. Ployhart, Nyberg, Reilly, Maltarich, Coff, Wright and Moliterno's (2014:374) definition (particularly the dismemberment of human capital resources) incorporates a language that integrates confusion and tension within the strategic literature surrounding human capital within different levels in the organisation. Both training and development are viewed as an investment in people (Goldin, 2016:130).

The following sub-heading will delve into various historical findings and analyses conducted by various authors on the concept of human capital. The sub-subheadings focus on human capital approaches at various organisational levels, how the concept manifests itself including existing

elements and characteristics of critical importance and how the output is measured at various structures or levels among others.

#### **2.2.4      *Approaches to the concept of human capital***

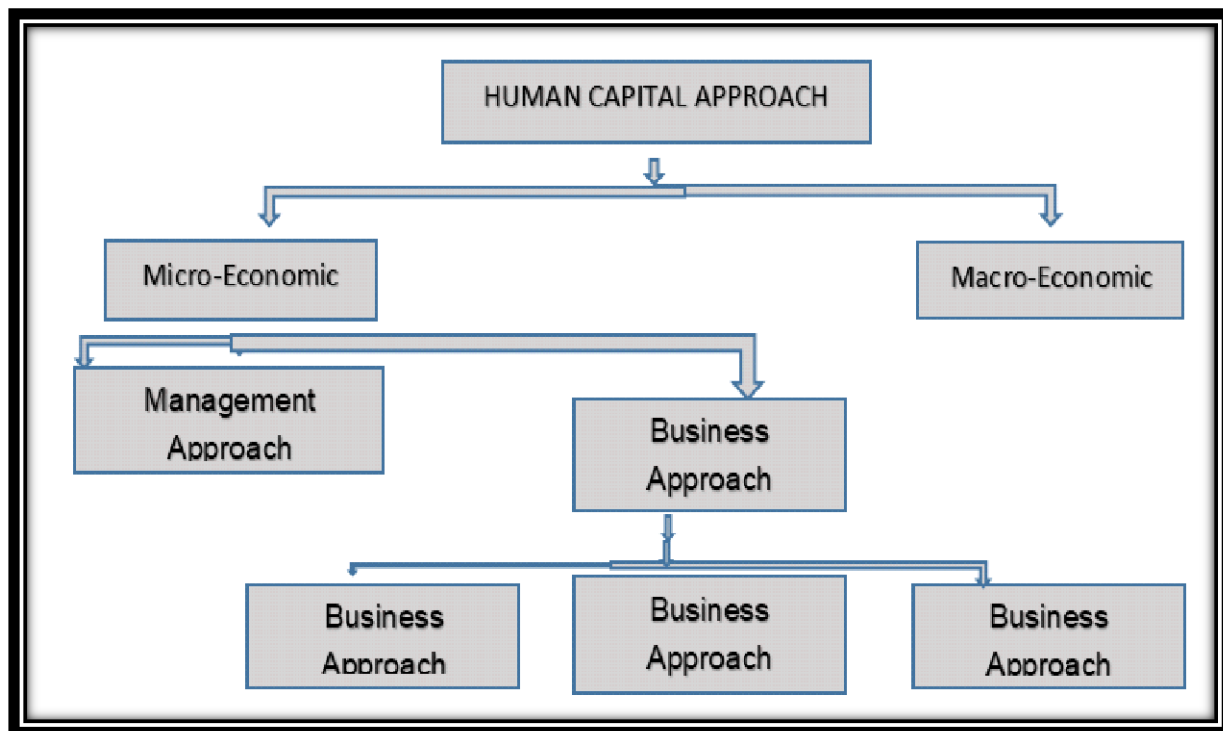
There are two approaches to the concept of human capital, according to Kucharcikova (2011:61), namely the macroeconomic and microeconomic approaches to the concept. Kucharcikova emphasized the facets underpinning the two approaches to the concept of human capital. The macroeconomic approach is defined as the increase in the national income of a specific country. The calculation is, therefore, done by taking into consideration a percentage change in the gross national product (GNP) or gross domestic product (GDP) per year (Boyes & Melvin, 1994:109). The growth is, therefore, determined by the quantity and quality of the labour force within a particular country. The quantity depends on the size, age and gender distribution of the population. The quality of the labour force depends on school education, post-school education, vocational education and in-service training (Boyes & Melvin, 1994:109).

The macroeconomic approach sees human capital as one of the production factors where land is regarded as a production factor used for natural resources. Labour is another source of economic growth, therefore, a rare resource. Capital includes buildings, machinery, equipment, and technology. Intensive economic growth is caused by the increase in production per unit output. This type of growth is influenced by the quality, efficiency, and manner of combining production factors (Kucharcikova, 2011:61).

The second approach deals with micro-economies. This approach is further divided into two, the business and management approaches. The business approach sees human capital as one of the production factors, or sources of economic growth. The managerial view sees human capital as a basic resource or asset which forms part of the market value of the company. The business approach is considered to be one of the business factors, which are maternal property and human labour, all of which also cost the company something. In the management approach, human capital is considered an intangible company asset that forms part of the intellectual capital and market value of the company (Kucharcikova, 2011:61).

The management approach describes human capital as a catalyst that intends to improve organisational assets and motivate employees. The business approach is about the organisation and its benefits as far as the concept of human capital is concerned. In the private sector, employees are the first and last weapon with regard to a competitive advantage within the organisation, particularly in the knowledge economy. Product duplication can, unfortunately, easily be orchestrated and services cheaply emulated, while innovation, execution and knowledge cannot (Kucharcikova, 2011:61).

Individuals are expected to adapt to organisational requirements. Any training should be channelled towards maximising organisational outputs or profits. The capacity to adapt to a changing environment provides other different perspectives on human capital as the employees must be able to deal with changing situations continuously (Schultz, 1961:1). This implies that employees are allowed to develop, and acquire knowledge and skills over time in order for them to enhance their performance in the execution of their respective tasks. Figure 2.1 depicts the human capital approach as discussed below.



**Figure 2.1: Human capital approach**

*Source: Kucharcikova (2011: 61)*

### **2.2.5 Components of human capital**

Structural capital is defined as the supportive infrastructure, processes and databases of the organisation that enable social capital to function. Structural capital comprises intangible organisation assets. Social capital combines existing knowledge with new knowledge (Ordóñez, Tennyson & Zhao, 2013:125).

As the power of individuals grows, organisations are revamping their approach to workforce management, reward systems and career models. As workers and networks outside the organisation grow, companies are striving to build effective ongoing relationships with every segment beyond the enterprise with increasing effect on how the organisation delivers services and interacts with customers. Leveraging their power within organisations, individuals are asking

for an agile and holistic rewards system that is fair; thus, organisations are finding ways of aligning their cultures and management practices with the external talent segment (Schultz, 1961:1-17).

### **2.2.6      *Micro-foundational level***

According to Barney and Felin (2013: 135), the micro-foundational level within the human resource literature focuses on the employee and the job performance. The emphasis is on individual knowledge, skills, abilities and other human characteristics and how these attributes contribute to organisational-level capabilities. Individual attributes, skills and character are, therefore, the most critical factors to the microeconomic approach. In terms of the management approach as part of the microeconomic theory, there is an understanding and acknowledgement of the widespread use of human capital, especially in the strategic human resource management philosophies and techniques within organisations. It is, therefore, confirmed that the management approach is equally important as human capital is an integrated part of any organisation.

Human capital at the individual level is currently referred to as the micro-foundational level, with the main focus being on the employee and their job performance (Ployhart *et al.*, 2014:38). Therefore, the emphasis is placed on strategic human capital resources at an individual level where specific reference is made to the contribution of the stars to ensure a competitive advantage. Stars are defined as individuals who contribute disproportionately to the unit outcomes. The most broadly accepted definition of stars is the individuals who demonstrate high productivity. Strategic human capital at the individual level refers to the contribution of stars to ensure competitive advantage (Hess & Rothaermel, 2011:895). This can only be achieved through extensive individual learning and development. Human capital, therefore, emphasises the different outcomes and the role employees play in productivity.

Employees take training in themselves seriously and are willing even to accept a lower wage in order to complete their training. Self-development has, therefore, become the overriding principle. This is done in anticipation of higher future wages, regardless of whether the attained knowledge and skills will be employed immediately (Becker, 1964:24). Oliveira and Da Costa (2014:121) were critical of Becker's (1993:19) initial research on education and earnings. However, they also believe that experience in a particular field is also critical to ensure maximum output in organisations, over and above education.

Human capital at the individual level, commonly referred to as the micro foundational capital, focuses on the employee and job performance and stresses how the knowledge, skills, abilities and other characteristics found in an individual contribute to organisational-level capabilities and

output. Individual-level human capital facilitates the development of organisational-level capabilities as these competencies contribute to organisational effectiveness (Oliveira & Da Costa, 2014:121).

Human capital at the individual level, therefore, includes employee training, opportunities for learning, employee development, career management, non-cognitive skills, employee motivation or engagement, talent management and succession. Most skills at an individual level are classed as “generic”, and, therefore, an employee could easily switch to another employer at any given time as such skills are not organisation-specific (Becker, 1993: 39). However, employees reserve the inherent right to improve their general skills to be competitive. A highly skilled generic worker could be a bigger asset than a lower-skilled worker (Acemoglu & Pischke, 1999:112). Mentoring must be an instrument at the disposal of the employer to guide, train and motivate individuals to develop and enhance their generic skills for effective use in the organisation for the purpose of retention. According to Klinge (2015:1), mentoring is traditionally a process in which an experienced person guides another person in the organisation to develop his/her ideas, learning and personal or professional competence.

Education and training that is neither formally structured nor requires financial investment are also important in any organisation (Oliveira & Holland, 2016:121), a notion supported by Oliveira and Da Costa (2014:121). Employee diversity, equality, and health and safety are vital for any functional organisation. Knowledge provides individuals with increased cognitive capabilities, which leads to more productivity and efficiency. Motivated individuals, therefore, boost the level of productivity and provide the organisation with a competitive advantage over others (Schultz, 1961:1). The motivated individual also serves as a mentor to other employees to ensure that they perform at the required level.

### **2.2.7 Human capital at the organisational level**

Human capital, as a multi-level concept, has an impact on resources needed for individual and organisational outcomes (Ployhart *et al.*, 2014:371). However, at the organisational level, the main focus relates to the impact of operational resources, best practices and competitive advantage in the global market. Human capital at the organisational level has a direct linkage to individual output and outcomes. Through investing in the education and training of employees, productivity could increase.

The type of training determines who pays for that particular training (either the employee or the organisation), resulting in the signing of contracts to affect the agreement. Most organisations would pay for individuals on the condition that the training enhances the operational readiness

of the organisation (Becker, 1964:20). The training and skillsets must also not be readily available on the labour market for the organisation to commit to training individual employees.

According to Polit and Beck (2012:12), organisations will not have sufficient incentives to invest in workers' skills. The reason is their fear that workers could quit their employment as they are globally marketable. Such has been the case in many instances where the organisation lost high-value skills, particularly within the engineering and technical occupations. Factors such as self-efficacy, determination, motivation, self-control, resilience, optimism, hope, and the ability to work with others are essential to the success of employees and the organisation (Heckman & Rubinstein, 2001:145).

The same concepts of efficiency, effectiveness and the measurement of non-cognitive abilities are becoming key issues within organisations (Avey, Luthans, Smith & Palmer, 2010:17; West *et al.*, 2016:148). The organisation can, therefore, deploy human capital resources in several ways depending on the specific organisational strategy and proposed outcomes in terms of the competitive advantage, cost advantage or improved customer service levels. The notion that the accumulation of high-quality human capital can drive a sustained competitive advantage, the focus is a competitive advantage that intensifies in the organisation (Shaw, Park & Kim, 2012: 772).

### **2.3.5 Knowledge-based economy**

The knowledge-based economy (KBE) is about the globalisation of trade and investment that intensifies the competitive pressures, especially for those national economies that are unable to compete based on low-cost production. Competitiveness can be maintained only by enhancing the productivity of capital and labour. This implies continuous innovation, development of new goods and services and more effective processes for producing, marketing, and distributing them. Also, applying the most efficient patterns of work organising, hence the creation and critically applying production of new forms of knowledge becomes the key factor. KBE offers expanding opportunities for the so-called knowledge workers who have the very high-level skills required to operate in professional, scientific, and creative jobs in the upper echelons of the new occupational hierarchy (Rees, 2016:223).

However, the corollary of these new occupational opportunities is the sharp decrease in unskilled or partly-skilled occupations that formally comprise significant segments of the workforce. Some of these occupations have been relocated to low-cost economies, reflecting patterns of globalisation more widely. Others have simply disappeared because of changes in the industrial structure and transformation in product and process technologies. The implication is, therefore, that KBE employment opportunities for those individuals who do not have



significant amounts of human capital are bleak. Theories of KBE have significant consequences for how the production systems need to be in place to ensure that individuals with the required high-level skills are produced in significant numbers to meet the growing demand for knowledge workers. Theories of KBE have significant implications for human capital formation through adult education (Rees, 2016: 223).

In an economy that is characterised by continuous innovation and the adaptation of new technologies and modes of working, individuals ensure that they respond flexibly to these changing environments. Through their adaption own capabilities and character improves. Adult learning is, therefore, required to deliver effective opportunities for individual workers to acquire new knowledge and skills, not through participation in formal learning but through informal learning effected in the workplace (Rees, 2016:223).

### **2.3.6      *Resource-based view***

Barney (1991:99) argues that all assets, capabilities, organisational resources and knowledge control in the organisation improve efficiency and effectiveness. According to Coff & Raffie (2015:238), as long as an employee with organisation-specific skills is compensated for the extra value associated with a specialised skill set, the employee mobility will be of high cost to the organisation. Organisations, irrespective of their size, consider human capital as important in achieving a competitive advantage (Becker, 1964:15; Schultz 1961:12). Human capital has re-emerged as a central subject of discussion among managers and policymakers. While human capital is connected to personnel, its measurement is important to permit organisations to put necessary management control measures into place. (Hossain & Roy, 2016; Groth & Hebb, 2002; Barney, 1991). Organisations consider human capital as one of the resources that are different; it is rare, non-substitutable, non-inimitable and valuable. While human capital is connected to personnel, its measurement is important to permit organisations to put necessary management control measures into place. (Hossain & Roy, 2016; Groth & Hebb, 2002; Barney, 1991). RBV concentrates on organisational resource capability. This is where the organisational level leadership, talent management, organisational structure, culture and change management are prioritised. The RBV, therefore, analyses the organisational strength and weaknesses. These strengths and weaknesses could be of a physical, human and organisational nature. Resources can be tangible or intangible, and both could be used to build a competitive advantage (Barney 1991:99).

The rationale for introducing the concept of RBV was to examine how organisations create a sustainable competitive advantage. RBV does not give knowledge adequate recognition; in fact, the view categorises knowledge as a simple generic resource of the organisation. The concept

looks at how organisations manage and deploy internal resources (Barney, 1991:91). The theory treats knowledge as generic rather than having special characteristics and therefore, does not distinguish between different types of knowledge and capabilities. Resources include organisational assets, capabilities and attributes. Such resources are important in explaining the overall profit, value, as well as differences in performance within the industry. It is, therefore, accepted through this theory that organisations are heterogeneous entities and characterised by a particular as well as a unique resource base. Resources include all organisational assets, capabilities, organisational resources, organisational attributes, information and knowledge. However, it is important to note that regardless of the category grouping, any resource that creates a sustainable competitive advantage for an organisation should have the following attributes, according to Barney (1991:105):

- It must be valuable, can exploit opportunities and/or neutralises threats in the environment that the organisation operates.
- It must be rare among other organisations' current and potential competition.
- It must be imperfectly imitable; this can be for many reasons.
- It must be socially complex, that is, knowledge-based.
- It must be non-substitutable.
- The ability of an organisation to obtain a resource must be dependent upon unique historical conditions.
- The link between the resources possessed by an organisation and its sustained competitive advantage must be causally ambiguous.

Interpersonal relations, culture, and reputation also form part of the organisational resources. The basis for an organisation's competitive advantage lies primarily in the application of a bundle of valuable (tangible or intangible) resources. The RBV suggests that creating and exploiting specific investments over time is essential for organisations to attain a long-term organisation successful advantage (Grindley & Teece 1997:8). The organisation must have coherent strategies that would improve efficiency and effectiveness. The conditions for competitive advantage (valuable, rare, imperfectly imitable resources) also mirror the conditions for the organisation-specific human capital. When resources are valuable, rare and imperfectly imitable, they are regarded as heterogeneous and not perfectly mobile. There is strong evidence at the organisational level for examining specific capital under the RBV lens, which was conducted to facilitate best practices and competitive advantage (Hatch & Dyer, 2004:1155).

The measurement of non-cognitive abilities is becoming critical in organisations. According to RBV, an organisation can be considered as a collection of physical resources, human resources and organisational resources. The continuous acquisition and transfer of knowledge within the

organisation are necessitated in principle through factors such as the ever-changing competitive conditions in markets. RBV analyses and interprets the internal resources of the organisation and emphasises resources or capabilities in formulating a strategy to achieve a sustainable competitive advantage (Avey *et al.*, 2010:17). Organisational culture is a motivating factor of any organisation where all are active role players. Madhani (2010:4) identified the following resources as key to a sustainable competitive advantage:

- **Valuable.** A resource must enable an organisation to employ a value-creating strategy by either outperforming its competitors or reducing its weaknesses.
- **Rare.** A resource must be rare by definition. In perfect competition, the prices of other resources will reflect the expected discounted future above-average returns.
- **Inimitable.** If a valuable resource is controlled by only one organisation, it could be a source of competitive advantage if competitors are not able to duplicate this strategic asset.
- **Non-sustainable.** Even if a resource is rare, potentially value-creating and imperfectly imitable, what is critically important is an inability on the part of the competitors to counter. The organisation's value-creating strategy with possible substituted prices could drive down prices to the point that it equals the discounted future rents.

### 2.3.7 *Knowledge-based view*

Knowledge is dynamic, personal and distinctively different from data and information. Since the dynamic properties of knowledge are important for managers, the notion of individual competence can be used as a fair synonym for a capacity to act. Strategy formulation should start with the competence of people. People are seen as the only true agent in the business, all tangible physical products, assets as well as intangible relations are the results of human action and depend ultimately on people for their continued existence. People are seen to be constantly extending themselves into their world of tangible means such as crafts, houses, gardens, cars and through intangible associations with the corporations, ideas and other people (Sveiby, 2001:345). McCracken, McIvor, Treacy and Wall (2017:7) stated that human capital at the individual level facilitates unit-level outcomes, specific reference being an employee who can perform a specific function that is vital to the performance of a specific department.

Despite the argument about the importance of people, Kwon and Rupp (2019:129-150) argue differently as the authors indicate a complex relationship between employees turnover and organisational performance. Traditionally, employee turnover has been viewed as problematic for organisational performance as their participation has been regarded as a necessary effective function and performance of such an organisation. Turnover may, therefore, not necessarily be

harmful to the organisation's performance, but rather depends on the performance of leavers and varying organisational situations (Kwon & Rupp, 2013:129-150).

Knowledge of individuals, groups, and organisations within and outside the company forms the basis of a framework for an analysis aimed at dynamic strategy in making progress (Kodama, 2006:1391). KBV focuses on knowledge as the most strategically important of the organisation's resources. KBV is, therefore, a management concept that provides organisations with strategies for achieving organisational competitive advantage against others in the labour market. This can only be achieved through employees' direct and professional involvement in the formulation and final administration of the operational goals for the long-term sustainability of the organisation. Resources may be considered as input that enables organisations to carry out their activities. The KBV, therefore, forms the basis of the organisation's survival and this can only be achieved through the establishment of an organizational culture that becomes a prerequisite for achieving sustainable knowledge-based competition (Grant, 1996:110).

A sustainable competitive advantage from KBV is based on how organisations manage and exploit asymmetries in explicit and tacit knowledge. Its communication reveals explicit knowledge whereas tacit knowledge is revealed through its application in the organisation of clearly-defined codified information as it is often transferable from one party to another. Conversely, tacit knowledge tends to be stricter and not easily transferable. For example, tacit knowledge may relate to various shortcuts that may be taken by staff to remedy ineffectiveness or make improvements. These shortcuts will not be formally written and discussed and are, therefore, difficult to transfer as they are internalised in the organisation. Conversely, explicit knowledge can be a source of sustainable competitive advantage. However, tacit knowledge can form a sustainable competitive advantage because it is both unique and relatively immobile.

The KBV theory, therefore, considers knowledge as the most important strategic resource of any organisation. The theory is, however, difficult to imitate and socially complex as the knowledge is embedded and carried through multiple entities, including organisational culture, identity, practices, and routines (Houghton, 2017:43).

### **2.3.8 Human capital measurements**

Organisations are required to measure and analyse the impact of human capital on organisational performance. A more robust way of measuring how the human function does add value to the organisation is through utilising the human capital index. The index is a relatively new measure for capturing and tracking the state of human development globally. The index is compiled using a more comprehensive array of indicators than the classical definitions of human capital (Agarwal *et al.*, 2018:7). One of the more common measures of human capital is the

average years of education in labour force. The main drawback of these estimates is an unequal amount of opportunity costs for one year of university (Simko & Tuica, 2015:13). There are five different approaches to human capital measurement, which include:

- **Cost approach.** Here the intangible investments are the cost associated with enhancing the quality or productivity capability of the organisation. This involves expenditure on items such as health safety, mobility, education, and training (Le, Gibson & Oxley, 2003:1)
- **Market approach.** Here the book value of the organisation is compared with its market value in order to measure intangible assets. However, early approximates like the difference between current market value and book value or the relation between the market and book value could turn out to be too rough an estimate (Stein & Muller, 2007:4).
- **Accounting approach.** This approach measures organisations' investment in employees according to five key parameters, namely recruiting, acquisition, formal training, informal training and experience. This model suggests that instead of charging the costs to the income statement, it should be capitalised on the balance sheet (Houghton, 2017:49)
- **Value-added approach.** This approach tries to link the value added by employees to human capital, i.e., measuring sales per employee or profit per employee. Whilst this approach may seem useful from an organisational-level perspective, this approach does not reflect the reality that not all employees make an equal contribution toward revenues (Bukowitz *et al.*, 2004:45)
- **Human resource indicator approach.** This approach focuses on human resource indicators and attempts to specify forces that are driving corporate success. This results in some key performance indicators and performance drives such as annual training targets or hours and degree of variable payments. This approach connects human capital performance with organisational value (Subramaniam & Youndt, 2005:459).

It is, therefore, not enough to measure human capital in isolation. An organisation needs to incorporate social and organisational capital into the equation. Furthermore, social capital and organisational capital often facilitate the development of human capital. In today's network-based organisation and economy, it may be appropriate to move beyond traditional definitions of human capital that revolve primarily around functional educational skills to include competencies surrounding interactions and networking (Subramaniam & Youndt, 2005:459).

Another important element of measurement relates to how the interactions between different organisations function as this could influence organisational outcomes. Management must,

therefore, be able to measure cross-functional team collaborations and relations to ensure information can flow freely in the organisation (Hollenbeck & Jamieson, 2015:380). The evidence from human capital theorists suggests that there is a relationship between the level of education, productivity, and employee earnings in the labour market. The research evidence suggests that a person who has invested in human capital through higher education and training has a better chance to be efficient and effective. One major advantage in the economies of education is the recognition that there are multiple varieties of skills. Part of the value of universities is the provision of sound education background to ensure easy transfer of skills in the workplace. Universities, therefore, provide spill-over academic benefits and makes the future workforce more competitive. However, vocational training at regular schools must never be underestimated in terms of its effectiveness and productivity. Individuals who have acquired skills-based courses have prospects with regard to favourable opportunities in the labour market (Burgess, 2016).

Shaw, De Lusigma and Rowland (2005:13) discovered that human capital losses (for example, turnover rates) negatively impact organisational performance. The workforce performance relationship takes the form of a negative relationship (the severity decreases) when human resource management (HRM) investments (for example, training, pay, benefits) are high. The logic behind this is that HRM investments help build specific human capital. However, these accumulations, i.e. investments, are diminished through employee turnover. The path dependencies, routines and social complexities associated with the long-tenured workforce are also erased. Moreover, competitors can easily imitate the remaining resources and eliminate competitive advantages.

Progressive losses are less severe over time, according to the learning curve theory. When there is low turnover, the organisational-specific human capital accumulations on average may be quite high. This means that when someone leaves the organisation, the costs of training and education become high for the organisation. Similarly, to the organisational-specific human capital, the learning curve theory is concerned with the skill and ability levels as they relate to reduced performance errors and high job-related memory retrieval (Logan, 1992:12). The employee's ability to perform at a level higher than is possible (with simply an accumulation of general skills) must be of concern to the organisation when the skilled employee leaves (Ohlsson, 1996:241).

Further evidence indicates that it is time-consuming for a new employee to build organisational-specific knowledge that is equivalent to the existing employees. However, when turnover is high, average organisational-specific human capital accumulations are low (Shaw *et al.*, 2005:19). Performance-based losses of human capital depletion are the most damaging at the outset

within organisations that invest heavily in HRM. However, negative performance evens out at higher turnover levels. Kwon and Rupp (2013:129) are of the firm belief that organisations who invest in HRM have a larger talent pool and “buffer” employees to replace those who leave.

Penning, Lee and Witteloostuin (1998:425) examined the impact of human and social capital on organisational dissolution and found evidence that both were strong predictors of an organisation being wound up. It was discovered that the degree of specificity and non-appropriateness of such capital was seen to diminish the dissolution of the professional service organisation. The higher the degree of organisation-specific human capital and the social complexity of its human resources, the higher the chance of survival. Equally so, the greater the degree of organisation-specific human capital losses, the higher the chance of dissolution.

Campbell, Ganco, Franco and Agarwal (2012:65) established that higher-earning employees are less likely to leave compared to those who earn less. However, should they leave, they are more likely to create a new venture than to join another organisation. Interestingly, the authors found that employee entrepreneurship has a larger adverse impact on organisational performance than an employee moving to an established organisation. This is because higher-earning employees often end up competing with the principal organisation. Managers should, therefore, focus on tailoring compensation packages to help minimise the adverse impact of employee entrepreneurship, particularly among high-performers.

Other studies show that human capital losses, specifically employees with organisational-specific skills, can be detrimental to organisational performance. Organisations need to develop their own, specific capabilities as it appears to be a strong predictor of both performance and survival (unit-level outcomes) (Brymer, Molloy & Gilbert, 2014:403). Measuring voluntary turnover rates and the opportunities provided for the development of skills that are specific to an organisation is a good approach for organisational sustainability. This may include measuring the levels of on-the-job training and correlating the outcomes of this with organisational performance (Fearon, McLaughlin & Morris, 2013:244).

### **2.3.9      *Elements of human capital***

Human capital is a key factor for growth and competitiveness. The links work through multiple pathways at the individual, organisational and national levels. Learning and working provide people with livelihoods, an opportunity to contribute to their societies and other meaning and identity. Human capital is critical not only to the productivity of society but also to the functioning of its political, social and civic institutions (Schwab, 2017:3).

The Global Human Capital Report of 2017 proposes a new benchmark for leaders to build the workforce of the future. The Global Human Capital Index provides means of measuring the quantifiable elements of the world's talent potential. The system promotes the development of education that matches the needs of the future workforce that is better prepared for the shift in labour markets. Opportunities for job creation and structures that allow for gains must be shared equally regardless of gender, age or origin (Schwab, 2017:8).

The key finding of the Global Human Capital Report (2017) emphasises that human capital is indeed a critical determinant for long-term success within institutions. Human capital means the knowledge and skills people possess that enable them to create value in the global economic system. It is a key factor for the growth, development, and competitiveness (workers skills) that lead to productivity and innovation in companies. At the national level, equality of opportunity in education and employment contributes to economic development and positive social and political outcomes. Elements of human capital are the following according to the report (Schwab, 2017:8):

- **Capacity** refers to the level of formal education of younger and older generations because of past education investment.
- **Development** refers to the formal education of the next generation workforce and continued upskilling and reskilling of the current workforce.
- **Deployment** refers to skills application and accumulation among the adult population.
- **Know-how** refers to the breadth and depth of specialised skills used at work.

The report regards relevant skills as a dynamic asset people possess that is developed over time (not as an innate talent that is fixed). Formal education enhances people's capacity and skills that are acquired through working. The report states that it is neither through cheap labour nor through attracting a narrow set of the "best" and the "brightest" and a "war for talent" that countries can optimise their long-term human capital potential. People's knowledge, talent, and skills are key drivers for a prosperous and inclusive economy. Technological change and its impact on the labour market call for a renewed focus on how the world's human capital is invested and leveraged for social well-being and economic prosperity for all. The education systems are disconnected from the skills needed to function in today's labour markets. The exponential rate of technological and economic change is further increasing the gap between education and labour markets. Knowledge has long been recognised as a valuable resource by economists (Schwab, 2017:8).

Acquiring skills, therefore, enhances the development of people and the workforce. Organisations must maximise opportunities for everyone to be effective and professional.



Various competencies and attributes will be developed through education and skills training within various organisations.

### **2.3.10 Characteristics of human capital**

Human capital is the original and purest form of equity. Human capital will have a greater proportional effect on the prospects and outcomes of the future. Human capital has three basic forms, namely tangible or physical, financial, and human capital. Tangible capital, once consumed, takes a different form that yields a physical life. Human physical capital exists until death, the products may provide benefits beyond physical death (Groth & Hebb, 2002:2). Other characteristics of human capital were analysed through the work of Winstor and Popa (2014:11) and are identified as follows:

- **High-level education.** In order to accomplish tasks, personnel should have training and specialisation courses conducted to ensure knowledge and skills. The high level of specialisation in the labour market has become a requirement; hence, employees invest in education. This could be at their expense as they sacrifice financial resources and time to obtain relevant qualifications for future employment.
- **Opening to multilateral.** There are other environments where members are expected to be diverse to accommodate any work situation, especially within the international and multinational space. Multilateralism is therefore reality and affects the management of human capital in various organisations.
- **Vocation.** These are factors determining the speciality of working conditions, including, for example, a long time at sea or away from the family.
- **Age.** This factor represents an important characteristic of human capital in the labour market and any sector. Age can also be an obstacle in finding a new job somewhere.
- **Flexibility.** Flexibility and adaptability are conditions of the work environment one should exercise and operate under. The two factors are also critical for ensuring the effectiveness and efficiency of the organisation.
- **Physical or mental resistance.** Mental resistance is the extent to which the individual psyche can maintain functional parameters unchanged in difficult environmental conditions for a long time.

According to Kwon (2009:4-5), the following district characteristics of human capital are identified:

- **Indigenous characteristic.** The expendable and self-generating characteristic of human capital is closely linked to the possibility that knowledge increases individual human capital. Furthermore, the increase in human capital can be expanded by either endogenous or exogenous factors. The original knowledge can be continuously

elaborated and developed through the relationship between external knowledge, information, skill, experiences, and other knowledge-based factors. The transportable and shareable characteristics of human capital mean that the original holder of knowledge can distribute his/her knowledge to others. In the circumstances that the original holder's exclusive ownership is slightly acceptable, the equivalent distribution between the holders and takers can be actualised.

- **Impacts of human capital.** Impacts of human capital are largely characterised into three parts, individual, organisational, and social. From the perspective of individuals in the internal labour market, most researchers refer to the possibility of increasing individual income resulting from individual productivity. Concerning the organisation, human capital is closely linked to the core competencies and competitiveness of the organisation. Individual human capital can affect organisational human capital as collective competence, organisational culture, and relational capital. Finally, the perspective on the social perspective of human capital is the synthesis of individual and organisational perspectives. The link between human capital and social consciousness is based on a close inter-relationship resulting in social development.
- **Division of human capital.** Generally, some researchers present three distinct kinds of human capital, and these are a general organisation, a specific organisation and task-specific human capital. General human capital is to be defined by generic knowledge and skill, not specific to a task of a company, usually accumulative through working experiences and education. The general human capital holds transferable characteristics across jobs, organisations, and industries. It is relatively easy that the general human capital is embedded in an individual to transfer to different industries contrasting with the general human capital and organisation. Specific human capital is usually accumulated through education, training, and work experience (Kwon, 2009:6).

## 2.4 EMPIRICAL STUDY: SOUTH AFRICA PERSPECTIVE

The world is endowed with a vast wealth of human talents. The ingenuity and creativity at our disposal are the means not only to address the great challenges of our time but also to build a future that is more inclusive and more human-centric. As pressures related to internal competition intensify, companies in the Republic will be obliged to make rapid organisational and cultural changes, and this can only be effected through the agency of the people. Unless these people are in the right place at the right time with the right skills and the right attributes, the necessary changes will not come about. The key to the desired results is, therefore, effective human capital. The situation, however, will be complex as many organisations in the production system have been floating in an ocean of authoritarianism and bureaucratic hierarchies. This situation demands that leaders take into cognisance the dynamics of change and do much

pioneering in order to move their organisations away from the present situation of industrial conflict, low productivity and a lack of world competitiveness (Carrell, Elbert, Hatfield, Grobler, Marx & Van der Schyf, 1998:4).

Human capital consists of the intangible resources that workers provide to their employers. Human capital represents the human factor in the organisation, the combined intelligence skills and expertise that gives the organisation its distinct character. Human capital assets are the collective sum of the attributes, life experience knowledge, inventiveness energy and enthusiasm that people choose to invest in the organisation. Human capital is concerned with the skills, knowledge, innovation, capabilities, and overall competence of employees. It represents the goods and services employees produce that bring revenue when there is an investment of their knowledge, skills, and other capabilities (Hossain & Roy, 2016: 1032).

Making human capital a source of competitive advantage requires much more than making some quick fixes to a control focus organisation. It requires attracting and retaining the right people as well as organising and managing them effectively. In today's knowledge-based economy, greater emphasis is adverted to human capital to survive in a dynamic environment and to achieve a competitive advantage. Human capital is of immense priority and thus, has become important. Human capital drives the organisation towards better decision-making, extensively effective communication within the organisation and generating creative and innovative ideas (Hossain & Roy, 2016: 1023).

Since the dawn of democracy in the Republic, the public service experienced a major reconstruction in terms of administrative reforms and transformation. The Constitution prohibits discrimination, enshrines fundamental rights, and emphasises openness and accountability. Chapter 9 of the Constitution prescribes that equality and equal employment opportunities are afforded to all persons. The chapter also states that any form of unfair discrimination, directly and indirectly, on any grounds, is prohibited. The Department of Public Service and Administration, as the custodian of all policy-related guidelines and decisions in the public sector, in advancing the spirit of the Constitution, approved and promulgated the Republic of South Africa White Paper on the Transformation of the Public Service (1994). Chapter 10 of the White Paper advocates that representativity is a core foundation stone of a non-racist, non-sexist democratic society and is as such, a key principle of a new government.

The Republic of South African Employment Equity Act (1998) states that affirmative action is a way of making the workplace more representative and fairer. It makes sure that qualified people from designated groups have equal opportunities in the workplace. The designated groups are black people, women, and people with disabilities. It is through this intervention that employers

are expected and mandated to create action plans to correct the figures of the previously disadvantaged in the public sector. Interventions and commitment to transform the public service, therefore, require stringent government policies for changes to be realised. The Republic of South African White Paper on Human Resource Management (1997) provides a comprehensive policy framework for human resource management in the public service. This policy document discusses various career management concepts to give credence to people who are willing to devote themselves to a career in public service.

The Democratic Republic also brought along major reforms to the concept of human capital, and these were obtained through lessons learnt from other countries within the African continent and other parts of the world. The one common factor under consideration was the global shift in the economies from goods-based production to high-skills and high-technology service-based growth. The study conducted by the Human Sciences Research Council of 2003 revealed that education, employment, and skills in the Republic have taken a similar dimension where high skills and technology are on the rise. This meant that knowledge and intangible economies demand that government policies must emphasise and ensure the upgrade of human capital. This can be achieved through empowerment, i.e., providing access to general education, and incentives for continuous work-related training and learning (Schwab, 2017:8).

The continued concept of the emerging knowledge economy and globalisation imposed a tremendous amount of pressure on the public service. This placed direct demands on aspects such as increased adaptability and innovation. The post-1994 public service inherited anomalies and gaps in human capital henceforth, was characterised by a plethora of rules, strict regulations and legislation that were not effective. This, therefore, left very little room for innovation, creativity and responsiveness to service delivery within the public service.

In addressing the challenge in response to the ever-emerging globalisation, The Republic of South African White Paper on Public Service and Transformation of 1995, which consisted of the eight principles that were advocated to guide the new and improved public service was drafted and was called the “Batho Pele principles”. Thus, the ongoing transformation had to be underpinned by a focused human capital development strategy, given the needs of society (Schwab, 2017:17). The human capital developmental strategy, therefore, eased the transformation process as its improved implementation capacity within the public service and directed areas that impinge on service delivery.

In 2017, a new proposal on benchmarking to determine whether leaders take responsibility and ensure that organisations invest in building the future workforce was initiated. This approach emphasised one of the principles entrenched in the Republic as part of the new reforms. The

principle that all people deserve an equal opportunity to develop their talents is evident in the South African White Paper on Transformation of 1995 – “Batho Pele”. Leaders are given the required tools to navigate the continued change in the global market, *albeit* with the rise of automation (Schwab, 2017:V).

The Global Capital Index ranked 130 countries in 2017 in order to decide how well these countries have developed their human capital. A scale of zero (0) was allocated for the worst and a hundred (100) for the best-performing country. The four thematic dimensions that were measured are capacity, deployment, development and know-how. Five age groups were analysed to assess progress and were grouped as follows, 0–14 years, 15–24 years, 25–54 years, 55–64 years and 65 and above. The capacity index is used to quantify the existing stock of education across generations. The Deployment Index focused on skills application and accumulation of skills through work. The Development Index is used to reflect on the current efforts to educate, skill and upskill the student body and the working-age population. The Know-how Index was used to capture the breadth and depth of specialised skills used at the workplace (Schwab, 2017:7).

The findings of the Global Human Capital Report (2017) indicate that on average, the world has developed only 62% of its human capital, meaning 38% are neglected. Across the Index, there are only 25 nations out of the 150 that have tapped 70% or more on their people’s human resources. About 50 countries have scored between 60% and 70% and a further 41 countries scored between 50% and 60%. Almost 14 countries remain below 50%, meaning these nations are currently leveraging less than half of their human capital (Schwab, 2017). The Republic was rated 87 in the global community and Namibia 99, and both rated the highest positively on the African continent. Both these countries were declared to be successful in building the future human capital potential of their youngest generations. However, when it comes to deploying its current workforce, the Republic underperformed on the quality of the schooling system. The Republic has the continent’s highest share of its workforce in the bracket of high-skilled occupations (Schwab, 2017:7).

Bhorat (2006:33) stated that graduate unemployment in the Republic changed the labour force participation. The advent of democracy in the Republic brought enormous challenges, employment and unemployment amongst the youth being one. Bhorat discovered that during the periods 1995 to 2002, the level of unemployed graduates was above six per cent. The graduates from the social sciences were subjected to higher levels of unemployment than graduates from other fields of study. The Department of Labour (DoL) commissioned a study that was conducted by Vass, Roordt and Qingqwa (2008) to analyse and examine the data on employment trends amongst designated (black, Indian, and coloured) groups. Their analysis

indicated that between 1998 and 2005, approximately 31% to 40% of black people with degrees were unemployed. With the inclusion of diplomas and certificates over the same period, the figures spiralled to approximately 59% to 66% of unemployed black people.

According to Biyase and Zwane (2015), there is a strong positive relationship between the levels of educational attainment and earnings. The research suggests that an average employee who did not complete secondary education received a monthly income of about R3 778, while employees with tertiary education earned around R12 951. Employees who completed secondary school earned an average income of about R4 311 up to R7 175 per month. This research confirmed the assumption that the higher the level of education, the higher the employee earnings in the labour market. Although this research indicates that education does have a positive impact on earning, education to date does not affirm employability within the labour market (Biyase & Zwane, 2015). This analysis was confirmed through the National Income Dynamics data on wages that was conducted in the Republic between 2008 and 2012.

The implementation of the Republic of South African Employment Equity Act 55 of 1998 was, therefore, necessary to address the unemployment figures of black people in comparison to white people in the labour market (Vass *et al.*, 2008). In 2013, the DoL conducted a further study focusing on unemployment and employment opportunities in the labour market from 2012 to 2013. The data indicated that there were opportunities for managers and professional workers to decrease elementary/low jobs (Muthethwa, 2013). Bhorat, Cassim and Tseng (2016:33) further conducted a study to analyse the relationship between the different levels of education and employment. The investigation indicated that the labour market was more in favour of individuals who have higher education and training qualifications than otherwise.

The premise of current education systems is, unfortunately, on developing cognitive skills, yet behavioural and non-cognitive skills and the nature of individual capacity are neglected. The idea of collaboration, innovation, self-direction and problem-solving is increasingly important. The Republic of South African Human Resource Strategy (Draft HRDSA toward 2030) outlines the vision for the development of human resources in the Republic. It also spells out the role that it will play in meeting the country's economic, development and social needs. The Draft HRDSA (2017:8) outlined areas of interest and commitments to be addressed as follows:

- Strengthening basic education, science, technology, engineering, mathematics, languages, and life orientation.
- Expanding access to quality post-schooling education and training.
- Improving research and technology innovation and outcomes.
- Producing appropriately skilled people of the economy.
- Pursuing post-school vocational education and training or employment.

- Developing a developmental or capable state.

Through the above initiatives, competitiveness will improve to ensure that the public sector has the required capacity to meet the needs of a developmental state. This will also ensure the establishment of an effective planning capacity to achieve a strategic objective. In terms of the supply of skilled workers according to the Republic of South African Skill Development Act of 1998, new regulatory frameworks for promoting and developing skills in the country were sought. This Act provides for a levy of 1% of employee costs to be paid to the National Skills Fund and Sectoral Education and Training Authorities. The intention was to fund and promote training for the unemployed, pre-employed and existing employees at the same time, supporting the implementation of an integrated approach to address the skills pipeline. The Draft HRDSA identified the development of adequate human resources to meet the development needs of the country as a key strategic priority. Also provides the framework for coordinating skills development across government power and emphasises that an effective public sector depends on the capacity of its people. In order to build this capacity, the public sector must therefore change its approach to development, be less fragmented, less prescriptive and less supply-driven. It must also be more practice-orientated, more logically sequenced, and more responsive to the changing structure needs and requirements of the public service (HRDSA, 2017:11).

The Republic's former Minister of Public Service and Administration, in her Budget Vote of November 2007 (Fraser-Moleketi), stated in parliament that sustainable development reflects a process that meets the needs of the present without compromising the ability of future generations to meet their own needs. The minister also stated that the development of human capital within the public service directly impacts the ability of the state to create an enabling environment for growth, poverty alleviation and dealing with the challenges relating to global security. Human capital represents the capability of organisations and is present in the minds of employees. It incorporates the capacity to act, both individually and collectively in a wide range of situations to achieve organisational results. The following types are hereby discussed, as indicated in the former Minister's budget vote (Fraser-Moleketi, 2007):

- **Structural/organisational capital.** These are the mechanism and structures of the organisation that help support employees in their quest for optimum performance and therefore, overall business output.
- **Stakeholder capital.** It is not difficult to imagine that there is valuable knowledge regarding the running of an organisation and delivering on its mandate external to the organisation and its employees. This information can be housed in the organisation, customers, suppliers as well as partners in the service delivery chain.

- **Societal capital.** Connection in human networks is vital. Societal capital is the knowledge that resides in the relationship and interacts in the workplace towards the achievement of organisational goals (Fraser-Moleketi, 2007).

The Republic, therefore, needs to embrace the notion of human capital that impacts the changing nature of the global environment. The human capital is, therefore, the know-how, education, work-related competitiveness, and psychometric assessments of employees. The following sub-heading discusses human capital in the public sector and the DOD and how this concept is implemented:

#### ***2.4.1 Career management and planning***

Employers must ensure that employees have a career path in the organisation. A career development path provides employees with an ongoing mechanism to enhance their skills and knowledge, which leads to mastering their jobs and their added professional development. Job promotion can be a powerful retention tool, and employers should guard against losing valuable employees once they attain a graduate degree and attend to match their new skills and the job and manage their experiences and career (Benson, Finegold & Mohrman, 2004:328). A broad, liberal education is the foundation for a future professional visionary officer and is directed towards the development of personal attributes that apply to life in general. Education and skills are, therefore, essential for the creation and development of military doctrine. The officer must be provided with the necessary opportunity and the ability to expand and hone professional skills throughout the officer's career (South Africa Defence Review 2015:11-3).

Career paths must be planned to deliberately endow officers with the correct education, training, and service experience necessary to be able to command at all levels. Failure to comply with academic and functional training disqualifies a uniformed member, whether an officer or non-commissioned officer, to progress in their military careers. It is clear from the above that the military takes training and education seriously. This forms part of an individual structured career path. Despite the arms of service (Army, Air Force, Navy or Military Health Service) there is a structured training regime to be undertaken (South Africa Defence Review 2015:11-3).

One facet of human resource planning is succession planning and career development. Career planning is a process by which employees obtain knowledge and information about themselves and their working environment. It is through this process that individuals must align their attributes to match the organisational goals and objectives. Career planning is a process whereby the individual either on his own or through organisational interventions determines his/her short- and long-term career goals. Self-knowledge about one's interests, skills, values and strengths is hereby a critical success factor (Schreuder & Theron: 1997:15).



Career development is an ongoing process whereby the individual trains to improve his performance competencies. It is the responsibility of human resource practitioners to create an environment where individuals can develop their potential. The Republic of South Africa White Paper on Human Resource Management in the Public Sector (1997) talks about devolutions, increased delegation, and institutional mechanisms in the work environment. It is clear from the White Paper on HRM that the management of people is the responsibility of all line managers. The development of individual traits and attributes as well as utilisation is synonymous with all these concepts. Effective training and utilisation of individuals constitute human capital. All these concepts confirm people as assets that are supposed to be treated in a fair, just and equitable manner. Without an effective and sound career management process, organisations will not be able to retain their workforce. An organisation that faces high turnover struggles regarding outputs and, therefore, cannot compete in a global labour market.

In terms of the Republic of South Africa Public Service Regulation (2001), heads of departments are responsible for the efficient management and administration of their respective departments. Effective training and utilisation of staff, the maintenance of discipline, and the promotion of fair labour practice are some of the key responsibilities of the head of the department. In terms of the definitions of career management and development, it is clear that these concepts are intertwined with human capital. It is also difficult to discuss career management concepts without referring to human capital.

#### **2.4.2      *Implementation in the DOD***

The Republic of South Africa White Paper on National Defence (1996: Chapter 6), together with other policy documents of the department i.e., Affirmative Action Plans for the Department of Defence and Department of Defence Instruction on Equal Employment Opportunity and Affirmative Action of 1998 and 2006 (Annexure 4 and 7) supports affirmative action interventions in the DoD to ensure representativity. The South Africa White Paper on Defence (1998), Chapter 5 clearly articulates how the recruitment process in the SANDF should be managed.

The Republic of South Africa Department of Defence Human Resource Strategy of 2010 (2001:2) aims to ensure the availability of the right number and quality of personnel in the right place and at the right time. The strategy also emphasises efficiency and effectiveness, and that personnel are administered economically and professionally. The strategy, therefore, talks about the concept of human capital as it relates to people as an important and strategic asset in the department. The strategy provides direction in terms of the management of human capital in the DoD over the medium to long term. The strategy intends to establish efficient, effective,

and economic human resource composition, of the right quantity and quality in the right places and at the right time.

The Republic of South Africa Defence Review of 2015 (Chapter 14) states that the SANDF will pursue improved marketing, recruitment, selection and appointment processes for all its service systems. The defence establishment table drives the annual recruitment of personnel, personnel turnover tendencies and specific requirements of corps and mustering. Focused and directed recruitment of young men and women with leadership attributes is vital to the effectiveness of the future of the defence force. Recruited members must adhere to the health, age, fitness, intellectual and other standards of the defence force. This Defence Review states that the SANDF will ensure clear career-pathing and development programmes per mustering and speciality. The effective retention of defence personnel also requires a comprehensive day-to-day personnel maintenance system that confirms conditions of service and benefits for defence personnel. Chapter 10 of the review emphasises the importance of human capital; hence the department undertook to uphold a non-racial, non-sexist, non-discriminatory institutional culture of the military.

The Republic of South Africa Defence Review of 2015 recognises that education, training, and development opportunities support individual career plans and learning pathways, and this is in line with the Republic of South Africa Skills Development Act, (97 of 1998). Individuals are required to take responsibility for their continuous professional education and actively access such opportunities. The Defence Review, therefore, affirms that the future operational success of the military is dependent on the quality, and calibre of the future soldier. The development of a responsible, value-driven, and disciplined soldier is critical to such success. The future soldier must be skilled, healthy, fit and highly disciplined military professionals imbued with a high level of morale and a sense of duty. Education, training, and development are the proven pathway for the development of military leaders with the required character, knowledge, skills, and attitude. Military professionalism, based on core military values, ethics, and a robust professional ethos, is the foundation for the future military leader. Education is directed towards the cognitive development of individuals to think independently, which requires higher-order intellectual skills analysis, synthesis, and evaluation. The Defence Review, therefore, recognises that education, training, and development opportunities would support individual career plans and learning pathways, and this is in line with the Republic South Africa Skills Development Act of 1998 (South Africa Defence Review 2015, Chapter 11).

Recruiting, appointments and career management are executed in compliance with regulatory criteria stated in the Republic of South Africa Department of Defence Human Resource Strategy 2010 (2001:21). All organisations depend on labour to attain their output and people are,

therefore, regarded as the most important asset in the DoD. Outputs in the DoD and the SANDF, in particular, depend on the contribution of each individual as well as the collective efforts of the organisation. The strategy, therefore, advocates a human resource philosophy that ensures a well-disciplined, motivated and very happy workforce.

## **2.5 CONCLUSION**

In this chapter concepts on human capital were identified, defined, and analysed from a historical perspective. Approaches, elements, and measurements were also identified and discussed. Human capital is the sum-total of all individuals' competencies within the organisations and implies a combination of genetic inheritance, education, experience and attitudes about life and business.

Managers are provided with the greatest responsibility to ensure that they invest in their employees to ensure maximum productivity and efficiency in their respective organisations. The organisation is also encouraged to ensure retention of human capital, especially where investment was huge, specifically employees with organisational-specific skills as their exit can be detrimental to organisational performance. It is also important for organisations to develop their specific capabilities as it appears to be a strong predictor of both performance and survival.

The DoD Human Resource Strategy (2010) has been adopted to ensure that human capital of the right attributes, capabilities and potential are available at any given time in the department. The strategy also emphasises efficiency and effectiveness, that personnel are administered economically and professionally. The strategy, therefore, talks about the concept of human capital and relates to people as an important and strategic asset in the department. The next chapter will discuss the legislative framework on the concept of human capital and career management in the DoD and the SA Navy. These legislative frameworks were prescribed to ensure compliance with the constitutional imperatives of the Republic.

## **CHAPTER 3: THE LEGISLATIVE AND POLICY FRAMEWORK**

### **3.1 INTRODUCTION**

The previous chapter discussed human capital as a concept and what the concept entails in the work environment. Education, training, and development play a critical role in empowering people to serve respective organisations professionally and with distinction. Sound career management practices are essential to ensure professionalism and efficiency in the workspace. People are regarded as the greatest asset in any organisation, and it is expected of any manager or leader to invest in their workforce.

This chapter aims to discuss the legislative and policy framework governing transformation in public service. The South African public service has undergone a fundamental transformation since 1994. Following the dismantling of the public service under apartheid in 1994, South Africa had to build a democratic, inclusive, and responsive public service. As a result of this, the public service had to change to represent the country's racial composition and to be inclusive of the needs of the public, irrespective of ethnicity, gender, race, and sexual orientation.

The public service transformation became linked to the broader project of nation-building. In creating such a public service, the state had to embark on a cautious rationalisation process. Public servants from former "homelands" and "self-governing territories" had to be merged into one public service. The formation of the post-apartheid public service, therefore, had to take place in a way that would not weaken the institutions of government. Institutional stability was not only necessary for political leverage and diplomacy but also for continuity and social harmony.

The advent of democracy in South Africa saw changes in how the government conducted itself regarding human capital policies and concepts. To address the legacies of apartheid, it was imperative to develop policies to deal with the future workforce. Transformation of the public and private sectors of society was at the helm of new thinking in government. As the apartheid policies excluded black people from the mainstream of the economy as well as exclusion from serving in various government structures, AA and EE interventions were imperative. A representative workforce became a strategic policy issue for compliance in both the public and private spheres of the Republic. This chapter will focus on the legislative imperatives or transformation in the broader public sector and the DoD.

### 3.2 HISTORICAL OVERVIEW

As a point of departure, it is important to provide a historical overview. The history of the South African public service dates to the formation of the Union of South Africa in 1910. The South Africa Act (of 1909) provided for the establishment of the Union of South Africa. Through this Act, the former colonies of the Transvaal, Natal, the Orange Free State and Cape of Good Hope were combined into a new Union of South Africa comprising four provinces with their legislatures (Kuye, 2006:296). The National Convention of 1908/09 agreed that the seat of the legislature would be Cape Town, the seat of government to be Pretoria and the seat of the judiciary to be Bloemfontein. The head of government, the governor-general, represented the British monarch (Kuye, 2006:292). An executive council, colloquially known as the cabinet, acted as the government under a prime minister.

The promulgation of the act was, therefore, the beginning of enforced discriminatory practices in the Republic where white people were granted powers over black people and other mixed races. The unification also brought with it separate policies governing different race groups, resulting in black communities being adversely disadvantaged and marginalised. It is during this era that the indigenous people of the Republic lost their political and economic independence (Caiden & Sundaram, 2004:26). The marginalisation was, therefore, termed an *apartheid* system that had as its main objective to separate and disadvantage black people in their country of origin, particularly towards the end of the 19<sup>th</sup> Century. It was also during the unification that the then Prime Minister (General Louis Botha) introduced aggressive policies of formal racial segregation, a system that further led to the erosion and undermining of political rights and privileges of the black majority.

Amongst some of the laws that were passed just to mention a few are, the Population Registration Act (of 1950), the Group Areas Act (of 1950), the Bantu Self-Government Act (of 1959) and many others that ensured that the *apartheid* system was legalised to undermine and marginalise the black people in the Republic. The *apartheid* system did not only undermine the black majority but was undemocratic, unlawful, and inhuman. During the 20<sup>th</sup> century, the black majority undertook an aggressive approach to repel the system with the early 1990s delivering the long-awaited results towards a democratic system that is now in place in the Republic.

The second constitution viz. the Republic of South Africa Constitution Act (Act 32 of 1961) was accepted, providing for a Republic functioning fully autonomously from Britain (Caiden & Sundaram, 2004:27). The head of state was called the state president. The composition of the legislature, the executive, the judiciary, and the provincial system of government remained

unchanged. Therefore, except for the autonomy of the head of state, the administrative and governmental systems simply continued.

During the drafting of the South Africa Constitution Act, the governing National Party announced a major change to the South African legislative and executive system. In this constitution, provision was made for the tri-cameral system of government, which provided for the so-called own affairs legislative and executive structures for white people, coloured people and Indians respectively (Kuye, 2006:293). The affairs of the indigenous black population were considered general affairs and dealt with differently from those of the other three population groups. The essence of the unitary system of government was retained, including the system of provincial governance. The seat of the legislature remained Cape Town, the executive seat was Pretoria, and the judicial seat remained Bloemfontein. Thus, in general, the system of government was retained, although the policies and administrative arrangements were changed dramatically. This resulted, *inter alia*, in the establishment of a plethora of government departments to administer the affairs of the different population groups.

One major alteration following the 1983 Constitution was the eradication of the provincial legislatures in 1985. Therefore from 1986, up to the formation of the Republic of South Africa, in accordance with the interim Constitution of the Republic of South Africa of 1993 and subsequently, the Constitution of the Republic of South Africa in 1996, the provincial matters requiring legislative measures, were dealt with by Parliament. The executive powers of a province were assigned to the provincial administrator and an executive committee.

Several institutions existed before the April 1994 democratic elections. This is an indication of the challenges that faced the new government, and that demanded reform. According to Kuye (2006:293), at the central level of government and the four provinces, 53 government departments existed. Furthermore, the so-called independent states and the self-governing territories established 80 and 62 departments, respectively, which makes 195 administrations. It should be considered that the basis of the previous departmental structures was largely racially-based while the bantustan departments catered only for one particular ethnic group (Naidoo, 2004:8).

The advent of democracy in the Republic commenced with the release of Mr Nelson Rolihlahla Mandela from Victor Verster Prison in Cape Town on 11 February 1990, where he spent 27 years of his life on Robben Island. This historic political icon committed his entire life fighting the *apartheid* system that legalised injustices of discriminatory and repressive laws within the Republic. The historic election on 27 April 1994 created new dawn that saw the birth of a democratic Republic. The democratically elected government of the African National Congress

(previously banned, arrested, and terrorised for fighting for freedom for all) took power and gave hope to everyone, irrespective of race, gender, religion, culture or sexual orientation.

Given the brief historical background before 1994, the public sector in the Republic, particularly the public service consisting of some 1,3 million employees, was characterised by fragmentation of structures, lack of co-ordinated policy frameworks, unequal allocation of financial and human resources as well as disregard for the democratic requirement of public accountability (Kuye, 2006:294). This disjointed public service created opportunities for gross maladministration such as corruption and mismanagement with no accountability. Furthermore, the public service was highly centralised with top-down administrative and managerial practices (Caiden & Sundaram, 2004:26). The emphasis was more on bureaucratic accountability, i.e. the extent to which rules and procedures were followed and not concerning the services delivered to the society. These deficiencies were aggravated by the lack of clearly defined roles and responsibilities and the lack of real coordination and communication mechanisms (Naidoo, 2004:7). Productivity was relatively low in some of the fragmented South African public services. Given the above historical background, there was a need to transform the public service after 1994 and come up with more inclusive policies.

### **3.3 THE LEGISLATIVE AND POLICY FRAMEWORK INFORMING TRANSFORMATION IN THE SANDF**

Chapter 10 of the Constitution of the Republic of South Africa outlined the principles guiding the public sector's reform and transparency. The main emphasis of this chapter is representativity, professionalism and good governance. The transformation agenda of the public service is a process with issues related to policy implementation that will not be achieved immediately. The purpose of the transformation agenda is to change the organisational culture, structure, and demographic composition of the public service.

In addition to the Constitution, the Republic of South Africa Public Service Act of 1994, the Republic of South Africa White Paper on Human Resource Management in the Public Service of 1997, the Republic of South Africa White Paper on Transformation of the Public Service of 1995, the Republic of South Africa White Paper on the Transformation of Public Service Delivery of 1997 (the Batho Pele principles), the Republic of South Africa Public Service Regulations of 1999, the Republic's Defence Act, the Republic's Defence Review and other internal DoD policies, informs the transformation process. These policies, legislation and regulations aimed to change the structure, racial and gender composition, and organisational culture of the public service.

### **3.3.1      *Constitution of the Republic of South Africa***

The Constitution is the law that governs the day-to-day conduct of the government, parastatals, and the private sectors of society. Chapter 1 of the Constitution confirms the Republic of South Africa as a sovereign, democratic state founded on the values of human dignity; the achievement of equality, the advancement of human rights, non-racialism and non-sexism; and the supremacy of the constitution and the law. All citizens are entitled to the rights, privileges, and benefits enshrined in the Constitution.

The Constitution was promulgated after an extensive consultation process from various role players, including its citizenry, and was crafted in such a manner that it managed to redefine how the three spheres of government (national, provincial and local) would function and account for all. The Bill of Rights, as stated in Chapter 2 of the Constitution, affirms the democratic values of human dignity, equality, and freedom.

The Constitution, therefore, enshrines fundamental rights and emphasises openness and accountability. Chapter 9 of the Constitution prescribes that equality and equal employment opportunities are afforded to all persons. Section 9.3 of the Constitution, therefore, affirms that any form of unfair discrimination, directly or indirectly, on any grounds is prohibited. In terms of this section, equality implies that the state may not discriminate directly or indirectly against anyone on moral grounds, including race, gender, pregnancy, colour, sexual orientation, age, and disability. Section 9.3 of the Constitution further affirms the democratic values of human dignity, equality, and freedom for all citizens. In terms of section 9.4, no person may unfairly discriminate, directly, or indirectly against anyone on any ground.

Section 195 (1) of the Constitution provides the fundamental values governing public administration. This notion has also been supported through Section 23 (1) which confirms that everyone has the right to fair labour practice. The government, therefore, prescribed the requirements of equal opportunities and/or representation in terms of race, gender, ethnicity, as well as the employment of people with disabilities in the broader public service. Various white papers were gazetted to ensure there is a compliance of state departments to this constitutional imperative. The Constitution, therefore, sets out the following principles that govern the public service:

- A high standard of professional ethics should be promoted and maintained.
- Economical and effective use of resources should be promoted.
- Public administration should be development orientated.
- Services should be provided impartially, fairly, equitably and without bias.



- People's needs should be responded to, and the public should be encouraged to participate in policymaking.
- Public administrators should be accountable.
- Transparency should be fostered by providing the public with timely, accessible and accurate information.
- Good human resource management and career development practices to maximise human potential should be the ultimate objective.
- Public administration should be broadly representative of the society with the employment and personnel practices based on ability, objectivity, fairness, and the need to redress imbalances of the past.

The Constitution also requires the defence force to be structured and managed as a disciplined force. The President is the only person authorised in terms of the Constitution, Section 201 (2), to deploy the SANDF. The defence sector is, therefore, subjected to civil control to ensure the supremacy of the Constitution. The Minister of Defence and Military Veterans is responsible to parliament concerning the oversight and control of the military and is supported through the office of the Secretary of Defence in exercising this role. The Constitution mandates the Defence Force to protect the sovereignty and territorial integrity of the Republic. The SANDF is the only legally constituted force responsible for protecting the sovereignty of the Republic and equally so, to ensure its security and territorial integrity.

The Constitution also gave birth to several other policies in the public service. Chapter 10 (Section 195) of the constitution prescribes the following regarding human resource management in the public service:

- Efficient, economical, and effective use of resources should be promoted.
- Public administration must be development orientated.
- Good human resource management and career management practices to maximise human potential to be cultivated.
- The nature and functions of different sectors, administrations or institutions of public administration are relevant factors to be considered in legislation regulating public service.

Given the above, it is clear that the Constitution, as the supreme law of the land, requires every government department to be representative of the society and practice fair labour practice. The SANDF is, therefore, not exempt.

### **3.3.2      *The Public Service Act (1994)***

One of the major challenges facing South Africa after 1994 was the highly fragmented and unrepresentative public service. Shortly after the new administration assumed power on 28 April 1994, it passed the Republic of South Africa Public Service Act of 1994 through a proclamation (no 103 of 1994) on 3 June 1994. One of the most important sections relating to the change required in the structure and functioning of the public service is section 4 of the Public Service Act of 1994. This section provides for the transition and transformation of public administration in South Africa. This Act created the basis for integrating the fragmented system of the state administration inherited from the apartheid era into a unified national public service. This was critical to transforming the public service into an agency that is coherent and representative as well as capable of achieving the crucial goals set for it by the people and government of the Republic.

The government regards transformation as a dynamic, focused and relatively short-term process, designed to fundamentally reshape the public service for its role in the new dispensation. The need was to ensure that the public service keeps in step with the changing needs and requirements in line with the domestic and international environment. The Public Service Act provides for the organisation and administration of the public service of South Africa and the terms of office, discipline, and the guideline of the conditions of employment, retirement and discharge of members from the public service and with other matters connected therewith. The Public Service Act represents a major transformation initiative as it was meant to create a new integrated public service that would be representative of South African society. It also provided for the continuation of the employment of those who were appointed by various pieces of legislation before the new Parliament convened. This was how the government assured the uninterrupted service rendered by the public sector.

The Public Service Act provides for a public service commission (the Commission), allocated the obligation to (Section 4(1)) effect the change and restructuring of the public administration, as mentioned in sections 236, 237 and 238 of the Constitution of 1996. To reach these goals, the Commission was assigned massive powers to influence the transition; develop favourable terms or conditions of service and to retain certain employees where justifiable. The powers conferred on the Commission to accomplish the objects of transforming the public service expired on 27 April 1995 (Section 4(7)). The Commission was later reconstituted in 2000 with an amended mandate.

The democratic government resumed the well-known departmental organisational structure for the provision of most public services (Caiden & Sundaram, 2004: 33). Section 7 of the Public

Service Act required 25 national departments, nine provincial administrations and seven other national institutions, which were subsequently changed on various occasions. Through the reformed public service, the Government formed the organisational framework for the development of policies and the delivery of services. One of the major challenges the new Public Service Commission had to deal with concerned the transformation of an apartheid-based, non-representative public service into a service that will conform to the constitutional principles and the Bill of Rights (Kuye, 2006:295). In this regard arrangements were made for existing public officials to leave voluntarily, thus creating opportunities for the appointment of new personnel (Kuye, 2006:292). The transformation resulted in officials who could not reconcile their views with those of the newly elected government leaving the service. In this way, provision was made for a new representative public service committed to transparency, accountability, and democracy. The transitional arrangements also guaranteed the uninterrupted delivery of public services.

### **3.3.3      *White Paper on the Transformation of the Public Service***

After 1994, the South African government realised the need for a total transformation of the public service. The Republic of South Africa White Paper on the Transformation of the Public Service was published on 15 November 1995, just over a year after the democratic elections of April 1994. The point of departure of the White Paper was that the new government inherited a society with profound social and economic irregularities, as well as serious political and social divisions. (South Africa White Paper, 1995:1). Consequently, the government first accepted the Public Service Act, 1994 (Proclamation 103 of 1994). The White Paper, following the legislation, provided for a dynamic, focused and relatively short-term transformation process. It was, however, acknowledged that the goals of the transformation should be achieved within a timescale of two to three years, whereas the process of administrative reform would be ongoing (Kuye, 2006:292).

The White Paper concerned all government departments regulated by the Public Service Act of 1994 (national and provincial). The policy statement provided for the development of a new vision and mission for the new public service, among others. This included the formulation of a vision as follows:

The Government of National Unity is committed to continually improving the lives of the people of South Africa through a transformed public service that is representative, coherent, transparent, efficient, effective, accountable and responsive to the needs of all (South Africa White Paper, 1995).

The Government accepted the need for a strategic change management approach to realise the vision. The lack of legitimacy, lack of service delivery, lack of representativity, lack of accountability, centralised control and top-down management, and transparency, absence of effective management information, low productivity, poorly paid and demotivated staff conflicting labour relations, and lack of a professional ethos and work ethic were recognised (South Africa White Paper, 1995).

The Government accepted that it was faced with several challenges and constraints, including the fear of change, resistance to change, the danger of a brain drain, popular impatience at the pace of change, lack of clear and well-communicated vision of change, lack of clearly-defined roles and responsibilities, lack of co-ordination, the persistence of a rule-bound culture and role of the Public Service Commission, lack of skills and capacity, and financial constraints (South Africa White Paper, 1995). These challenges and constraints, however, provided opportunities for the achievement of success, such as a broad commitment to the vision and goals of transformation, an agreement on the principle of co-determination, relative labour stability, the realisation of the need for increasing representativity in the public service, and international support for the envisaged transformation (South Africa White Paper, 1995).

Without reiterating the contents of the relevant policy statement, it should be mentioned that the Government identified specific processes to implement the envisaged transformation. These included the setting of broad policy objectives; evaluation and performance management; monitoring, consultation, and participation by the relevant stakeholders; extensive communication; and research to ensure well-planned and coordinated steps to implement the transformation.

### **3.3.4      *White Paper on Transforming Public Service Delivery (Batho Pele)***

The other significant step the government took towards inclusive reform in the public service was through the adoption of the Republic of South Africa White Paper on Transforming Public Service Delivery (Batho Pele) of 1997. The purpose of the White Paper, as an official policy statement of the Government, is to “provide a policy framework and a practical implementation strategy for the transformation of public service delivery”. The policy was aimed initially at how public services are provided and at improving the efficiency and effectiveness of how services are delivered (South Africa White Paper 1997:9). This White Paper did not specify the services to be provided. Neither did it address the volume, level, and quality of services. The responsibility was left in the hands of respective ministers and other executive authorities.

The White Paper re-emphasised the principles to comply with, as stipulated in the Constitution (1996). It is in this White Paper that citizens are encouraged to take action against the state if

they believe that their constitutional rights are infringed upon and also, insist on having access to information held by the state. The main thrust of the White Paper is the concept of Batho Pele, meaning people first. A second important principle that was introduced is that the citizens, as recipients of public services are entrusted with the greatest responsibility to demand services from elected public officials. This is a significant reform movement away from the traditional dictum of looking at the recipients of public services as mere dependents of public institutions.

The White Paper identified eight principles for the improvement of service delivery:

- citizens should be consulted about the level and quality of the services they receive;
- citizens should be informed about the level and quality of the services they will receive;
- all citizens should have equal access to the services to which they are entitled;
- citizens should be treated with courtesy and consideration;
- citizens should be given full, accurate information about the public services they are entitled to receive;
- citizens should be told how national and provincial departments are run;
- if the promised standard of service is not delivered, citizens should be offered an apology, a full explanation and effective remedy; and
- public services should be provided economically and efficiently to give citizens the best value for money.

The public service could not have implemented this under the old regime and structure. A significant transformation in terms of human resources was needed to achieve Batho Pele. The structural adjustment was required to reform the human element in the public service to provide quality services to citizens, as clients. Because of the lack of this structural adjustment, the “people first” concept was not sustainable. The excellent initiatives contained in the White Paper slowly faded from the public service.

### **3.3.5      *White Paper on Human Resource Management***

The South Africa White Paper on Human Resource Management in the Public Service of 1997 addresses human resource management in its entirety and provides guidelines on all disciplines of human resources, i.e. provisioning, utilisation, training, and termination of services amongst others. This White Paper provides a comprehensive framework for change in line with constitutional principles in the public sector. The public service is, in principle, a labour-intensive employer and its efficiency relates directly to the quality of its employees.

National and provincial administration employs approximately 1,3 million people who account for more than 50 per cent of the public expenditure, according to the White Paper. People are,

therefore, the most valuable asset, according to the White Paper on Human Resources of 1997. The White Paper sets out the future goal for managing people, and its intended purpose is to ensure it delivers a competent and well-managed workforce capable and committed to delivering high-quality services to the people of the Republic. The values, which are derived from the Constitution that underpins human resource management in the public services are; fairness, equity, accessibility, transparency, accountability, participation, and professionalism and were reemphasised in the White Paper.

A primary human resource management objective will be the development of a positive culture of diversity that builds positively on employees' different cultural backgrounds. The public service needs to affirm people, even beyond race, gender, and disability. The White Paper aimed to ensure that the public service represents all sectors of society and that productivity will be increased by maximising the contribution of all employees. The public service values those who have dedicated themselves to a career in service to the public and would reward servants who perform well. Human resource management in the public service needed to undergo a fundamental change in order to actualise the following management principles, as highlighted in the White Paper:

- increased delegation of managerial responsibility and authority to national departments and provincial structures;
- the development of a service-orientated, multi-skilled and multi-cultural workforce;
- the continuing drive for efficiency and effectiveness;
- creating a flexible environment that takes into account both the operational needs of the organisation and the employees.

The White Paper, therefore, provided a comprehensive policy framework on human resource management in the public service. This policy document discusses various career management concepts to give credence to human capital that is willing to devote themselves to a career in public service. The aspiration of individuals must receive the highest consideration but still, ensure that such are reconciled with organisational, and operational objectives. Career planning can be described as a process by which employees obtain knowledge about themselves and ensure that they are developed accordingly to perform at the required level and output. However, it is a shared responsibility between the individual and the employer.

The White Paper also emphasises the aspect of human resource planning and that departmental strategies are to be integrated with strategic and operational plans. Public service is a career service and will provide opportunities for development and advancement through improved performance and career management. Positions in the public service will be filled by

either open, targeted, or internal competition. The aim is to identify the most suitable person for the job from the broadest pool of talent and to ensure equity in employment practices.

Effective career management, therefore, incorporates career planning, career development and utilisation. The workforce must be allowed to maximise their full potential in line with organisational needs and strategies. Chapter 7 (Section 4) of the White Paper prescribes the following to national governments:

- Transform the management culture of the organisation to adopt new approaches to human resource management.
- Create or develop infrastructure and systems to support new human resource practices.
- Transform the personnel administration component into human resources units.
- Ensure that the management of people becomes the responsibility of all line managers. Managers are required to have the requisite skills to fulfil this responsibility.

The White Paper, therefore, is a policy document required to be implemented throughout the public service to ensure sound and effective career management practices in the sector. Entry into the public service will typically be restricted to citizens of the Republic aged between 16 to 60 years. Employees will be primarily responsible for seeking opportunities for development and promotion in line with their career aspirations. Managers will be required to support and encourage their staff to take advantage of such opportunities; employees' performance will, therefore, be assessed according to this factor.

### **3.3.6      *Public Service Regulation***

Upon its ascension to power, the Government of National Unity inherited a society marked by profound social and economic inequalities as well as serious racial, political, and social divisions. In forging ahead with the process of national reconciliation, reconstruction and development, the public service was expected to play a very critical role as an executive arm of the state. To fulfil this role effectively, the public service needed to transform into a coherent, representative, competent, and democratic instrument in line with the Constitution. The government then took a step in the right direction through the introduction of the Public Service Act of 1994, as discussed in section 3.3.2.

The Regulation of 1994 prescribes conditions of services and other employment practices to the head of a department. These conditions were also affirmed through the Republic of South Africa White Paper on the Basic Conditions of Employment Act (Act No 75 of 1997) as promulgated through the Department of Labour. In terms of the Regulation, the Minister of Public Service and Administration is responsible for establishing standards regarding employment in the public service, including the determination of organisational structures and governance issues. He or

she also guides on all matters about conditions of service and employment practices in the public service. These practices range from labour relations, health and wellness of employees, integrity, ethical conduct, and anti-corruption as well as transformation and reform to improve the effectiveness of the public service.

The Regulation dictates how appointments in the public service will be made with an emphasis on employees who are to be appointed in a permanent or temporary capacity or on a full-time or part-time arrangement. The Regulation states that no person shall be appointed in the public service if he/she is not a citizen of the Republic. In making appointments in the public service, due regard shall be given to the constitutional imperatives of equality. The Regulation also emphasises the need for training, skills, competencies, knowledge, and the need to redress in line with the Republic of South Africa Employment Equity Act of 1998.

### **3.3.7 *Affirmative Action and the Employment Equity Act of South Africa***

The reasons behind the promulgation of the employment equity policies are many. This includes, among other things, the need to eradicate the legacy of the past, the need for economic growth, the satisfaction of constitutional requirements and the removal of certain discriminatory laws. Policies enacted by the government to promote employment equity (EE) arise from the necessity to eradicate inequalities inherent in the Republic. These pieces of legislation aim to redress the disadvantages emanating from the racial policies. The apartheid system left a legacy of inequality and unfair discrimination.

The first phase of administrative reforms in the Republic that was initiated in 1994 involved the racial and spatial integration of the public service at national and provincial levels. The Department of Public Service and Administration of the Republic in advancing the spirit of the Constitution approved and promulgated the Republic of South Africa White Paper on the Transformation of the Public Service (1995). Chapter 10 of the White Paper advocates the position that representivity is a core foundation stone of a non-racist, non-sexist, and democratic society, and therefore a vital principle of a new government order. The White Paper on Affirmative Action of the Public Service of 1998, therefore, requires that all state departments are broadly representative of the South African society.

The white papers mentioned above define affirmative action (AA) as laws, programmes or activities designed to redress past imbalances and ameliorate the conditions of individuals previously disadvantaged on the grounds of race, gender, and disability. AA is, therefore, a corrective step to ensure that those who were historically disadvantaged are allowed a fair and equitable employment environment. According to the Republic of South Africa Employment Equity Act of 1998, AA measures must include the following:



- measures to identify and eliminate barriers, including unfair discrimination that affects people from designated groups;
- measures designed to diversify the workplace on equal dignity and respect for all;
- making reasonable accommodation for people from designated groups to enjoy equal opportunities and be equitably represented in the workforce;
- ensure equitable representation of suitably qualified people from disadvantaged groups in all occupational categories;
- retain and develop people from designated groups and implement appropriate training measures for skills development.

AA is, therefore, a purposeful and planned placement or development of competent or partially competent persons in positions from which they were debarred in the past. AA, therefore, aims to ensure that previously disadvantaged persons are no longer subjected to discrimination in the workplace and that all previous imbalances are eliminated. According to Bendix (2001:435), AA included the following facets:

- entails searching of people with the necessary competencies or potential;
- training and development of members from previously designated groups to have greater mobility in the organisation;
- continuous monitoring and adaptation of the demographic spread at all levels in the organisation;
- AA constitutes an active intervention.

It is clear from the above facets and the measures mentioned in the Employment Equity Act that potential, competencies, and suitability are a requirement for AA intervention. There has never been an intention on the part of the governments to appoint people who do not comply with the minimum requirements for appointment in any position. To implement AA successfully, an equity plan must be available. AA is orientated towards the value of society and, therefore, is results-driven. This Employment Equity Act defines equity as the right to fundamental equity of opportunity among all persons. It is also the right of all persons to be treated fairly in seeking employment. The Employment Equity Act also aims to ensure that the legacies of the past are addressed in any employment sector; hence, equitable representation of the workforce is the ultimate objective or end-state here.

Achieving representivity is, therefore, a necessary precondition for legitimising the public service and driving it towards achieving equitable service delivery. Employment opportunities will only be realised after all disparities between diverse groups in the workplace are eliminated. It would be inappropriate and unrealistic to achieve equity when the levelling of the playing field has not

been sought. EE, therefore, reflects the value of the individual rights that must be protected and is about fairness during employment and the decision-making process during placements (Thomas & Robertshaw, 1999:5).

The Employment Equity Act sees AA as a way of making the workplace more representative and fairer. It ensures that qualified people from designated groups have equal opportunities in the workplace. The designated groups are black people, women, and people with disabilities. It is through this intervention that employers are expected and mandated to create action plans to correct the figures of the previously disadvantaged in the public and private sectors. In terms of these policies, no employee may be discriminated against based on race, gender, sex, pregnancy, social origin, colour, age, disability, religion, belief, political opinion, culture, language, or birth. According to Prince (2000:230), the following are some of the benefits of equity and also diversity in the workplace:

- a wider range of creative suggestions for dealing with problems;
- enhancing performance through the recruitment and promotion of the best people rather than clones of the existing workforce;
- an environment in which high-performing people are more likely to stay because the organisation values everyone and encourages all staff members to develop and realise their talents;
- enhancing productivity through improved motivation and commitment;
- greater profitability through reduced wastage and recruitment costs.

Representativeness is one of the main foundations of a non-racist, non-sexist, and democratic society. Achieving representativeness is, therefore, a necessary precondition for legitimising the public service and ensuring service delivery. Black people were excluded from all positions of influence in the state and civil society and the majority of senior positions. The target group for AA during the adoption of this White Paper were and remains black people, women, and people with disabilities. The White Paper, however, highlighted several challenges that could be confronted during the implementation of AA interventions which are the following; the danger of tokenism, possible reverse discrimination, possible tension, and conflict in the work environment, amongst others.

The Republic of South Africa White Paper on Transformation of 1995 expected all state departments at the national and provincial levels to draft plans on how AA interventions would be implemented. The plans were to include the following:

- Audits of the composition of departmental personnel according to race, gender, disability at all different levels;

- Goals, objectives and reasonable target and outcome of the AA process;
- Strategies and time-frames for the achievement thereof;
- Methods for the annual monitoring and evaluation of progress, including the production and use of accurate management statistics;
- Training and development to promote AA;
- Introduction of new recruitment and promotion procedures based on non-discriminatory criteria of competency and performance rather than a formal qualification and traditional valued forms of experience;
- Awareness-raising and training strategies are designated to promote a positive view of AA and to discourage tokenism and stereotyping.

The Employment Equity Act must ensure equitable public service. This Act promotes the right to equality and exercises true democracy therefore the elimination of unfair discrimination in employment is critical. The intervention ensures the implementation of EE that achieves a diverse workforce broadly representative of the society and promotes economic development and efficiency in the workforce. Section 15(1) of the Employment Equity Act encourages that qualified people from designated groups be targeted for employment to ensure equitable representation in all occupational categories. Reasonable accommodation of designated groups has been emphasised in the White Paper. Preferential treatment and numerical goals that excludes quotas are some of the measures to be implemented.

Section 20(1) and (2) of the Act encourage employers to have equity plans in place to ensure reasonable progress towards equity in the workplace. In summary, AA and EE were developed and approved as policy documents to level the playing fields in all sectors of society. Both concepts are there to ensure value-added societal objectives – that of the promotion of diversity and a democratically representative workforce of the future.

### **3.3.8      *Defence Act of 2002***

Section 200(1) of the Constitution deals with the DOD, and here it is stated that the department must be structured and managed as a disciplined military force. The Constitution, in terms of Section 200(2), confirms the primary objective of the defence force as that of defending and protecting the Republic and its people. The defence and protection of the Republic must be in accordance with international norms and practices expected of the armed forces of a democratic state.

The civilian secretariat for the DoD in terms of Section 204 of the Constitution, is responsible for civil oversight of the SANDF. The section also discusses the process of appointing the Secretariat of Defence and the Chief of the SA National Defence Force. The defence sector is,

therefore, subjected to civil control to ensure the supremacy of the Constitution. The Minister of Defence and Military Veterans is responsible to parliament concerning the oversight and control of the military and is supported through the office of the Secretary for Defence in exercising this role.

Chapter 9 (Section 52) of the Republic of South Africa Defence Act (Act 42 of 2002) discusses the appointment of regular force members. All members of the regular force must not be younger than 18 years and not be older than 65 years, whether in a permanent or temporary capacity. The requirement for appointment, according to the Act, is that anyone who joins the SANDF must be a citizen of the Republic and be prepared to avail themselves to the state at all times. The Defence Act also states that no member of the regular force may further or prejudice the political interest of any political party in the performance of his/her functions. The Act also expects all members of the regular force to be apolitical (not express any party-political allegiance to any political party). This includes the reserve force members who are active in the SANDF.

To qualify for a permanent commissioned appointment in the SANDF, such a member must swear allegiance to the Republic and relinquish any other citizenship he/she may have. Commissioned appointments are conferred by the President of the Republic in person who issues and signs a deed of commission. This is confirmed in Section 54 of the Defence Act (42 of 2002). All members of the regular force and reserve force may not have any criminal offence and are required to be fit for service in the SANDF. The Act also expects members of the SANDF to be exemplary and to subject themselves to vetting to ensure that they are accorded the prescribed security grading requirements.

### **3.3.9      *White Paper on Defence 1996***

Before independence from Great Britain in 1910, the Union Defence Force was essentially composed of the South African Mounted Riflemen, a permanent force, and a trained active citizen force. During that period, the active citizen force was modelled on the British voluntary service tradition. The Constitution of 1996 calls for a single defence force as the only lawful military force in the Republic. Its primary responsibility is to defend and protect the Republic and its territorial integrity from all forms of external aggression (Winkates, 2000:452).

The Republic of South Africa White Paper on Defence of 1996 lays out the process of transformation in the DoD, including the civil-military relations as part of the oversight role to be played by the Secretariat and various parliamentary committees. The Constitution also provides checks and balances in the military with the President being appointed as the Commander-in-Chief entrusted with the responsibility to deploy the military inside and outside the Republic. The

oversight role is exercised through the Minister of Defence and Military Veterans as well as the Secretary for Defence as the head of the Department of Defence. The Constitution, therefore, acknowledges the need for parliamentary and public scrutiny of the SANDF (Winkates, 2000:452).

The Constitution and the White Paper on Defence provide for the SANDF to participate in peacekeeping operations under the auspices of the United Nations and the African Union. The central theme of the White Paper on Defence of 1996 was the need for a new approach to security, in particular, the people rather than the traditional approach of state security. The major transformational guidelines included changes in the international and regional strategic environments or a major decrease in the defence budget (Shelton & Alden, 1998: 345).

The White Paper on Defence (South Africa 1996:32) states that, “to secure the legitimacy of the armed forces, the DoD is committed to the goal of overcoming the legacy of racial and gender discrimination” and that it will seek to create “a defence force that is professional, efficient, effective and broadly representative. Militaries around the world have not only assumed an important “nationalising” role but have also served as a tool to uplift the poor in society, in some cases becoming the “school of the nation” (Soeters & Van der Meulen, 1999:212).

The process of integration commenced in 1994 immediately after the multi-racial elections that gave birth to a democratic Republic. At the beginning of integration, the SANDF became the only legitimised force in the Republic. The force constituted about 82 707 members of which white people comprised 47,7%. During the integration process, former homeland forces (Transkei, Bophuthatswana, Venda and Ciskei) were integrated with the former non-statutory force into the new defence force (Mashike, 2007:606). The integration process of the DoD, in particular, the uniform component of the department is spelt out in Chapter 6 of the White Paper on National Defence of 1996. It is within the spirit of the Constitution and the White Paper on National Defence (1996) that the following three overarching principles during integration were prescribed:

- All members of the SANDF must be treated with the respect and dignity they deserve.
- The integration process should be concluded in the spirit of partnership.
- There must not be any form of discrimination in the SANDF; a professional, efficient, effective, and broadly representative institution should be its overarching goal.

The seven constituent forces were integrated and became one force to serve in a democratic Republic. These forces were known as Umkhonto weSizwe (African National Congress), Azania People Liberation Army, the former four homelands defence forces and the South African Defence Force. The former homelands were Bophuthatswana, Transkei, Ciskei and Venda. A

new defence force was named the South African National Defence Force (SANDF). The SANDF reflects the national reconciliation, unity, and transformation of the Republic.

### **3.3.10     *The Defence Review of 1998***

For the DoD, the need to emphasise the efficiency and effectiveness as well as the commitment to transform, as outlined in the Republic of South Africa White Paper on Transformation of the Public Service of 1996, was an ultimate objective of the Republic of South Africa Defence Review of 1998. The Defence Review was designed to translate broad outlines discussed in the Republic of South Africa White Paper of National Defence of 1996 into clear policy positions through a process of national consultation and consensus (Shelton & Alden, 1998:345).

The defence review process was, therefore, driven by the need to ensure that future defence systems are affordable within the context of the new Republic, taking into consideration pressing budgetary constraints. One of the key elements of the defence transformation has been the integration of military personnel requirements to a new, far more peaceful, and international defence environment. The Defence Review promoted the introduction of the Defence Secretariat. The Secretariat was to ensure that the SANDF would not exercise excessive influence over government policy as was the case during the *apartheid* years or even be misused in carrying out non-defence functions (Shelton & Alden, 1998:345).

In addition, the Defence Secretariat would strengthen the capacity of the executive authority responsible for defence and parliament to control and monitor the SANDF. The new model was, therefore, the establishment of parliamentary oversight and the Joint Standing Committee of Defence was granted responsibility, through the Constitution, Section 228 (8), to investigate and make recommendations regarding budget functioning, organisational commitment, policy, morale and state of preparedness of the SANDF (Shelton & Alden, 1998:345).

Transformation is a constitutional requirement and, therefore, the salient policy that must receive the highest priority to legitimise the conduct of all sectors in government. Like any state department, the DoD must comply with the constitutional imperatives of the Republic. Managing transformation has become a major theme in the contemporary world, especially in the armed forces. The way armed forces deal with transformation differs considerably as they are mainly influenced by political, cultural, and ethical influence from the broader society (Soeters & Van der Meulen, 2007). Despite these differences, there are several reasons why transformation is necessary for the SANDF.

The first stems from the emphasis placed on individual rights forcing the armed forces to evaluate policies and practices that are discriminatory. In most cases, these changes are

brought by legislative requirements and lobby groups. In the Republic, it has been brought by the need to conform to the legislative and policy requirements. The Constitution of 1996 prohibits discrimination on the grounds of race, ethnicity, gender and sexual orientation, religion, and language, among others, which have motivated policy changes.

Secondly, armed forces are forced to be more representative to preserve their legitimacy among key stakeholders in broader society. Representativity of the populace in many countries concerning race, ethnic composition, social class, religion, and gender is a democratic imperative (Baynam, 1990:9–10). It is assumed that control of the armed forces is more or less guaranteed as long as all segments of society are represented.

A third reason is the growing problems of recruitment and retention associated with the shift to an all-volunteer force. There is an observed shortage of technical and combat positions in the army, air force and navy across nations (Heinecken, 2011:45). This has encouraged armed forces to recruit from non-traditional pools such as ethnic minorities, even foreign nationals, and women to meet their transformation targets (Dandeker & Mason, 2007:142-143).

The fourth reason in support of representativity is that it advances the effectiveness of armed forces, particularly in the arena of humanitarian assignments and in terms of civil-military relations. There is a mounting indication that an improved gender/racial mix is more suitable for non-combat missions, especially in their interface with local communities.

A fifth reason why some armed forces have been obliged to deal with issues of representativity relates to the amalgamation of (beforehand) opposing military groups, often coming from different cultural or ideological backgrounds, to build a new army after a change in the political dispensation (Soeters & Van der Meulen, 1999:2134). This has been seen happening in Eritrea and the Republic after the liberation wars and also Germany after the end of the Cold War (Tessema, 2007:101-108). This brings an additional aspect to representativity, that of political ideology and past loyalties that have a powerful influence on workplace relations. This implies that managing representativity has become more than just accommodating various groups but dealing with the fundamental tensions that cultural and ideological differences carry.

The Republic of South Africa White Paper on National Defence of 1998 (Chapter 6) was promulgated to ensure that all state departments comply with the constitutional imperatives of representativity. Chapter 10 of the Defence Review of 1998 emphasised that the DoD should subscribe to and uphold the notion of the non-racial, non-sexist, non-discriminatory institutional culture of the public service. Broadly representative human resource availability is one of the keys and profound mandates the DoD intends to uphold and promote. Like any state

department, the DoD must comply with the constitutional imperatives of the Republic. The White Paper on National Defence of 1998 (Chapter 6) was, therefore, promulgated to ensure that all state departments comply with the Constitutional imperatives of the Republic. The Defence Review (South Africa, 1998) prescribes percentages required for the SANDF in terms of race as follows: 64.68% African population, 24.35% white population, coloured population are required to be 10.22%, and the Asian community must be 0.75%.

The Minister of Defence and Military Veterans has as his/her responsibility the oversight role regarding the implementation of AA and EE of the department. Chapter 10 of the Defence Review of 1998 emphasises the importance of human capital for the DoD and that the organisation would uphold a non-racial, non-sexist, non-discriminatory institutional culture. The DoD is, therefore, committed to addressing employment equity targets in compliance with the White Paper on the Transformation of the Public Service, the Employment Equity Act and the White Paper on Human Resource Management for the Public Service as also discussed in this chapter.

### **3.3.11     *White Paper on Transformation of Department of Defence***

The Republic of South Africa White Paper on Affirmative Action Plans for the Department of Defence compels the DoD to be representative. The guidelines were documented in annexure 4 and 7 of the research. The Department also acknowledges the right of women to serve in all ranks and positions. The DoD AA programme has as its end state the following:

- Ensuring that every individual has equal opportunities to advance as high as possible within all ranks.
- Advancement in all hierarchical structures despite race, gender or sexual orientation is an objective.
- Individual skills, interests, talents, and availability of posts must be the criterion to be used during appointments.
- In implementing affirmative action policies, the DoD must ensure the maintenance of its core values, and diversity and ensure the fostering of respect within the department.
- All members of the SANDF are to be treated with the respect and dignity they deserve.
- The integration of the forces should be conducted in a spirit of partnership.
- There must be no discrimination, and the overarching goal is to establish a professional, efficient, effective, and broadly represented workforce.

### **3.3.12     *The Department of Defence Human Resource Strategy***

Various interventions have been put in place within the SANDF to ensure that previously disadvantaged communities are afforded equal employment opportunities and are, equitably



represented in all spheres of government. The Human Resource Strategy 2010 was developed to ensure effective human resource planning in the spirit of ensuring a representative, healthy and capable SANDF of the future. The strategy provides direction to the DoD human capital process over the period 2001 to 2010. The strategy aims to ensure the availability of the right quantity and quality of human capital in the right place at the right time, that are effectively, efficiently and economically managed and administered.

The strategic intent of the Department of Defence Human Resource Strategy 2010 (2001:4) is as follows:

- Provide strategic direction to the DoD human capital process.
- Provide the baseline for the subsequent human resource planning and development.
- Be a “living” document and must be amended as and when required to support the military strategy and force design.
- Be based on consensus amongst all internal and relevant external stakeholders.

The DoD has identified the following critical success factors, as documented in the Department of Defence Human Resource Strategy 2010 in order to ensure the successful implementation of the objectives (2001:33):

- There must be one nodal point to coordinate and orchestrate the DoD’s human capital processes.
- Competent, fit, and healthy personnel who live the DoD values.
- The availability of post profiles will enable the DoD to position the right personnel in the right posts.
- The completion of the staffing process would enable the DoD to conduct a strategic assessment on how to manage all its personnel.
- Availability of an appropriate mobility exit mechanism that would enable the DoD to reconfigure its human resource composition.
- Enabling mechanism that would service both the regular force and reserve force that are attractive and rewarding.

Another human capital strategy, the Department of Defence Overarching Strategy of 7 August 2009 is effective in the department. The strategy is based upon goals and objectives for the total spectrum of strategic human capital in the department. The aim of this strategy is to ensure an appropriately composed, empowered and managed human capital complement to execute the mandate and mission of the department (2009:4). In order to achieve and maintain quality of human capital requirement the following must be done accordingly in terms of the strategy (2009:10):

- Allocation of sufficient resources to market the services and divisions in a robust, sustainable and exciting manner.
- Execute recruitment in terms of services and divisions specific requirements.
- Implement a dedicated, robust and sustained campaign, coupled to appropriate appointment incentives.
- Ensure that marketing and recruitment efforts to acquire the best possible quality human capital extend to all.
- Implement appropriate youth exposure and youth sensitisation measures in all the services to inculcate the youth's interest and affinity for service and employment in the department.

### **3.3.13     *The Defence Review 2015***

A defence review is a national policy on defence that provides the government with strategic intent in terms of the public and security sector. It informs the government on how the military would conduct their business. The keywords in the Republic of South Africa Defence Review of 2015, were “ends”, “ways” and “means”. Any policy document be it a white paper, a green paper or a bill will have to deal with those three concepts relating to the national defence. Ends are the objectives or strategic outcomes to be achieved. Ways are the concepts, methods or instruments used to achieve the ends. Means is the middle way of attaining the ends, meaning the resources in general. The Defence Review (South Africa 2015:1) highlighted the following;

- Service in defence of the Republic, protection of its sovereignty and territorial integrity.
- Service in compliance with the international obligations of the Republic.
- Preservation of life, health, or property.
- Provision or maintenance of essential services.
- Upholding of law and order in cooperation with the South African Police Service.
- Support other state departments for the socio-economic upliftment of the people of the Republic.

The Secretary for Defence is the Head of the Department and assumes the responsibility as the accounting officer. He/she oversees all administrative and financial matters in the DoD as stipulated in Chapter 4 of the Defence Review. The Constitution and also Chapter 3–11 of the Defence Review provide the following mandate to the SA Navy:

- Defend the Republic against aggression from any source.
- Implement and maintain authority over, and the integrity of, all national ocean areas.
- Comply with international obligations placed on the Republic through various bodies and other states.

- Preserve life, health, property, and essential services in all areas, especially at sea.
- Co-operate with other state departments, uphold, and enforce both international and Republic's law of the sea.
- Assist in the socio-economic upliftment and development of the country's citizens.

### **3.4 CONCLUSION**

The South African public service has undergone a fundamental transformation following the dismantled apartheid public service in 1994. The democratic government had to build a democratic, inclusive, and responsive public service. As a result of this, the public service had to change. The public service had to represent the country's racial composition and to be inclusive of the needs of the public irrespective of ethnicity, gender, race, and sexual orientation.

The Constitution in terms of Section 200(2) confirms the primary object of the defence force as that of defending and protecting the Republic and its people. The president, as the Commander-in-Chief of the Republic's armed forces, is responsible for deploying the SANDF. The SANDF is the only sector of society accorded the great responsibility to protect and safeguard the country's territorial integrity and its sovereignty. It is only through legitimising the department that the SANDF would be able to protect the sovereignty of the Republic

Various interventions were initiated within the SANDF to ensure that previously disadvantaged communities are afforded equal employment opportunities to serve in the public service and the SANDF in particular. A broad representation of the DoD should not only ensure compliance with other transformational imperatives of the country but to ensure its credibility and legitimacy in the face of all in the society. Any discrepancy in terms of employment practices would be in conflict and undermine the spirit of the Constitution. The next chapter focuses on a detailed transformation in the SA Navy where all salient issues about AA and EE will be highlighted. How the SA Navy transformed since democratisation will be the main focus of the chapter.

## **CHAPTER 4:**

### **TRANSFORMATION IN THE SA NAVY**

#### **4.1 INTRODUCTION**

The previous chapter discussed the legislative and policy framework for transformation in the public service and the DoD. Concepts such as AA and EE were defined and discussed. The Constitution prohibits discrimination, enshrines fundamental rights, and emphasises openness and accountability in all government departments. Transformation of the public service is one of the salient governmental initiatives that has been accorded the highest priority for implementation in order to legitimise the day-to-day conduct of all sectors in government.

The commitment of the SANDF to foster a non-racial, non-sexist, and non-discriminatory institutional culture in line with constitutional imperatives resulted in the widespread transformation of the militarily affecting virtually every facet of the organisation's institutional, cultural, and structural dimensions. All standing policies and practices were subjected to an intensive review with human resources being central to the process of transformation. The first challenge in effecting the transformation of the SANDF was to integrate the seven constituent forces that ultimately became part of the new defence force (Heinecken, 1998:220).

The other challenge was to ensure representativity but at the same time, curb the possible loss of white expertise. As black employees were still underrepresented at senior rank levels, the only way to achieve this was through active AA programmes. The establishment of a non-discriminatory institutional culture also meant the accommodation of gender equity. The non-sexist policy of the new SANDF meant that women could no longer be barred from participating in any branch of service.

Since the integration of statutory and non-statutory forces, the legitimacy and representation of the armed forces have improved. Before integration, the DoD was faced with the challenge of having to manage the deeply entrenched ethnic and political loyalties as well as insecurities associated with the different levels of training of these forces. The SA Navy, as part of the SANDF, integrated lower numbers as compared to other services (i.e. SA Army, SA Air Force, SA Medical Health Service) and therefore, had to deal with minimal challenges resulting from this process as compared to other services. The overarching goal of integration was to establish an institution that is professional, efficient, effective and also is broadly representative of society (Heinecken, 1998:231). This chapter analysed and discusses transformation in the SANDF with particular emphasis on the SA Navy since the democratisation of the Republic. Various intakes would be used to establish the percentages of white people inducted into the SA Navy since

2015 to 2020. The democratic realities of the Republic will also be analysed. This is necessary to make an objective analysis of the realities of race distribution and percentages prescribed through various sectors and the SA Navy in particular.

## **4.2 DEFINING AFFIRMATIVE ACTION AND EMPLOYMENT EQUITY**

Before the proclamation of the Employment Equity Act in South Africa, several authors used different terminologies to refer to strategies aimed at addressing existing inequalities between black and white people (Higginbotham, 2000:190). According to Thomas (2002:238), AA, black advancement and diversity management are some of the terms used. All these terms underlined the understanding that designated groups must be afforded opportunities to compete equally for available resources. Although these concepts are used synonymously, it is vital to distinguish between them as they are indeed different.

There are various definitions of AA, and there is no agreement about the exact meaning of this term (Uys, 2003:32). However, most view AA to assist those who suffered injustice in the past, which denied them equal opportunities. AA is defined by Grogan (2010:250) as “a program or policy in terms of which a group of people are accorded preferential treatment based on some common characteristic”. A more comprehensive definition was provided by Herring and Henderson (2011:630) as “consisting of government-mandated or voluntary programs and activities undertaken specifically to identify, recruit, promote and/or retain qualified members of a disadvantaged minority in order to overcome the results of past discrimination and to deter discriminatory practices in the present”.

In the South African context, AA embraces all these elements and eventually aims to create opportunities for designated groups to achieve EE (Heinecken, 2008:33). The main aim of AA in the Republic is to level the playing field that was left uneven by discriminatory policies by affording preferential treatment to previously disadvantaged groups. This involves numerical goals for designated groups, apart from quotas, which justify the implementation of AA as fair discrimination (Benjamin, 2009:103).

It must be mentioned that AA is not just a measure to advance anyone from a disadvantaged group, but to advance only those qualified individuals in terms of job requirements, occupation, or profession in which they are to serve. This is stated in Section 15 of the Employment Equity Act which describes AA as a range of activities aimed at “ensuring that suitably qualified people from designated groups have equal employment opportunities and are equitably represented in all occupational levels in the workplace”.

As much as there are several definitions of AA that emphasize specific aspects, so too are various approaches to implementing EE and AA policies. There are four approaches in the implementation of AA, namely, passive, haphazard, pipeline, and upward mobility (Thomas, 1991:18-21). These approaches proceed along a continuum from inaction to total commitment realising the need for the opening of opportunities and the advancement of people from previously disadvantaged groups. According to Thomas (1991), the passive approach entails compliance issues in terms of eliminating obstacles concerning race and sexual discrimination without any meaningful intervention. This haphazard approach is made hoping that the elimination of these obstacles will guarantee equality of opportunity.

The pipeline approach, combined with the awareness of the need to expand the proportion of the previously disadvantaged groups, notably women and black people, is concerned with the developmental efforts of these groups. The upward mobility approach is not only concerned with the entry of the disadvantaged group into the corporate arena but also based on moral principles. The approach makes a rigorous effort to recruit women and black people, and expose them to special developmental training programmes to develop them, whilst setting reasonable goals for advancement and monitoring their progress. Section 17 of the Defence Act (No 42 of 2002) directs the DoD to be managed efficiently and effectively. This involves the effective utilisation, education, training and development of all defence force members. Departmental policy on the career management of the uniformed members is a requirement to ensure compliance with the Public Service Regulations (1994 & 2001). These Regulations direct the effective management and administration of all departments in government. The developmental approach, therefore, promotes a sense of self-worth for meaningful contribution.

Associated with and used synonymously with AA is EE. The term EE was first used by the Canadian Judge Abella in 1984. Public enquiries on racism and discrimination in Canada discovered that significant barriers confronted women and racial minorities" (Thomas & Jain, 2004:39). EE was intended to be much wider than AA as it was not only intended to improve the numerical representation of designated groups through hiring, but also sought to provide a supportive organisational culture for the retention, promotion, and training of the designated groups" (Jain, Sloane & Harvitz, 2003:2). According to Jain and Hackett (1989:190), EE comprises several activities undertaken by employers to review the workplace to identify the under-representation of disadvantaged groups and identify policies and barriers that contribute to the status quo.

The process is assumed to find and eliminate discrimination in employment policies and practices, remedy the effects of past discrimination through special measures and ensure appropriate representation of target groups throughout the organisation" (Jain & Hackett,

1989:190). It is argued by Busby (2006:44) that EE does not imply reverse discrimination, but it is a form of positive action aimed at helping designated groups to reach their full potential. The South African Employment Equity legislation is largely influenced by the Canadian model, in that it outlaws discrimination in employment and also promotes AA for the previously disadvantaged. This is done to address the disparities in the workplace to ensure the fair portrayal of previously disadvantaged groups across all sectors.

### **4.3 THE DEBATE ABOUT AFFIRMATIVE ACTION**

There is no hesitation that the pronouncement of the Employment Equity Act in the Republic has brought about much debate. To achieve AA and EE has been a topic of much discussion amongst academics and practitioners. The debate, which has been politicised, has been along two lines, i.e. those in favour of and those against the practice. The raging debates are a subject of political points and are not based on finding a lasting solution to the issues of discrimination and inequality that have prompted the introduction of such a policy. There are various reasons why AA measures are implemented to bring about EE or workplace diversity. The justification for the implementation of AA in the Republic lies in the history of rooted discrimination and racial inequalities.

Advocates of AA view it as necessary to create a competitive environment where all races compete for available opportunities. When people compete for resources, they should be given the same chance and be exposed to the same conditions. This was not the case in the past as white people had the advantage of being privileged, hence the justification for AA. Fair competition becomes impossible where a certain group is subject to discrimination, hence the introduction of AA. Some argue that the AA policy is reverse discrimination as it favours only a specific section of the diverse population (Grogan, 2010). They argued that such a policy will only lead to further discrimination.

Opponents of AA policies are also of the view that beneficiaries often underline a victim mindset giving rise to perceptions of entitlement (Barker, 2007:251). These opponents are of the view that the appointment of AA candidates lowers the standards as they might not possess adequate skills for the job (Kaveny, 1996; Barker, 2007). According to Section 20(3) of the Equity Act, determining the person's suitability for the job does not only take into account formal qualifications but a range of criteria including experience, recognition for prior learning and most importantly, a capacity to acquire, within a reasonable time, the ability to perform in the job. The opponents of this policy tend to focus too much on the perceived negative effects of the policy and ignore the historical reasons for its existence.

#### 4.4 THE MORAL AND INTEREST-BASED THEORIES OF AFFIRMATIVE ACTION

To advance the claim for the right to preferential treatment requires a clarification of four issues (Rowan, 1999:102). Firstly, it must be determined whether the need for or legitimacy of the basis of this right exists? This refers to the determination of convincing the value of giving the right to members of a previously disadvantaged group. Supporters of preferential treatment policies argue that the right to preferential treatment follows the principle of compensatory justice. This principle states that some form of compensation or reparation must be made to that group to restore the balance of justice. Kanooni (2005:5) purports that, there is a moral obligation to cure an injury caused by the perpetrator of injustice.

The second consideration is whether that right would apply to all black people or women? In the Republic, for example, AA applies to all women, including white women, as they were discriminated against under the previous dispensation. The discrimination resulted in their disadvantage in many areas, which could not just be “redressed simply by abolishing unfair laws (South Africa White Paper, 1998:1). Rowan (1999) considers that lack of equal opportunities would be the best gauge for preferential treatment, rather than race.

A third consideration is whether a policy of preferential treatment would be the most effective way of responding to the interest on which the right is based? Rowan (1999:106) views the right to preferential treatment as reparation for the harm caused by the denial of opportunities. De Klerk (2009:2) was of the view that how the AA policy has been implemented in the Republic goes against the very Constitution on which it is based. De Klerk argued that it does not promote equality, as not all beneficiaries are disadvantaged. Rowan (1999:108) stated that the policy is, therefore, ineffective because it attends to the interests of those who are less needy at the expense of those who are in need”. Given this, a class-based form of AA has been proposed instead of a race-based policy that is in existence at the present moment (Adam, 2000; De Klerk, 2009).

The final issue is whether any other factors could nullify the policy of preferential treatment and the justification for AA? Its policies are often criticized in that they discriminate against better-qualified white individuals in favour of less qualified members of designated groups (the meritocracy/mediocrity argument). It is, therefore, argued that the interest-based theory of AA is regarded as backwards-looking in that it stresses compensation and remediation for past injustices and not empowerment (Kaveny, 1996:7). Rowan (1999:110) therefore argued that AA could not be justified in the interest-based theory of rights since it fails to deliver tangible benefits.



#### 4.5 DEMOGRAPHICS OF THE REPUBLIC OF SOUTH AFRICA

As stated in the United Nations (UN) Demographics and Social Statistics Report (United Nations (1998), information on the size, distribution and characteristics of a country's population are essential for describing and assessing economic, social, and demographic circumstances. This will assist in developing sound policies and programmes for growth or improvement in a specific country's statistics and the report is used as a critical reference to ensure equity in the distribution of wealth, government services and funds among various countries/ regions/ districts for future funding in terms of education, health services, etc. (United Nations, 1998).

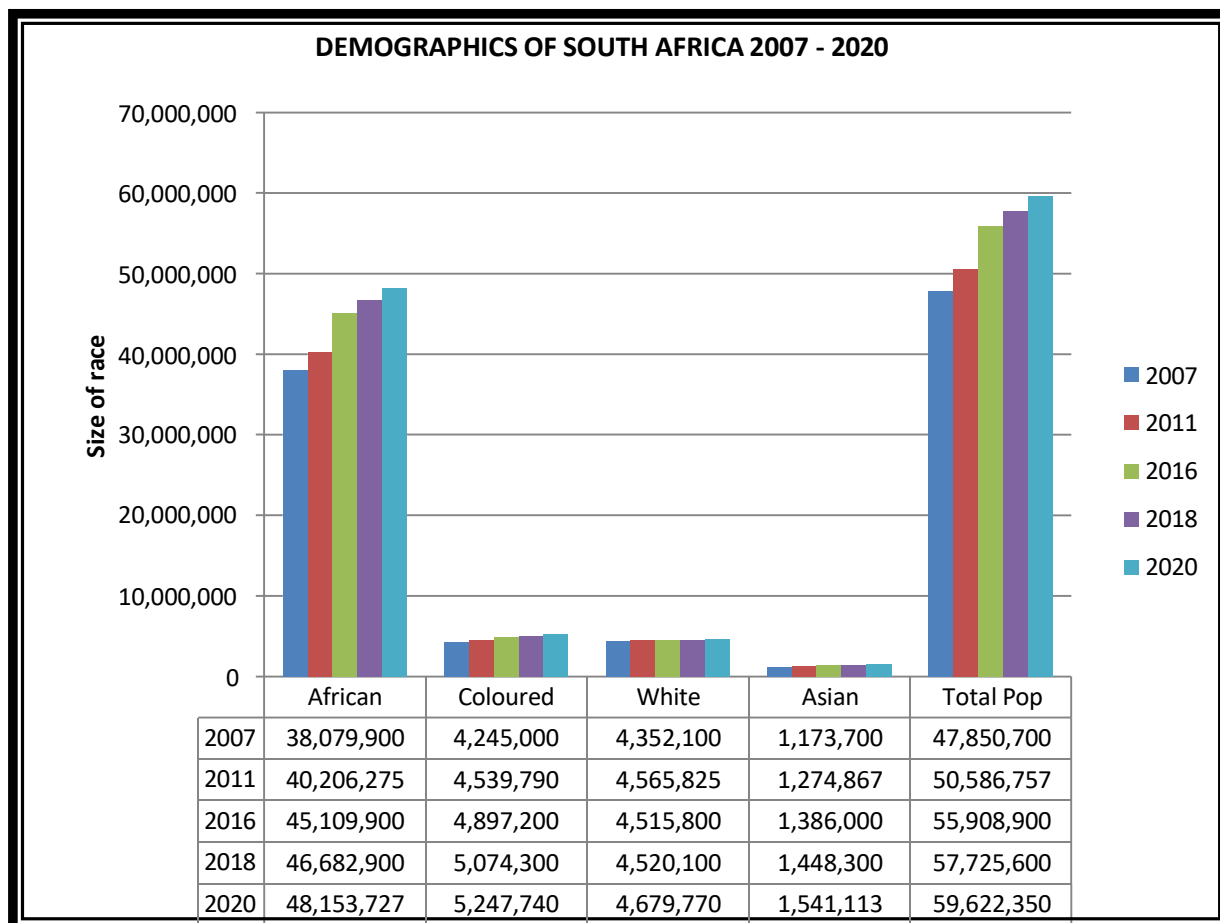
In a projection, the size and component of the future population of an entity such as the Republic are estimated. The population estimates use the cohort-component method for population estimates. In the cohort-component method, a base population is estimated that is consistent with the known demographic characteristics of the country. This approach projects the future according to components depicting the future changes. Selected levels of fertility, mortality and migration are used as inputs to the cohort component. (South Africa Population Estimates, 2020).

The 2007 community survey conducted in the Republic confirmed a population distribution of 79,5% of the African population, 9,3% white population, 8,9% of the coloured population and the Asian population at 2,5%. The total number during this period was 47,9 million. A subsequent community survey (2011) confirmed the white population's further decline to 8,9%, the coloured population were 8,9%; the Asian population were 2,5% and the African population were 79,5%, all race groups totalling 50,5 million. The 2016 population estimates were recorded at 55,9 million people with Africans at 80,6% and Whites at 8,1%. The mid-term population estimates for 2018 and 2020 are depicted in Figure 4.1 below (South Africa Population Estimates). From the figures indicated above, the population of the Republic has been on a constant increase with Africans averaging 79,58% and the white population averaging 7,84% respectively. The Coloured people averaged 8,87% and the Asian population-averaged 2,48%. Figure 4.1 below indicates these statistics in a graphical form.

It is therefore apparent that Africans are in the majority and the percentage of white people has been averaging 7% to 8%. In the South African Defence Review of 1998 (Chapter 3) as discussed in the study, the legislative and policy, framework prescribes the following percentages: 64,68% Africans, 24,35% white, 10,22% coloured and Asians at 0,75%. Considering the percentages from the community survey and those prescribed by the Defence Review, there is a complete mismatch that cannot be ignored. The Defence Review targets are, therefore, not realistic. It is, therefore, expected that Africans would be relatively higher in terms

of composition in all sectors of the community as compared to the white community, given the depiction in Figure 4.1 below.

**Figure 4.1: Current SA Demographic (Numbers)**



Source: Mid-term Community Survey: Stats SA (2007; 2011; 2016; 2018; 2020)

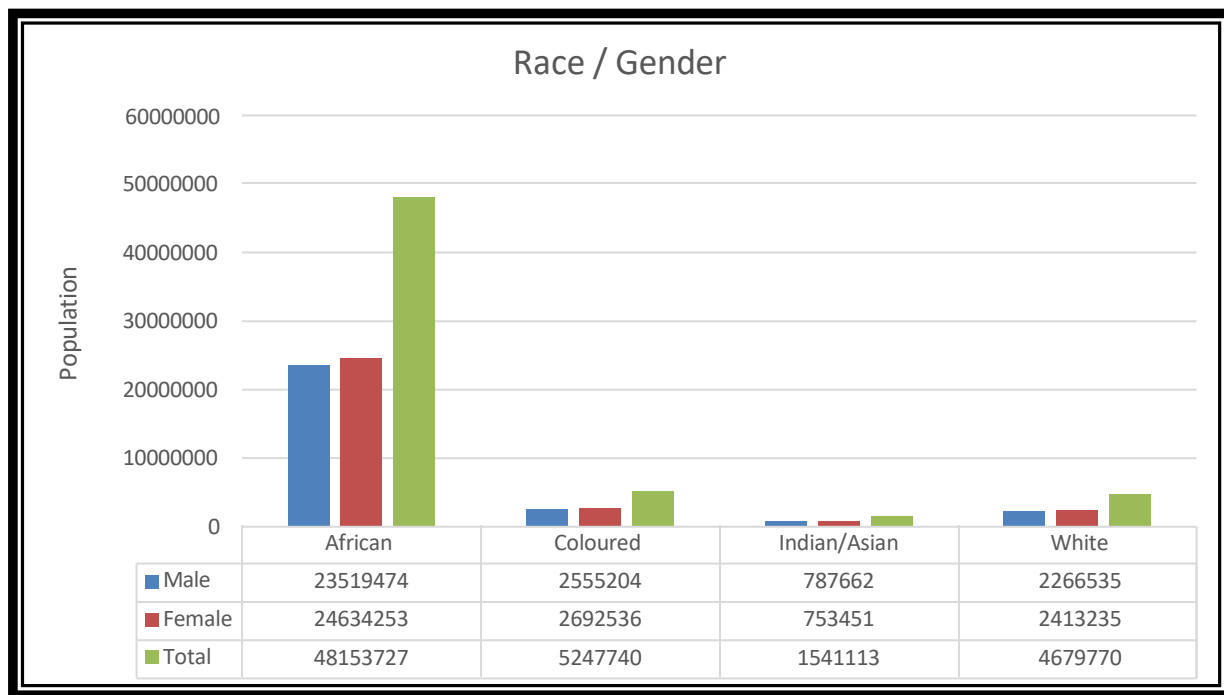
According to Caldwell and Caldwell (2004), the Republic recorded a decline in the fertility rate as compared to other African countries. According to figure 4.1 above, the African population has relatively increased over the years as compared to other race groups with the white population constantly in the decline.

#### **4.5.1 Gender representation**

In terms of gender, female representation continues to increase within the Republic as compared to their male counterparts. Female representation is therefore on the rise and the 2020 Mid-term population estimates attest to this observation. In terms of the total numbers, female representativity constitutes 51% of the total population. The Defence Review target 30% of females in the DoD and this estimate must also be revisited to be aligned with the estimates of the Republic. African females constitute 80.8% representation, Whites females are 7.9%,

Coloured's females are projected at 8,8% and Asian females at 2,5%. Figure 4.2 below provides a graphical representation of the 2020 Mid-term estimates in terms of gender. Gender estimates should also be taken into consideration in future employment practices within the public sector.

**Figure 4.2: SA Population Race/Gender**

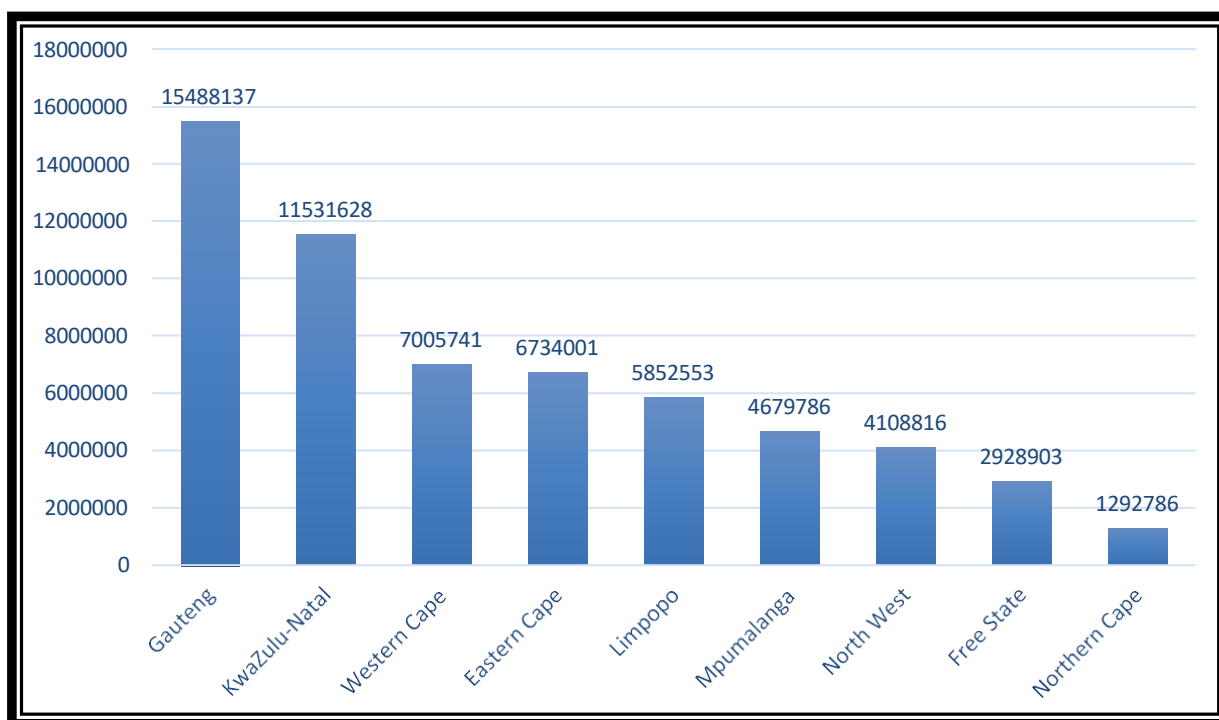


Source: Mid-term community estimates of 2020

#### **4.5.2 Mid-year population estimates per province, 2020**

Gauteng comprises the largest share of the South African population, with approximately 15,5 million people residing in this province. This figure constitutes 26% of the number of people in the country. Gauteng as a province is the home of the Union Building and Cape Town, the home of the parliament of the Republic. By its location closer to all economic resources of the Republic, Gauteng remains the economic hub where the majority of society migrates for employment purposes. Gauteng will, therefore, continue to grow in terms of population density because of this reason.

KwaZulu-Natal is regarded as the second largest province in terms of the population estimates in the Republic with Northern Cape being the lowest province according to the Mid-term estimates for 2020 as reflected in figure 4.3 below. Population estimates are necessary to ensure that government and various other sectors, including health, education and business plan effectively for the Republic and allocate resources per province according to the requirements. The biggest province will receive the biggest share of the budget as compared to the smaller provinces.

**Figure 4.3: SA Population estimates per Province**

Source: Mid-term community estimates of 2020

#### **4.5.3 International net-migration**

The statistics are used as a critical reference to ensure equity in the distribution of wealth, government services and funds among various regions or districts of a country to fund education and health services. Migration is an important demographic process as it shapes the age structure and provincial distribution of the population. For the period till 2012, Gauteng and Western Cape are estimated to experience the largest inflow of migrants according to 2020 Mid-term estimates.

The net migration rate can be volatile and impacted significantly by economic and policy changes. International migration for the period April 2020 to June 2021 at the national level is assumed to have declined (South Africa Population Estimates, 2020). Regarding international migration, an inflow of 1,4 million population was recorded in 1996. For the same period, 447 000 white population emigrated to other countries. The shrinking white population can largely be attributed to emigration (South Africa Population estimate, 2011).

The African population, however, increased by 1.88% whilst the Coloured population and Asians saw an increase of 1,15% and 1,52% respectively. The negative growth of the white population group since 1994 has been analysed through this population estimate. There were over a million South Africans leaving the country for the United Kingdom since the 1990s. Only the higher

net-worth individuals could afford to immigrate and take up residency in the United Kingdom, this happened to be white people. The reasons that were cited for making the move were concerns about their future, crime and violence in the Republic. The reasons have now been shifted to economic uncertainty and future instability (Breytenbach, 2016).

Population projections are therefore the necessary planning tools to prepare for future growth and development. Preparing for future growth can prevent overburdening current infrastructure and help identify systems and resources that are necessary to handle an increase in population successfully. The science of predicting future population is at best an estimate and determines future estimates for births, deaths, migration, age, sex, as well as ethnicity in terms of the entire population scenario.

#### **4.6 DEMOCRATISATION AND RESPONSIBILITIES OF THE SANDF**

The 1996 Constitution established the Defence Force and requires it to be structured as a disciplined military force. The Constitution provides the primary object of the Defence Force as being that of defending and protecting the Republic, its territorial integrity, and its people. The Constitution mandates the Defence Force as the only lawful military force in the Republic. Schedule 6, Section 24 of the Constitution (1996) provides the following functions to the SANDF:

- Service in defence of the Republic for the protection of its sovereignty and territorial integrity.
- Service in compliance with the international obligations of the Republic concerning international bodies and other states.
- Preservation of life, health, or property.
- Provision or maintenance of essential services.
- Upholding of law and order in the Republic in cooperation with the South African Police Service.
- Support any state department for socio-economic upliftment.

In terms of Section 201(2) of the Constitution, only the President as the head of the national executive may authorise the employment of the Defence Force. Furthermore, the Defence Act (Act 42 of 2002) provides the Minister of Defence and Military Veterans with the responsibility of oversight of the defences force. The White Paper on Defence of 1996 and the Defence Review of 1998 enforced the Constitutional and political transition of the military through the concomitant integration of diverse statutory and non-statutory armed forces into a single defence force.

The DoD is divided into two main components, namely, the Secretariat and the uniformed component of the department. The Secretary of Defence is a civilian appointed in terms of the

Constitution of 1996 and is responsible for civil oversight and overseeing the budget, as the Head of the Department. The Secretary of Defence is, therefore, the accounting officer of the department. He/she reports to parliament and the Minister of Defence and Military Veterans on all matters associated with the administration of the department. In terms of Section 14 of the Defence Act 42 of 2002, the Chief of the South African National Defence Force (C SANDF) is responsible for the direct management and administration of the uniformed component of the department. The C SANDF reports to the Commander-in-Chief, who is the president of the Republic regarding the deployment and operational readiness of the SANDF. It is expected, in terms of this Act, that the C SANDF directs the management and administration of the defence force efficiently and economically. The C SANDF is, therefore, responsible for the effective utilisation, education, training, and development of the uniformed members of the department.

All Arms of Services in the department are guided through the office of the Secretary of Defence and C SANDF respectively to ensure inclusiveness and representativity. The DoD, just like any government department, went through a comprehensive transformation process to comply with all prescripts to ensure a representative defence force. Arms of Services refers to the SA Army, SA Air Force, SA Navy and SA Military Health Services; all these services have been entrusted with the primary object of defence against possible military aggression. This implies that the defence force must have the ability to conduct a wide spectrum of operations under complex conditions. The spectrum may range from benign to hostile missions, including the support to other government departments, humanitarian support, participation in peace missions and defence of the Republic. Other distinct responsibilities of respective Arms of Services are the following as incorporated in the Defence Review (2015:6-3):

- **SA Army.** The service will assume full responsibility for land border safeguarding. The Republic's land area has 4 471 km of land borders demarcated by rivers that are partly seasonal in their capacity to hamper illicit crossing. These borders have proved vulnerable to a range of illegal activities, including rustling of livestock and smuggling of narcotics, and stolen and untaxed goods. Also, illicit weapons or explosives by terror groups could be smuggled through the borders. There is thus a clear need to secure the land border.
- **SA Air Force.** There is evidence of smuggling by air, particularly regarding narcotics and human trafficking. There is also the danger of terror groups moving explosives or weapons by air. There is, therefore, a need to protect the Republic's airspace against intrusions and possible terror actions.
- **SA Navy.** The maritime interests of the Republic are derived from its geographical location, economic infrastructure and geopolitical aspirations and obligation as a regional

maritime power. The Republic has one of the longest coastlines in Africa that need to be protected. Maritime piracy, illicit fishing and all other maritime crimes require strategic maritime assets in the form of ships and submarines to combat any form of maritime crime in our waters.

- **SA Medical Health Service.** The rising cost of medical care in the Republic mirrored this service in the SANDF. It is the responsibility of this service to provide quality health care to serving and retired members of the defence force.

The democratisation of the country implied that the SANDF in delivering on the mandate mentioned above must transform in line with the policies of the public service. The White Paper on Defence of 1996 and the Defence Review of 1998 directed the process in the SANDF. The implementation of transformation policies in line with the Equity Act of 1998 managed to legitimise the defence force. The commitment of the SANDF to foster a non-racial, non-sexist and non-discriminatory institutional culture in line with constitutional imperatives resulted in the widespread transformation of the military, affecting virtually every facet of the organisation's institutional, cultural, and structural dimensions (Heineken, 1998: 220). The salient fact is that the SANDF is no longer unrepresentative and at war with its people and neighbouring states in Southern Africa (South Africa Defence Review 2015:1-1).

The above statement on the unrepresentativeness of the SANDF was highlighted by the Minister of Defence and Military Veterans (Mapisa-Nqakula, 2015) in March 2015 as a concern when she delivered her budget vote in parliament on the Defence Amendment Bill. The reduction of the number of white people signing up to serve in the military was raised. The Minister also emphasised that the defence force must reflect the demographics of the Republic and instructed that a recruitment intervention must be developed, targeting white candidates for entry into the SANDF. The DoD has already been taken to the High Courts on two occasions regarding the possible unconstitutionality of its policies. The initial court case was that of denying people with HIV/AIDS possible recruitment, appointment, and external deployment in the SANDF. The department lost the case in 2008 in the High Court of South Africa, Transvaal Provincial Division at Pretoria (renamed the North Gauteng High Court, Case No 18683/07) against the South African Security Forces Union. The bases of the application were the health requirements of the SANDF regarding the recruitment, deployment and promotion of HIV positive members who were perceived to have been discriminated against based on their status.

The other case serving in the High Court of South Africa, Limpopo Division, at Polokwane (Case No 1548/2014) was based on the age restriction of potential candidates. The applicant (Tebeila Institute of Leadership, Education, Governance and Training) argued that the appointment requirement in terms of age is unfair and unconstitutional. The institute challenged the

constitutionality of such a restriction (stating being discriminatory), the judgment was at least in favour of the department. It is, however, clear from the cases mentioned above that any blanket application of whatever criteria has the potential of being challenged in any court of the land in the Republic.

#### 4.7 REPRESENTATIVITY IN THE SANDF

The DoD consists of civilian members as well as uniformed components. Both these components have a unique role to play with the uniformed component being at the helm of the department due to the deploy-ability of the SANDF. Civilians are predominately in a supporting role, although those in the Secretariat are there to play an oversight role to the SANDF to ensure constitutional compliance with the SANDF. Defence Act Personnel (DAP) is the uniformed component serving in the DoD, and the figure below depicts the population distribution (the entire defence force) as of 1 June 2020. The total number of uniformed members was 64 403, as indicated in Table 4.1 below. The table also depicts all uniformed members in the SANDF since the integration of the force, meaning 1 April 1994 to 1 June 2020 from all services (Army, Air Force, SA Navy and Military Health Service). The African population were in the majority at 76,75%, White at 10,12%, Coloured at 11,78% and Asian at 1,32 as of 1 June 2020. This information is obtained from the Structured Management Control System (SMCS), which is a computerised DoD Persol System. The SMCS can provide information about every person in the DoD including her/his status when they joined or retired.

**Table 4.1: Demographics of the SANDF since 1994**

Year	African	White	Coloured	Asian	Total
1994	19 999	30 049	8 015	803	58 866
1999	38 617	18 561	6 574	872	64 624
2004	37 869	14 209	6 624	878	59 580
2009	43 900	9 654	7 200	713	61 467
2014	48 575	8 659	7 950	780	65 964
2019	48 096	6 984	7 585	809	63 474
2020	49 434	6 524	7 590	855	64 403

*Source: Author's compilation from the Structured Management Control System*

It is a constitutional imperative of the SANDF not only to ensure representativity in terms of race but to ensure inclusivity of females in their correct numbers in all occupational categories available in the SANDF. Females play a pivotal role in the SANDF and deploy in all operations of the SANDF. In terms of the Defence Review of 1998, female representation must be at 30%. Females numbers were standing at 17 879 (27,27%) over the same period of 1 June 2020 in terms of the uniformed members. These numbers are depicted in Table 4.2 below.

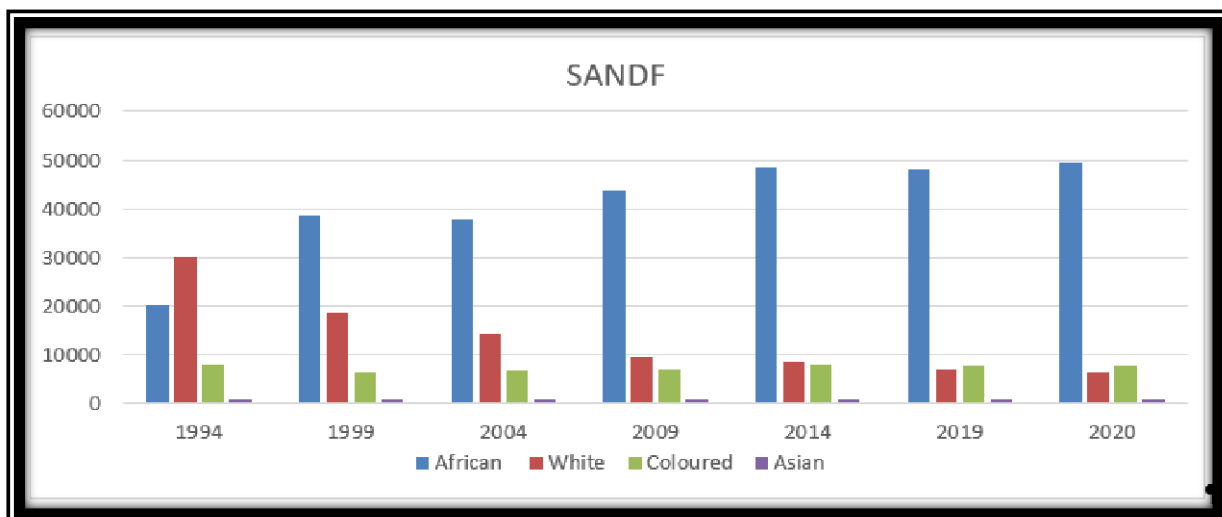


**Table 4.2: Demographics in the SANDF per gender since 1994**

Year	African		White		Coloured		Asian	
	M	F	M	F	M	F	M	F
1994	19 666	333	24 428	5 621	7 672	343	757	46
1999	34 560	4 057	14 434	4 127	5 950	624	771	101
2004	32 774	5 095	10 825	3 384	5 645	979	725	153
2009	34 826	9 074	7 262	2 392	5 642	1 558	548	165
2014	36 683	11 892	6 486	2 173	5 877	2 073	588	192
2019	35 219	12 877	5 193	1 791	5 397	2 188	605	204
2020	35 755	13 679	4 830	1 694	5 305	2 285	634	221

*Source: Author's compilation from the Structured Management Control System*

In comparison to 1994, after the initial integration of all seven forces, Africans represented 33,97% compared to 51,04% of white members. The graph below (Figure 4.4) depicts the gradual change in percentages of all race groups since integration in a graphical format. It is clear in the graph that the African population increases annually with a relative reduction in the white population in the same periods.

**Figure 4.4: Representativity in the SANDF since 1994**

*Source: Author's compilation from the Structured Management Control System*

#### 4.8 DEMOGRAPHIC REPRESENTATION IN THE SA NAVY

The transformation of the public service in the Republic is a constitutional requirement. In compliance with this constitutional imperative, Chapter 10 of the Republic of South Africa Defence Review (1998) emphasised that the DoD would subscribe to and uphold the notion of

a non-racial, non-sexist, non-discriminatory institutional culture of the public service. Broadly representative human resource availability is one of the primary and profound mandates the DoD intends to uphold and promote.

During the transformation of the SANDF, the SA Navy managed to negotiate its targets during the recruitment and appointment of uniformed members serving in the organisation. The request was approved through appropriate channels of command in the SANDF with decisions promulgated in the Navy Personnel Order of 2001 and 2002 respectively (Annexures 5 and 6). TableFigure 4.3 below provides a comparison of the targets of the SA Navy as compared to those allocated to the broader department. There were sound reasons at the time as most black people were staying around the coast, especially the Western Cape, which is the home of the SA Navy. The Western Cape was dominated by coloured people who happened to be the majority in terms of black people during the period of transformation and integration in the SA Navy as compared to Africans. The figures for Asian people remained the same as those prescribed by the department.

**Table 4.3: Demographic allocation in the DoD and the SA Navy**

Race	DoD	SA Navy
African	64,68%	60%
Asian	0,75%	2%
Coloured	10,22%	15%
White	24,35%	23%

*Source: Author's compilation from the Structured Management Control System*

What should also be considered is that during the apartheid years, the leadership of the SA Navy condoned discriminatory employment practices as black people were excluded from joining the organisation. Black people were only appointed in the support mustering or occupational classes but also in fewer numbers and in positions that were less interesting as compared to their white counterparts. The majority of black people were, therefore, appointed to the auxiliary services and utilised as messengers, stewards, gardeners and guards. Because of discriminatory practices in terms of employment practices in the SA Navy, white people enjoyed all privileges in terms of career opportunities and progression.

Before the democratisation of the Republic, the majority of uniformed members in the SA Navy were, therefore, white males. It is only post-1994 that the SA Navy experienced a gradual increase of black people joining the organisation in any capacity. Even those specialised occupations that were previously restricted to white males, i.e. combat, technical and engineering were afforded to black people and females. However, one must take into account

that due to extensive training in these occupations, representativity was moving at a snail's pace. It was not possible to fast-track many of the previously disadvantaged communities to occupy senior positions, especially those within the critical occupational classes. The transition, however, allowed black people to occupy critical positions in the SA Navy, including commanding ships and submarines. The following table (Table 4.4) depicts the representation in the SA Navy since 1994.

**Table 4.4: Representation in the SA Navy since 1994**

Year	African		White		Coloured		Asian	
	M	F	M	F	M	F	M	F
1994	283	0	2 414	225	1 384	49	580	12
1999	1 037	155	1 790	214	1 447	146	572	39
2004	1 668	402	1 293	226	1 278	181	458	37
2009	2 213	848	927	198	1 155	274	297	27
2014	2 838	1 235	939	218	1 188	336	282	26
2019	2 923	1 312	699	174	1 010	318	257	29
2020	2 988	1 403	632	164	962	336	238	35

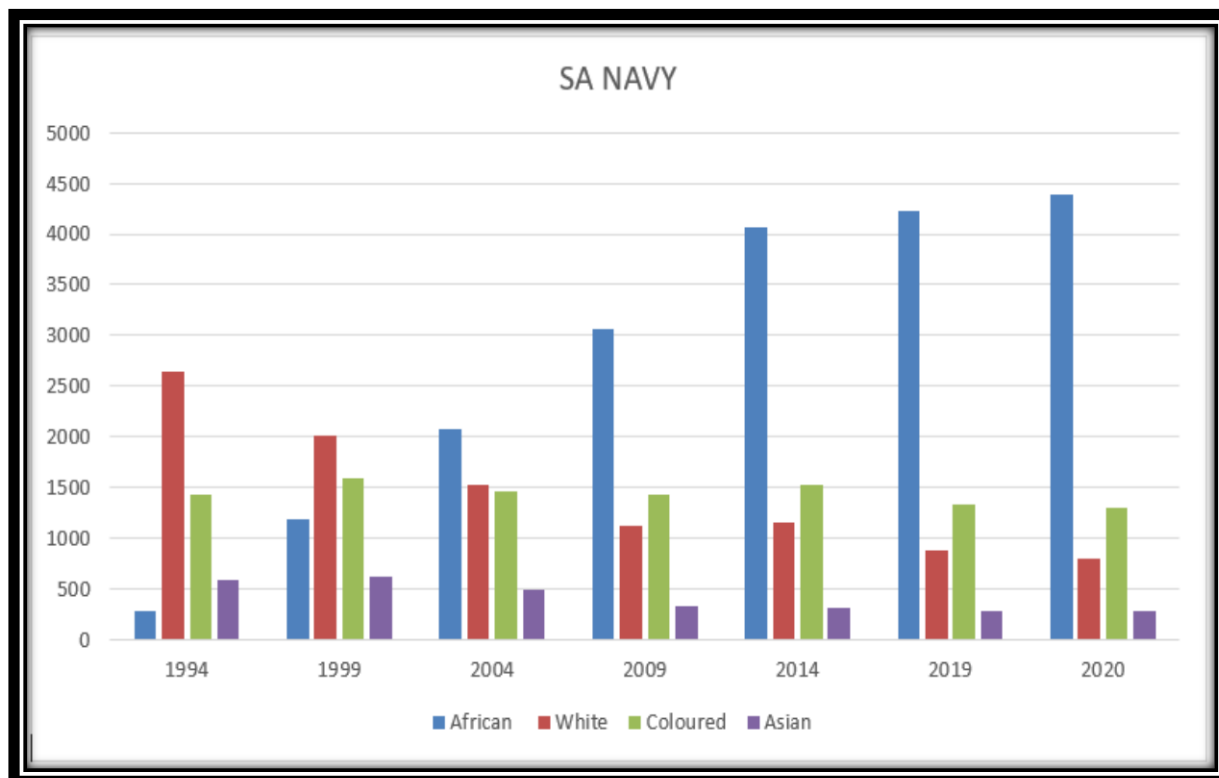
*Source: Author's compilation from the Structured Management Control System*

The figure above depicts excellent progress made to correct representation in the SA Navy. The year 1994 includes members who were integrated from the non-statutory forces. Blacks were therefore accounted for 2 308 and whites for 2 639 out of the total of 4 947 personnel in the SA Navy. White people were, therefore, the majority at 53,34% of the total composition of the SA Navy. Female representation was 286 (5,78%) at the time. In 2020 the total composition of the SA Navy was 6 758 and whites constitute 2 035 (30.11%). These figures represent the uniform and civilian components of the SA Navy. What is also pleasing is to observe the increase in the figures of females joining the SA Navy with a total of 1 938 (28.67%) in the year 2020, an increasingly impressive spike as compared to 1994. The SA Navy, therefore, has made great strides towards addressing the discrepancies of the past in terms of the figures of black people and females in the organisation.

Taking into consideration the argument already advanced about integration, the majority of black people in the SA Navy came through the normal recruitment and selection interventions. The transformation imperatives were therefore aggressively pursued to ensure that the previously marginalised were afforded equal opportunity to be considered for careers in the SA Navy. Females were also targeted, and good progress has also been made in terms of gender representation.

In analysing the gradual annual increase of black people in the SA Navy, it is clear that aggressive strategies were put in place to ensure a representative SA Navy post-apartheid. Figure 4.65 below depicts the gradual improvement of black people in a graphical format. The graph, therefore, illustrates the constant declining figures of white members in the subsequent periods. Although improvement in representativity in the SA Navy has been remarkable, the declining figures of white employees is a matter of concern.

**Figure 4.5: Representativity in the SA Navy since 1994**



*Source: Author's compilation from the Structured Management Control System*

#### **4.8.1 SA Navy Applications of 2015–2020**

The Constitution confirms the mission of the SA Navy as that of providing a balanced, combat-ready and supported maritime defence capability for the defence and protection of the Republic. The provision of a credible maritime deterrence force is the SA Navy's primary objective. The SA Navy is also expected to provide suitable platforms in the form of ships and submarines to the UN and the AU sanctioned peacekeeping operations, and disaster relief missions and to assist the police against piracy operations and maritime scourges. Neglect of any state regarding the importance of the sea can diminish its ability to be a regional power, hence, subjugating its responsibility to protect its maritime resources. In exercising sea power, states can protect the will of the people and prevent the expropriation of their maritime resources

(South Africa Defence Review, 2015). To achieve the above, the SA Navy must recruit capable men and women able to man its platforms professionally and effectively.

The mandate of the SA Navy is to provide combat-ready and supported maritime defence capabilities for the defence and protection of the Republic. The focus of the human resource planning process of the SA Navy is to build human resource capacity to ensure that the organisation can deliver in terms of its ordered commitments as delineated in the SANDF's force employment agreements (SA Navy HR Plan 2019/2020) and this responsibility is emphasised in Annexure 9 of the study. The Military Skills Development System (MSDS) is, therefore, used as the feeder to the regular force. This programme has been developed to provide the SA Navy with the right calibre of human capital that will assist the arm of service in achieving its ultimate end-state in terms of its vision and mission as prescribed in the Navy Personnel Order of 2001 (Annexure 5). The MSDS programme was implemented in January 2004 and has since been found to be effective in the appointment of suitable candidates in the regular force and the reserve force of the SA Navy. MSDS members are appointed between the ages 18 to 27 years from all provinces with no specific determined quota per province. Those who are interested in joining the SA Navy must comply with the following minimum requirements:

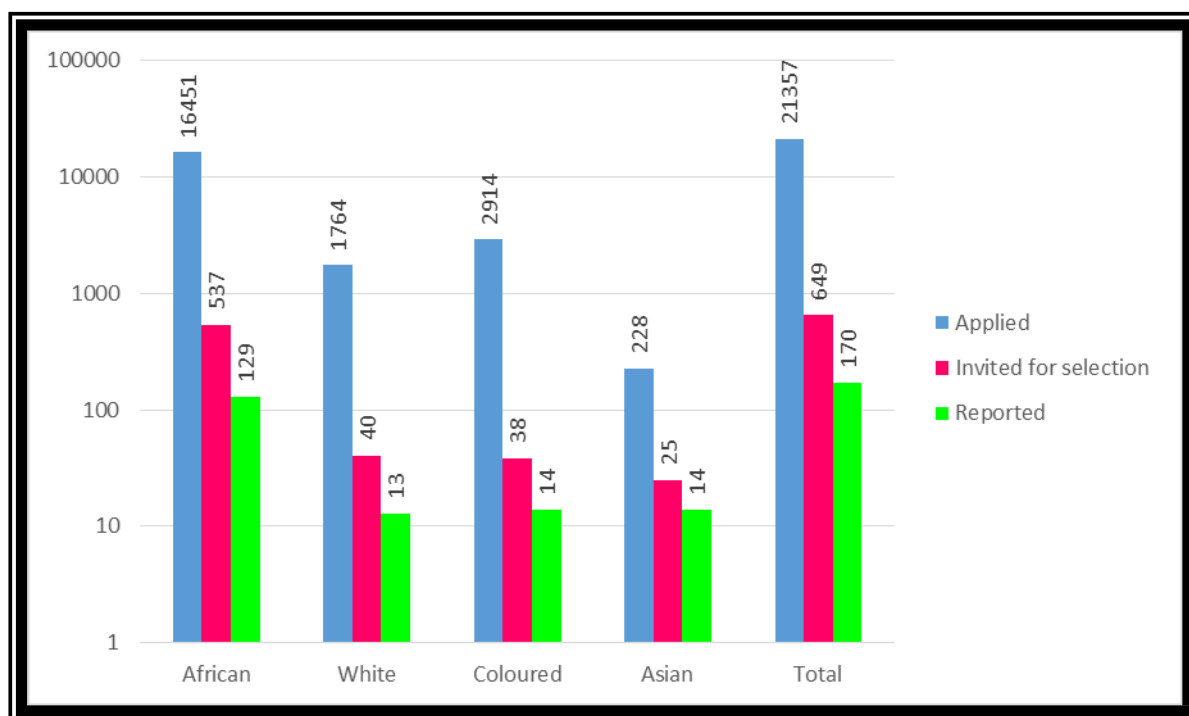
- Must be South African citizens;
- Not have criminal charges against their names;
- Must have matriculated;
- Be between the ages of 18 to 22 for those with no tertiary qualification. Those with tertiary qualifications must not be above the age of 26 years;
- Must be medically fit for enlistment.

The above requirements were depicted in CSANDF instruction of 16 July 2019 (Annexure 8). During the shortlisting process, the Matric Score (M-Score) is utilised as an effective and transparent tool for the appointment of the MSDS members. The M-Score means the higher the matriculation results achieved, the better the prospects of being called up for further selection process. Minimum compliance with the requirements for the MSDS programme does not necessarily guarantee one to be considered for further selection.

Selection and appointment in the SA Navy follow a rigid, thorough, and comprehensive process and is subjected to a strict auditable checklist. The SA Navy deploys high technology systems; therefore, mathematics and physical science as subjects during Grade 12 put applicants in a better position to compete for limited posts available. It is important to mention that most of the Grade 12 learners who are found suitable are subjected to further selection to enable them to study at various academic institutions and colleges. The requirement for acceptance and entry

at various academic institutions is, therefore, a requirement. The SA Navy, as a small navy globally, has limited posts to staff its maritime assets in the form of ships and submarines as well as supporting its bases and units at any given time. Before a summary of the intakes for 2015–2020 is provided, it is imperative to demonstrate that the SA Navy has no challenge in attracting the required number of applicants at any given time. Figure 4.6 below highlights this in detail.

**Figure 4.6: The shortlisting of the 2018 SA Navy intake**



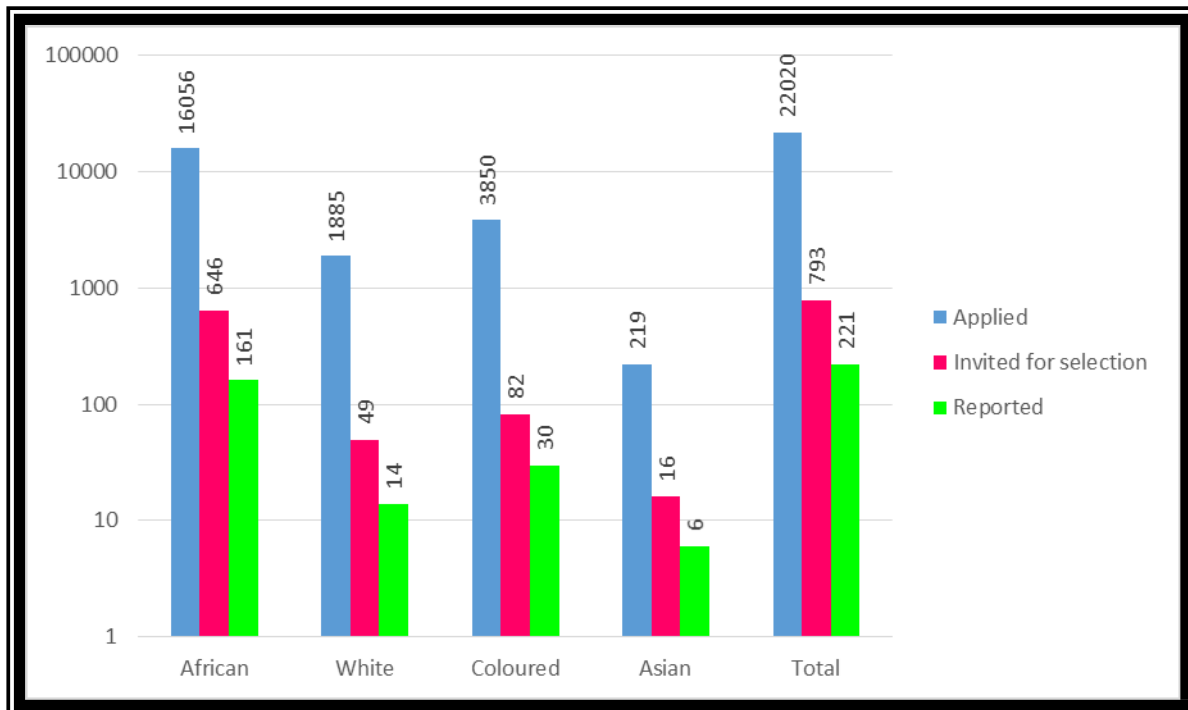
*Source: Author's compilation from the Structured Management Control System*

Figure 4.6 gives an overview of the entire selection process where interested applicants (approximately 21 357) have shown interest for consideration in the SA Navy. Of the total applications, approximately 1 764 (8.25%) were of white origin. Africans who have shown interest in consideration were 16 451 (77.02%), coloured people 2 914 (13.64%) and Asian people totalling 228 (1.06%).

Figure 4.7 below shows 22 020 confirmed candidates that have subjected themselves to selection by submitting application forms at the SA Navy recruiting offices or satellites for the January 2019 intake. In terms of race distribution, approximately 1 885 white youth did show interest. Africans were 16 056, coloured people were 3 850, and Asian peoples were 219. In terms of demographic representation, white applicants were 8.56%; however, 2.59% were

shortlisted as they complied with all the minimum requirements. Africans who have shown interest were 72.91%, coloured people were 17.48%, and Asian people were 0.99%.

**Figure 4.7: The shortlisting of the 2019 SA Navy Intake**



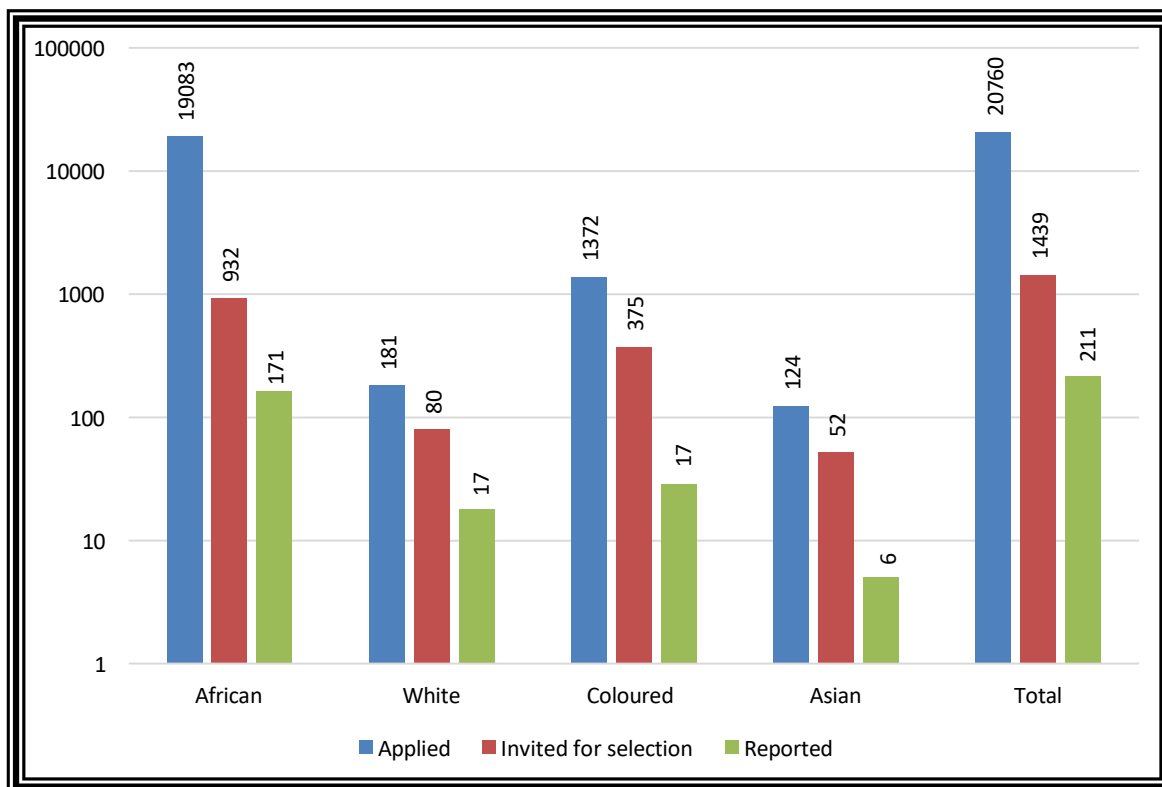
*Source: Author's compilation from the Structured Management Control System*

In terms of the 2020 intake 20 760 (Figure 4.8) those that were called up for interviews were approximately 1 439. However, due to the number of posts available, only 211 were recommended and reported for basic military training. Of the 20 760 applications, white applicants were 181 (0.87 percent) and only 80 (0.08 percent) were shortlisted. A total of 17 (0,08 percent) were appointed. This, therefore, implies that less than a percentage of white youth as compared to other race groups were considered for the 2020 MSDS intake at the conclusion of the entire selection process.

The figures (4.6. 4.7 and 4.8) indicate a relatively closer trend in terms of percentages of all race groups that have applied for entry into the SA Navy. The average percentage of white people remains at approximately 7%. The percentage of applicants of white origin is relatively similar to those obtained from the population estimates, as depicted in the latest community surveys already discussed in this chapter. There is, therefore, a close correlation between the numbers of applications from the white population in the SA Navy to the population estimates of the Republic. Also, Coloured people and Asian people are relatively constant in terms of percentages during intakes from 2018 to 2020. The percentages of Coloured's are close to the

population estimates and those of Asians are slightly above the estimates depicted in the community survey during the intakes mentioned.

**Figure 4.8: The shortlisting of 2020 SA Navy Intake**



*Source: Author's compilation from the Structured Management Control System*

#### **4.8.2 Reported MSDS Intakes of 2015 to 2020 in the SA Navy**

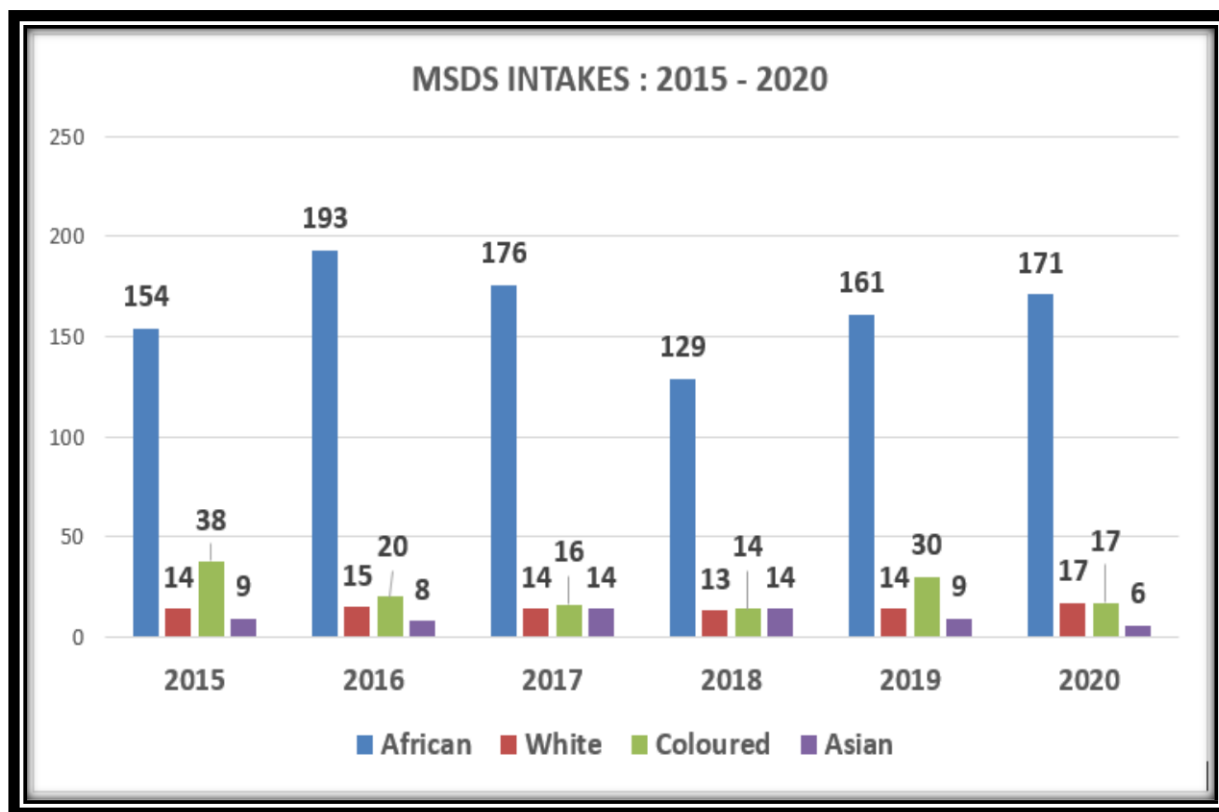
The author saw it imperative to also table the figures of the MSDS intakes of white youth that were successful throughout the entire selection evolution and reported for basic military training in the SA Navy. The data from 2015 to 2020 was utilised for this particular purpose. The data would assist when the retention rate of the MSDS members is discussed in this chapter hereunder. It is imperative that the human capital strategy must also ensure retention of the white youth as the failure thereof, could worsen their representivity percentage in the SA Navy.

The graph (Figure 4.9) provides an overview of intakes at SAS (SA Ship) Saldanha over six years. SAS Saldanha is a training establishment for non-commissioned officers in the SA Navy. The figures reflect MSDS members that have completed the entire selection process and were found competent for training in the SA Navy.



The total number of members who reported for training over this period was 1 266. African trainees were 984 (77,72%), White trainees were 87 (6,87%), coloured trainees were 135 (10,66%) and Asian trainees were 60 (4,73%). The African trainees were the majority in all race groups, followed by coloured, white and Asian trainees. White trainees average 6.87% in all six intakes.

**Figure 4.9: MSDS Intake 2015-2020**



*Source: Author's compilation from the Structured Management Control System*

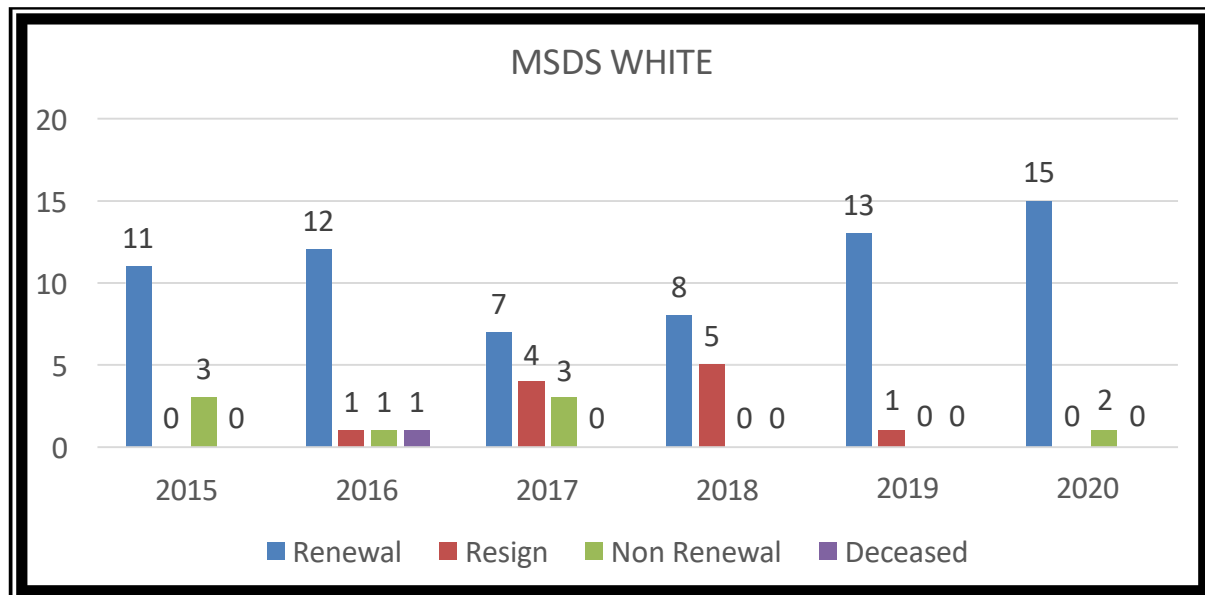
#### **4.8.3 Attrition of white people in the SA Navy**

Figure 4.9 analyses the retention rates of white MSDS members in the SA Navy over the period 1 January 2015 to 31 December 2020. A total of 66 MSDS members remained and are part of the total of 87 mentioned in figure 4.8 above, implying a retention rate of 75.86%. A total of 21(24.13) MSDS white youth exited the SA Navy through natural attrition, i.e. non-renewal of contracts, resignation, or death.

The MSDS is the feeder to the senior ranks in the SA Navy and their exit prematurely will impact negatively on representation in these ranks in future. The 2017 and 2018 intakes, unfortunately, indicate relatively high attrition of white youth who were inducted through the MSDS as they averaged between 50% and 38.46 respectively. The lower intake of white youth, this does not assist the challenge by the SA Navy in terms of the declining figures of white people. As

indicated in the research problem, the compulsory retirement coupled with other forms of exit about the already serving members in the SA Navy (outside the MSDS), creates a further challenge to the declining figures of white people in the organisation. Table 4.5 indicates the trend since 1994.

**Figure 4.10: MSDS white retention rate 2015 to 2020**



*Source: Author's compilation from the Structured Management Control System*

To establish the reasons for the high attrition rate, it was necessary to make an appreciation on the serving members of the SA Navy. Table 4.5 provides the exit rate of white members over the period 1994–2020 in a table format. In this table, the reasons for exiting the SA Navy were highlighted. Approximately 5 647 white people have exited the SA Navy since 1994, of which only 771 (13.65%) exited through compulsory retirement and 168 (2,97) because of death. Despite severance packages, there has also been a high attrition rate based on voluntary resignations over the period 1994–2000 when approximately 1 517 members exited the SA Navy.

Six years after democratisation (1994 to 2000), according to Table 4.5, there was a serious spike in voluntary exit of the majority of white people from the SA Navy. Resignations and voluntary severance packages are the highest mechanisms utilised for the exit, as depicted as indicated in Table 4.5 below. The retention rates of white people have, however, improved since 2010 the majority leaving due to compulsory retirement of 60 years. Whilst the retention rates have normalised since 2010, efforts must be made to ensure that MSDS who are recruited to serve the SA Navy, are retained to ensure improved and inclusive representation of all race

groups of the society in future. A sustainable, coherent and comprehensive human capital strategy is, therefore, critical in this regard.

**Table 4.5: White attrition from 1994 to 2020**

Exit Reason	1994-2000	2001-2005	2006-2010	2011-2015	2016-2020
Contract expiry	94	116	104	70	43
Deceased	81	23	19	31	14
Inter-departmental transfer	11	10	98	4	0
Discharge	19	18	21	15	2
Employer initiated package	0	105	0	0	0
Medical discharge	141	33	24	4	11
Mobility exit mechanism	0	0	170	33	27
Other	1	0	0	0	0
Resignation	1 517	539	437	154	115
Retirement	226	97	105	156	187
Retrenchment	7	0	0	0	0
Voluntary severance package	750	15	0	0	0
<b>TOTAL</b>	<b>2 847</b>	<b>956</b>	<b>978</b>	<b>467</b>	<b>399</b>

*Source: Author's compilation from the Structured Management Control System*

The SA Navy plays a very critical role in the Republic in ensuring that our maritime space and resources are protected. The active participation of all race groups is, therefore, important to ensure that the SA Navy delivers on its constitutional mandate. It is for this reason that the researcher deemed it appropriate to re-emphasise this mandate by concluding this chapter with the discussion of the maritime geostrategic position of the Republic.

#### **4.9 SOUTH AFRICA'S MARITIME GEOSTRATEGIC POSITION**

The Republic occupies an important geostrategic position, surrounded by three great oceans in the South Atlantic to the west, the Indian Ocean to the east and the Southern Ocean to the south. This implies that the country dominates the world's major maritime chokepoints in the Southern Hemisphere. The Republic has a long coastline of 3 824 km, island possessions of 2 000 km South-East of the continent in the Southern Indian Ocean known as the Prince Edward Islands. The island groups of approximately 36 km of coastline and Marion Island, with 82 km of coastline constitute part of the coastline (Bennet & Söderlund, 2008:1).

Situated at the southern tip of the continent of Africa, the Republic became of maritime significance to Europe. The Cape of Good Hope sea route has made it possible to transport goods from Europe and other continents of the world for economic development and trade. The Exclusive Economic Zones are 200 nautical miles (approximately 366 km) whilst the territorial waters are 12 nautical miles (approximately 22 km). Trade and transportation have always been easier and less expensive through the sea as ships can carry huge quantities of bulk cargo.

Approximately 95% of the volume and 80% of the value of exports pass through the Republic's ports. A similar percentage of the imports, which are critical for sustenance and development, come by sea (Bennet & Söderlund, 2008:4-5).

The above geostrategic position highlights the importance of the ocean areas that form part of the Republic maritime zones. Any nation dependent on the sea as the Republic for economic survival must ensure the protection of its Exclusive Economic Zones. All navies are required to fulfil three principal roles; diplomacy, policing, and military intervention. It is generally accepted that the military role of navies is a primary responsibility; the other two are, therefore, secondary. The SA Navy is, therefore, expected to work with other maritime sectors to ensure the safe trafficking of goods that are imported and exported.

#### **4.10 CONCLUSION**

Before integration, the DoD has been faced with the challenge of having to manage the deeply-entrenched ethnic and political loyalties, as well as insecurities associated with the different levels of training of these forces. The SA Navy, as part of the SANDF, integrated fewer numbers as compared to other services and, therefore, had to deal with minimum challenges resulting from this process as compared to other services. The overarching goal of integration was to establish an institution that is professional, efficient, effective and also broadly representative of the society (Heinecken, 1998:231). In analysing representativity statistics in the SA Navy against those indicated in the 1998 Defence Review, the Navy did make enormous strides in ensuring black people's representation in the organisation; however, attention must also be given to white people as this could have a reverse implication in the short to medium term.

The population estimates, however, raise several questions in terms of the applicability of the Republic of South Africa Defence Review of 1998 and the SA Navy Personnel Order of 2001 (Annexure 5). Representativity guidelines in the policies prescribed by the SA Navy should be revisited and aligned to those depicted in the community survey. The population estimates seem fair, equitable and systematic to establish the correct recruitment figures of various race groups in the SA Navy. Although the SA Navy is committed to addressing the race and gender balance, the changing statistics make it impossible to comply fully. The subsequent chapters, in particular chapters 6 and 7, will analyse this challenge comprehensively to ensure its redress. Before analysing the two chapters mentioned, it is imperative to firstly discuss the research methodology followed in the study where concentration will be given to the qualitative and quantitative methods of analysis. The next chapter will extensively discuss these methodologies.

## **CHAPTER 5:**

### **RESEARCH METHODOLOGY AND DESIGN**

#### **5.1 INTRODUCTION**

This chapter will focus on research methodology and design. There are various methodologies in social research. The methodology is one of the most important decisions to be made in any research project. The research methodology used must be capable of supporting the research and facilitating the accomplishment of the aim of the research, and the completion of the research. This chapter aims to describe the research methodology used in the study. The chapter will further describe the geographical area where the study was conducted, the study design and the population and sample of the study. The data collection instruments, including methods implemented to maintain the validity and reliability of the instruments, are also described. The design of social research shows how one is going to conduct research, i.e., which methodology is appropriate, the method of data collection and techniques for analysing data (Wagner, Kavulich & Garner, 2012:21).

In addressing the objectives and questions of the research, the study takes a cue from the scholarly contribution made by Stacy Carter and Miles Little in, *justifying knowledge, justifying method, taking action: Epistemologies, methodologies, and methods in qualitative research* which was published in 2007. The study subscribes to their key definitions, which are as follows (Carter & Little 2007: 2):

- Epistemology is defined as the study of the nature of knowledge and justification, and epistemological imperatives are issues about an adequate theory of knowledge or justification.
- The methodology is the theory and analysis of how research should proceed; analysis of the assumptions, principles, and procedures in a particular approach to inquiry; or study – the description, the explanation, and the justification – of methods, and not the methods themselves; reconstructed reasons that justify, clarify, and help us understand research methods; methodology aims to justify the method of a research project.
- The method is the techniques of gathering evidence; procedures, tools, and techniques of research; methods are the bolt and nuts in research action.

The preceding definitions assist in justifying the selection of a research design and research methodology (Babbie & Mouton, 2012; Carter & Little, 2007). Due to the complex nature of the transformation in the SA Navy, qualitative and quantitative methodological approaches were

deemed to be appropriate. The exploratory research in the form of group discussions at various high schools was also undertaken.

## **5.2 RESEARCH APPROACH AND DESIGN**

Creswell (2013) regards research design as a plan that provides the framework for collecting information from the respondents, outlining the various steps involved in the study. This is where the problems and objectives of the study are targeted for the sole purpose of structuring the research. Research methodology outlines methods used in the research and in this case, interviews and questionnaires surveys were used for data collection. Data is therefore analysed to obtain results to reach conclusions about the problem investigated. Qualitative methods often serve as an umbrella term for a variety of methods and techniques that could not, for various reasons, be quantified. There is no consensus as to what exactly qualitative research methods are. Nor is there unanimous agreement on their inherent characteristics, underlying epistemology (if any), compatibility with quantitative methods, fields of human (scientific) inquiry they relate to, or questions they answer. Denzin and Lincoln (2005:3) defined a qualitative method as a situated activity that located the observer in the world, where the researchers are attempting to make sense of, or interpret phenomena in terms of the meaning people bring to them in a natural setting. Qualitative often implies multiple methodologies.

Despite some opposing arguments (Miles & Huberman, 1984; 1994), qualitative research is seen by many as antipositivistic inquiry geared towards understanding rather than explaining. This perception relates to researchers' assumptions about appropriate ontology and epistemology, which are often used to differentiate between research paradigms. Guba and Lincoln (1994) defined a paradigm as a set of basic beliefs (or metaphysics) that deals with ultimate or first principles. It represents a worldview that defines, for its holder, the nature of the world, the individual's place in it, and the range of possible relationships to that world and its part. Sophisticated use of quantitative and statistical analysis is widespread in research. Qualitative methodology, together with increased emphasis on the quality and meaning of data, has seen a revival of sophisticated quantitative and qualitative methodology in research (Tustin 1994:35).

Quantitative research originates from the natural sciences such as physics and chemistry. They are objects and can be used to establish causal relationships generalised to a wider population. Qualitative methods, on the other hand, were rooted in arts and humanities and clinical research, with emphasis on the interpretation of human cognition and action. This study explored both qualitative and quantitative methods (Gabrielian, Yang & Spice, 2008:145). It is important to note that the qualitative-quantitative dichotomy in research methods is not very accurate. First,

what is not quantitative is not necessarily qualitative and vice versa. Kritzer (1996:25) identified three levels at which the interpretive process operates in quantitative research, while Collier (2005:30) talks about the statistical rationale for qualitative research. Nevertheless, there has long been a debate regarding the quantitative-qualitative relationship. Many researchers take a purist position, asserting that because qualitative research is in the domain of monopolistic paradigms, it would be absurd to mix it with quantitative quantification. Qualitative researchers in public administration often differentiate between qualitative and quantitative research regarding ontology, epistemology, axiology (value-based), rhetorical style, and methodology (analytic process, research design, the goal of sampling and basis of conclusion among others) (Gabrielian *et al.*, 2008:145).

Conversely, in terms of the focus group discussions that formed part of qualitative research, this approach was also followed as part of the research. Bless, Higson-Smith & Sithole (2014:200) prescribed six to ten participants for this particular purpose. It appears that there is no general agreement on what constitutes a focus group. Wilkinson (2004:178) maintains that a focus group can have 2 to 12 participants. Irrespective of the size of the focus group, its strength is that it creates a rare or unique platform where different views are shared, which increases the credibility of the results as the participants close one another's information gaps. In a focus group, the researcher facilitates the group discussion (Wilkinson, 2004:178). According to Babbie (2013:349), the number of participants in a focus group often differs, and there is no singular or standardised procedure in terms of what constitutes a focus group. However, Babbie (2004:302) prescribes 12–15 participants in a focus group and later recommends five to 15 people in a focus group.

Additionally, secondary sources were also used in the study to deepen and enhance the understanding of the social phenomenon. To supplement and bridge the gaps left by the primary sources of data, a literature study of appropriate primary and secondary sources containing authoritative publications, books, journals, the internet, and official documents, such as departmental policies, was conducted to gather information. This included an exceedingly exhaustive review of a wide range of sources combined. The secondary data sources were found to be useful in terms of providing theoretical foundations and relevant contextual information to the study and acted mainly as a steppingstone and a key reference point for the researcher throughout the study.

### **5.3 RESEARCH METHODOLOGY**

Creswell (2013) confirms the methodology as a way or manner used to establish a research problem. The approaches to conducting research are the qualitative and quantitative methods.

In this study, the research followed a mixed approach where the quantitative and qualitative methods were explored. The mixed approach improves the validity of research and reduces biases. Quantitative research is used to qualify the problem by generating numerical data that can be transformed into usable statistics. This research approach is used to quantify attitudes, opinions, behaviours, and other defined variables from a larger sample of the population. In quantitative studies, one uses theory deductively and places it toward the beginning of the plan for the study (Creswell, 2003:125).

Qualitative implies an emphasis on the qualities that are not experimentally examined or measured in terms of quantity, amount, intensity, or frequency. In contrast, quantitative studies emphasize measurement and analysis of a causal relationship between variables, not processes (Lincoln & Denzin, 2013:17). Exploratory research is pursued through the use of focus groups, or small guided group discussions. These studies are valuable in social science research and essential when a researcher is breaking new ground and almost yields new insights into a research topic (Babbie, 2013:90).

The mixed approach to the study intends to investigate the knowledge base and understanding of white youth about respective career opportunities in the SA Navy during their high school period (Grade 12). The questionnaire survey (quantitative) about the SA Navy was critical to be administered to establish this aspect. The assumption was that should high school learners not be aware of available career opportunities in the SA Navy, their employment application will be limited. This could, therefore, be a contributing factor to the decline in the number of white youth joining the SA Navy. High schools are the feeder of the MSDS programme and their early targeting at various schools is critical in this regard.

Interviews (qualitative) are equally critical to ensure the future retention of white people in the SA Navy. To be able to recruit competent white people but fail to retain them will not address the challenge of the declining numbers of white people. The possible reasons for the high attrition rate had to be explored or investigated as part of the study. The face to face interaction that was exploratory (focus group) also provided an opportunity for engagement and during this intervention, other salient gaps in the recruitment process and retention strategies became apparent.

The mixed approach, therefore, was critical and should assist in future development or improvement of the current human capital strategy of the SA Navy. The research questions and interviews with MSDS were derived from the secondary questions to ensure that the concerns on the declining numbers of white people are investigated and addressed. The following sub-heading discusses the research methodology in detail:



### **5.3.1 Data collection techniques and Research Instruments**

Due to the nature of the social phenomenon under study, both primary and secondary sources were used to collect data. In this study, the primary sources included, among others, personal in-depth interviews, focus group discussions, and a structured questionnaire.

#### **5.3.1.1 Structured questionnaire**

The first layer of collecting data was a structured questionnaire (Annexure 3). The researcher intended to distribute questionnaires and employ user-friendly technology like the Internet and other relevant social media networks to obtain inputs, however, this was not possible. Questionnaires were used as it allows for greater precision in reporting the results. It was considered reliable and cost-effective, less biased, and less intrusive than a face-to-face interview, as explained by Babbie (2004:38). The disadvantage is that there might be a low response rate since researchers traditionally use larger sample sizes, but in the case of this study, the response was satisfactory. The questionnaire is inflexible as it does not allow researchers to probe or ask for any clarification (Babbie, 2004:38). Even though these drawbacks are associated with the use of questionnaires, the response rate was relatively satisfactory. The inability to probe, or inflexibility, was complemented or mitigated by focus group interviews, which were more flexible and open-ended. In terms of the measuring instrument, specification means that an attempt must be made to state goals in terms that can be evaluated or quantified (Smith & Cronje, 1992:70).

As per the research procedure for administering a questionnaire, the participants were allowed to answer the questionnaire without help (self-administered). The researcher only clarified areas of concern. The participants were between the ages of 16 and 18. The questions were accompanied by corresponding multiple-choice items listing alternatives from which suitable responses could be made. Space was provided for respondents to state in an open-ended item, their knowledge about careers in the SA Navy. A method where respondents could choose by marking their answer with an "X" symbol in the applicable space, was the most appropriate. The researcher administered the questionnaires personally and collected them immediately upon completion.

There were 29 schools identified for the study. A total of 13 schools responded positively and were visited for the research purpose. A total of 2 000 questionnaires were issued to these 13 schools. However, only 11 schools returned completed questionnaires and the total number of 1 508 participants was therefore recorded. White participants were 720 constituting 47.74% of the population. The reason for the other 2 schools not to return questionnaires is unknown notwithstanding, every effort was made to collect them. However, the feedback obtained was

deemed considerable and substantive for this study. The figures were interpreted to establish learners' interest in pursuing careers available in the SA Navy. The quantitative approach was, therefore, a useful numerical data collection tool indicating trends. The questionnaire covered general knowledge of the SA Navy and its associated careers.

The questionnaire with the Grade 12 learners identified weaknesses on the part of the SA Navy to aggressively target white youth at high schools. The recruiting personnel were hardly seen at various high schools, especially where white youth are in attendance. Assuming that the declining figures of white people are a concern to the SA Navy, a targeted recruitment drive to schools to market various career opportunities to white youth should be undertaken. The response from the learners, unfortunately, indicates the negative.

#### **5.3.1.2 Structured interviews**

The second layer of data collection was that of a qualitative approach. Structured interviews (Annexure 3) were administered with MSDS members who enlisted in the SA Navy from 2015 to 2020. The interviews complemented the quantitative approach undertaken with the high school learners in the form of a questionnaire survey. The interview intended to and was able to uncover trends and opinions of white youth about careers in the SA Navy. This approach delved deeper into the actual problem on issues of representativity, transformation and career opportunities in the SA Navy. Questions on the retention of white people formed part of the interview. This was critical since recruitment is an initial intervention, retention as an ultimate goal would ensure a long-term and sustainable level of representation of the workforce in the SA Navy.

The MSDS members were able to advise and engage on various human capital approaches and strategies of the SA Navy. As the majority completed their high school just over a year to five years, they were able to complement the responses obtained from the questionnaire survey administered to the high school learners in particular, on the questions associated with the marketing of available career opportunities to white youth. It was evident from the MSDS members that an aggressive and targeted approach to recruiting at various high schools has not been happening, even during their time as students. The MSDS members were able to share their experiences since joining the SA Navy on a variety of other key human capital strategies i.e., education, training, promotions, morale and retention. The interviews were critical as one could establish retention challenges of white people on the part of the SA Navy. The transformation process has been identified as a factor leading to the resignations of white people in the SA Navy. The mixed approach, therefore, succeeded to establish the salient issues for consideration to ensure effective, sound recruitment and retention strategies of white youth in the SA Navy.

### **5.3.1.3 Focus group discussions**

The third layer of data collection was the focus group discussions. Qualitative interviews included a discussion between the interviewer and a group of participants. Typically, focus group discussions could be structured, semi-structured, or unstructured. For this study, a semi-structured focus group discussion was used to allow the researcher to probe for further clarification and to obtain a collective view. The drawback of a focus group discussion is that it requires a facilitator who possesses expert people management skills as one or two participants may tend to dominate the discussion, and the researcher possesses this skill. This shortcoming often poses challenges for novice qualitative researchers. To mitigate this drawback, the researcher relied heavily on his expert knowledge of how to facilitate a focus group.

The 13 schools that were invited formed part of the focus group data collection method. Although 1508 participants returned completed questionnaires, additional 492 participants also formed part of the discussions. The total amount that formed part of the group discussion was, therefore, 2000 from the 13 schools. No specific interviews were conducted with individual learners during these sessions as the presentations happened at the assembly area where learners start the day, and 30 to 40 minutes were set aside for this session. The assembly area was, therefore, conducive, and convenient to handling the larger group. The learners were all comfortable participating in a discussion and included grades 10–12.

As will be discussed in Chapter 6 of the study, 2 schools did not provide feedback and a total of 11 schools are included in 1508. However further 3 additional schools were eliminated as the arrangements were not permissible to conduct the presentations before they completed their questionnaires. The reason for the elimination was to avoid a situation where they would have been influenced beforehand. The presentation covered many aspects that were included in the questionnaire hence this approach. The focus group discussion also covered other race groups as it would have been unethical to address only a specific race group and ignore others. This layer of data collection was merely to allow the high school learners to engage the research on the role and function of the SA Navy as well as available career opportunities. It was evident during the time the researcher spend with the learners that their understanding of the military and the SA Navy, in particular, is minimal. The focus group discussion revealed that the majority of the youth have no interest in the military, the figures of white youth joining the SA Navy bear testimony to this observation.

### **5.3.2 Data-analysis techniques**

Qualitative analysis is by and large a set of activities that come after the data is collected. In contrast to the quantitative, the qualitative method applies from the very start and continues

throughout data collection (Gubrium & Holstein, 2001:673). The primary purpose of many social science studies is to describe situations and events. The researcher observes and then describes what he has observed. Many qualitative studies aim primarily at description. An anthropologist, for example, may try to detail the culture of some preliterate society and go further to examine why the observed patterns exist (Babbie, 2013:91).

To make sound inferences, analogies and informed extrapolations, the primary and secondary data collected need to be analysed with great care, thoroughness, and scientific rigour. Two data-analysis methods (qualitative and quantitative) were, therefore, used to analyse the empirical data collected from the field. These methods were found useful and appropriate for this study. The analysis of the questionnaires from the Grade 10–12 learners informed the researcher regarding the reasons for the decline of white youth joining the SA Navy. The questionnaire intended to establish the level of knowledge of white youth about career opportunities in the SA Navy. The SA Navy members who are appointed in the MSDS from 2015 to 2020, were targeted to participate in a structured interview to complement the questionnaire completed at high schools. Concepts of human capital, as well as transformation imperatives (AA and EE) of the SA Navy, were covered in both questionnaires (learners) and interviews (MSDS) to determine their compliment about information provided by two independent groups of participants regarding possible declining figures of white youth. The researcher was, therefore, able to make an objective, informed and rational assessment of the data presented.

#### **5.3.2.1 Content analysis method**

Conventional techniques for analysing qualitative data include content analysis and thematic analysis. In this study (Wilkinson 2004:178), a content analysis method was used to analyse the qualitative data obtained from primary and secondary sources. Content analysis is defined by Bless *et al.* (2014:352) as a research methodology that is used to analyse the meaning of communications. It is essentially concerned with finding core themes that speakers refer to, and the information or message that they want to pass on to their audience. The researcher carefully used the method to analyse data.

Wilkinson (2004:178) reasons that once the recorded qualitative data have been transcribed, the data should then be analysed using either content or thematic analysis. The researcher assessed what was said in each text from the fieldwork and thoroughly checked how often something appeared or how often it was said (patterns). The questionnaires were read in search of critical terms, key events, or themes (Neuman 1997:422). The data that was relevant to the research questions, research problem, and literature review was carefully selected.

### **5.3.2.2 Coding and analysis**

Neuman (1997:422) explains that qualitative data must go through three stages (open coding, axial coding, and selective coding). According to Neuman (2014:481), open coding takes place when the researcher locates themes and assigns initial codes or labels in a first attempt to condense a mass of data into categories. The second stage is axial coding, and this is where the researcher meticulously and sensitively reviews and examines initial codes to ensure consistency and eliminate ambiguity or errors (Neuman 2014:484). This is the stage where a researcher is at liberty to scan specific themes in more detail and to scan others superficially or in less detail. The third stage is selective coding (Neuman, 2014:484), and this is where the researcher makes comparisons (identifies similarities and differences) and contrasts using themes.

### **5.3.3 Sampling**

The undermentioned statistical data analyses were identified as critical and useful for the study and, therefore, complement the techniques discussed above.

#### **5.3.3.1 Population**

The first consideration in deriving a sample is a specification of the unit analysis, i.e., an individual, object, institution, or group of individuals that bear relevance to the researcher's study. The population is, therefore, defined as that abstract universe to which the researcher assumes the findings will apply (Rea & Parker, 1992:141). Predominately white schools from the Gauteng province were targeted to establish their interest in careers in the SA Navy. According to the 2020 Mid-term community survey, Gauteng registered the highest population representation of approximately 15,5 million, with KwaZulu-Natal being the second highest with a population of approximately 11,5 million. Of the nine provinces, Gauteng stands at approximately 26% of the total population of the Republic.

Gauteng is not only just the biggest province in terms of population distribution but is also documented as having more high schools than any province in South Africa. The statistics from the Republic of South Africa Department of Basic Education confirmed that there are approximately 6 000 high schools in the Republic. Gauteng alone has 2 606 high schools among the 83 cities countrywide (South Africa Gauteng Department of Education, 2020). This implies that approximately 43% of national high schools are from this province. Gauteng province was also chosen because of its proximity to the researcher. It was, therefore, easier to administer the questionnaire survey and the costs associated with the research were affordable to the researcher. Gauteng is also a province with a good mix in terms of race groups and has the highest population compared to other provinces. Saturation could be reached with the sample

from Gauteng. Participation from other provinces would not change the findings. Data from Gauteng is considered adequate to develop a robust and valid understanding of the study phenomenon.

### **5.3.3.2 Sampling method**

Sampling is one way of obtaining information about the thinking of the majority to make an informed assessment, the key concept thereof is representativeness. The sample from which researchers generalise represents the population (Mouton, 2006:136). Purposeful sampling, also termed judgemental sampling, as one of the most common strategies, was followed in this research. While a researcher has no direct judgement or control of the sample under systematic sampling, the purposive sampling technique is based on the judgement of the researcher regarding the characteristics of the population (Bless *et al.*, 2014:172). In this case, only grade 10–12 learners were included because they satisfied the need of the study. This is deemed to be a successful tool when review and analysis are applied in conjunction with data collection.

The study was conducted at various high schools in the City of Tshwane located within Gauteng province where white pupils between Grades 10 and 12 would form the sampling. These learners are targeted as they comply with the minimum age requirements (18–22 years) for enlistment in the SA Navy. Approximately 30% of the previously named white schools were targeted for this purpose. There are approximately 415 schools within the City of Tshwane metropolis, amongst which approximately 112 are high schools (South Africa Gauteng Department of Education, 2020). Approximately 29 public high schools from the number mentioned above were accommodating only white youth during the previous educational dispensation and excluded other race groups. The remainder of approximately 71 are township high schools (public), and 12 are private high schools (South Africa Gauteng Department of Education, 2020). The researcher intended to cover as many previous known white high schools from the area as possible.

### **5.3.3.3 Sampling techniques**

In any form of research where a population is involved, not all potential participants are included in the study – only the sample that meets certain methodological requirements are selected from the entire population. Teddlie and Yu (2007:87) point out that sampling decisions in research are informed by available resources (time and money). This study employed probability and non-probability sampling methods to select participants. In doing so, the researcher sought to achieve a representativity – saturation trade-off (Teddlie & Yu, 2007:86-87). Quantitative research requires that the sample must represent the entire population from which it was derived. On the other hand, qualitative research requires that for the results to be flawless and beyond reproach, researchers ought to reach a point of saturation in their data collection.

Probability sampling explicates that the elements of a selected sample should accurately resemble the parameters of the population from which they were selected. Non-probability sampling is defined as any kind of sampling where the selection of elements is not determined by the statistical principle of randomness (Terreblanche, Durrheim & Painter, 2006:134-139).

Schools within the City of Tshwane are non-racial, it was not possible to administer questionnaires to only white youth for fear of possible discomfort on the part of the learners. A total of 29 schools were identified within the City of Tshwane. The City of Tshwane has a reasonable number of township schools. These schools were excluded for the purpose of the research as township schools are predominantly black. The reason for such exclusion is that the targeted audience (white youth) is predominantly attending schools in the city or urban areas. The questionnaires were administered to all those who volunteered irrespective of race, however, the analysis only concentrated on white youth.

#### **5.4 TRUSTWORTHINESS, VALIDITY, AND RELIABILITY**

Trustworthiness, reliability, and validity are central issues in all measurements. Trustworthiness, reliability, and validity are salient constructs in social theory and are often ambiguous, diffuse and not directly observable. Perfect trustworthiness, reliability and validity are virtually impossible to achieve. Instead, they are ideals the researcher strives for.

##### **5.4.1 *Trustworthiness***

At the heart of any scientific research, researchers are required to select methods and approaches that will ensure the trustworthiness and credibility of the research data. Polit and Beck (2012:745) define trustworthiness as the degree of confidence used by qualitative researchers to ensure the reliability and credibility of the research data. For this purpose, the participants were interviewed in their natural settings using similar research instruments and ensuring that rapport was built so that the participants felt comfortable when participating. The information extracted from the participants was treated with the utmost respect, and it was not tampered with. The results were recorded honestly and truthfully.

##### **5.4.2 *Validity***

When referring to the term validity, we are referring to the general concept of which the credibility and accuracy of processes and outcomes are associated with the research study (Guest, MacQueen & Namey, 2012:84). The validity of a measuring instrument may be defined as the extent to which differences in scores reflect true differences amongst individuals on the characteristics that we seek to measure, rather than constant or random errors. The validity of qualitative research is regarded as credible and trustworthy. Credibility, therefore, refers to the

notion of believing that the findings are enhanced through confirming evaluations and conclusions of participants. Validity is the general concept in which the credibility and accuracy of processes and outcomes are associated with the research study. The validity of a measuring instrument may be defined as the extent to which differences in scores reflect true differences amongst individuals on the characteristics that we seek to measure, rather than constant or random errors (Guest, MacQueen & Namey, 2012:84).

In qualitative research, validity relates to the appropriateness of the tools, processes, and data (Leung, 2015:325). It explicates and ascertains the appropriateness of the methodological choices made in the study. Validity ordinarily considers the precision with which the findings accurately reflect data (Noble & Smith, 2015:34). The simultaneous use of questionnaires and focus groups, allowed the instruments to complement one another so that the weaknesses of one instrument were offset by another. In formulating the research instruments (interview schedules for both focus group discussions, and a structured questionnaire), the researcher ensured that the sets of questions included were derived from the primary research questions, the research problem, and the related literature and theoretical frameworks so that the empirical data could accurately be measured against the theory.

#### **5.4.3 Reliability**

Whereas reliability of a research instrument relates to the extent to which it yields the same results on repeated trials, reliability is understood differently in qualitative and quantitative research. In quantitative research, reliability relates to the exact replicability of the processes and the results (Leung, 2015:325). Whereas in qualitative research, reliability is typically concerned with consistency, dependability, stability, and neutrality (Leung, 2015:325; Noble & Smith, 2015:34). Silverman (2014:325) identified five pertinent strategies that can be used to ensure the reliability of the processes and results in a research project, namely “refutational analysis, constant data comparison, comprehensive data use, inclusive of the deviant case and use of tables”. In contrast, Polit and Beck (2012:585) mentioned transferability, dependability, confirmability, and authenticity as the yardsticks to measure research findings. For this study, the quantitative data obtained and presented were meticulously compared with the existing literature with the aim of clarification, analogy, and extrapolations. Descriptive statistics and inferential analysis were conducted with a great deal of care, accuracy, consistency, and objectivity.

### **5.5 ETHICAL CONSIDERATIONS**

Throughout the fieldwork period, the researcher constantly complied with all the ethical requirements as prescribed by the Durban University of Technology’s Ethics Committee.



Permission to gather empirical data was sought and obtained from all the relevant gatekeepers in the Department of Basic Education (Annexure 2). The nature and purpose of the study were explained to the participants. The identity and the institutional association of the researcher were revealed to the participants. Participation in the study was entirely voluntary (Annexure 2), and participants were asked to provide written informed consent and those who declined to participate were not forced to do so. The researcher explained before the interviews that participants who felt uncomfortable and wanted to withdraw their participation because of unforeseen circumstances would be allowed to do so without any undue influence. Ethics is the branch of philosophy concerned with intent, means and the consequences of moral behaviour. It is the study of moral judgment, right and wrong conduct (Cameron & Stone, 1995:74). According to Gildenhuis (1991:42), ethics is a moral science, an exposition of what is good or bad and what is right or wrong.

The researcher intended to ensure that the participants voluntarily participate in the research. Interruption of study periods at various high schools in the Tshwane metropolis was not an option. The questionnaire was, therefore, completed after school hours or during the free time allocated through the school calendar. It was clear in the request letter to the school that no individual should be forced to participate. Learners were asked for voluntarily consent on the condition that they were over 18 years; those who were under-aged were requested to obtain consent from their parents or legal guardians. Regarding the MSDS members who have already enlisted in the SA Navy, the same applied in terms of consent – no one was forced to participate.

Generally speaking, respondents tend to be reluctant to provide interviewers with information on sensitive matters. In most instances, respondents were unwilling to participate because they regarded the investigation as an invasion of their privacy. One possible strategy to reduce the effect of such responses would be to emphasise anonymity (Mouton, 2006:157). The questionnaires did not indicate the name of the participant, and in this way, confidentiality and anonymity were maintained. The consent form was drafted in such a way that participants could be confident that the inputs provided would not be provided to a third party. The MSDS members were also treated the same to ensure anonymity and confidentiality. There was no exception to the rule regarding MSDS and they were, therefore, voluntarily availing themselves to participate.

## **5.6 DELIMITATION**

The study intended to identify possible recruitment gaps, challenges or tendencies pertaining induction of white people in the SA Navy. The study was conducted within the Department of Basic Education. Although South Africa has nine provinces, the study was conducted in the Gauteng Province and the City of Tshwane was targeted for the research. The province was

chosen for its proximity to the researcher, and there were enough schools to provide the researcher with ample information for the study. The study focused on white youth between the ages of 18 and 22 years since the entry requirements for career opportunities for uniformed members in the SA Navy are prescribed as such. The study was conducted at various public high schools of the previously white-dominated urban schools.

The previous township high schools in the area were excluded from the study as the majority of black learners attend township schools because of historical legacies. Researching the township high schools was not going to serve the intended objective and purpose of the study. However, despite the elimination of the township high schools, not all white high schools were covered due to time, space, and budget constraints. An attempt was, however, made to cover 30% (of the 29) non-racial high schools in the Tshwane metropolis. It was the researcher's view that the metropolis was the most suitable due to its proximity to the SA Navy recruitment office and the headquarters. Access to the schools in the metropolis was, therefore, convenient and very economical to the researcher.

In terms of the serving MSDS members, the intakes of 2015–2020 were targeted for interviews where structured questions were administered to all for consistency. The interviews were used to establish whether the targeted group had prior knowledge about the SA Navy and its career opportunities. The opinion of the group on the transformation process in the SA Navy was also the focus of the research. As the group is already part of the SA Navy, it was expected that their exposure should be able to provide a better understanding of their feeling about the concept of transformation. The group also assisted the researcher in terms of establishing whether they will remain in the SA Navy (for retention purposes).

## **5.7 CONCLUSION**

This chapter discussed various research methodologies and confirmed the approaches to be followed in the study. The mixed approach was ideal for the study. Throughout the research, all ethical considerations were taken into account and complied with. Participation of the Grade 10-12 learners as well as the MSDS members was voluntary. The qualitative and quantitative analyses of the research approach will be discussed comprehensively in the next chapter (Chapter 6). This chapter will provide an interpretation of the feedback obtained from the respondents, both the high school learners and the MSDS members. The results will, therefore, be analysed in line with the aim and objectives of the study.

## **CHAPTER 6:**

### **DATA COLLECTION AND INTERPRETATION**

#### **6.1 INTRODUCTION**

The previous chapter stated that a mixed approach to the research method would be followed. Qualitative, quantitative and exploratory approaches were undertaken in the research. This chapter, therefore, presents the results of the investigation and also the findings emanating from the research process. The review of the literature, and legislative frameworks governing transformation in the public service with specific reference to the DoD and the SA Navy, in particular, will be the focus of this chapter.

The results of the questionnaire survey with Grades 10 to 12 as well as responses from personal interviews conducted with the MSDS members serving in the SA Navy will be presented. These results will be used to establish the effectiveness of the human resource strategy of the SA Navy in attracting competent white youth. The results will be used to assist the SA Navy in identifying gaps in their recruitment and retention interventions pertaining to white people. It is expected that in appreciating the gaps, the SA Navy will be able to enhance its strategies to ensure that a sufficient number of white youth are inducted into all recruitment and appointment processes to ensure future representativity.

#### **6.2 RESULTS OBTAINED FROM THE LITERATURE REVIEW**

Two hundred and seventy-eight (218) books and articles were reviewed as part of the study of which forty-nine (49) were government publications in the form of the Constitution, Acts and white papers. These publications address transformation imperatives in the Republic as well as the conditions of service within the public service. According to Onvuegbuzie and Westbaun (2017), the literature review is useful as a data collection tool. In the study, human capital was defined as the accumulation of competencies, knowledge and skills to perform a specific task to produce economic value for the organisation (Groth & Hebb, 2002). Human capital is a key factor in organisational competitiveness and effectiveness. The Global Human Capital Index provides means of measuring the quantifiable elements of the world's talents potential. The index is about promoting the development of education that matches the needs of the future workforce (Schwab, 2002).

The literature review also analysed the concept of career pathing in the DoD and the SA Navy. It was clear in the study that the concepts of human capital and career management are interrelated, almost meaning the same thing. Both concepts see the workforce as an organisational asset that requires to be allocated sufficient resources for training and

development. It is only through such empowerment that an organisation will be able to be competitive, professional and effective.

### **6.3 LEGISLATIVE AND POLICY FRAMEWORK**

Various transformational imperatives relevant to the study were highlighted, the Constitution of the Republic as the overarching policy directs transformation in the public service. The White Paper on Human Resource Management in the Public Service (1997) and the White Paper on Transformation of the Public Service (1995) guide the conduct of the public service on matters of representativeness. In terms of the DoD, The White Paper on Defence (1996), as well as the Defence Review (1998) addresses transformation imperatives of the DoD. Guidelines were, therefore, provided on the quota system per race groups to be appointed in the department. As discussed in Chapter 4 of the study, the SA Navy is recruiting an average of seven percent of white youth annually. The policies of the department confirm percentages of whites at 24 percent, meaning non-compliance with the policies of the department.

### **6.4 TRANSFORMATION IN THE SA NAVY**

AA intends to improve the numerical representation of designated groups and equally so, sought to provide a supportive organisational culture for their retention (Jain & Hackett (1989). The 2007, 2011 and 2016 community survey estimates Africans at 80 percent and Whites are averaging 7 to 8 percent. These estimates are almost the same as the 2018 and 2020 Mid-terms population estimates. The demographic percentages reflected in the SA Navy Orders of 2001 and 2002 are becoming far-fetched and unrealistic taking into consideration the current demographic realities of the Republic. The 24 percent reflected in the SA Navy policies need to be revisited in line with the demographics of the Republic. The demographic representation per intake as depicted in Figure 4.9 is a reflection of the population in the Republic. However, the retention rate of white people in the SA Navy must be of concern as depicted in table 4.5 of the study.

### **6.5 RESULTS OBTAINED FROM THE QUESTIONNAIRE SURVEY**

Quantitative research is used to qualify the problem by generating numerical data that can be transformed into usable statistics. Quantitative studies emphasize measurement and the analysis of a causal relationship between variables, not processes (Creswell 2003: 125; Lincon & Denzin, 2013:17). To establish the interest or reasons for the declining figures of white youth joining the SA Navy, a questionnaire survey was administered as a critical tool. Gauteng province, with specific reference to the City of Tshwane, was identified to obtain relevant information and data for the research (Annexure 2). Gauteng, and in particular the City of Tshwane, was chosen because of its proximity to the researcher. The province is also the economic hub of the Republic and constitutes the highest composition of the citizens of the Republic as compared to other provinces. Gauteng also consists of all race groups, ethnicity,

languages and various cultural groups, therefore, it is a well-balanced province in terms of all race groups of the Republic.

The questionnaires distributed to the schools were structured with close-ended questions that required a selection from a Likert-scale of 1 to 5. As the intention was to obtain information from white youth, previously dominated white and non-racial schools were targeted for the research. Only Grade 10–12 learners participated as they are the primary recruiting source for appointments in the MSDS. The school respondents were between the ages of 16 and 18 years. It was the researcher's observation and assertion that many schools were reluctant to provide access to their students for research purposes, and this could frustrate future research. The reason for this is still unknown, as the researcher found it difficult to obtain authority from many schools to administer the questionnaires.

It is also the researcher's observation that the August and September months remain problematic for research purposes at schools due to the administration of preparatory examinations. Unfortunately, the timing of this research fell within this period creating a further challenge for the maximum participation of all identified schools. It is imperative to mention that the questionnaire was drafted in both English and Afrikaans. This change was made after a request was made from predominantly Afrikaans-speaking schools to have the questionnaire translated for their ease of understanding and comprehension.

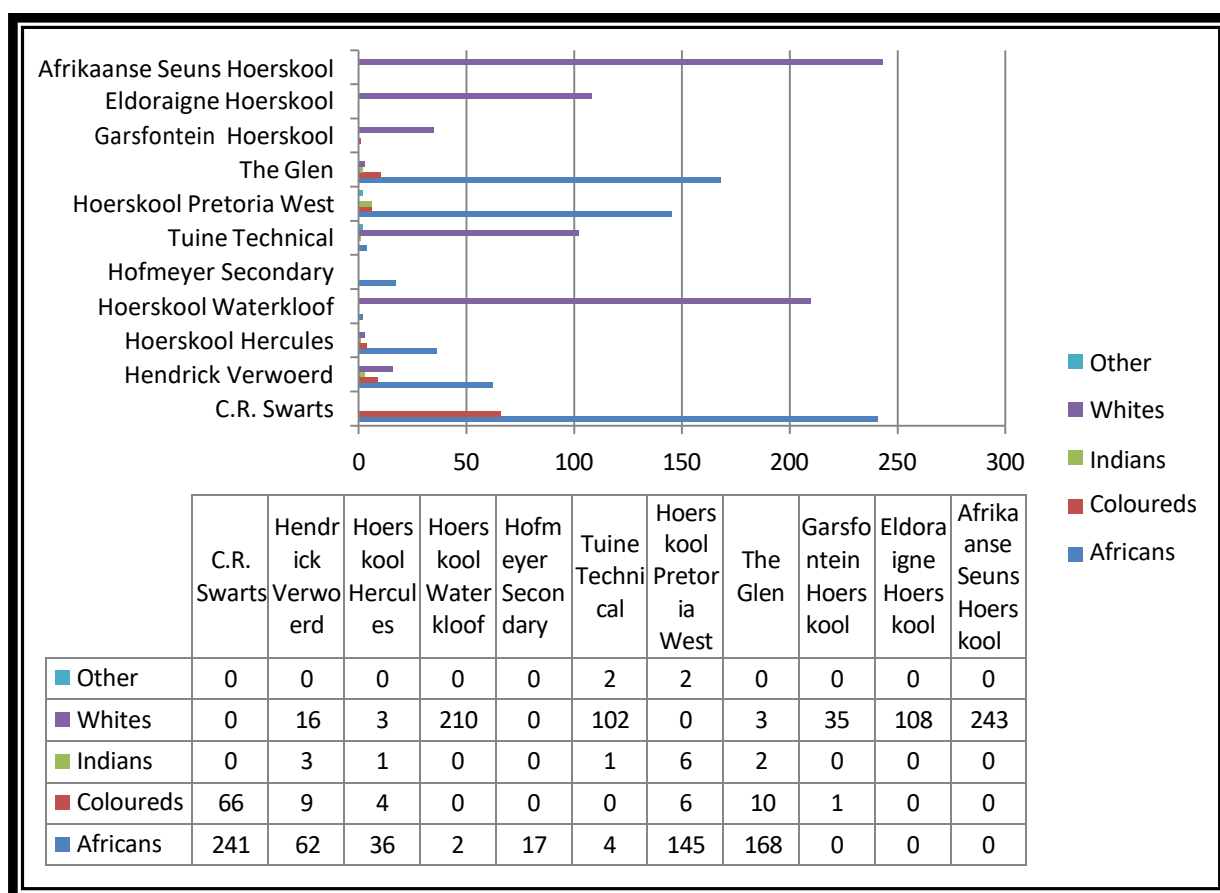
Initially, 29 schools were identified to participate in the research; notwithstanding only 13 responded positively, resulting in a response rate of 44.82%. All schools that responded positively were visited; however, only 8 of these schools returned completed questionnaires that were objectively assessed and analysed. The other 3 (although they submitted completed questionnaires) were eliminated as they were not going to assist the objective analyses of the data. These 3 schools because of the arrangements made and due to time constraints, received presentations about the SA Navy before completing their questionnaires. Unfortunately, 2 other schools did not return questionnaires implying a total of 5 schools that were discounted from the original 13 that participated. The positive response rate that assisted in data analyses and interpretation was, therefore, from the 8 high schools. This constituted 37,93% of those that were targeted. The response rate was, therefore, satisfactory from the researcher's perspective.

To ensure proper administration of the questionnaires, a coding system was used by making sure each form had a number. This ensured that all distributed survey questionnaires were accounted for statistical purposes. The following sub-headings provide the results of the questionnaire survey conducted with all participating high schools in the research. The questionnaire covered bibliographical information and three themes undertaken in the study, namely, human capital, transformation policies as well as a recruitment strategy.

### 6.5.1 Biographical information

The following biographical information is not central to the research; however, it played a critical role in conceptualising the findings and making further recommendations. Figure 6.1 below shows the number of high schools that participated in the City of Tshwane, the total number of respondents as well as race distribution. Here all schools that participated excluding the 2 already mentioned above that failed to submit their completed questionnaire have been accounted for as indicated below (Figure 6.1). The population distribution of the entire group was documented, despite the sampling. The sampling would, thereafter, only concentrate on white youth for further analyses in the study. Figure 6.1 below depicts the number of participants per school before the elimination of other race groups for the research.

**Figure 6.1: Participants per school (Total: 1 508)**

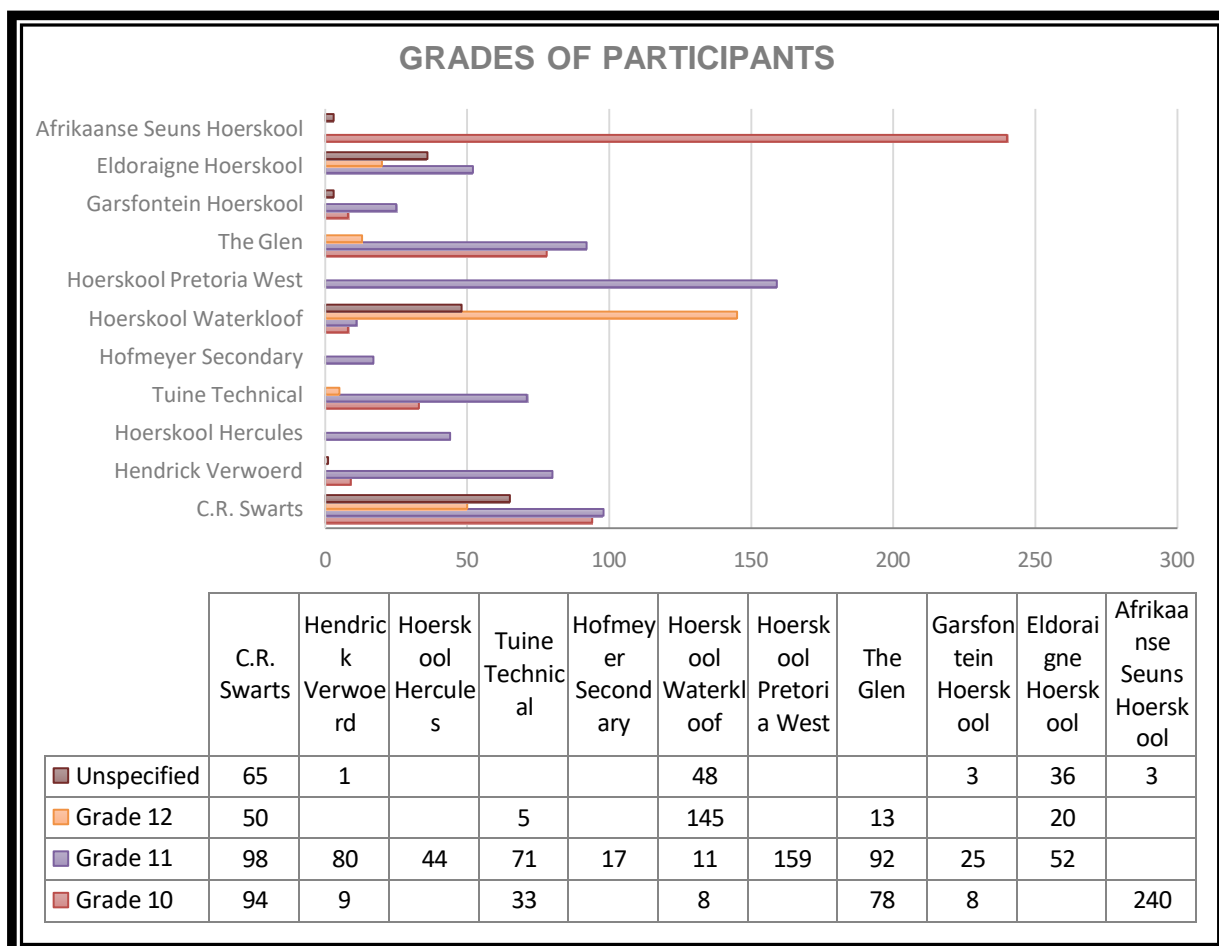


Source: Author's compilation from the database

Of the 1 508 respondents, 720 were whites. The research was about white youth and any elimination based on race in the initial research, questionnaires distribution and administration at schools could have been problematic to manage. However, further data analysis in the research will only concentrate on white youth, as this was the focus of the study. In terms of

demographic representation of participants in the initial research, white participants were 47.74%, Africans were 44.76%, coloured participants were 6.36%, and Asians were 0,86%. A total of 0.39% were unaccounted for. White participants were, therefore, in the majority, even though Africans are the dominant population group in Gauteng according to the 2020 Midterm Community Survey.

**Figure 6.2: Participants per grade (Total 1 508)**

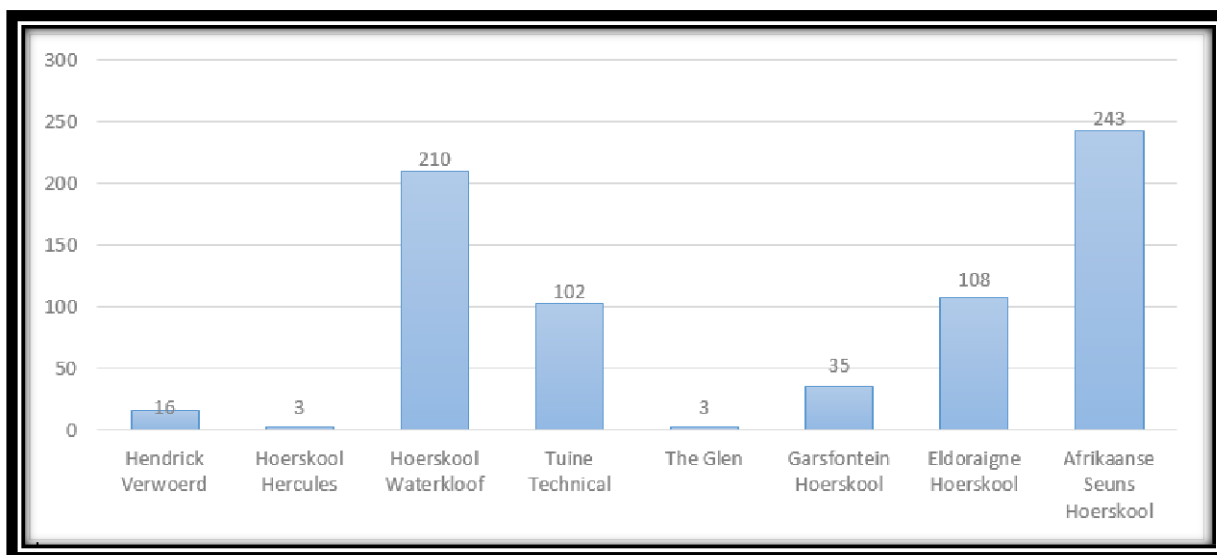


Source: Author's compilation from the database

The minimum entry requirement in the SA Navy is the successful completion of Grade 12. To sustain the annual recruitment of matriculates, it was advisable to target learners from Grade 10. It is for this reason that Grade 10 and 11 were included in the study. In terms of the educational levels of respondents as per section 1.2 of the questionnaire, it is confirmed that the three highest grades at schools were targeted and responded positively. The percentages per grade are shown in Figure 6.2 above and depict the grades of respondents according to their numbers in all 11 schools. Approximately 470 (31,16%) participants were Grade 10 learners, 649 (43.03%) were Grade 11, 233 (15,45%) were in grade 12, and 156 (10,34%) were unspecified. Grade 12 participants were fewer as compared to the other participating grades. The reasons could have been due to mounting pressure as they were preparing for the final

examination during the period of school visits as the questionnaires were administered over period 1 June 2019 to 30 September 2019. The research targets white youth; therefore, the following figures will concentrate on this population only. Figure 6.3 concentrates on the participation of white learners per school. A total of 720 white participants will now be the focus of the research.

**Figure 6.3: Participants per school (white: 720)**



*Source: Author's compilation from the database*

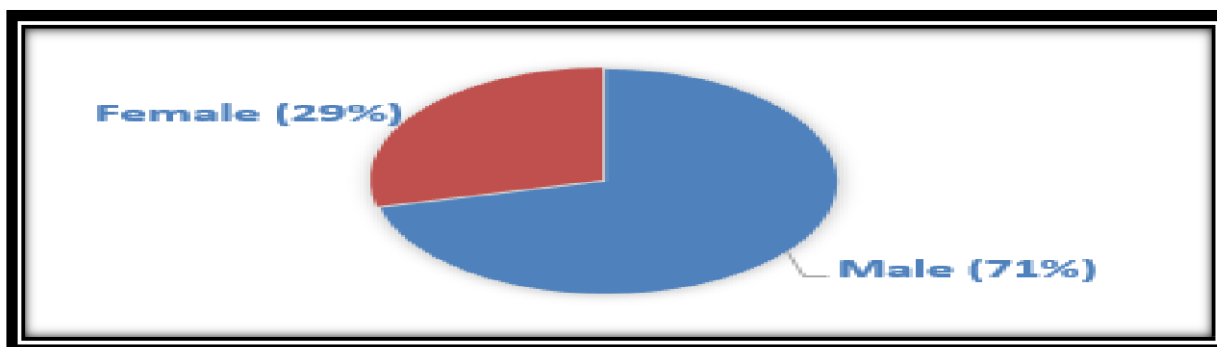
Hoërskool Waterkloof and Afrikaanse Hoër Seunskool constituted the biggest sample. In terms of percentages, the participation was 29.16% and 33.75% respectively of the total number of participants. It should be noted that 13 schools initially participated; however, only 11 returned completed questionnaires, as highlighted in Figure 6.1 and Figure 6.2 of this chapter. Reasons were not provided for the other 2 schools that failed to return their completed questionnaires for further analysis. Suffice it to mention that more than one attempt was made to collect the completed questionnaires for further analysis.

Three other schools were eliminated after returning their completed questionnaires to the researcher. The elimination was purely based on the fact that the researcher was requested to make a presentation before administering the questionnaire. As these schools obtained information about the SA Navy prior their responses could not have been sound as this could have distorted objective analyses of the research. It is, therefore, the reason that only 8 schools, as reflected in Figure 6.3 above (720 white respondents) were further analysed for the intended purpose of the study.



The pie chart (Figure 6.4) below depicts the gender distribution in terms of percentages within the schools visited. Approximately 513 males and 207 females participated in the research from all eight schools indicated above in Figure 6.3.

**Figure 6.4: Gender of white students: (TOTAL 720)**



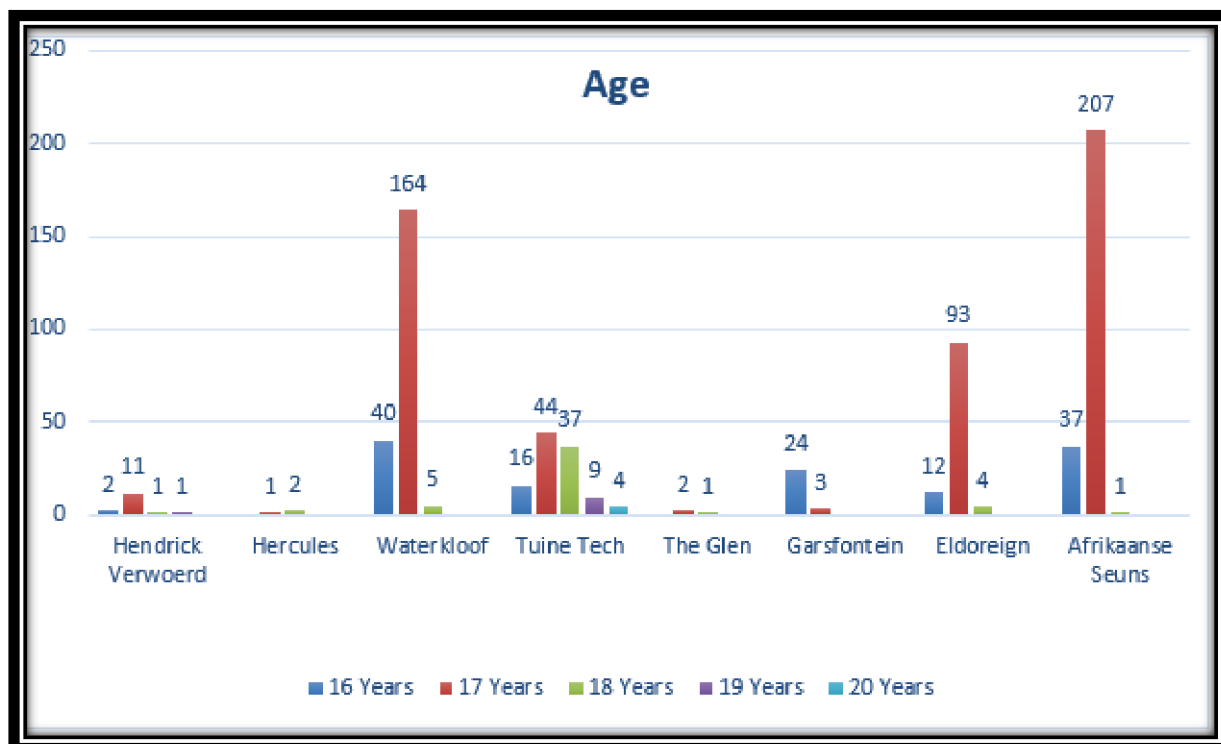
*Source: Author's compilation from the database*

**The above figures, however, does not impact the intended purpose of the research but are only included for statistical purpose. However, it needs to be mentioned that gender parity is the ultimate objective of the SA Navy as females' representation is critical in terms of parity in the workplace and the rest of the public service. In terms of age,**

Figure 6.5 below indicates the age group of participants being between the ages of 16 and 18. This age group addresses the current and future age requirements for entry into the SA Navy.

The majority of respondents (approximately 525) were, therefore, in the age group of 17 years. The second-largest age group of the respondents were 16 years. Age will always be a consideration for entry in the SA Navy as the intention is to rejuvenate and appoint agile youth who are interested in taking advantage of exciting career opportunities available in the organisation. The minimum age to join the SA Navy is 18 years, and the maximum age requirement is 22 years for those with only a matriculation certificate. Those with tertiary qualifications must be below the age of 26 years for consideration.

In terms of citizenship, all respondents who participated were South Africans. This is another critical entry requirement that cannot be ignored for consideration for future careers in the SA Navy. Dual citizenship is discouraged for entry in the SA Navy as this could impact on issuing of appropriate security clearance for service in the SA Navy. The security sector is sensitive on the issue of citizenship, and so are the SANDF and the SA Navy. Citizenship assures loyalty and patriotism to serve and protect your country. It is for this reason that one would be expected to renounce her/his other citizenship before joining.

**Figure 6.5: Distribution by age**

*Source: Author's compilation from the database*

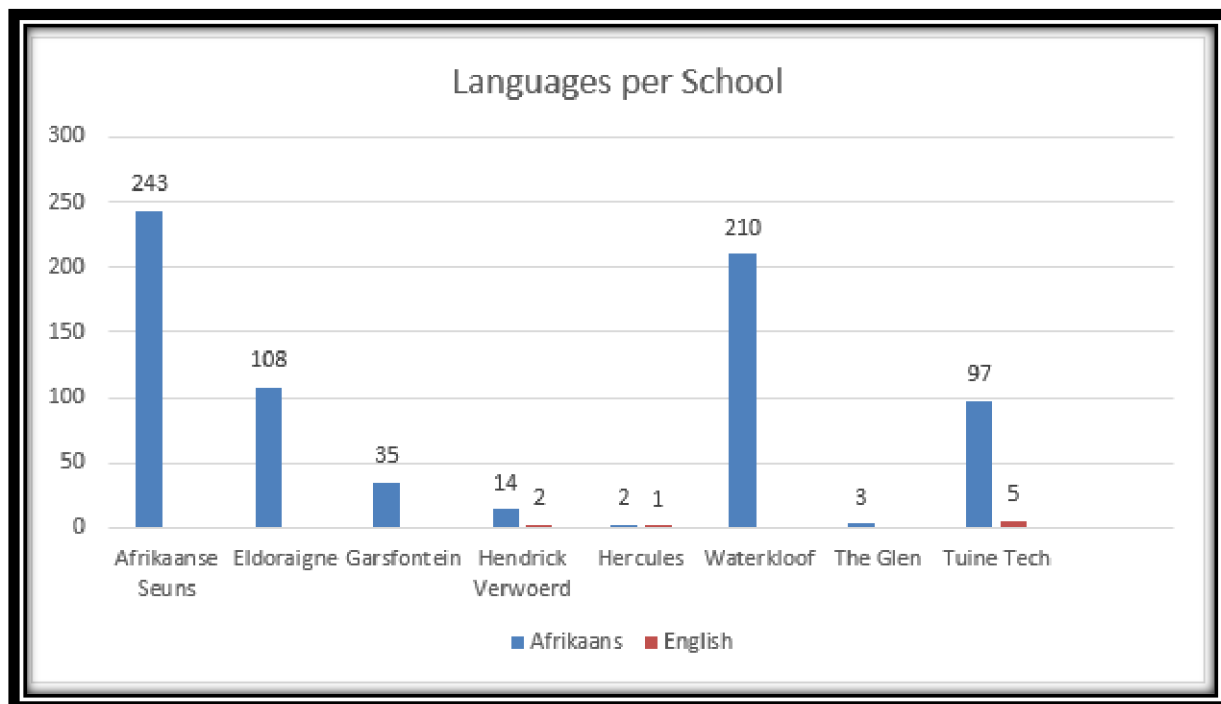
The questionnaire was structured under three themes. The intention was to obtain information on the knowledge of white youth regarding various concepts, their knowledge and understanding of the DoD and the SA Navy in particular. This was to be achieved through the respondents' understanding of the following secondary objectives derived from the questionnaire:

- To establish whether the school curriculums assist youth in making informed career choices post matric.
- To establish whether white youth are familiar with the department of defence.
- To determine whether white youth are interested in joining the SANDF.
- To establish whether the transformation process is a factor leading to the decline of white youth in the SA Navy.
- To determine whether white youth are aware of available career opportunities in the SA Navy.
- To establish whether the SA Navy is doing enough to attract suitable white youth to join the organisation.

The researcher did not expect the learners at high schools to have an understanding of transformation and representivity in the SA Navy (secondary objectives 4 and 5 as indicated in

Chapter 1). In terms of the rest of the objectives, it has been established that the curriculums at high schools have not succeeded in assisting learners to make firm career choices and decisions. The fact that learners do not understand the public service and the military impacts future career aspirations. The SA Navy has also not done enough to market itself to white youth. It is only through the aggressive recruitment and targeted approach that the current challenges of attracting competent white youth could be addressed.

**Figure 6.6: Language representation**



*Source: Author's compilation from the database*

English is the predominant spoken language in the SA Navy; however, all official languages spoken in the Republic are acceptable. In terms of home language, most respondents, as indicated in Figure 6.6, speaks Afrikaans which amounts to 712 (98,98%). Only eight out of the 720 are English-speaking, as indicated in Figure 6.6 below. However, it is the constitutional obligation of the SA Navy not to discriminate against anyone based on language even though English is the most spoken language. However, it will still be essential for those who are selected to improve their English ability to ensure effective communication in the organisation.

### **6.5.2 Theme 1: Human capital**

Theme 1 concentrated on the concept of human capital and its intended purpose, and establishing whether the learners are familiar with the concept. In terms of Table 6.1 below, it was established that the school's curriculum does not cover anything on human capital as a

concept. Career guidance and choice are key elements in the concepts of human capital. The majority of respondents (60%) confirmed that the concepts of career guidance and career choice are covered at school, see 6.1.1 of the table below. However, 49,86% of respondents had a fair understanding of the concept, as indicated in point 6.1.2 in Table 6.1. The respondents are future employees and will be part of the labour market in one way or another. The majority of the respondents (63,33%) have clear plans for their future, as indicated in point 6.1.3 of the table below. Approximately 298 (41,38%) of the respondents confirmed the DoD is part of the public service, see point 6.1.4 in the table below. This means that the majority of the respondents were not aware that the DoD is a government department. According to point 6.1.5 below, 73 (10.13%) of the respondents were willing to consider careers in the SANDF. There is, therefore, no great desire on the part of the respondents to follow a career in the military.

In terms of point 6.1.6 of Table 6.1, participants were required to answer an open-ended question by mentioning anything they know about the military. Approximately 61% did not know anything at all about the SANDF. Only 4% of the respondents mentioned the respective services of the SANDF (SA Army, SA Air Force, SA Navy and Military Health Services). Approximately 9% indicated that the SANDF exists to serve and defend the country, and 1% mentioned wearing a uniform. The remainder (25%) mentioned the following about the SANDF; its members earn a good salary, killing of people, do rescue operations, salute, and march wherever they go. It is, therefore, apparent that the respondents' understanding of the military is limited as there is uncertainty on their part about the role and responsibilities of the SANDF.

**Table 6.1: Human capital**

Questions		Strongly Agree.	Agree.	Uncertain.	Disagree.	Strongly Disagree.
6.1.1	The current High school curriculum covers career guidance and career counselling modules.	117	315	201	67	20
6.1.2	I am familiar with the concept of human capital or human resource management.	171	242	222	62	23
6.1.3	I am certain about career decisions to make post matric.	218	238	218	21	25
6.1.4	The department of defence is part of the public service (government department).	115	183	243	83	96
6.1.5	I intend to join or follow any career offered in the South African National Defence Force.	42	31	274	124	249
6.1.6	Mention anything you know about the South African National Defence Force.	26	67	442	5	180

Source: Author's compilation from the database

### 6.5.3 Theme 2: Transformation process

Theme 2 analysed respondents' understanding of transformation in the public sector and the military. The Republic is a transformed society, and everyone is expected to be conversant with these concepts, and the intended reasons and rationale thereof. It is, therefore, imperative that white youth are informed about transformation and comprehend the idea of a representative society at an earlier stage in their careers. Table 6.2, therefore, analysed the researcher's findings on this factor. In terms of point 6.2.1 below, 216 (30%) of the respondents confirmed their familiarity with the transformation initiatives of the government. Taking into consideration the number of policies that have been promulgated and discussions around transformation on many platforms of society, the figure is not satisfactory.

**Table 6.2: Transformation**

	Questions.	Strongly Agree.	Agree.	Uncertain.	Disagree.	Strongly Agree.
6.2.1	I am familiar with the transformation policies of the government of South Africa.	47	169	329	107	68
6.2.2	The South African Navy is part of the South African National Defence Force.	146	363	183	22	6
6.2.3	I am willing to join the South African Navy and serve my country.	47	68	159	166	280
6.2.4	Willingness to join the SA Navy, if no provide reasons	N/A	N/A	N/A	N/A	N/A
6.2.5	The South African National Defence Force recruits without discrimination.	86	201	285	57	91
6.2.6	Should the above be in the negative (2.2.5) kindly provide your opinion to motivate your answer.	None	None	None	None	None

*Source: Author's compilation from the database*

In terms of point 6.2.2 above, 509 (70,69%) of respondents understand that the SA Navy is part of the SANDF. This understanding, therefore, places the SA Navy in a much stronger position should there be a requirement to recruit from this group. However, very few of the respondents about 115 (15,97%) showed any interest in joining the SA Navy, as depicted in point 6.2.3 above. This implies that the SA Navy is not regarded as an employer of choice on the part of the respondents. Question 6.2.4 of the questionnaire was open-ended, and respondents were allowed to provide reasons as to why they do not intend to join the SA Navy. A total of 63,33% of the respondents already made up their minds in terms of what careers they would follow after

completing Grade 12. Their reason was that the SANDF is a warfighting structure, and they do not want to be combatant. Another reason advanced was that physical training, which they did not like. In terms of question 6.2.5 above, 287 (39.86%) of the respondents agreed that the SANDF is not discriminating when recruiting or appointing members. The process is, therefore, fair and transparent. However, 148 (20.55%) of the respondents disagreed with this notion. This group believed that discrimination is rife in the SANDF during recruitment and appointment processes. The fact that the majority of the respondents didn't attempt an answer to question 6.2.6 above, made further assumptions and deductions on the idea of discrimination problematic from the researcher's point of view.

6.5.4 Theme 3: Recruitment strategy Table 6.3 below indicates that 221 (30,69%) of the respondents agreed that information about the SA Navy is readily accessible. The majority (at 48,61%), however, is uncertain. However, 20,69% disagree with the statement. Those who were uncertain constitute a considerable percentage, and this is a concern on the part of the researcher.

**Table 6.3: Theme 3 on recruitment strategy**

Questions.		Strongly Agree.	Agree.	Uncertain.	Disagree.	Strongly Disagree.
6.3.1	Information about the South African Navy is easily accessible.	51	170	350	100	49
6.3.2.	I am aware of all available career opportunities offered by the SA Navy.	44	131	254	164	127
6.3.3	I had an opportunity to meet the recruitment team of the South African Navy.	20	58	129	163	350
6.3.4	I am prepared to choose the SA Navy as my potential employer.	46	63	220	146	245

Questions.		Television	Social Media	Newspaper	Family/Friends /Colleagues	Other	Incomplete forms
6.3.5	Which one of the following sources did you obtain information about the South African Navy and its associated careers?	54	129	12	138	322	65

Questions.		Serve and Defend	Uncertain	Other	Incomplete forms
6.3.6	What do you know about the South African Navy? State your answer in just a sentence or two.	154	243	185	138

Regarding question 6.3.2, 175 (24,30%) of the respondents mentioned and confirmed that they were aware of available career opportunities in the SA Navy. In terms of question 6.3.3, approximately 78 (10,83%) of the respondents indicated that they have been engaged in one way or another in the past, in particular by the recruiting team of the SA Navy, for possible recruitment and appointments. The majority of respondents, about 513 (71,25%) never had this opportunity. There was limited interest on the part of the respondents (15,13%) to join the SA Navy for a career, as indicated in question 6.3.4 of the table above. The majority of the respondents, about 54,30%, have no interest whatsoever in joining the SA Navy.

Question 6.3.5 required respondents to indicate their source of information about the SA Navy and its associated careers. It was apparent that social media received a relatively fair percentage in terms of the wish of respondents regarding information available about the SA Navy. A total of 129 (17,91%) of the respondents managed to read something about the SA Navy on social media in the past. Family, friends, and colleagues also played a pivotal role in disseminating information to the respondents about the SA Navy. Those who were uncertain were, however, in the majority, as they constituted 44,72% (322). It was, therefore, clear that no specific source has been utilised aggressively to provide information to white youth according to the research.

Question 6.3.6 in the table above was an open-ended question where respondents were required to mention something they know about the SA Navy. A total number of 154 (21,38%) of the respondents managed to state something about the SA Navy. The responses included the defence of the Republic. Also, 185 (25,69%) of the respondents mentioned that the SA Navy operates ships and submarines, are members working at sea, members who earn a lot of money, and wear white uniforms among others. Approximately 234 (33,75%) respondents were uncertain while 138 (19,16%) did not even attempt to respond. This implies that 52,91% of the respondents could not respond to question 6.3.6.

## 6.6 QUALITATIVE DATA ANALYSIS

The previous data analysed the knowledge and interests of the respondents about respective career opportunities in the SA Navy. The concepts of human capital and the transformation process in the Republic formed part of the research. The quantitative approach was, therefore, followed in the previous analyses as discussed in 6.5 above. The focus group discussion was more exploratory and, therefore, complemented the research obtained from the quantitative study undertaken. Qualitative data implies an emphasis on the qualities that are not experimentally emphasised or measured in terms of quality, intensity or frequency. Exploratory research is pursued through the use of focus groups or small guide groups (Babbie, 2013:90).

In this study, the researcher complimented the data obtained from respective high schools with presentations on the SA Navy. Due to the high attrition of white people in the SA Navy since the democratisation of the Republic in 1994, a qualitative approach was undertaken where MSDS members were interviewed regarding their perceptions of the SA Navy since joining the organisation. The MSDS members were enlisted in the SA Navy from 2015 to 2020 and are still serving. Interviews with the MSDS members were conducted during the period 30 April 2020 to 08 May 2020. This was during the lockdown period that was enforced to contain the spread of Coronavirus (COVID-19). Due to the lockdown, most of the MSDS members were available within units as they were not allowed to go outside the unit borders. As the majority of the training regimes in the SA Navy were continuing as normal, it was possible to conduct these interviews still complying with the regulations prescribed by the government. It should be noted that the entire defence force was placed on standby and no leave was afforded to SANDF members, the SA Navy included. It was therefore possible and convenient to arrange interviews within these institutions. The time slots were also arranged in such a way that compliance with the regulations of the Disaster Management Act (COVID 19) was adhered to. Compliance was, therefore, critical during interview sessions with all respondents.

All interviews were voluntary, and members were advised accordingly and have also completed the required consent form. The majority of the respondents (13 members) were recruited during 2019 and became part of the January 2020 intake. These members commenced with their basic military training at SAS SALDANHA and Naval College respectively. The group was critical for the qualitative observation as they were newly appointed and, therefore, complemented the survey questionnaires conducted during schools visits as already discussed in this chapter.

The remainder of the 10 members has been in the SA Navy for over 12 months. The group completed their basic training and were busy with their functional training to develop themselves for their respective occupational classes. Others were being utilised in their respective mustering



onboard ships and submarines as well as shore units. The structured interviews with the MSDS members complimented the qualitative data obtained from discussions with Grade 10 to 12 learners in the form of focus groups interactions.

The interviews covered transformation in the SA Navy and how the MSDS members perceived the SA Navy since joining. It was imperative to follow this approach as interviews could provide clarity on certain issues about human capital in the SA Navy. The purpose of these interviews was to determine when and how their interests were established before joining the SA Navy. The interviews were also intended to establish the possible retention rate of these members as they are already in the SA Navy. Their experience in the SA Navy assisted in terms of establishing the challenges and perceptions about careers in the SA Navy as well as advising the researcher on how to address the declining figures of white people in the organisation. The interviews with these members provided the researcher with a broader perspective on their understanding of certain critical issues they have observed since joining the SA Navy. The research aimed to establish the effectiveness of the human capital strategy during the recruitment, appointment and retention of white youth in the SA Navy. In achieving this, the primary objective that was investigated is to determine whether the SA Navy has a human capital strategy (recruitment, development and retention) that could attract competent white youth to be enlisted in the organisation. The secondary objectives that were accorded the most attention during the interviews were the following:

- To determine whether the youth are interested in joining the SA Navy.
- To establish whether the transformation process in the SA Navy is a factor leading to the decline of white youth in the SA Navy.

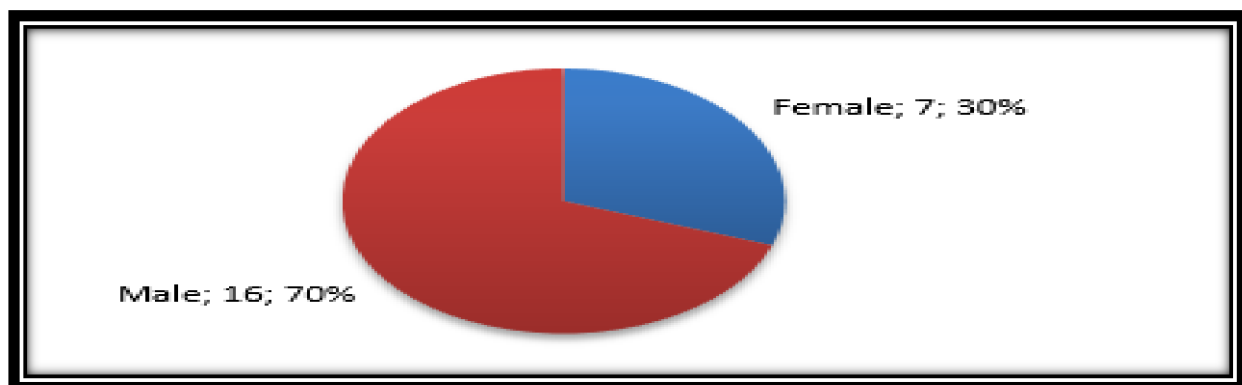
The interviews with the MSDS members succeeded in achieving the aim and intended purpose of the study as demonstrated in 6.7 below through their responses. It was clear from the interviews that white youth in the SA Navy feel marginalised and see transformation as favouring the blacks. The SA Navy is part of the public sector, and although the transformation process must be prioritised, this should not be the reason to exclude other race groups during appointments and promotions, in particular, the most competent. The human capital strategy of the SA Navy must address the concern of the white minority regarding marginalisation.

## **6.7 RESULTS OBTAINED FROM INTERVIEWS**

This section represents feedback obtained from structured interviews with the MSDS who are part of the SA Navy. The intention was to elicit an opinion from these members on the transformation process of the SA Navy as well as the retention strategy of white people already

serving the organisation. There were ten questions, however, some follow up questions had to be raised to obtain clarity on some of the responses received. The following figures provide data as obtained from the MSDS during their interviews; in terms of gender representivity, 30% of females participated in the interview. The gender parity in the SA Navy of 30% was, therefore, adhered to during the interview. Gender parity provided the researcher with a balanced view and perspective as part of the research. Figure 6.2: Participants per grade (Total 1 508) illustrates the percentages in terms of the gender representation of the respondents.

**Figure 6.7: Gender representation**



Source: Author's compilation from the database

**Question 1.** When did you join the SA Navy?

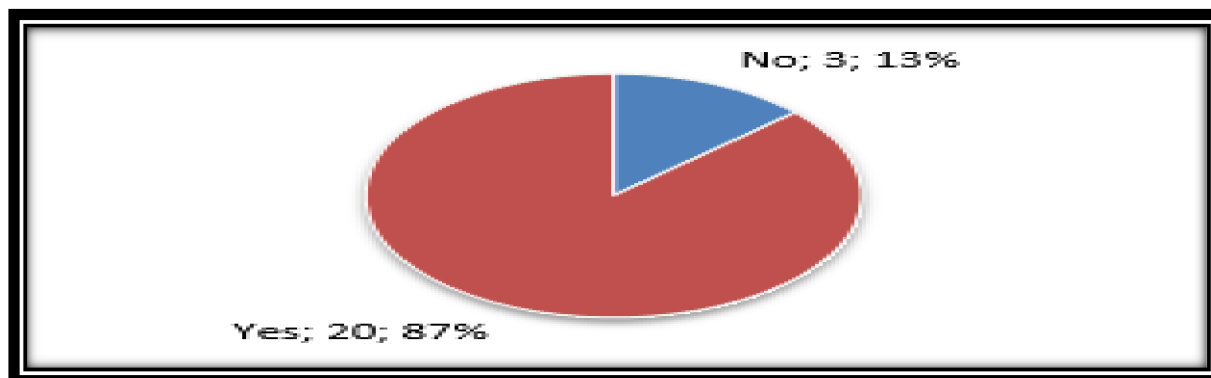
The majority of respondents (13 MSDS members) who participated in the interview joined the SA Navy in January 2020. This number constitutes 52,17% of the respondents. The remainder of the respondents has been in the SA Navy for two to five years.

**Question 2.** *Since joining the SA Navy, how did you find it to date? Is the experience what you expected before joining?* A total of 14 participants found the experience in the SA Navy challenging and fulfilling. This constituted 60.86% and they did confirm that their expectations before joining the SA Navy had been met. Physical training, discipline and hard work are what they enjoyed the most. To mix with other race groups has been challenging and exciting but they continue to learn about different cultures and are, able to make lasting friendships across all race groups. The respondents believe that through tough training, their character has been enhanced and they can handle any challenge in the SA Navy. The remainder is, therefore, not convinced that the SA Navy has to date addressed their expectations as they believe that training and discipline are not at the required level. Issues like the lack of uniform, outdated equipment, and unwillingness on the part of the SA Navy to allow them to follow their respective career choices were sighted as concerns.

**Question 3.** *Did you know anything about the SA Navy before joining?* A total of 13% of the respondents were not aware of the roles and responsibilities of the SA Navy before joining. The

majority (87%) did have some knowledge and understanding of the SA Navy. The families of the respondents assisted in providing the required information that made it possible for them to be part of the SA Navy. Families' members serving in the military also assisted. Figure 6.8 (below) depicts this in the form of a graph. It is clear from Figure 6.8 that aggressive marketing interventions did not take place at schools in the form of exhibitions or career talks. Those without families in the SA Navy are, therefore, disadvantaged in this regard.

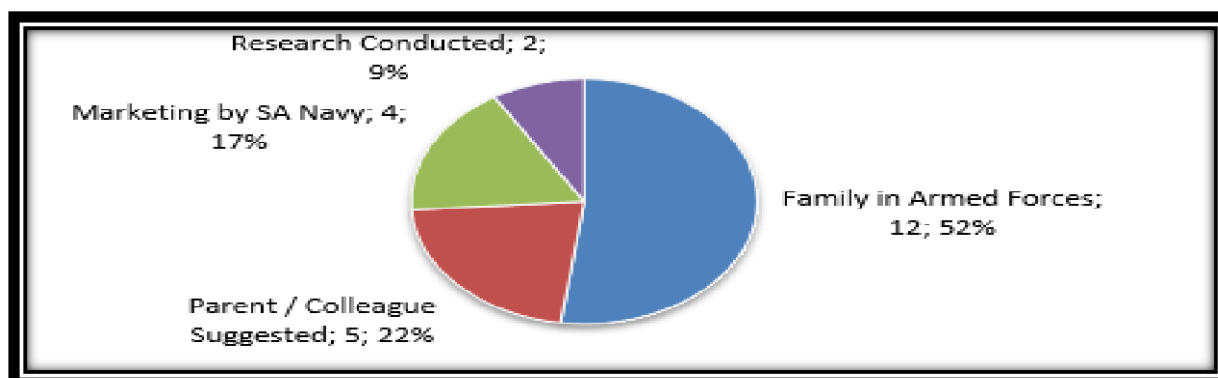
**Figure 6.8: Knowledge about the SA Navy**



Source: Author's compilation from the database

**Question 4.** *How did you learn about the SA Navy?* Figure 6.9 below confirms in terms of percentages the responses received in terms of how the respondents obtained information about the SA Navy. Approximately 74% of the respondents who have attested in the SA Navy were informed through sources outside the organisation and their research at 9%.

**Figure 6.9: Source of information about the SA Navy**

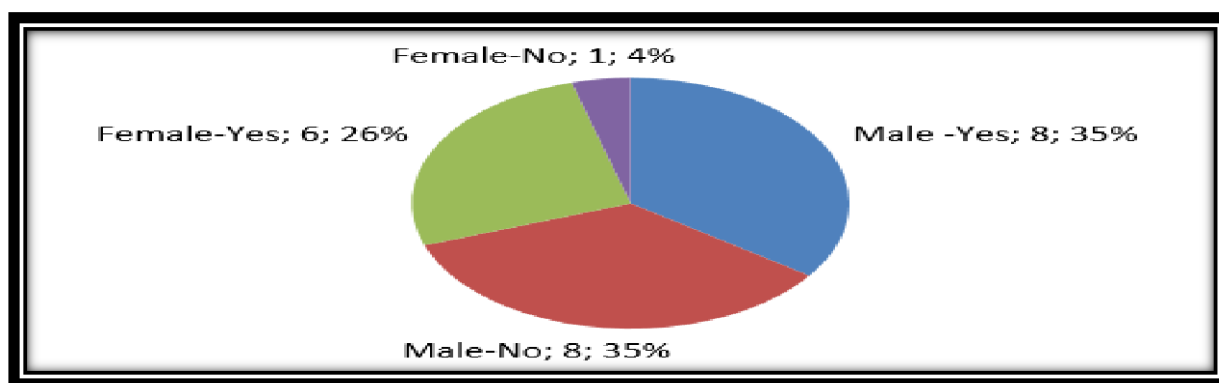


Source: Author's compilation from the database

**Question 5.** *Do you see yourself staying in the SA Navy until retirement?* From Figure 6.10 (below), females constituted a total of 26% of the respondents and have except one the desire for a long-term career in the SA Navy. There was, however, a 50/50 split among the male respondents on the same question. The reasons for those who want to leave had to do with

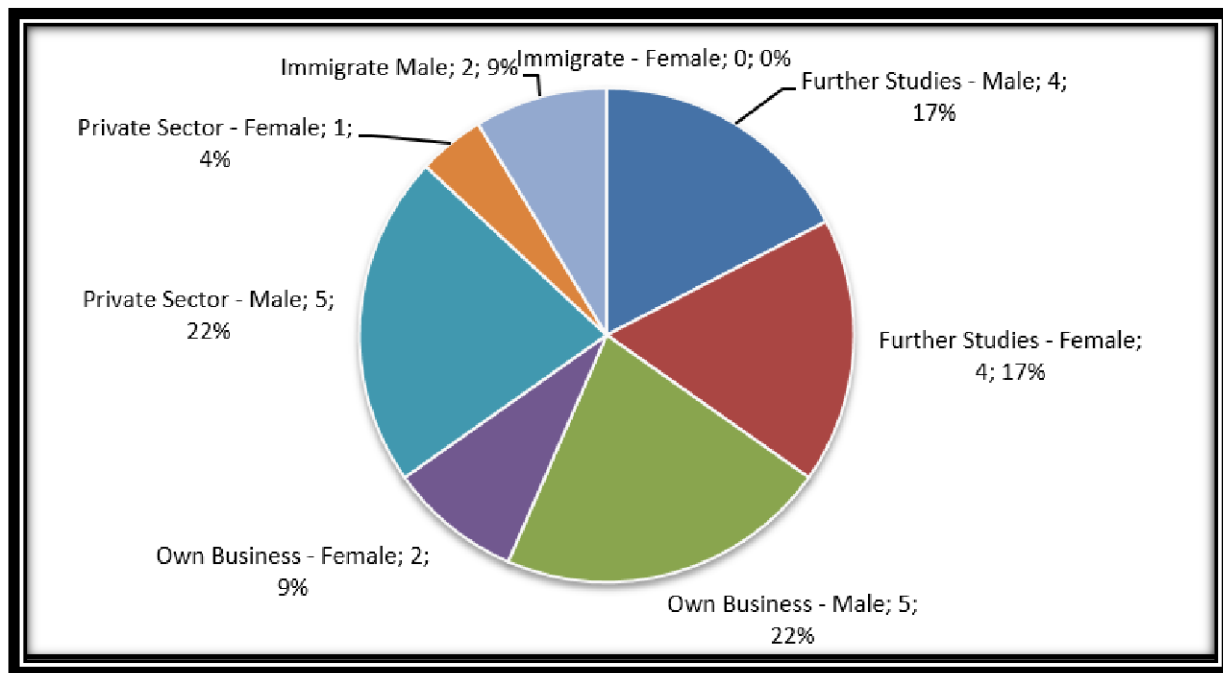
their desire to study further at private institutions. This according to them will better their chances of migrating to other countries or opening their businesses. It was also established through interviews that the transformation process in the SA Navy contributes to the declining figures of white people and leads to a high attrition rate. Despite their challenges and perceptions about the transformation interventions, interviews conducted with these members indicated a positive disposition as they are prepared to remain in the SA Navy and encourage other white youth to enlist.

**Figure 6.10: Career ambitions**



Source: Author's compilation from the database

**Question 6.** *If you do not want to stay longer in the SA Navy, what are your future career ambitions?* Figure 6.11 below highlights various career aspirations on the part of the respondents in the short to medium term. Female respondents want to stay in the country; however, their male counterparts seemed to have an interest in exploring opportunities abroad. The majority of males also want to go into business or work in the private sector.

**Figure 6.11: Future aspirations**

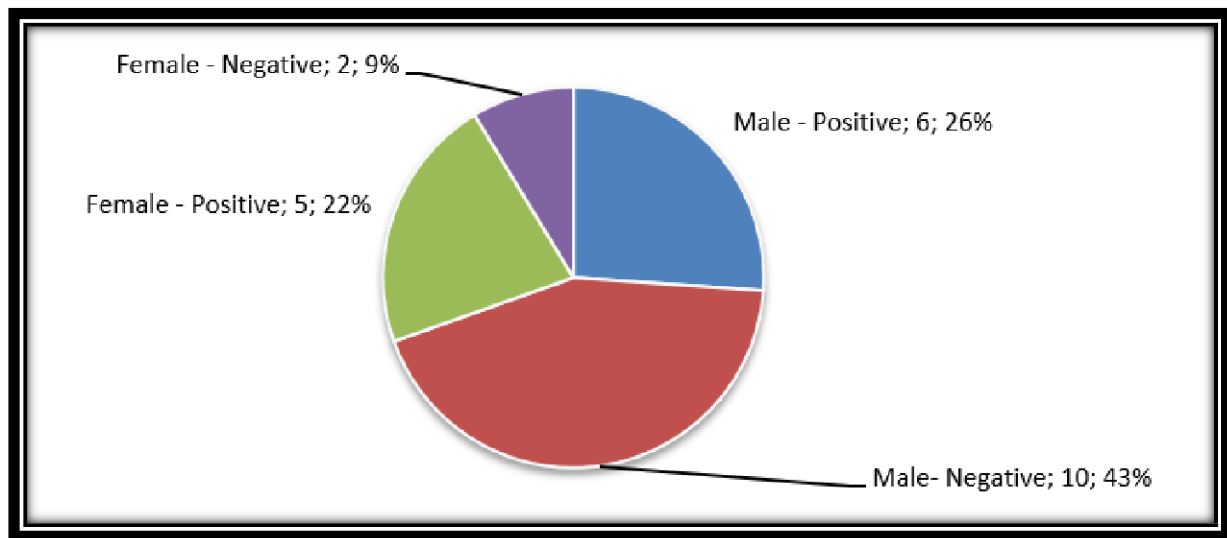
Source: Author's compilation from the database

**Question 7.** *You may have heard about transformation in the SA Navy, what is your opinion on the process?* It is interesting to observe that 90% of the respondents could not relate to the concepts of transformation. The researcher had to probe before they could respond to the question. The probing was done by explaining certain considerations, i.e., race representation, quota system and gender representation. It was only then that they could respond to the question. Figure 6.12 below indicates the number of respondents who supported (positive) or did not support (negative) transformation imperatives in the SA Navy.

#### **6.7.1 Perception of the concepts of transformation**

The majority of the respondents were pessimistic about transformation as they believe the process is discriminatory. They shared their frustration since joining the SA Navy and feel that they are treated unfairly. The majority of respondents indicated that Africans are the majority in the SA Navy, and this is discriminatory. The respondents also feel marginalised during all training interventions and are not considered for promotions. They believe there is no equality in the SA Navy.

Figure 6.12: Positive and negative perceptions in a graphical presentation, considering gender.

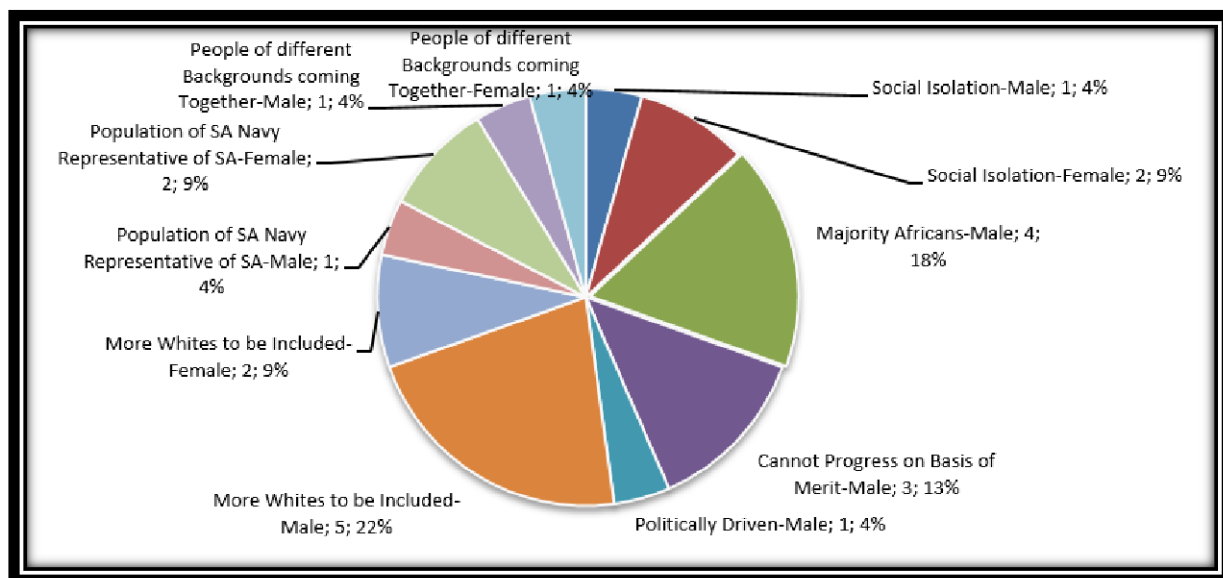
**Figure 6.12: Positive and negative perceptions**

*Source: Author's compilation from the database*

The respondents also indicated that transformation leads to white people leaving the SA Navy. The respondents also mentioned that there are prevailing rumours in the SA Navy that white people will not be promoted to senior ranks. The Performance Management Development System (incentives) was also mentioned as another tool to frustrate white people. It is their opinion and expression that promotion and incentives must be based on merit and not based on race. From the interviews conducted, it is clear that the respondents feel that the career management process in the SA Navy favours black people. According to them, progression seems relatively slow, and this will be the reason for their early departure from the SA Navy.

Figure 6.13: Understanding and interpretation of transformation explain the respondents' understanding of the process of transformation. The figure, therefore, provides their responses to the concept of transformation from an individual perspective or view. In addition, emanating from the interviews, the majority of respondents regard the process of transformation in the SA Navy as isolating and marginalising white people. It was clear that the majority of respondents seemed negatively affected based on transformation.



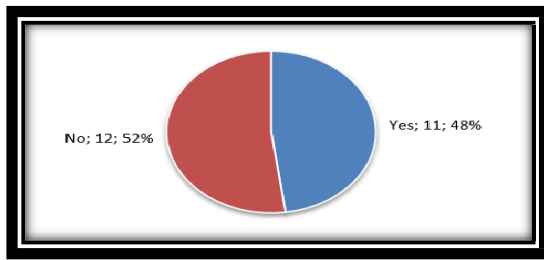
**Figure 6.13: Understanding and interpretation of transformation**

Source: Author's compilation from the database

**Question 8.** *With your experience since joining, are white people being marginalised?* Despite the above perceptions on transformation, the majority of respondents indicated that they have never been marginalised since joining the SA Navy, obviously contradicting themselves against question 7 above. Although career progressions and awarding of performance rewards were cited as an issue, they still see themselves as part of the navy family. However, at a personal and social level, the respondents feel isolated in most of the events taking place in the SA Navy. The respondents stated that there is no social support for them and they are, therefore, not accommodated to exercise their cultural practices. According to them, this practice creates conflicts in the initial interaction with other race groups.

Also on transformation, The MSDS members raised concerns about the Performance Management and Development System administered in the SA Navy. They stated that this tool is discriminatory as it only favours black people and is not based on merits. Contrary to this, the majority of the respondents confirmed in the interview that the recruitment process in the SA Navy is transparent and non-discriminatory because advertisements for careers are widely marketed to the broader society. The dominance of African languages during training isolates white youth. There is no feeling on their part that the SA Navy provides the social support they require during their training as a minority group. Figure 6.14: Marginalisation of white people indicates percentages in this regard graphically. The majority of the respondents (52%) stated that white people are not being marginalised in the SA Navy and that there is equality of opportunities in the SA Navy.

**Figure 6.14: Marginalisation of white people**

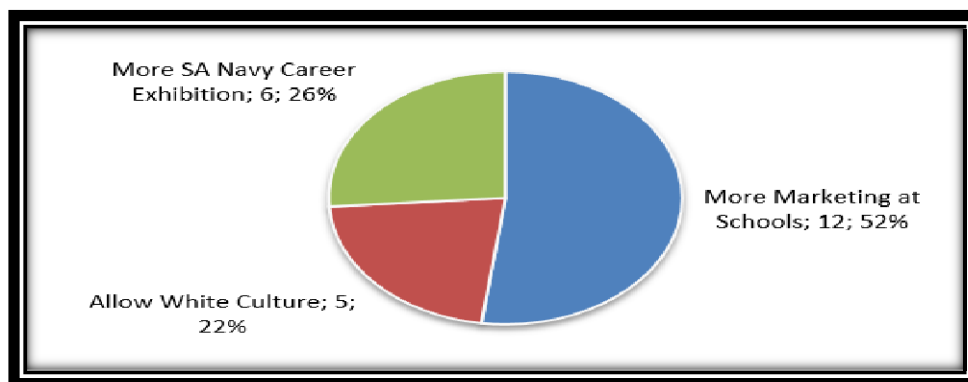


*Source: Author's compilation from the database*

**Question 9.** *If you are required to make an input, what would be your advice to recruit more white people to the SA Navy?* The majority of respondents suggested that initiatives be made on the part of the SA Navy to recruit from high schools and also from their respective communities. It was also proposed that the recruitment office of the SA Navy incorporates white people to assist in the marketing and recruitment interventions to avoid further decline in terms of representativity.

Figure 6.15: Response to Question 9 and depicts the proposals made on how the respondents intend to enhance the recruitment and appointment processes in ensuring that sufficient white people are targeted and appointed in the SA Navy. The respondents reaffirmed that even during their school years, the SA Navy was never visible. A suggestion was, therefore, made that social media should be used to recruit white youth rather than newspapers. Exhibitions, marketing at schools and encouraging white culture will assist in getting more white people into the SA Navy, and this will deliver the desired results. The respondents also acknowledged the fact that the economic situation in the country impacts the employability of white people, and that the SA Navy could provide this opportunity. However, some would not encourage white people to stay in the SA Navy for an extended period due to possible future stagnation. It seems the majority do understand and sympathise with white youth about the lack of careers in other sectors. Therefore, seeing the SA Navy as an alternative to reducing unemployment for white youth.

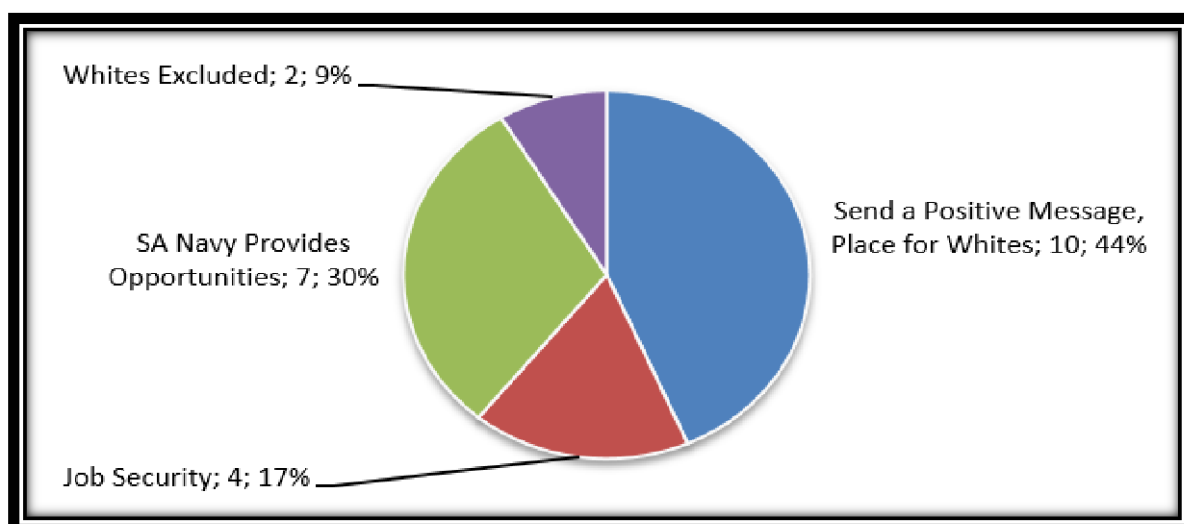
**Figure 6.15: Response to Question 9 on recruitment of whites**



*Source: Author's compilation from the database*

**Question 10.** *Would you advise white youth to join the SA Navy and why?* The following graph (Figure 6.16: Advise white youth to join SA Navy) provides reasons as to why respondents advise in favour of the enlistment of white youth in the SA Navy. It is clear, as depicted in the figure below, that the respondents rated the SA Navy positively by encouraging white youth to join the organisation. The majority of the respondents have indicated in the interviews that despite the challenges of transformation, discrimination and prevailing cultural shocks, the SA Navy will allow white youth to grow. The training and discipline in the SA Navy will develop white youth to confront future challenges in whatever career they choose to follow after the SA Navy.

**Figure 6.16: Advise white youth to join SA Navy**



*Source: Author's compilation from the database*

## 6.8 SUMMARY OF THE FINDINGS

The SA Navy must sustain an affordable human capital of all race groups in their correct numbers. The Constitution and the broader public service policies on transformation, affirmative

action and equal employment opportunities apply to the SA Navy. The Constitution has entrusted the SA Navy with the primary objective of ensuring the territorial integrity of the Republic, of which the protection of maritime borders and resources is the SA Navy is the ultimate end state.

**6.8.1 Quantitative survey with Grade high school learners.** The investigation provided comprehensive responses from white respondents on their knowledge and understanding of the SANDF. The research confirmed that white youth are uncertain about their career choices upon completion of Grade 12. There is also less interest on the part of white youth to join the SANDF. This could be attributed to their lack of understanding of the role and function of the military. The lack of aggressive human capital strategy on the part of the SA Navy to attract them to join has been visible during the quantitative research process.

The presentations during school visits created a platform for engagement, and this was fundamental and critical to the research output. The youth do not understand the military and the SA Navy. It was during group discussions that various opportunities available in the SA Navy were discussed. The researcher assumed that white youth are aware of available careers in the SA Navy. White people found the SA Navy more appealing before 1994 and were the majority in terms of representativity hence the assumption. The study has, therefore, proved otherwise as only 7% of the respondents confirmed their accessibility to information about the SA Navy. This means that their knowledge about the SA Navy is limited.

From the answers provided about transformation, it was clear that the majority of white youth have little understanding of the transformation process in the public service and the DoD. The transformation process undertaken in the DoD and the SA Navy is, therefore, not the reason for the lack of interest on the part of the youth in joining. It is, however, a concern from the researcher's point of view that the youth have a limited understanding of transformation. Transformation as a concept has been debated and documented extensively in the Republic on various platforms including printed media, radio and television.

**6.8.2 Interviews with MSDS members.** The MSDS programme is the means to identify suitable candidates of all race groups to staff available platforms, ships and units of the SA Navy. There is no other feeder system apart from the MSDS in terms of the uniformed component of the SA Navy outside the standard entry-level recruitment process. Since the democratisation of the Republic, and transformation in the DoD and the SA Navy, in particular, there has been a declining number of white people in the organisation. The study has confirmed in Chapter 4 that there has been a constant decline in the figures of white people joining the SA Navy through the MSDS programme. As already indicated, the three approaches or methods of

research were followed in the study, namely quantitative, exploratory, and qualitative. The interviews were conducted with the MSDS members and regular force members serving in the SA Navy over the period 30 April 2020 to 08 May 2020 within the training establishments and units in the Western Cape. These units were SAS SIMONSBURG (Simons Town), SAS SALDANHA (Saldanha Bay) and SA Naval College (Gordons Bay). These members were part of the various intakes between 2015 to 2020. The respondents have also confirmed the reduced intake of white people contrary to prescribed guidelines of the Defence Review (1998). Some proposals were made to address this challenge the main being, that social media as a recruiting source be used for advertising in order to attract white youth. Recruiting at various high schools to target white youth was also proposed including going to white communities.

It was also established through interviews that the transformation process in the SA Navy contributes to the declining figures of white people and leads to a high attrition rate. Despite their challenges and perceptions about the transformation interventions, interviews conducted with these members indicated a positive disposition as they are prepared to remain in the SA Navy and encourage other white youth to enlist. They believe that the training offered by the SA Navy will go a long way in building the character of white youth. The majority of the respondents who were interviewed had a challenging and exciting experience in the SA Navy since their attestation. The respondents enjoy discipline, hard work and training that is intensive in the SA Navy. They also confirmed that learning about different cultures and making lasting friendships is what builds their character.

Contrary to this, the majority of the respondents confirmed in the interview that the recruitment process in the SA Navy is transparent and non-discriminatory because advertisements of careers are widely marketed to the broader society. The dominance of African languages during training isolates white youth. There is no feeling on their part that the SA Navy provides the social support they require during their training as a minority group. The respondents are, therefore, not happy that their languages and cultures are not accommodated during training. The interviews, therefore, complemented the quantitative as well as the exploratory approach to the research that was conducted with the Grade 10 to 12 learners

## **6.9 CONCLUSION**

This chapter discussed the research process, and methodology and responded to the qualitative and quantitative analysis undertaken in the study. The results from the two methodologies were provided in this chapter. The questionnaire survey was administered to 2000 learners but only 1508 responded. A structured interview was administered to 23 participants who are serving members of the SA Navy. The interviews were conducted with individuals within the training establishment of the SA Navy. Both methods (mixed approach) of research were necessary for

the objectivity of the study. The researcher was able to make an informed analysis of the challenges facing the SA Navy in terms of the declining figures for whites. This will assist in advising on possible interventions in this regard. It was also visible in the analyses made in Chapter 4 of the research that the attrition rate of white people in the SA Navy is relatively higher than expected.

Based on the interpretation of data highlighted in this chapter, it is apparent that efforts should be made to target, recruit and appoint sufficient white youth in the SA Navy. Special recruitment drives must be pursued in all occupational categories within the SA Navy. The focus group interventions with Grad 10 to 12 depicted in this chapter have assisted in exposing white youth to available careers in the SA Navy. Equally, the researcher and the recruiting team have identified gaps in the recruitment process of the SA Navy. The next chapter is about the presentation of results, analysis and interpretations. This chapter will conclude the study and make recommendations based on the research emanating from both the qualitative and quantitative research approaches.

## **CHAPTER 7:**

### **PRESENTATION OF RESULTS, ANALYSIS AND INTERPRETATIONS**

#### **7.1 CONCLUSION**

In Chapter 1, the research, hypothesis, population and sampling were identified and discussed. The literature review on human capital as well as transformational concepts, i.e. AA and EE employment opportunities were discussed in Chapters 2 and 3, respectively. Chapter 4 provided an overview of the transformation in the DoD and the SA Navy in particular. Various intakes and overall percentages of personnel in the SA Navy were utilised for this purpose using information available on PERSOL (SMCS). The MSDS intakes were, therefore, utilised as a tool to determine the percentages in terms of racial groups that attested in the SA Navy from 2015 to 2020. The attrition rates of white people up to 2020 were also analysed in this chapter.

This chapter deals with the presentation of results, analyses and interpretation of the study. Chapter 4 of the research confirmed the declining figures of white youth in the SA Navy. It is in this chapter that it was highlighted that the SA Navy managed to appoint less than a percentage of white youth during the 2020 intake as depicted in Figure 4.8 from a pool of approximately 20 760 applications. Other intakes since 2015 also had less representation of white people, something that has been a concern on the part of the author. The junior rank groups are mostly affected, meaning a smaller number of white youth joins the SA Navy.

The continuous decline of white people had to be investigated to establish the reasons for the decline as this could be having future implications for the SA Navy thus, it is against this background that the study was conducted. There are pieces of legislation and policies governing representativity and transformation in the SA Navy, however, there are challenges in meeting these transformational requirements. Representativity and transformation are not matters of choice but are constitutional imperatives. The SA Navy, as part of the public service, must be broadly representative of the South African population.

The declining figures of white youth in the SA Navy could impact the national security of the Republic. Once the white youth lose faith in their country due to being marginalised for employment opportunities, their loyalty and patriotism to the Republic will diminish and this could threaten the national security of the country. Given the SA Navy's unique role in society, there are additional reasons that representativity could be of value within the defence establishment. In the military, the value of representativity is sometimes discussed as a facet of civil-military relations. Some explain this relationship as a trinity of civilian leadership, civil society, and



military members. Civilian leadership eventually decides how to resource and employ the military. These decision-makers are influenced by civilian society (their constituents). In an all-volunteer force like the South African National Defence Force, recruits are drawn from civil society. Some portion of civil society serves, has served, or is directly affected by those who serve. The strength of the relationship between civil society and those who serve has been tied to the willingness of a democratic populous to hold civilian leaders accountable for decisions to enter and engage in conflict and to expend national resources to sustain a military force.

On the other end, civilian leaders oversee the implementation of national security policies and hold military leaders to account. The primary concern many have is that a cadre of military leaders who lack meaningful connections with civil society could question the legitimacy of civilian authority in military matters. In light of such concern, promoters of a diverse force believe that such a force is in the best interest of society because “a broadly representative military force is more likely to uphold national values and to be loyal to the government and the country that raised it. Many countries in the world can be described as radically pluralist societies. Such societies comprise practically every conceivable kind of human plurality; their populations are extremely heterogeneous in terms of race, ethnicity, culture, language, sexual orientation, religion and conception of good or bad among others. Safeguarding such a society from potentially destructive conflicts that arise so easily in radically pluralist or diverse societies is a complex task (Lotter, 1993).

South African society can, at best, be described as a radically pluralist society; therefore, the potential for destructive conflict exists if the design of its social institutions does not ensure fairness to all its members (Nkomo & Cox, 1996). Issues of transformation and diversity in the Republic are dynamic and complicated as a result of historically legislated race separation, even after two decades of the demise of the apartheid regime. Under the former apartheid system, the society operated in an environment of protectionism propped up by government support. In 1994, apartheid ended with the adoption of the new Constitution, and the Republic redefined itself as a democratic, non-racial society. As a result, parliament passed the Employment Equity Act, which seems to have spurred a greater debate on the issue of transforming the country's business organisation towards true diversity.

## **7.2 SUMMARY OF THE PRECEDING CHAPTERS**

This study was undertaken with the sole purpose of establishing the reasons for the declining number of white youth in the SA Navy. This could only be achieved through establishing the effectiveness of the current human capital strategy of the SA Navy in attracting competent white youth in the organisation equally so, retaining them after their induction. Transformation in the

public service is a constitutional imperative. The SA Navy, being part of the public service, is expected to comply with the constitutional prescripts in terms of being a representative organisation. In establishing the aim, purpose, rationale and objectives of the study, this research report was divided into seven chapters.

*Chapter 1* discussed the research proposal, problem statement, research objectives and the rationale for the study. The chapter dealt with the researcher's observation about the declining figures of white people as prescribed in the Defence Review of 1998. The chapter also addressed the research process, methodology and the outline of the study amongst others.

*Chapter 2* concentrated on the literature review about the concepts of human capital and career management. Emphasis was placed on the DoD to establish how these concepts are undertaken in the department, in particular recruitment, training and development. The Defence Review (2015:X) affirms that the future operational success of the military is dependent on the quality, and calibre of the future soldier. The development of a responsible, value-driven and disciplined soldier is critical to such success. The future soldier would be a skilled, healthy, fit and highly disciplined military professional imbued with a high level of morale and a sense of duty.

*Chapter 3* of the research analysed the legislative imperatives as well as a historical overview of transformation in the country. The Republic has evolved from colonisation by the British, the apartheid period from 1961 and the advent of a democratic society in 1994. These periods depict the transition of the country over time. The number of white people declined drastically since the advent of democracy. Various policy documents were promulgated to deal with matters of a representative society in the public service and the DoD. The Constitution of 1996, obviously being the supreme law of the Republic.

*Chapter 4* discussed the transformation process in the SA Navy, whereby analyses were made on the declining figures of white people since 1994. The intakes of the SA Navy from 2015 to 2020 formed the basis of the analysis. It was evident in this chapter that the SA Navy has no problem attracting other race groups except white people as per the Defence Review (1998) guidelines. Notwithstanding this, the retention of white people is also a challenge. It is also imperative to mention that all positions in the SA Navy are widely advertised, and everyone can present himself/ herself for consideration despite his/her race or gender. Stats SA 2016 community survey provided insight into possible reasons for the declining figures in the SA Navy of white people. The demographic representation of the Republic was crucial and has been comprehensively analysed in this chapter.

Stats SA (2007, 2011, 2016, 2018 & 2020) in terms of the community survey confirmed the average of white people at approximately 8%. The emigration of white people to other countries seems to be a contributory factor to this problem. Immigration does impact the demographics of society as the majority of white people are leaving the country for better prospects abroad. In analysing the community survey conducted through Stats SA as mentioned above, it is clear that the quota system prescribed in the Defence Review (1998) of 24% in terms of white people can no longer be sustained. The percentages prescribed are, therefore, unrealistic based on the changing demographics of the Republic and must be revisited.

*Chapter 5* discussed the research methodology where confirmation was made on the approach to be followed as part of the research. A combination of the three research approaches was followed as part of the research, i.e. quantitative, qualitative and exploratory. The inter-relatedness or connection of the three approaches was highlighted in the study.

*Chapter 6* focused on data analyses, data collection and interpretation. To establish the effectiveness of the current human capital strategy of the SA Navy in attracting white youth, a combination of quantitative, qualitative and focus group discussions were used in the research. During quantitative research, permission was granted by the Gauteng Department of Education (Annexure 2) and the school principals to conduct the research. Questionnaire surveys were, therefore, administered at various high schools in the City of Tshwane. Previously known white high schools were targeted for the research where Grade 10 to 12 respondents participated and therefore were chosen for sampling purposes.

Approximately 2 000 questionnaires were issued to 13 schools, and about 1 508 respondents completed and returned questionnaires to the researcher. The number (1 508) included all race groups; however, white respondents who completed and returned questionnaires were 720. It is imperative at this stage to mention that not all 13 schools that participated handed back their completed questionnaires only 11 did complete the questionnaires survey. From the 11 schools, 3 schools were eliminated for further analysis, purely on the ground that these learners had prior information as they had an opportunity to receive presentations from the researcher before the completion of the questionnaire survey. The 720 white participants were, therefore, constituted from the eight schools that were confirmed in this chapter. During school visits, the researcher obtained the authority from the Gauteng Department of Education to conduct the research.

Interviews were also conducted with white MSDS members serving in the SA Navy. The number of respondents was 23 who are still serving as members of the SA Navy and were appointed during the period 2015 to 2020 (Annexure 3). Structured interviews were conducted over the period 30 April 2020 to 8 May 2020. The interviews, therefore, covered all three themes as

addressed in the initial questionnaire administered with the Grade 10 to 12. Emphasis was, however, on transformation in the SA Navy. Interviews were utilised as a qualitative approach to the research and assisted the researcher in identifying possible reasons leading to the attrition challenge of white people in the SA Navy. The research approaches were, therefore, used in an integrated manner to ensure that the study addresses all issues emanating from the research, aim, objectives and questions.

### **7.3 REFLECTION ON THE RESEARCH PROBLEM**

The Republic has several policies and legislative frameworks governing representativity in the public service and the SANDF. Despite these policies, the white representation in the SA Navy remains a challenge particular white youth. It is against this background that this study was necessary to address the widening gap between the SA Navy and the society it serves. The SA Navy must embody the demographics of the Republic. Section 7 of the Constitution affirms the democratic values of human dignity, equality, and freedom for all citizens. The Constitution requires the public service to be broadly representative of society. Representativity, therefore, is a constitutional requirement. If this is not addressed, it could be seen as racial segregation and in the long run, could pose a national security threat where a black-dominated SA Navy could not infiltrate white groups.

The process of international reintegration after the democratic elections of 1994 has placed the country in a better position it was before. Rapid organisational and cultural changes in all spheres of government are required to ensure economic growth and prosperity. These changes could be realised through the agency of the people. This, therefore, implies that the required human capital is appointed in the right places, with the right skills and with the right attitudes (Carrell *et al.*, 1998:4). The study assisted in establishing the ineffectiveness of human capital strategy in attracting competent white youth to join the SA Navy. Failure to address the current strategy implies that the status quo will continue, resulting in the SA Navy being perceived as negligent by ignoring the salient constitutional imperatives of the Republic, namely that of equal employment opportunities. The implication could encourage white youth to pursue careers in the foreign navies, with patriotism diminishing at the expense of the society.

### **7.4 RESEARCH AIM**

The study aimed at establishing the efficiency of the human capital strategy of the SA Navy in attracting competent white youth. The Defence Review of 1998 and the Defence Review of 2015 pronounced on representivity in the DoD. The DoD Human Resource Strategy of 2010 and the Overarching Human Resource Strategy of 2009 are clear and direct the human capital approach in the department. The SA Navy must align its policies and strategies with that of the DoD. It is

evident from the research, in particular Chapter 4, that intakes of white youth have been declining annually. A period of six years (2015 to 2020) was utilised to determine this challenge. The average intake of white people in the SA Navy over this period was 7–9%, and the expected percentage in terms of the South Africa Defence Review of 1998 is 24%. It should also be noted that the demographic representativity of white people has declined over time in the Republic. The population estimates discussed in chapter 4 bear testimony to this observation. It is therefore clear that the 24% representativity of white people is no longer realistic and should be revisited.

Chapter 4 discussed the transformation process undertaken in the SA Navy since democratisation. It was clear in this chapter that the integration process did not assist the SA Navy in getting more blacks into the organisation. Very few members from the TBVC states as well as Non-Statutory Forces opted to choose the SA Navy for a career. As the SA Navy was predominantly white before 1994, the status quo continued post democratisation. This state of affairs has recently changed and blacks are now dominating all ranks in the SA Navy. An aggressive recruitment strategy was implemented post 1994 and this yielded positive spin-offs to induct sufficient black people in the SA Navy. This strategy, unfortunately, led to the continuous decline of white people in the SA Navy to the extent that all intakes continue to fail in attracting sufficient white youth as per the transformation policies of the organisation in terms of the prescribed quota system. The demographic representation of various race groups play a critical role in determining figures per race group for enlistment in the SA Navy.

## **7.5 RESEARCH QUESTION**

The transformation process and ineffectiveness of the current human capital strategy based on the interviews with the MSDS members is the main reason for the declining figures of white youth in the SA Navy. The SA Navy is required to play a vital role in ensuring that peace prevails within the country's maritime space and that of the continent. For the SA Navy to successfully deploy its maritime resources externally, it must deploy human capital that reflects the demographic representation of the Republic. This would also ensure international and regional legitimacy and recognition on its part.

The main research question of the study is, “ *Does the SA Navy have an effective, sound and sustainable human capital strategy (recruitment, development and retention) to attract competent white youth in their correct numbers for enlistment?*”. To determine the effectiveness of the human resource strategy of the SA Navy in attracting competent white youth a mixed approach to the study was explored against the secondary research questions. In addition, the

study identified six secondary research objectives that were aligned with the research questions. The research questions are highlighted in table 7.1 below:

**Table 7.1: Findings on the research process**

Serial No	Research question	Findings: Survey Questionnaire	Finding: MSDS Interviews
1	Does the school curriculum assist youth in making informed career choices post matric	The study established through the majority of learners that participated in the survey questionnaire that the school curriculum does not cover anything on the concept of human capital. The majority of learners confirmed that career guidance and career choice as subjects are not taught at schools	During the interviews with the MSDS members, the majority of the participants who had prior knowledge about the SA Navy got this information from family members, not through the school programs
2	Are white youth familiar with the department of defence	The study established that the majority of learners do not know the SANDF and the Navy in particular.	Before joining the SA Navy, the MSDS members had limited exposure to the SA Navy. Those that had information obtained that from their immediate family members. It is clear from figure 6.8 that aggressive interventions did not take place at schools in the form of career exhibitions or career talks to attract competent white youth for entry into the SA Navy
3	Are white youth interested in	The study established that the majority of white youth are not aware that there is a department called the	Based on the study, MSDS members encourage white youth to join the SA Navy as depicted in Figure 6.16 above.

	joining the SANDF	SANDF that is mandated to serve and protect the country.	The participants' believe that the opportunity is available for white youth to be part of the SA Navy. Training provided in the SA Navy will develop white youth. However other MSDS does not encourage those that join to stay long due to possible future stagnation
4	Is the transformation process a factor leading to the decline of white youth in the SA Navy	The concept of transformation is not understood by the majority of white youth. Transformation is, therefore, not the reason for the lack of interest on the part of the majority of white youth in joining the SA Navy	The majority of these members although they are already enlisted in the SA Navy, know little about the concept of transformation. However, it is clear from the interviews that a sense of marginalization has been experienced on their part since joining the SA Navy. Discrimination based on their experiences during promotions and awarding of merit awards were sighted
5	Are white youth aware of available career opportunities in the SA Navy	The majority of white youth have little knowledge about available career opportunities offered by the SA Navy	Question 3, Figure 6.8 established that the MSDS had limited knowledge of the SA Navy before they enlisted in the organisation
6	Is the SA Navy doing enough to attract competent white youth to join the organisation	According to white youth, the recruiting team of the SA Navy has never visited their respective schools to market available career opportunities available in the organisation	The majority of the MSDS confirmed that aggressive recruitment interventions were never visible at respective high schools. They proposed that consideration be given to

			recruiting from white communities. See figure 6.15
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Both the quantitative and qualitative approaches managed to identify salient gaps in the recruitment strategy of the SA Navy. The same questions were explored during interviews with the MSDS members in order to integrate the quantitative and qualitative approaches to the research. The investigation established that the recruitment strategy in place does not assist in inducting a sufficient number of white youth for enlisting in the SA Navy. Aggressive interventions must be pursued. The transformation process undertaken in the SA Navy must also be implemented with the necessary caution to ensure that white youth who are recruited and appointed do not feel marginalised. Failure to take a cautious approach in this regard will lead to a high attrition rate of white people in the SA Navy. Effective, the efficient and sound human capital strategy includes all interventions in human resources management, i.e. recruitment, training and development, career management and retention. Without effective integration of all these processes, declining figures of white people will continue in the short, medium and long term. The mixed approach as appreciated and discussed, have assisted in identifying gaps in the current recruitment strategy especially, the induction and retention of white people in the SA Navy.

It should be taken into consideration that white people have been volunteering their military service to foreign armies. The alleged involvement of South Africans in conflicts in Africa led to the reviewing of the Foreign Military Assistance Act on 1 August 1998. The amendment of the Mercenaries Activities Bill intended to curb the scourge of its citizens joining foreign armies. During the period preceding the reviewing of the Mercenaries' Act, approximately 780 South Africans were reportedly serving in the British Army as mercenaries. During the period between 1998 and 2006, about 77 and a further 69 citizens of the Republic were arrested in connection with a plot to topple the governments of both Equatorial Guinea and Zimbabwe respectively (Cutlers, 2008; Thornycroft, 2009). It must be noted that the British army, for example, is a branch of the military that does not require national citizenship to serve in their military and South Africans who are not patriotic would be attracted to enlist. Candidates joining such militaries also see this opportunity as a quicker way to attaining citizenship (Blair & Thornycroft, 2006; Nolte, 2007). It is clear, therefore, that there must be a concerted effort on the side of the SA Navy to ensure inclusivity of white youth in the organisation.



## 7.6 RESEARCH OBJECTIVES

The objective of the research was to establish the efficiency of the current human capital strategy of the SA Navy in attracting competent white youth. The study aimed to investigate the following primary objective as indicated in Chapter 1 of the study:

*To determine the SA Navy's effective, sound and sustainable human resource strategy (recruitment, development and retention) to attract competent white youth in their correct numbers for enlistment.*

The current process of inducting white youth in their correct numbers seems to be failing on the part of the SA Navy. Continuous failure to recruit a sufficient number of white youth and retain them after induction seems to be a challenge and the intakes of 2015 to 2020 bear testimony to this observation. Despite the Human Capital Strategy of the SA Navy failing to attract a sufficient number of white youth, an investigation had to be made on all possible reasons for this challenge. The demographics of the Republic were reflected upon to determine whether this could be the factor. The community survey administered by Stats SA data were appreciated in particular the latest being 2007, 2011 and 2016. The midterm community surveys of 2018 and 2020 were also appreciated.

The surveys indicated above confirm white representation at approximately 7%. The author, therefore, compared the decline of whites in the SA Navy against the population estimates of the Republic. The SA Navy, should not be accused of not achieving 24% as per the Defence Review of 1998. The percentage in the Defence Review of 1998 is no longer realistic and must be revisited. However, despite this observation, intakes between 2015 to 2020 have not ensured that population estimates per intake are complied with. The 2020 MSDS intake depicts less than a percentage of white youth that attested. It is, for this reason, the author contents that the human capital strategy of the SA Navy is failing the white youth in this regard. Failure to improve on the strategy will place the SA Navy in a difficult position, and the organisation may be blamed in future for ignoring the constitutional imperatives of government. The demographic representation in the Republic as indicated in the community surveys discussed in Chapter 4 must be utilised for recruiting to ensure fair representivity of all race groups. The following were the secondary objectives that were also investigated:

- To establish whether the school curriculum assists youth in making informed career choices post matric. The study established through the majority of learners that participated in the survey questionnaire that the school curriculum does not cover anything on the concept of human capital.
- To establish whether white youth are familiar with the department of defence. The study established that the majority of the learners have limited information about the SANDF.

The roles, functions and responsibilities of the SANDF are not undertaken on the part of white youth.

- To determine whether white youth are interested in joining the SANDF. The respondents during the focus group discussions held at 13 high schools visited were engaged on the role, functions and responsibilities of the SA Navy. They were allowed to engage on all these topics including seeking advice on possible career opportunities within the organisation. It was apparent during school visits that the learners' knowledge about the SA Navy is extremely limited. During engagements, it was also clear that there is less interest on the part of white youth to join the SANDF.
- To establish whether the transformation process in the SA Navy is a factor leading to the decline of white youth in the SA Navy. From the answers provided about transformation, it was clear that the majority of white youth with specific reference to high school learners have little understanding of the transformation process in the public service and the DoD. The transformation process undertaken in the DoD and the SA Navy is, therefore, not the reason for the lack of interest on the part of the youth in joining. However, it was apparent from the interviews with serving members of the MSDS that transformation impacts on the retention strategy of the SA Navy in terms of white people. The qualitative approach highlighted concerns from white youth on the challenges they experience with transformation processes in the SA Navy. Marginalisation during training and their consideration for incentives were mentioned as matters of concern. Failure on the part of the SA Navy to attend to these concerns would lead to those that have been successfully inducted being given no option but to resign.
- To determine whether white youth are aware of available career opportunities in the SA Navy. The research confirmed that white youth are uncertain about their career choices upon completion of Grade 12. The researcher assumed that white youth are aware of available careers in the SA Navy. White people found the SA Navy more attractive before 1994 and were the majority in terms of representativity hence the assumption. The study has, therefore, proved otherwise as only 7% of the respondents confirmed their accessibility to information about the SA Navy. This means that their knowledge about the SA Navy is limited.
- To establish whether the SA Navy is doing enough to attract suitable white youth to join the organisation. The questionnaire survey that was administered with the Grades 10 to 12 learners confirmed that an aggressive posture to target white youth for careers in the SA Navy is lacking. The fact that there has not been any attempt on the part of the SA

Navy to visit white schools and communities could be the cause in terms of the declining figures.

## **7.7 RESEARCH OBSERVATION**

Analysing the data collected from the respondents and the literature review of the study, it is apparent that the existing recruitment strategy of the SA Navy is no longer effective to deal with the challenges of attracting and retaining competent white youth. Despite the promulgations of the Department of Defence Human Resource Strategy 2010 of 2003 and the Department of Defence Overarching Human Resource Strategy of 2009 as discussed in Chapters 1 and 3 of the study, the SA Navy has yet to revise its strategies to deal with human capital challenges it is facing to attract competent white youth in line with the Department of Defence Human Resource Strategy 2010 of 2003 and the Department of Defence Overarching Human Resource Strategy of 2003. These strategies were issued after the two Naval Personnel Orders of 2001 and 2002 (discussed in Chapter 1 of the study).

The Naval Order of 2001 is the plan on the part of the SA Navy to address AA and EE. This order was relevant at the time it was promulgated and now has been overtaken by the current demographics of blacks in the SA Navy. It was demonstrated in Chapter 4 of the study that blacks are the majority and white representation has declined in the SA Navy. The intakes of 2015 to 2020 also demonstrated the reduction in the number of white youth joining the SA Navy. The plan for the affirmation of black people in the SA Navy has been overtaken by the current realities in terms of representivity of the black population as provided in the Naval Order of 2001.

In terms of the Naval Personnel Order of 2002, the objective was to develop the human resource strategy and guidelines for the selection and development of candidates within the broad parameters of the MSDS. This Naval Order was discussed in Chapter 1 where the principles and objectives thereof were cited. This Naval Order did not provide unique principles and objectives to deal with SA Navy's human capital strategy and challenges. The discussion in the Naval Order continues to refer to the DoD and not the SA Navy. These principles, therefore, are not unique to the SA Navy and are based on the broader guidelines from the department.

The Department of Defence Human Resource Strategy 2010 of 2003 and the Department of Defence Overarching Human Resource Strategy of 2003 emphasises the marketing and appointment of respective services suit their uniqueness. The DoD human capital overarching strategies, therefore, provide the SA Navy sufficient latitude to develop unique guidelines to deal with human capital challenges including recruitment and retention interventions. The SA Navy, unfortunately, opted to take the approach of the broader DoD and did not factor in the principles and objectives that suits the uniqueness of this particular institution.

The SA Navy has also not prioritised programmes on diversity in the initial induction of MSDS members to guard against the marginalisation of the white minority. Lack of transparency regarding career management decisions, promotions and provision of compulsory and discretionary benefits seem apparent in the SA Navy leading to the frustrations on the part of white people. Recruitment of white youth but failure to develop a sound and effective strategy to retain them will not assist the SA Navy to ensure sustainability in the short to medium term to deal with the current challenges of the continuous decline in the figures of white people.

### **7.7.1 THEME 1: HUMAN CAPITAL**

It is apparent from the qualitative and quantitative approach that an effective, sound and sustainable human capital strategy is required to ensure the attraction and retention of competent youth in the SA Navy of all race groups of the society. The diversity of human capital could be a force multiplier leading to the professionalisation of the SA Navy. Professionalisation and a disciplined force strengthen the organisation. The professionalisation of the SA Navy will ensure the realisation of security within the Republic's Exclusive Economic Zone. In ensuring that the country's maritime resources are protected, all patriotic and competent citizens including white people, are required to enlist. It is, therefore, the researcher's view that for the SA Navy to be credible, it must transform to be representative of the demographics of the Republic. Aggressive inclusivity of all race groups of the Republic in their correct numbers is, therefore, critical. Inclusivity and representation must be according to the demographic representation of the Republic.

### **7.7.2 Theme 2: Transformation process**

The demographics of the Republic must be utilised as an instrument or criteria to select and appoint the youth according to race and gender. In this case, white people are approximately 7% of the Republic and this percentage must guide the recruitment and appointment processes in the SA Navy. The recruiting and appointment process must, therefore, be revisited and quotas during appointments must be aligned with the demographic representation of the Republic. To ensure the retention of white people who have the requisite qualifications, skills and aptitude, the SA Navy must ensure that a comprehensive, coherent and effective career management model is developed and implemented equitably for all race groups. Transparency in all these processes will be critical for the retention of white people in the SA Navy. Guaranteeing white people, a good career progression and utilisation is paramount as this will assist the SA Navy to curb their exodus.

During the induction week, everyone must be assured equitable treatment and this must be enforced in all training and career management interventions in the SA Navy. Training opportunities must also be provided to all equitably. It is only through assuring white people

equal treatment and career progression that they will remain in the SA Navy. All efforts must, therefore, be made to encourage the majority race group (Africans) to accommodate white youth and not isolate them during all training interventions in the SA Navy. Education and training on transformation in the first week for all MSDS members must be incorporated into the SA Navy curriculum. Diversity management and training would assist during the initial period of induction and should ensure unity among all trainees. The programme would ensure that white MSDS members no longer feel marginalised and isolated. The demographic representation of all race groups in the Republic must also be covered in the induction week to assure white youth that the numbers that have been reported for training are in line with the demographic representation of the Republic.

### **7.7.3      *Theme 3: Recruitment strategy***

In terms of the quantitative approach to the research, the shortcomings identified is that a concerted recruitment drive of white people at various high schools and within their respective communities have not been prioritised in the SA Navy calendar. Failure to have an effective human capital strategy dealing with the recruitment of white youth would lead to their declining numbers beyond the demographic representation in the Republic. Career managers of the SA Navy have not projected sound leadership in guiding white applicants about respective career choices and decisions after their attestation and induction in the organisation. High schools are the feeder to the MSDS programme and to ensure that there are sufficient, competent, and able white human capital, targeted interventions are to be put in place at respective white schools as well as within their communities to attract them to careers in the SA Navy. The SA Navy must aggressively arrange career expos and exhibitions annually in various provinces of the Republic and invite schools through the Department of Education. Invitations to these expos must be extended to various white communities to expose the youth to the roles and responsibilities of the SA Navy, including its careers. The SA Navy must, therefore, robustly market itself as a potential employer of choice to white youth in all the provinces of the Republic.

The SA Navy must initiate the process to obtain the revised recruitment targets through the normal command channels of the department. The structures to be approached are the various departmental councils such as the Plenary Defence Staff Council co-chaired by the Secretary of Defence and the Chief of the SANDF, the Military Command Council of the SANDF, as well as the Human Resource Board of the department. These structures are mandated to approve policy changes in this regard and the SA Navy can approach these structures to pursue the revision of quotas reflected in the Defence Review of 1998.

The SA Navy is involved with unique international, continental and regional operations or exercises under the auspices of the United Nations as well as the African Union with many great

navies in participation. These operations and exercises such as *Good Hope* with the German Navy, *ATLASUR* (Argentina, South Africa and Russian navies), *BRICS* (Brazil, Russia, India, China and South Africa), *COPPER* (piracy operation) and *CORONA* (maritime border safeguarding operations) provide the SA Navy with an opportunity to forge, renew and consolidate friendships, and to give recognition to the importance of strategic partnerships between navies of the world and that of Africa.

The SA Navy is also in the process of acquiring a new hydrographic research vessel through Project HOTEL, as well as the acquisition of the new Inshore Patrol Vessels (IPV's) through Project BIRO. These acquisitions will allow the SA Navy to finally move closer toward the realisation of what has been conceived by Project PHAKISA (ocean economy) at unlocking the potential of our country's vast coastline. All the above operations and exciting acquisitions could be used to attract suitable white youth for careers for them to become part of the new and modern SA Navy of the 21<sup>st</sup> Century.

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**Annexure 1: A letter of request to the Department of Defence for an authority to undertake the research and the approval**



**sa navy**

Department:  
Defence  
**REPUBLIC OF SOUTH AFRICA**

**VSH/R/91753566PE**

Telephone: (012) 339 4399  
Facsimile: (012) 339 4411  
Enquiries: R Adm A E. Kubu

Navy Headquarters  
Department of Defence  
Private Bag X104  
Pretoria  
0001

**August 2018**

**REQUEST FOR AUTHORITY TO CONDUCT RESEARCH: SUSTAINABLE HUMAN CAPITAL AND RECRUITMENT STRATEGY FOR THE WHITE YOUTH IN A TRANSFORMED SOUTH AFRICAN NAVY WITH REFERENCE TO TSHWANE METROPOLIS: DOCTOR OF PHILISOPHY IN PUBLIC ADMINISTRATION**

1. I have been identified to commence with doctorate (**PHO**) studies at Durban University of Technology during 2019 academic year. My research proposal and topic will serve at the University in beginning of September 2018 for further consideration and approval.
2. The study will be conducted within Tshwane Metropolitan as part of my proposed sampling. The intention is to establish the rational for a decline in the number of white youth in joining the SA Navy.
3. It is the intention of the researcher to issue structured questionnaires for completion at high schools. The SAN will also benefit from the research as available career opportunities will be marketed to promote the SAN as an employer of choice.
4. Authority is hereby requested to conduct the research as noted above. A copy of the full research proposal is available should this be required for perusal.

**(A.E. KUBU)**

**CHIEF OF NAVAL STAFF: REAR ADMIRAL**

**DISTR**

For Action

COi (Attn: Col J. van Wyk)

For Info

DMI



Isifundo la Bophelo: Umyango wezokuVeki  
Umyango wezokuVeki: Mibonezo wezokuVeki

Isifundo la Bophelo: Umyango wezokuVeki: Mibonezo wezokuVeki  
Umyango wezokuVeki: Mibonezo wezokuVeki



RESTRICTED



## Defence intelligence

Department:

Defence

**REPUBLIC OF SOUTH AFRICA**

DI/DDS/R/202(3/7

Telephone: (012) 315-0216

Fax: (012) 326-3246

i=nquiries: Brig Gen T.G. Baloyi

Defence Intelligence

Private Bag X367

Pretoria

0001

.,,;, August 2018

### **AUTHORITY TO CONDUCT RESEARCH IN THE DEPARTMENT OF DEFENCE (DOD): REAR ADMIRAL A.E. KUBU**

1. Telephonic communication between Rear Admiral A.E. Kubu of the Naval HQ and WO1 K.Skweyiya of the Defence Intelligence (DI) on the 14 August 2018, as well as a request letter dd August 2018 to conduct research in the DOD with a Research Proposal attached is acknowledged.
2. Rear Admiral A.E. Kubu is hereby granted permission from a security perspective to conduct research in the DOD on the topic entitled "**Sustainable Human Capital and Recruitment Strategy for the White Youth in a Transformed South African Navy with Reference to Tshwane Metropolis,**" as a precondition for an attainment of a PhD Degree in Public Administration (Doctor of Philosophy in Public Administration)) under the auspices of the Durban University as per request.
3. After the completion of the research, the final research product must be forwarded 10 Defence Intelligence (DI), Sub-Division Counter Intelligence (SDCI) for a final authorisation before it may be published or distributed to any entity outside the DOD.
4. Approval is however granted on condition that there is compliance with inter alia Section 104 of the Defence Act (Act 42 of 2002) pertaining to Protection of DOD Classified Information and the consequences of non-adherence.
5. For your attention.

• • • • •

**CHIEF DIRECTOR COUNTER INTELLIGENCE: MAJ GEN**

KS/KS (R Admiral A.E. Kubu)

**DISTR**For Action

Navy HQ

(Attention: Rear Admiral A.E. Kubu)

File: DI/DDS/R/202/3/7

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**Annexure 2: A letter to Gauteng Department Education requesting permission to research at various high schools in the province and approval on the research topic**



**sa navy**

Department:  
Defence  
REPUBLIC OF SOUTH AFRICA

168

VSH/R/102/1/2

Telephone: 012 339 4341  
Facsimile: 012 339 4411  
Enquiries: Rear Admiral A.E. Kubu

Department of Defence  
S A Navy Headquarters  
Private X 161  
Pretoria  
0001  
August 2018

Mr. P. Lesufi  
MEG for Education  
Gauteng Provincial Government  
6 Hollard Building  
17 Simmonds Street  
Johannesburg  
2000

Dear Mr. Lesufi

### **REQUEST ACCESS TO PRETORIA SCHOOLS FOR SA NAVY RECRUITING IN SUPPORT OF DOCTORAL STUDY PROGRAMME**

1. The SA Navy, as part of the South African National Defence Force, actively seeks to conduct recruiting in various Schools, Colleges and Universities.
2. There has been a constant decline in the recruitment and appointment of white youth in SANDF and the SAN in particular in the past five to seven years. The constant decline is a cause of concern and needs to be addressed.
3. I have recently embarked on research to establish the reasons for this decline and decided on Tshwane as my sample. I intend distributing a questionnaire to learners in the Tshwane Metropole. This questionnaire will form part of a doctoral study with the title "Sustainable Human Capital and Recruitment Strategy for White Youth in a Transformed South African Navy with reference to the Tshwane Metropolis".
4. We do not intend singling out a specific race group during the survey and completion of the questionnaire, but intend ensuring that mixed groups are targeted for the research purposes.
5. It is the intention of the study to also market various career opportunities to all race groups during the research for future employment and ensuring that the SA Navy remains an employer of choice.
6. I hereby request authority to visit different high schools in Tshwane during the period Feb 2019 to June 2019. The School programme will not be interfered with and arrangements will be made with school principals to that effect.



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UmNY2l'IQO WozolluVikda. Nd?awulo ya 9wa Vusirehelm.. Lehapha la Tshlraletso. Dopartemenl van Verdediging. LITlko leTckIMke



7. Your assistance in this matter will be greatly appreciated.

Regards

(A.E. KUBU)  
CHIEF OF NAVAL STAFF: REAR ADMIRAL



## **GAUTENG PROVINCE**

REPUBLIC OF SOUTH AFRICA

**8/4/4/1/2**

### **GDE RESEARCH APPROVAL LETTER**

Date:	11 April 2019
Validity of Research Approval:	04 February 2019-30 September 2019 <b>2018/459</b>
Name of Researcher:	Kubu A. E
Address of Researcher:	<b>333 Galtonia Street</b>
	<b>Sinoville Ext 3</b>
	<b>0187</b>
Telephone Number:	<b>012 339 4399 / 084 767 0334</b>
Email address:	<b>kubuae@telkomsa.net</b>
Research Topic:	<b>Sustainable Human Capital and Recruiting Strategy for White Youth in a Transformed South African Navy with reference to Tshwane Metropolis</b>
Type of qualification	<b>PhD</b>
Number and type of schools:	<b>Twenty- Nine Secondary Schools</b>
District/s/HO	<b>Tshwane North, Tshwane West and Tshwane South</b>

#### **Re: Approval in Respect of Request to Conduct Research**

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGS) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to the research. The researcher may proceed with the

*Making education a societal priority*

**Office of the Director: Education Research and Knowledge Management**

7<sup>th</sup> Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: [Faith.Tshabalala@gauteng.gov.za](mailto:Faith.Tshabalala@gauteng.gov.za)

Website: [www.education.gpg.gov.za](http://www.education.gpg.gov.za)

**above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:**

1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*
4. *A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.*
5. *The Researcher will make every effort obtain the goodwill and co-operation of all the GOE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.*
6. *Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.*
7. *Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.*
8. *Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GOE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.*
9. *It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.*
10. *The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.*
11. *The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.*
12. *On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Harci Cover bound and an electronic copy of the research.*
13. *The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.*
14. *Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.*

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

**mrards**

.....

Mr Gumani Mukatuni  
Acting CES: Education Research and Knowledge Management

DATE: .../.../... f?/J.....

**Annexure 3: Questionnaire survey conducted at various high schools as well as MSDS members and a consent letter to participants**

# 1 PART 1: BIOGRAPHICAL INFORMATION

1.1 I am currently a high school learner within Tshwane Metropolis (Gauteng) (Yes/No/Uncertain):

1.2 Educational Level:

1.3 Population Group:

1.4 Home Language (please state):

1.5 Gender:

1.6 Age:

1.7 Citizenship:

## 2.1 PART2: HUMAN CAPITAL, TRANSFORMATION AND RECRUITMENT STRATEGY

2.1.1 Theme 1. Human Capital

2.1.2 The current high school curriculum covers career guidance and career counselling modules

2.1.3 I am familiar with the concept of human capital or human resource management

2.1.4 I am certain about career decisions to make post matric.

2.1.5 The department of defence is part of the public service (government department)

2.1.6 I intend to join or follow any career offered in the South African National Defence Force

2.1.7 **General. Mention anything you know about the South African National Defence Force**

2.2. **Theme 2: Information and Communication Technology**

2.2.1 I am familiar with the transformation policies of the government of South Africa

2.2.2 The South African Navy is part of the South African National Defence Force

2.2.3 I am willing to join the South African Navy and serve my country.

2.2.4 If you do not want to join the South African Navy state your reasons below

2.2.5 If you are not familiar with the transformation policies of the government of South Africa, please provide your reasons below

2.2.6 Should the above be in the negative (2.2.2) kindly provide your opinion to motivate your answer

3.1 **Theme 3: Career Development**

3.2 Information about the South African Navy is easily accessible

3.3 I am aware of all available career opportunities offered by the SA Navy

3.4 I had an opportunity to meet the recruitment team of the South African Navy in the last two years

3.5 I am prepared to choose the SA Navy as my potential employer.

3.6 Which one of the following sources did you obtain information about the South African Navy and its associated careers?

Television

Social Media

Newspaper

Family/Friends/Colleagues

Other

3.7 What do you know about the South African Navy? State your answer in just a sentence or two

I sincerely hope you have enjoyed completion of the questionnaire. Thank you for your interest and co-operation. Wishing you all the best in your future endeavours.



### MSDS INTERVIEW QUESTIONNAIR SURVEY

The following structured interview questionnaire will be administered to the MSDC that enlisted in the SA Navy during 2015 to 2019. The format would be the following:

- a. The researcher introduces himself to the responded and advises that the interview is voluntary and explains the intended purpose thereof, in this case to obtain information or data for the doctoral thesis.
- b. Once the participant agrees to continue with the interview the researcher will thank him/her and confirms or assures on anonymity of the interviewer.
- c. The following questions will therefore be administered to the participant:
  - i. May you please advice as to when you joined the SA Navy?
  - ii. Since joking how are you finding it to date, is the experience what you expected prior to joining.
  - iii. Did you know about the SA Navy prior to joining, if so how.
  - iv. Were you aware about available career opportunities in the SA Navy before joining.
  - v. What are your career plans in the SA Navy, do you see yourself staying longer till maybe your retirement.
  - vi. If you do not want to stay longer, what are your future career ambitions?
  - vii. You may have had about transformation in the SA Navy, what your opinion on the process.
  - viii. With your experience since joining, are whites being marginalised in terms of career recruitment and progression?
  - ix. If you are required to make an input, what would be your advice to recruit more whites in the SA Navy.
  - x. Would you advice white youth to join the SA Navy or what, and why.

The researcher will then thank to participant voluntarily taking his/her time to participate in the reaserch and which him/her well for the future.

## DRAFT DOCUMENT

**sa navy**

Department:  
Defence  
REPUBLIC OF SOUTH AFRICA

**CONSENT FORM: PARTICIPATION IN THE INTERVIEW FOR RESEARCH PURPOSE**

I, .....(Name in full) a members of the SA Navy who joined through the Military Skills Development System confirm that I am over 18 years of age. I also confirm that I participated voluntarily in the interview for the purpose of the research only. I did not receive any remuneration or was coerced in any way during data collection.

.....  
Signature of participant

.....  
Date



**Annexure 4: Department of Defence Instruction: Policy and Plans No 00001/1998 of 9  
March**

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DS/EOCI/R/106/30/P

## DEPARTMENT OF DEFENCE

DEPARTMENT OF DEFENCE INSTRUCTION:  
POL AND PLAN NO 00001/1998  
(Edition 2)

**DEPARTMENT OF DEFENCE POLICY ON EQUAL OPPORTUNITY  
AND AFFIRMATIVE ACTION**



This document is the property of the Department of Defence and shall be issued only to those members requiring it in the execution of their official duties. Any person finding an abandoned copy of this document is requested to submit it to the nearest SANDF unit or SAPS Station for return to the Department of Defence (Chief of Policy and Planning), Private Bag X910, Pretoria, 0001, together with particulars of the circumstances under which it was found.

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5

- a. the provisions of the Constitution and in particular Sections 9 and 197 pertaining respectively to equality in particular and;
- b. the aims expressed in the Reconstruction and Development Programme for transforming the Public Service into a representative, democratic institution providing efficient and effective services

with this document declares its intention to break decisively with the discriminatory and under-representative policies and practices of the past and instead fully supports the principles, policies and practices outlined in this document. The DOD will take reasonable steps to consult and attempt to reach agreement on every Equal Opportunity and Affirmative Action policy and programme that will ensue from this Policy as required by law. The DOD will ensure that its members/employees' statutory rights are protected and that all its activities are conducted according to Constitutional principles.

**POLICY OUTCOMES**

12. The DOD's Equal Opportunity and Affirmative Action Policy will
  - a. attract to the DOD people with potential capacity to grow, dedication and ability to perform job requirements;
  - b. provide equal opportunities for all members and employees (PSAP) to advance to the highest level of responsibility possible, based on their individual aptitude and diligence;
  - c. especially assist disadvantaged groups to develop their skills and potential, including in leadership positions;
  - d. ensure that equality practices enhance mission readiness at all times;
  - e. ensure employment equity;
  - f. create an environment which values diversity and fosters mutual respect and dignity among all persons serving in the DOD;
  - g. prevent and deal with all forms of sexual harassment by the creation of an appropriate climate of awareness, understanding and censure within the DOD;
  - h. eradicate all forms of unfair discrimination;
  - i. acknowledge and entrench the right of women to have the opportunity to serve in all ranks and positions, including combat roles;
  - j. subscribe to the principle of affirmative action as a measure to obtain equal opportunity in the DOD;

DODI POL&PLAN 00001/98  
Edition No: 2

**RESTRICTED**

Date: 1 October 2002

**CHIEF OF PERSONNEL****9 Mar 2009**

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6

- k. fast-track identified military members and civilian employees, specifically personnel of the designated groups, who are suitably qualified in order to prepare them for leadership roles (Reference N);
- l. develop special programmes to suit the specific needs of designated and other individuals/groups in developing their full potential to empower them to execute their tasks more efficiently, and
- m. ensure that no DOD member or employee unfairly discriminates against any other member or employee of the DOD or any other person(s) or institutions they officially deal with.

**APPLICABILITY**

13. The provisions of this Policy are applicable to all members of the SANDF and employees of the DOD (including applicants), whether in the Full Time Component, (including Regulars, Auxiliaries, or civilian employees) or the Reserve Force.

14. The Affirmative Action provisions in this Policy t the designated groups in the DOD apply to both military and civilian applicant g recruitment.

**ACCOUNTABILITY AND RESPONSIBILITY**

15. The Minister is responsible to Parlia the execution of this policy. The overall responsibility lies with the Hea o"tr.l..1r1"e Department (the Secretary for Defence) who is accountable to the Defence. He/she shall ensure that all Services and Divisions receive co sive instructions on how to implement this policy and its programmes in th tive areas of responsibility.

**SECRETARY FOR DEFENCE**

16. The following are the resp;n ilities of the Secretary for Defence (as Head of the Department):

- a. Representing and advising the Minister of Defence on . Equal Opportunities and Affirmative Action issues pertaining to the DOD;
- b. Providing guidance on developing DOD policy, plans and programmes to ensure Equal Opportunities and Affirmative Action for all DOD personnel, including the SANDF;
- c. Directing the development, execution and monitoring of the effectiveness and compliance of the DOD Equal Opportunities and Affirmative Action Policy in support of national and DOD objectives through the DOD Equal Opportunities and Affirmative Action Advisory Board. (This is a statutory board chaired by the Secretary for Defence and reporting to the Minister of Defence. Its composition and functions are determined from time to time by the Minister of Defence).

DODI POL&PLAN 00001/98 Edition No: 2	<b>RESTRICTED</b>	Date: 1 October 2002
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7

- d. Ensuring through the lines of command that all Services and Divisions comply with the requirements or prescripts of this policy.
- e. Directing that all DOD personnel receive on-going training in Equal Opportunities and Affirmative Action commensurate with their rank or level.
- f. Providing guidelines with respect to redressing the under-utilisation of the designated groups and monitor, assess and evaluate specific goals of the Affirmative Action programmes.
- g. Monitoring to ensure fair, impartial and timely investigation, resolution and follow-up of all complaints of discrimination arising under this policy at all levels within the DOD.
- h. Establishing a programme to recognise individuals and organisations for outstanding achievement in one or more of the major Equal Opportunities and Affirmative Action areas covered by this Policy.
- i. Providing guidance for the establishment of Affirmative Action programmes that identify and resolve Equal Opportunities and Affirmative Action related issues.
- j. Ensuring that appropriate measures are taken against individuals who commit acts of unfair discrimination.
- k. Establishing appropriate programmes to inform all members and employees on what constitutes sexual harassment, how to deal with it and ensure that everyone knows what action will be taken against individuals or groups who commit such offences (see References F and P).
- l. Ensuring the development and implementation of an effective Equal Opportunities and Affirmative Action organisational structure.
- m. Ensuring the implementation of Equal Opportunities and Affirmative Action programmes for all Public Service Act Personnel (PSAP) in the employ of the DOD commensurate with this policy.
- n. Ensuring the inclusion of the implementation of compliance to this policy in the performance agreements of members and employees in the Senior Management System (SMS).
- o. Announcing the timeframes, target percentages and departmental strategies regarding Affirmative Action and Equal Opportunities initiatives in terms of the DOD needs and/or in compliance with legislation.

DODI POL&PLAN 00001/98 Edition No: 2	<b>RESTRICTED</b>	Date: 1 October 2002
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**CHIEF OF PERSONNEL****9 Mar 2009**

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8

- p. Compliance with this policy in terms of his/her appointment as head of the Secretariat.

**CHIEF OF THE SANDF (CSANDF)**

17. The following are the responsibilities of CSANDF:

- a. Institute Equal Opportunities and Affirmative Action programmes down to unit level in execution of this Policy.
- b. Ensuring that these programmes are so designed and instituted that they have the desired outcomes of ensuring high morale, effective mission readiness, cohesion and employment equity.

**CHIEF DIRECTOR EQUAL OPPORTUNITIES**

18. The following will be the responsibilities of the Chief Director Equal Opportunities through the Equal Opportunities Directorate (EOCD):

- a. Advising the Secretary for Defence (R) Equal Opportunities and Affirmative Action policy. (0/11)
- b. Identifying the need for and the 60,; ating and development of all Equal Opportunities and Affi ction specific policy, plans and programmes (especially th ensurate with this policy).
- c. Reviewing all depart n Equal Opportunities strategies and programmes, military a an.
- d. Assisting in the de of Equal Opportunities and Affirmative Action developm e-ning programmes, including human and cultural develop t - ning.
- e. Monitoring and evaluating the progress of Equal Opportunities and Affirmative Action programmes (including compliance with targets and time frames) through own initiatives and the conclusion of service agreements within the Department. This shall include measures to detect and prevent the non-compliance of the provisions of this policy.
- f. Appraising and vetting of documents, policies and personnel practices that may unfairly discriminate against DOD personnel, and facilitating the change of such.
- g. Developing management information and reporting - systems to determine the progress of Equal Opportunities and Affirmative Action programmes and the achievement of objectives on an annual basis or as required. This include co-ordinating the format, type, contents of, and/or submission dates of all DOD Equal Opportunities and Affirmative Action reports as prescribed or required by the Department.

DODI POL&PLAN 00001/98 Edition No: 2	<b>RESTRICTED</b>	Date: 1 October 200
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- h. Ensuring ongoing research and development wrt Equal Opportunities and Affirmative Action.
- i. Ensuring that Equal Opportunities and Affirmative Action advisers are properly trained and appointed at appropriate levels.

**INSPECTOR GENERAL, DEPARTMENT OF DEFENCE**

19. The Inspector General, Department of Defence (IG) shall inspect the implementation of the provisions of this policy at all levels in the DOD

**CHIEFS OF SERVICES AND DIVISIONS**

20. The responsibilities of Chiefs of Services and Divisions are as follows:

- a. Ensuring that all DOD policies and programmes are understood and executed at all levels of military command and the management of Public Service Act personnel under ~~the~~ control.
- b. Ensuring that all DOD personnel ~~arti~~ ed to appropriate training at all levels in Affirmative Action and Equal Opportunities to give effect to this policy.
- c. Establishing mechanisms that ~~are~~ and resolve Equal Opportunities and Affirmative Action issues ~~aruci~~ ..... ide annual Equal Opportunities and Affirmative Action go ~~ctives~~ for their specific service or division. {?
- d. Ensuring that all E .OJif/ortunities and Affirmative Action related complaints are inve ~~in~~ a fair, transparent, impartial and prompt manner. D
- e. Establishing incentives to recognise individuals and organisational units for outstanding achievement in any of the Equal Opportunities areas covered by this policy.
- f. Submitting an annual report outlining the progress made to achieve the established Equal Opportunities and Affirmative Action objectives and future plans of action as prescribed by the EOCD, being the DOD co-ordinator of the process.

**LOWER COMMAND AND MANAGEMENT STRUCTURES**

21. Equal Opportunities and Affirmative Action are a command and management function. Every commander/ manager shall ensure that this policy is implemented at all levels, and that all members and employees under his or her command or control have been informed of this Equal Opportunities and Affirmative Action policy and programmes. Full use should be made of Equal Opportunities and Affirmative Action advisers to assist in the implementation of this policy. Such command and

ODI POL&PLAN 00001/98 Edition No: 2	<b>RESTRICTED</b>	Date: 1 October 2002
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**CHIEF OF PERSONNEL****9 Mar 2009**

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management responsibility means that commanding officers or civilian managers shall be accountable for not taking appropriate action against perpetrators of racism, sexism and other acts of unfair discrimination that may occur in their units.

### **PRINCIPLES OF EQUAL OPPORTUNITY**

22. The principles of Equal Opportunities are governed by equity, equality of opportunity and non-discrimination as stated in the White Paper on Affirmative Action in the Public Service.

### **OBJECTIVES OF EQUAL OPPORTUNITY**

23. The objectives of Equal Opportunity are to
- a. eliminate all forms of unfair discrimination in the management of human resources in the DOD;
  - b. instil equality and equity as a core value of the DOD. This will ensure an environment free from personal, - r institutional barriers which prevent DOD personnel from advancing to the highest level according to their individual competencies: n \_ |
  - c. value diversity and foster mutual a ;
  - d. constantly identify and unfair discriminatory policies and practices within the DOD.
  - e. enhance mission readiness through equal opportunity;
  - f. manage Equal Opportunities programmes that contribute to achieve cohesion in order ntee equity;
  - g. acknowledge the rights of women to serve in all ranks and positions, including combat roles; -
  - h. acknowledge that sexual harassment is a form of sex and gender discrimination that negatively impacts on mission readiness and shall not be tolerated, and
  - i. instil the ethic of commitment amongst all DOD personnel so that an environment is established in which Equal Opportunities is guaranteed.

### **PRINCIPLES OF AFFIRMATIVE ACTION**

24. Affirmative Action is a purposeful process designed to address the imbalances of the past. Consequently it is used as a vehicle to facilitate the objectives of Equal Opportunities at all levels. Thus it targets the present and future needs of individuals or groups (designated groups) disadvantaged by unfair discrimination.

DODI POL&PLAN 00001/98 Edition No: 2	RESTRICTED	Date: 1 October 2002
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## RESTRICTED

11

25. Affirmative Action introduces specific programmes, including supplementary training and supportive training, in order to assist the designated groups, and targets them as the main beneficiaries of such programmes and training.
26. Affirmative Action terminates when designated groups have been assisted to such a level where the need for such assistance no longer exists.
27. Affirmative Action is a Constitutional imperative and the effects thereof may instil real or perceived fears in certain individuals. However, it is a principle of this policy to apply Affirmative Action in a fair manner, taking cognisance of substantive and procedural fairness.
28. Integration with Human Resource Management and Development. The DOD Affirmative Action programmes shall be integrated with other human resource management processes and development practices, especially the management of diversity.
29. Productivity and Improved Service Delivery. DOD Affirmative Action programmes shall promote the development of more innovative work practices that maximise productivity and increase client responsiveness.
30. Cost Effectiveness. DOD Affirmative Action programmes shall focus on steps which optimise the DOD's human and financial resources.
31. Communication. The purpose of Affirmative Action policies and programmes shall be extensively communicated to all members and employees.
32. Participation. DOD Affirmative Action programmes shall be developed with the active participation of members and employees at all levels, their representatives and with representatives of trade unions in terms of recognition agreements (Reference D).
33. Transparency. DOD Affirmative Action programmes and practices shall be open to scrutiny within reasonable limits.
34. Accountability. Accountability of the DOD's Affirmative Action is vested at the highest level of the organisation (Head of the Department) whilst line managers (Officers commanding and Managers at all levels) are charged with the responsibility for the execution and driving of the process.
35. Reasonable Accommodation. The DOD's Affirmative Action programmes strive to eradicate barriers to employment and advancement in the physical and organisational environment and to provide support to all members and employees in the target group. It will however not take any decision concerning an employment policy or practice that would establish an absolute barrier to the prospective or continued employment or advancement of people who are not from the designated groups.

DOD POL&PLAN 00001/98  
Edition No: 2

RESTRICTED

Date: 1 October 2002

CHIEF OF PERSONNEL

9 Mar 2009

**RESTRICTED**

12

36. Relative Disadvantage. The DOD's Affirmative Action policy takes into account the relative disadvantaged status of groups, their needs within the target group and the needs of the organisation.

**OBJECTIVES OF AFFIRMATIVE ACTION**

37. Affirmative Action proceeds from the premise that the designated groups in the DOD are not fully representative at all levels. The following are the objectives of Affirmative Action:

- a. To ensure that the DOD, and its leadership in particular, is broadly representative of the South African population at all levels.
- b. To create greater equality of opportunity at all levels.
- c. To fast-track identified members and employees of designated groups within the DOD to speed up their career progression to fulfil identified gaps in certain ranks, mustering and levels.
- d. To provide guidelines wrt human resource practices which will enhance Affirmative Action programmes. Such guidelines shall include specific time-frames and numbers for the designated groups as objectives.
- e. To eradicate tokenism in respect of designated groups.

**RACIAL DISCRIMINATION**

38. The negative effects of racism are legion and range from the under-utilisation of an individual's skills and potential to blatant exclusion from mainstream activities often resulting in inter-group tensions and even violence. The DOD is committed to the prevention and elimination of racism and discrimination and therefore all Heads of Services and Divisions are tasked with the following:

- a. Awareness. Empower all personnel to recognise the occurrence of personal and group racism.
- b. Education. Educate and provide practical skills training to all DOD personnel in how to think and behave in a racially unbiased manner.
- c. Participation. Stress the advantages of continuous efforts to build up the capabilities of all personnel, irrespective of race or colour.
- d. Membership. Encourage interracial membership of committees, clubs and sport organisations, traditionally associated with specific racial groups in order to promote social integration and understanding.
- e. DOD Publications. Publish well-constructed internal media programmes to assist in the reduction of racial prejudice.

DODI POL&PLAN 00001/98  
Edition No: 2

**RESTRICTED**

Date: 1 October 2002

**CHIEF OF PERSONNEL****9 Mar 2009**

**Annexure 5: Naval Personnel Order No 4/ 2001 of 02 July**

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SA NAVY  
(DIRECTOR NAVAL PERSONNEL)

NAVAL ORDER:  
PERS NO 4/2001

SA NAVY PLAN ON EQUAL OPPORTUNITIES AND  
AFFIRMATIVE ACTION



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## **SOUTH AFRICAN NAVAL PLAN: EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION**

Appendix	A:	Demographics (Race, Rank, Gender): Defence Act Component
	B:	Demographics (Race, Salary Level, Gender): PSAP Component
	C:	Targets for 2010: Defence Act Component
	D:	Targets for 2010: PSAP Component
	E:	Distribution across Musterings: Defence Act Component
	F:	Qualification Distribution: Defence Act Component
	G:	Qualification Distribution: PSAP Component

### **INTRODUCTION**

1. During the thirteenth Joint Military Co-ordinating Committee (JMCC) meeting held on 4 May 94, the JMCC approved the submission by the Personnel Work Group on the Proposed Approach to Affirmative Action and Equal Opportunities in the SANDF and an affirmative action plan was scheduled to be ready by 31 Dec 98.

2. The pursuit of equal opportunities (EO) and affirmative action (AA) in the Navy is not just complying with prescripts, nor is it merely striving for political correctness, it is honouring an agreement that was reached during negotiations for integration of forces, and pursuing a concept that has been identified as one of the pre-requisites for a stable, cohesive and mission ready Service. It is necessary therefore that AA plans for the SA Navy should be formulated, and should receive the full commitment of each member of the Service.

### **AIM**

3. The aim of this document is to provide AA plans for the SA Navy

### **SCOPE**

4. The following are addressed in this document:

- a. Applicability.
- b. Methodology in the Formulation of Plans.
- c. Plan 1: Affirmation of Blacks within the SA Navy.
- d. Plan 2: Affirmation of Women in the in the SA Navy.
- e. Plan 3: Affirmation of People with Disabilities in the SA Navy.
- f. **Conclusions**
  - i. Barriers to Plan Accomplishment.

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2

- ii. Challenge to the Fleet.

## APPLICABILITY

5. The provisions of these plans shall apply to all Defence Act and Public Service Act (PSAP) members of the SA Navy, whether they are serving in the full-time component or in the Reserves.

## METHODOLOGY IN THE FORMULATION OF PLANS

6. There are distinct needs for each AA target group (Blacks, women, persons with disabilities) and the method used in the formulation of the plans is that definitions and legislative provisions relevant to each target group are explained. Thereafter pertinent factors impacting on each of the target groups are identified, discussed, and conclusions/actions are derived from each factor. The conclusions/actions underpin the formulation of objectives. The objectives are listed in the detailed implementation plans, where time frames and responsibility for their realisation have been allocated.

7. The implementation plan spans across a ten-year period.

## PLAN 1: A PLAN FOR THE AFFIRMATION OF BLACKS IN THE SA NAVY

### INTRODUCTION

8. The demographics of the current SA Navy *ito* rank and race for both Defence Act and PSAP members are included at Appendix A and B respectively. Scrutiny of the demographics of both the PSAP and the Defence Act complements indicates that specific interventions will need to be executed, if representivity is to be achieved. This is particularly evident at the management levels, and while the integration of non-statutory members has, in some part, restored the racial imbalance within some musterings and rank groups, this has in no way been an intervention to achieve representivity, and should not be seen as such.

9. It is acknowledged that the SA Navy cannot be read to be an Organisation which represents the demographics of the greater community in which it is situated. Further, it has been acknowledged in the Naval Order on Affirmative Action and Equal Opportunities that the principles of EO and AA are to be pursued in order to address racial imbalance. The formalisation and the implementation of a Plan for the Affirmation of Blacks are thus critical.

### AIM

10. The aim of this Plan is to specify a detailed plan for the Affirmation of Blacks in order to achieve representivity within all rank levels and musterings.

### SCOPE

11. Factors discussed in the above-mentioned plan are the followin

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- a. Definitions and Explanation of Terms.
- b. Legislative Provisions.
- c. Factors.
- d. Summary of Conclusions.
- e. The Implementation Plan.

## DEFINITIONS AND EXPLANATION OF TERMS

12. The following definitions, drawn from the Department of Defence Action Plan dd 7 Jul 00, are relevant to this Plan:

- a. **Affirmative Action AA.** AA refers to programmes or actions which redress the racial, isability and gender imbalances in the SA Navy. The SA Navy's objective is to attain a workforce of PSAP and Defence Act members which is representative of the population of South Africa. AA includes practices which ensure that persons previously prejudiced by past policies or unequal access to education or training, owing to discrimination based on race, gender, sexual orientation or disability are able to succeed when job opportunities are offered and receive appropriate training.
- b. **Affirmative Action Plan.** An Affirmative Action Plan is a SA Naval document ia.1hich specifies processes, systems, activities, objectives, goals, and milestones which have been established to achieve the objectives of the equal opportunities programme. A number of affirmative action plans constitute an affirmative action programme.
- c. **Affirmin .** Affirming refers to the process of advancing those who were J:)Rlviously disadvantaged. It is thus the process whereby such groups are affirmed by way of AA in order to accelerate their advancement.
- d. **Black.** Black is a generic term which makes reference to African, Asian, and Coloured persons.
- e. **Desl nated Gro\\l. s.** Designated groups refer to Black persons, pet su11s will; disaffilities and women.
- f. **Devel ment.** Development refers to training and mentoring personel In order to enable them to improve their performance. It is a process of acquiring skills and abilities and increasing levels of self-confidence through a step-by-step process of performing increasingly challenging tasks.

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4

- g. **Disadvantaged.** Disadvantaged refers to any person or group of people who have been deprived of rights, career opportunities, educational training or job advancement or have received less beneficial schooling, fewer benefits, less beneficial conditions of service or lower wage rates than any other group or groups on the basis of race, gender or disability and/or have been discriminated against by any form of distinction, preference or exclusion or personal treatment that directly or indirectly, restricted development, made separate provision for, or provided less favourable treatment on the grounds of race, gender, sexual orientation or disability.
- h. **Fast Tracking.** Fast tracking refers to the acceleration of the development of people with potential.
- i. **Racism.** Racism refers to any attitude or behaviour (conscious or unconscious) of a person or institution which subordinates a person or group owing to skin colour or race. Racism is the expression by covert or overt behaviour or actions.
- j. **Representativity.** Representativity refers to the desired state of stability an Organisation, the demographics of which reflect the demographic composition of the people of South Africa. Further, it refers to the racial and gender composition as well as the fair integration of the constituent integrating forces at all rank levels in the Organisation.
- k. **Tokenism.** Tokenism refers to the appearance of much dedication to a matter while in reality a minimum of dedication is being invested. for example, employing a Black person in order to create the impression of being committed to EO and AA.

### LEGISLATIVE PROVISIONS

13. The following legal provisions underpin the affirmation of Blacks:

- a. **The Constitution of the RSA Chapter 2 Article 9 2.** "To promote the achievement of equality (legislative and other) measures designed to protect or advance persons, or categories of persons, disadvantaged by unfair discrimination may be taken".
- b. **The White Paper on Affirmative Action in the Public Service Chapter 3 Paragraph 3.1** "National department and provincial administrations. Required to develop their own policies which must incorporate a well prepared and well managed programme in line with this White Paper to ensure that the affirmative action is firmly embedded in the management systems and practices of their organisations.



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5

- c. The White Paper on Transformation of the Public Service Chapter 10. Paragraph 10.6. "At the departmental level, and again in line with the BPP White Paper, all organisations will be required to define their affirmative action targets and present annual progress reports that will be subject to parliamentary scrutiny".
- d. The White Paper on Defence Chapter 6 Paragraph 36. "In order to secure the legitimacy of the armed forces, the DoD is committed to the goal of overcoming the legacy of racial and gender discrimination. It will ensure that the SANDF and its leadership in particular, is broadly representative of the South African population.
- e. **The Defence Review Chapter 10 Paragraph 62.** "Affirmative Action and Equal Opportunity are fundamental principles of public sector transformation as reflected in the White Paper on Transformation of the Public Service. These principles are particularly applicable to the DoD as they are essential for the operational readiness of the SANDF",

## FACTORS

14. **Affirmative Action as a Strategic Objective.** Representivity will not be accomplished if a short-term orientation is adopted. An institutionalised approach to the affirmation of Blacks will ensure that the concept becomes an integrated part of SA Navy life. In this regard the AA and EO initiatives will be included within the Navy Plan, and in all associated documentation, with a clear indication of milestones and key success indicators.

## 15. Numeric Targets

- a. The setting of numeric targets is indispensable to any AA programme. The SA Navy has formulated specific numeric targets (included at Appendix C and D), which extend across a ten-year period. It is to be noted that these numeric targets should not be read as quotas, but rather as indications of the demographics which the SA Navy is striving to attain. The targets have been derived through consideration to the current "feet on the ground", together with the number of available posts for a given rank/salary level. As the "To Be" structure is still to be finalised, it is to be noted that the targets might be subject to slight alteration.
- b. The numeric targets depict an Organisation of which 60% are African, 2% are Asian, 15% are Coloured, and 23% are White. It is to be noted that these numeric targets differ slightly from those established by the DoD which reflect a demographic distribution of 64.68% African, 0.75% Asian, 10.22% Coloured and 24.35% White. The deviation may be accounted for by the local demographics of the populations in which the Units and Divisions in Simon's Town and Durban are situated: These areas have a greater percentage of Coloureds and Asians

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6

respectively, which merits the numeric targets being adjusted accordingly.

16. **Representativity at Management Level.** The White Paper on Transformation of the Public Service Management Act stipulates that the percentage of Black (African, Asian and Coloured) at management levels should be 50% by 1999. The term management level refers to the ranks of Director (R Adm (JG)) and higher. This target was to be reset at the end of 2000, and every three years thereafter. Currently the SA Navy has 4 members who are Black at this level, out of a possible 28 (see Appendix B). Thus, this initiative will require considerable attention in the SA Naval AA and EO Plan, as current demographics are unreflective of this prescript. However, the following are to be noted:

- a. Within the SA Navy, strong focus will be directed at a bottom-up approach of recruitment. It is imperative that the development of these persons is not neglected in pursuit of numeric targets at management level. In other words, it is critical that a strategic perspective be adopted.
- b. Together with striving to attain representivity at managerial levels, must go a carefully articulated mentorship plan, and the true desire by the Organisation for the development and the support of persons placed in these positions. Considerable research has demonstrated that when members are placed in positions in order to fulfil numeric targets, and no true commitment towards these person's development is evident, the Organisation begin consciously, and unconsciously, to set these members up for failure, irrespective of their confidence.
- c. The over-promotion of persons who are not competent for posts into these positions for the sake of achieving targets is to be avoided. Such action constitutes tokenism, and will greatly undermine this initiative.

#### 17. **Review of Human Resource Policies**

- a. Recruitment, selection, placement and promotion represent problematic aspects of affirmative action because of the varying attitudes towards merit and standards, and the subjectivity which tends to underpin these processes. These policies, and their method of execution, need to be reviewed to ensure that they are capable of supporting the SA Navy AA objectives. In this regard not only the policy content, but also the process of application, needs to be carefully analysed.
- b. Distributions across musterings have been reflected at Appendix E. Perusal of this distribution indicates that some musterings are heavily over-represented by one race group, and under-represented by another. The staffing procedure will be required to devote considerable attention to the staffing of the musterings in line with the

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7

numeric targets, in order to ensure that representivity is attained not only across the broader Organisation, but also within the specific occupational categories.

- c. It is to be acknowledged that some mustering might be problematic to staff in a representative manner, due to the shortage of Black applicants who meet the post requirements as a result of past disadvantage. The lowering of entrance criteria is to be avoided, as this will perpetuate the perception that affirmative action entails the dropping of standards. The challenge of this initiative lies in preparing and developing Blacks to a level where they can compete on an equal footing. Thus selection should give consideration to the inherent potential of the candidate, with bridging training and other developmental programmes being instituted.

## 18. Education Training and Development ETD

- a. The qualification of personnel (entering the SA Navy enjoy a vast distribution, particularly those within the PSAP Component. (Appendices F and G has been attached for amplification of personnel qualifications in this regard). Analysis of the qualification distribution allows for the following comparisons to be drawn by way of illustration:

### i. Defence Act Component

- (1) 10% of the total population group of White members have post matriculation qualifications, as compared to 0.43% of the African population, and 1.55% of the Asian and Coloured population respectively.
- (2) At the matriculation level, an even distribution is noted, with the following percentages of the total population group of each race category having matriculation being derived:
  - (a) African: 69.43%.
  - (b) Asian: 58.9%.
  - (c) Coloured: 70%.
  - (d) White: 70.12%.
- (3) The distribution per race group of members having less than matriculation is as follows:
  - (a) African: 30%.
  - (b) Asian: 39.53%.

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(c) Coloured: 28.36%.

(d) White: 19.76%.

ii. **PSAP Component**

(1) NoP Africans or Asians have post matriculation qualifications, while 12.83% of the White component, and 3.884% of the Coloured component do.

(2) At the matriculation level, the distribution per race component is as follows:

(a) African: 6.96%.

(b) Asian: 32%.

(c) Coloured: 15.18%.

(d) White: 38.5%.

(3) The distribution for members with less than matriculation is as follows:

(a) African: 92.33%.

(b) Asian: 68%.

(c) Coloured: 80%.

(d) White: 48.65%.

**b.** ETD practices need to be interrogated in order to

i. remove possible unnecessary barriers to the advancement of learners. This will require ETD practitioners to examine training methodologies in order to creatively meet the challenges of the learner groups presented to them; and

ii. to create the necessary bridging training opportunities to accommodate the varied educational backgrounds of the members within the Organisation. It is anticipated that such bridging training will initially fall within the following areas of competence development:

(1) Language and literacy skill development.

(2) Higher level numeracy skill development.

**Annexure 6: Naval Personnel Order No 6/2002 of 1 October**

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**SA NAVY**  
**(DIRECTOR NAVAL PERSONNEL)**

**NAVAL ORDER:**  
**PERS NO 6/2002**

**GUIDELINES REGARDING SELECTION AND DEVELOPMENT OF  
CANDIDATES WITHIN THE BROAD PARAMETERS OF THE  
MILITARY SKILLS DEVELOPMENT**



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## **GUIDELINES REGARDING SELECTION, AND DEVELOPMENT OF CANDIDATES WITHIN THE BROAD PARAMETERS OF THE MILITARY SKILLS DEVELOPMENT SYSTEM**

- Reference    A: The Employment Equity Act, No 55 of 1998, Government Gazette, Vol 400, No 19370, Republic of South Africa, 19 October 1998  
                   B: SA Navy Plan on Affirmative Action and Equal Opportunity  
                   C: White Paper on Human Resource Management  
                   D: Human Resource Strategy 2010

- Appendix    A: Definitions and Terminology

### **INTRODUCTION**

1. All processes within the Human Resources (HR) Management domain are subject to the change imperatives within the macro environment. Such change imperatives include initiatives within the Department of Defence (DOD) itself, such as the Strategic Defence Acquisition Packages, and Transformation, with its special programmes such as Batho Pele, Representivity, and Affordability. They also include external factors including Market Forces, Legislation, Labour Supply, Educational Standards and other Social factors.

2. Analysis of the DOD HR composition within the framework of external change imperatives, has suggested an urgent requirement for a flexible and affordable Service System which is capable of offering different Service System components capable of ensuring

- a. a group of young, fit, individuals capable of undertaking tasks of high volume and relatively low complexity;
- b. a second core group of professional military personnel to render management, training and administrative functions; and
- c. a third, smaller group comprising top leadership and management.

3. While the intention of the Flexible Service System (FSS), implemented in 94, was to improve affordability and flexibility, the method of its implementation and utilisation has resulted in the FSS not achieving its aim. While lengthy analysis of its ineffectiveness is not the intention of this document, in brief some reasons for its ineffectiveness have included the excessive number of Short Term Service (STS) members being translated to the Medium Term Service (contrary to the stipulated ratios for each component of the FSS), the lack of vocational training and development to prepare members on short term contracts for re-integration into Society, and a sufficiently structured pension system which would allow members departing after a short term contract to receive a liveable pension.

4. All of the above factors have led to the adoption of a new Service System which will impact heavily upon the way members within the SANDF serve. The first component of the Service System, the Military Skills Development System, has an

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- c. The facilitating of all travel arrangements required for the conveying of candidates to the venue for Phase Two: Orientation to the Maritime Environment.

## THE HUMAN RESOURCES PHILOSOPHY

### PRINCIPLES AND OBJECTIVES

15. The Human Resources Strategy for the next ten years notes the following pertinent elements *wrt* the Human Resources Philosophy underpinning Human Resources within the Department of Defence:

- a. The HR Component is desired to be professional, motivated, productive, effective, equitable and affordable.
- b. Thus an institutional culture based on professional conduct, service delivery, individual empowerment and pride in the Organisation and its values, is being instilled.
- c. The DOD has a foremost responsibility to ensure that its macro HR strategy, including the way its members serve, is executed in a manner which allows for a cost-effective execution of the Mission.
- d. The DOD recognises that its outputs are dependent upon the individual and the collective organisation. Thus empowerment through education, training, and development (ETD), from pre-employment ETD, to post-employment re-skilling, will enjoy high priority.
- e. The DOD recognises the imperative posed by the external environment to have a technologically-orientated workforce. It therefore recognises the importance of utilising Youth Academic Development Schemes to meet its recruitment needs, as also of retaining scarce expertise. The criticality of retaining scarce expertise in order to maintain a technologically advanced Defence Force is acknowledged.
- f. Finally, the HR Philosophy re-iterates the requirement to execute Human Resource Management in such a manner as to contribute positively to a well-disciplined, motivated and happy workforce.

### DOD HUMAN RESOURCE MANAGEMENT VISION AND MISSION

16. The Vision underpinning Human Resource Management within the DOD reads as follows:

*The DOD's HR Management Vision is that all commanders, managers, and HR functionaries will competently manage the DOD's most important asset, its people. Competent HR management should result in a DOD which comprises an empowered, motivated, well-managed, affordable and diverse workforce, willing and capable to execute the DOD's Mission*

NO PERS 6/2002  
Edition No:1

RESTRICTED

Date: 1 October 2002



RESTRICTED

6

17. The DOD Human Resources Management Mission reads as follows:

*The Mission of HR Management in the DOD is to support the DOD's corporate Mission by providing the quality and quantity of human resources commensurate with the DOD's needs, as regulated by the Constitution, national legislation and parliamentary and executive direction*

#### DOD HUMAN RESOURCE STRATEGIC DIRECTION

18. The strategic issues derived from the above Vision and Mission are of importance here because they impact heavily upon the structure and process of the MSD, as also on the selection methodology to be utilised in the SA Navy. In brief, the issues pertinent to this discussion are as follows:

- a. Affordability of HR Composition.
- b. **Flexible Term Service System.** The current application of the Flexible Term Service System (FTSS) is ineffective. It
  - i. fosters rank-age versus mustering discrepancies, as also unrealistic expectations of life-long employment with the resultant stagnation and morale decline;
  - ii. is not cost-effective;
  - iii. does not provide an adequate mechanism to adjust force levels;
  - iv. is unable to ensure that large numbers of young, fit deployable personnel are available; and
  - v. it does not provide the feeding capacity required for the Reserve.
- c. **Pre- and Post-Employment ETD.** There is a critical lack of an integrated, extended ETD system which is able to span pre-employment ETD (aimed at rectifying the representivity imbalances within the specialised mustering) to post-employment ETD (needed for the re-skilling and re-deployment of members who are unable to be utilised within the Organisation).
- d. **Representivity.** Representivity imbalances, specifically in specialised mustering and within certain rank groupings, has resulted in an Organisation which is demographically not reflective of the greater Organisation.

#### THE SERVICE SYSTEM

#### CONTEXTUAL FRAMEWORK

NO PERS 6/2002  
Edition No:1

RESTRICTED

Date: 1 October 2002

RESTRICTED

7

19. The SANDF New Service System was approved by the Council on Defence vide Decision Brief DS/PPP/D HR PLAN/R/104/31 dd 27 Oct 00. The Service System structure and design has been derived in such a manner as to support the realisation of the DOD Strategic Objectives delineated above.

20. The DOD HR Goal wrt the implementation of "A New Way that Members Serve" depicts an end-state as follows:

*The new Service System implemented by the SANDF has substantially reduced personnel expenditure and the investment risk in human resources, while it curbed the ageing of the Force and stagnation. The range of material rewards, developmental benefits, flexible contracts and beneficial exit options offered to all members, make military service in the Regular Component and the Reserves attractive.*

21. This Goal must be read in conjunction with the Goal visualising "A Rejuvenated SANDF HR Composition". This Goal depicts an end-state as follows:

*The SANDF's operational requirements are fully met by a Regular and Reserve Force HR Composition predominantly consisting of young, fit, healthy members who comply with their respective utilisation criteria, throughout their term of service.*

#### STRUCTURE OF THE NEW SERVICE SYSTEM

22. With a Jan 03 implementation date, the new Service System comprises three components, viz the MSD, the Core Service System (CSS) and the Senior Career System (SCS). While this Naval Order is concerned predominantly with the MSD, the structure of the full Service System is depicted here in order to provide a contextual framework:

##### a. The MSD System

- i. <sup>y</sup>Members entering the MSD should comply with the following characteristics:
  - (1) Not be younger than 18 and not older than 22.
  - (2) Will have passed Grade 12, with 80% of the complement having successfully completed mathematics and science at the Grade 12 level.
  - (3) Will preferably be single.
  - (4) Will not be area bound.
  - (5) Will comply with the SANDF Medical Standards and all other approved appointment requirements.

NO PERS 6/2002 Edition No:1	RESTRICTED	Date: 1 October 2002
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RESTRICTED

8

- ii. Approximately 10% of the Full Time Component of the SA Navy will serve in the MSD for a period no longer than two years.
- iii. The aim of the MSD is to satisfy the HR requirement for a rapid throughput of fit, young members able to satisfy deployment contingencies.
- iv. A proportion of the members within the MSD will, on conclusion of the two year period, transfer to the Reserve Force (ResF), where they will be contractually bound to serve.
- v. Members with the rank seaman will not serve in the SANDF beyond the age of 28.

b. **The CSS System**

- i. Approximately 70% of the Full Time Component will serve within the CSS System.
- ii. All Full Time Component Junior Officers, the majority of middle ranking officers up to the rank of Lt Cdr and NCO's up to the rank of CPO will serve within the CSS.
- iii. The maximum age limit for service within the CSS will be between 40- 45 years.
- iv. The CSS will provide the bulk of the Full Time Component command cadre, and junior to middle levels of management.
- v. Flexible service contracts ranging from 4, 6, 8, 12 to 15 years will prevent members within this component from stagnating.

c. **The SCS**

- 20% of the Full time Component will serve within the SCS.
- ii. Only Officers from the rank of Lt Cdr upwards, and NCOs with the rank of CPO upwards, who have been identified as having top level development potential and/or excellent performance records will be selected for the SCS.
- iii. The normal retirement age for members within the SCS varies between the age of 55 60. Alternatively, the member's retirement age may be prior to the age of 55 and will be specified in the contract.

23. In order to meet the demands of the implementation of the new Service System by 2003, a number of actions have been embarked upon within the SANDF. Inter alia these include the following (target dates are indicated in parentheses):

RESTRICTED

9

- a. New general conditions of service and service benefits have been developed (draft available end 01/02).
- b. The PERSOL System is being adapted to deal with the new System requirements, as also the migration of members from the current components to the new service components (end of 02).
- c. The Initial Military Service is terminated (Dec 02).
- d. The current MTS and LTS is to be reconfigured into the CSS and SCS (by 04).
- e. There is to be an annual MSD intake in order to ensure sufficient young and fit members able to feed deployments, junior officer training as well as the proper feeding of the ResF and the CSS.
- f. Foundation Training for school leavers will continue to serve as a source of young and fit members, able to satisfy the selection requirements, specifically in the Mathematics and Science domain, for specialised musterings.
- g. The MSD is to comprise 40% of the DOD Full Time Component and approximately 10% of the SA Navy (06/07).
- h. The CSS is to comprise 40% of the Full Time Component within the SANDF, and 80% of the Full Time Component within the SA Navy.
- i. The SCS is not to comprise more than 20% of the Full Time Component within the SANDF by (06/07) and not more than 10% within the SA Navy.
- j. It is aimed to offer appropriate retention bonuses and other special incentives in order to retain members within all critical combat, technical, and professional musterings.
- k. In order to retain the desired results wrt flexibility and skills retention, an attractive exit management benefit package is to be in place for members within the CSS System.

## PRINCIPLES UNDERPINNING SELECTION

### SELECTION METHODS

24. While detailed selection methodology criteria will be delineated for each of the relevant Phases of the MSD Process, the following broad prescripts are to be complied with:

NO PERS 6/2002 Edition No:1	RESTRICTED	Date: 1 October 2002
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RESTRICTED

11

procedures, special attention is required to be drawn to the factor of **Representivity in relation to the composition of Boards**.

26. **Definition of Assessment and Development Boards.** For the purposes of this document, Assessment and Selection Boards will be those Boards convened at any interface within the MSD in order to consider the suitability, and/or potential of a specific candidate, or number of candidates, (whether in isolation, or in relation to each other) for a specific Organisational opportunity.

27. **Representivity of Assessment and Selection Boards**

a. ~~Representivity refers to the demographic composition of the Board in terms of the degree to which such a Board reflects the greater Organisational demographics, as also the demographics of the broader South African community.~~

b. The SA Naval Plan for Equal Opportunity and Affirmative action has as its end-point an Organisation which reflects the following demographics:

i. **Race Composition**

(1) ~~African:~~ 60%.

(2) Asian: 2%.

(3) Coloured: 15%.

(4) White: 23%.

ii. **Gender Composition.** The Department Of Defence Policy prescripts indicate that Affirmative Action Plans should strive to ~~attain an Organisation~~ in which 30% of posts at Director level (R Adm (JG)) or higher are held by females.

c. When constituting Assessment and Selection Boards, it is the responsibility of the Chairperson to ensure that the Board composition adequately reflects the demographics as specified in paragraph 27 a-b above. In this regard the following are to be complied with:

i. Irrespective of the gender composition of the potential applicants, all Boards shall have at least one female of equivalent rank to the other members of the Board.

ii. Irrespective of the racial composition of the potential applicants, all Boards shall endeavour to have at least one member from each of the racial categories specified above. These members

**Annexure 7: Department of Defence Instruction: Personnel No 00038/2006 of 27 August**

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CHR/CDTM/R/106/30/1/P

**DEPARTMENT OF DEFENCE**

**HUMAN RESOURCES DIVISION**

**DEPARTMENT OF DEFENCE INSTRUCTION:  
PERS NO 00038/2006  
(EDITION NO 1)**

**POLICY ON TRANSFORMATION MANAGEMENT  
IN THE DOD**



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CHR

27 Aug 2018

RESTRICTED

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**TRANSFORMATION MANAGEMENT IN THE DEPARTMENT OF DEFENCE**

- Reference A: DODD/PERS/00008/2006  
 B: JDP/PERS/000026/2006  
 C: Policy on Budget Preparation in the DOD  
 D: Budget Control within the DOD, DODI/FIN/2/1999 (Edition 2)  
 E: Public Finance Management Act (Act 1 of 1999 as amended)  
 F: DOD Strategic Business Plan 2008 (MTEF FY 2008/09) TO 2011  
 G: Defence Act, 2002 (Act no 42 of 2002)  
 H: Military Disciplinary Code  
 I: Public Service Disciplinary Code and Procedures

**SUPERSESION OF EXISTING POLICY**

1. This instruction supersedes Department of Defence Instructions DODI/PERS/00012/1999; DODI/PERS/00013/1999; DODI/PERS/00018/1999; DODI/POL & PLAN/00001/1998; DODI/POL & PLAN/00045/2001 AND DODI/POL & PLAN/00056/2001 are hereby withdrawn.

**INTRODUCTION**

2. The origin of this instruction is Department of Defence Directive DODD/PERS/00008/2006 (Reference A).

**AIM**

3. The aim of this instruction is to implement policy, assign responsibilities and prescribe procedures to manage transformation within the Department of Defence.

**APPLICABILITY**

4. This instruction is applicable to all officials of the DOD.

**POLICY STATEMENT**

5. It is DOD Policy that the human resources of the Department of Defence will be transformed to reflect the values and aspirations contained in the Constitution. The DOD adheres to the principle of equity and equality of opportunities in all practices. It values and manages diversity and in doing so recognises that talent, ability and potential are inherently distributed across the population. It strives to eradicate all forms of unfair discrimination within the DOD

PERS NO/00038/2006	RESTRICTED	Edition No: 1
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CHR

27 Aug 2018



RESTRICTED

2

**AUDITABLE OUTCOMES**

6. The DODD and JDP developed in terms of this directive shall affect the following outcomes:

- a. Leaders, commanders and managers who are visionary, professional, courageous and committed to the implementation of transformational leadership in order to achieve transformational outcomes <Sub paragraph
- b. The institutionalisation of the DOD Shared Value System.
- c. An organisational culture that respects and values differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their full potential in support of mission readiness.
- d. A workforce that broadly reflects the **raphics** of South African society.
- e. Equality, fairness and justness **in** an resource/labour practices irrespective of appointment contra time, full time, fixed term or temporary and irrespective, of • or belief, disability, sexual orientation, sex, gender, age or tus.
- f. A workplace that is **fre barriers**, bias, prejudice and unfair discriminatory practices c r racism and sexism which undermines human dignity, integri ; tial and prevents individuals or groups from realising their nd contributing fully to the DOD's performance. No i dation, harassment and victimisation will be tolerated and th s may lead to disciplinary action.

**TERMINOLOGY**

7. See JDP/PERS/000026/2006 (Reference B) for terminology.

**IMPLEMENTATION GUIDELINES**

8. The implementation guidelines are contained in JDP/PERS/00026/2006 (Appendix F)

**SYSTEM FOR IMPLEMENTATION**

9. Transformation management is a line and management function. Chiefs of Services and Divisions and every commander/manager shall ensure that this policy is implemented at all levels, and that all members and employees under his or her command or control have been informed of this instruction. Such management responsibility means that commanding officers or civilian managers shall be accountable for not taking appropriate action against non-compliance.

PERS NO/00038/2006

RESTRICTED

dition No: 1



RESTRICTED

3

10. The DOD The departmental human resource transformation system is not a stand-alone system. It is integral to the corporate departmental command/management system as a governance system, together with

- a. planning of execution and control;
- b. structure and performance management; and
- c. orders for execution and control thereof.

11. The DOD Transformation management system consists of the following elements:

- a. Prescri t
  - i. Policy<sup>p</sup>. DOD Directive DODD/PERS/00008/2006 on the Transformation Management (Reference A) describes the DOD's policy position, lists outcomes that are to be attained, specifies implementation and review timelines to be met and ascribes primary responsibility to the Chief of Human Resources to take the necessary actions for the establishment and implementation of the policy in the DOD.
  - ii. Instruction. DOD Instruction DODI/PERS/000038/2006 (Edition 1), on Transformation Management, implements policy, assigns responsibilities and ac Manalties and prescribes uniform methods for the efficient exec course policy in the DOD.
  - iii. Process and oc dures. Joint Defence Publication JDP/PERS/00 P6 (Reference B) contains the process and procedures for an Transformation Management in the DOD in the DOD.

12. Functionaries. The following committees are instrumental in transformation management in the DOD.

- a. The DOD Leadershi Develo ment Committee is an institutional framework established at Corporate Level to advise on leadership issues and to facilitate leadership development in the DOD.
- b. Disabilit Committee. The DOD in order to execute the prescribed legislative y imperatives in terms of disability equity shall establish a Disability Committee to promote, protect, develop and attain equal opportunities for people with disabilities in the DOD.
- c. The Committee for People with Disabilities has been established to advise the Services and Divisions on disability issues and to liaise with the Office on the Status of Disabled Persons in the Presidency

PERS NO/00038/2006

RESTRICTED

Edition No: 1

CHR

27 Aug 2018

RESTRICTED

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- a. Maintaining and managing this instruction.
- b. Ensuring the implementation of this instruction at all levels in the DOD.
- c. Monitoring and evaluating the compliance of this instruction in support of national and DOD objectives.
- d. Provide advice to the DOD on transformational aspects.

22. g Executin Authorities. The responsibilities of Chiefs of Services and Divisions through their channels of command are as follows:

- a. responsible to ensure that the prescribed DOD policy is complied within his/her Service/Division;
- b. responsible to report, investigate and take disciplinary action against all cases of non-compliance with this instruction by officials under his/her jurisdiction; and
- c. accountable for compliance with this instruction and the performance of the development and maintenance of the policy system in his/her Service/Division.
- d. Ensuring that all DOD transformation policies and programmes are understood and executed at all levels.
- e. Providing instructions with their respective command levels to ensure the implementation of the principles stated in this policy.
- f. Ensuring that all DOD personnel are provided with applicable Education, Training and Development (ETD) at all levels.
- g. Establish institutional mechanisms for transformational functionaries to promote CDTM objectives and assist the Services and Divisions at level 3 and 4 and further institute mechanisms to identify and resolve transformation issues.
- h. Provide annual goals and objectives for their respective service or division to the Secretary for Defence and CSANDF.
- i. Establishing incentives to recognise individuals and organisational units for outstanding achievement in transformation areas covered by this policy.
- j. Submitting an annual report outlining progress on plans made to achieve the established transformation objectives and the future plans of action as prescribed by the CDTM.
- k. Making provision for every aspect relating to the financial and budgetary requirements pertaining to this instruction through the appropriate

PERS NO/00038/2006

RESTRICTED

Edition No: 1

CHR

27 Aug 2018

RESTRICTED

6

structures at the appropriate levels. These financial and budgetary requirements must be cost effective and in line with the DOD strategic and operational plans and the prescripts of the Public Finance Management Act and the Medium Term Expenditure plan.

- I. Ensure the alignment of all service and divisional policies, instructions, standing working procedures and other relevant practices with the shared values of the DOD and that they are free from discriminatory practices.

#### STAFF AUTHORITY

23. The responsibilities of the CHR (CDTM) are as follows:
  - a. To ensure the institutionalization of transformation, human rights and equity within the DOD.
  - b. The provision of strategic direction for transformation and equity implementation in the DOD.
  - c. The management of interventions relating to transformation and equity.
24. Audit Authority. The Inspector General, DOD, Chief Audit Executive shall be
  - a. responsible to audit the inspection and implementation of the provisions of this policy at all levels in the DOD for compliance;
  - b. authorised to consolidate findings and make recommendations to appropriate command and management bodies; and be
  - c. accountable for compliance with this instruction and the implementation thereof in his/her division; and
  - d. responsible to audit the effectiveness of departmental policies against stated auditable outcomes.

#### INSTRUCTION AUTHORITY

25. This instruction is issued by the Sec Def and the CSANDF in accordance with the powers to instruct, as contemplated in the Defence Act, 2002 (Reference F).

#### OBLIGATION TO COMPLY

26. Every official of the department involved in the management or execution of transformation management in all its facets must ensure compliance with this instruction in his/her respective area of responsibility. This instruction implements these prescripts in the DOD with respect to transformation management.

27. Compliance with this instruction will be subject to both internal and external audit.

PERS NO/00038/2006	RESTRICTED	Edition No: 1
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27 Aug 2018

**Annexure 8: Chief of South African National Defence Instruction: Interim Instruction for newly Appointed Uniform Members in the SANDF of 16 July 2019**

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**hr division**

Department:  
Defence  
REPUBLIC OF SOUTH AFRICA

Telephone: 012 355-5890  
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Enquiries: R Adm (JG) K. Naidoo

**CHR/CDHRSDP/DHRSS/R/512/2/1**

Department of Defence  
Chief Human Resources  
Directorate HR Service Systems  
Private Bag X161  
Pretoria  
0001  
16 July 2019

**CSANDF INSTRUCTION 26/2019: INTERIM INSTRUCTION FOR NEWLY APPOINTED  
UNIFORMED MEMBERS IN THE SOUTH AFRICAN NATIONAL DEFENCE FORCE (SANDF)**

- Reference
- A: Constitution of the Republic of South Africa, 1996 (Act No 108 of 1996)
  - B: Defence Act 2002, (Act No 42 of 2002)
  - C: Government Gazette on Regulations for the Reserve Force dd
  - D: South African National Defence Force Service Guide for Newcomers dd 22 Feb 96
  - E: South African National Defence Force: Service Guide for Non-Commissioned Officers dd June 97
  - F: Revised Implementation Instruction: Military Skills Development System (MSDS) dd 05 Dec 03
  - G: Change of Conditions of Service and Benefits: Military Skills Development (MSD) January 2004 Intake dd 29 Nov 04
  - H: Letter CSANDF/CMPSP/R/512/2/1 CSANDF Instruction 147/2013: Joining Instruction for the members (New Intakes) into the SANDF dd 2 Dec 13
  - I: Compensation for Occupational Injuries and Diseases Act
  - J: Schedule 1 to Criminal Procedure Act, 51 of '77
- Appendix
- A: Terminology
  - B: Shared Values of the SANDF
  - C: Certificate of Acknowledgement

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**PREAMBLE****CODE OF CONDUCT**

1. It must be noted that it is compulsory and mandatory for all SANDF members to read, understand and apply the SANDF Code of Conduct to the best of their ability.

- a. I pledge to serve in the SANDF with loyalty and pride, as a citizen and a volunteer.
- b. I respect the democratic process and civilian control of the SANDF.
- c. I will not advance or harm the interests of any political party or organization.
- d. I accept personal responsibility for my actions.
- e. I will obey all lawful commands and respect all superiors.
- f. I will refuse to obey an obviously illegal order.
- g. I will carry out my mission with courage and assist my comrades-in-arms, even at the risk of my own life.
- h. I will treat all people fairly and respect their rights and dignity at all times, regardless of race, ethnicity, gender, culture, language or sexual orientation.
- i. I will respect and support subordinates and treat them fairly.
- j. I will not abuse my authority, position or public funds for personal gain, political motive or any other reason.
- k. I will report criminal activity, corruption and misconduct to the appropriate authority.
- l. I will strive to improve the capabilities of the SANDF by maintaining discipline, safeguarding property, developing skills and knowledge and performing my duties diligently and professionally.

**INTRODUCTION**

2. The South African National Defence Force (SANDF), as stipulated in the Constitution of the Republic of South Africa, should be managed as a disciplined force. It is therefore imperative that measures are put in place to ensure that men and women who serve in the SANDF display a high level of discipline at all times.

3. Discipline in the military is not just one of the attributes of a uniform member, but a way of life. It assists members during training, at the workplace and in the operational area to pay attention to detail in the manner that he/she conducts him/herself during the execution of duties and responsibilities. This, then, becomes the basis for effective and efficient functioning of an individual within the SANDF.

**AIM**

4. The aim of this instruction is to provide guidelines, processes and procedures to all members who voluntarily join the SANDF.

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## APPLICABILITY

5. This Instruction is applicable to all newly appointed members of the SANOF. This order should be read in conjunction with the Defence Act, 2002 (Act No. 42 of 2002).

## TERMINOLOGY

6. The terminology used in this order is defined in Appendix A.

## SUPERSESION OF EXISTING POLICY

7. This Instruction is the first edition and therefore is not superseded by a previous publication.

## CODE OF CONDUCT

8. The Code of Conduct of the SANDF is binding to all uniform members. It must be noted that it is compulsory and mandatory for all SANDF members to read, understand and apply the SANDF Code of Conduct to the best of their ability. The contents of the Code of Conduct are attached as Appendix B to this Instruction.

## SHARED VALUES OF THE SANDF

9. The SANOF has its own culture and shared values which molds the attitude, conduct and behavior of its members throughout their term of service. The shared values of the SANDF are further explained in Appendix C.

## REQUIREMENTS FOR ENLISTMENT

10. A member joins as a citizen and volunteer and shall at all material times comply with the cultural rules and regulations of the SANDF. The following are requirements for enlistment into the SANDF for **Regular Force members**:

- a. South African citizen.
- b. Volunteer.
- c. The candidate must apply personally and submit an application form with all the required supporting documents.
- d. Must be older than 18, but not older than 49 years old.
- e. Not be area bound.
- f. No record of a criminal offence/s.
- g. Preferably single.<sup>1</sup>
- h. The candidate must undergo psychometric tests.
- i. The candidate must undergo a Comprehensive Health Assessment (CHA).

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<sup>1</sup> Not applicable to candidates possessing **ac:arce skills** established by the BldOa and within the SANDF

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4

- j. The candidate must appear before a Selection Board.
- k. Health Care Professionals (HCPs) must be registered with the Relevant Professional Bodies as determined by the respective professions.
- l. Chaplains must be in possession of written permission from their Church Board/Committee.
- m. Candidates may not have any study commitments during Basic Military Training.

### SERVICE BENEFITS AND CONDITIONS

11. Members of the SANDF are entitled to the following service benefits:

- a. Medical and Dental. All members of the SANDF are provided with full medical cover. Only the member is entitled to medical and dental services (except orthodontics) required during military service and WM be provided at State expense. No spouse/partner etc is entitled to any medical or dental services at State expense during the MSDS period.
- b. Injuries and Disabilities. Members are entitled to compensation to the compensation for Occupational Injuries and Diseases Act, 1993, for Injuries and disability sustained in execution of official duties. The SA National Defence Force is responsible for the treatment of any Injuries sustained in the execution of official duties until the condition has cleared.
- c. Vaccinations. All members of the SANDF are required to continuously maintain the currency of their vaccination records.
- d. - During training leave of absence will be granted according to the approved departmental leave policy,
- e. Boarding and Lodging. Members are required to pay boarding and lodging fees toward their accommodation and meals (where applicable) as prescribed in departmental policy.<sup>2</sup>
- f. Unit Fund. Unit funds include all trading and non-trading institutions as well as funds and their relevant affiliation to any sub-section of such nature that are registered and in possession of a ministerial certificate and which are established for the sole purpose of providing services to members of the SANDF to maintain and uphold morale. Benefits offered by unit funds include laundry and cleaning facilities, barbers, recreational facilities, extra messing, etc. Participation in a unit fund is on a voluntary basis. The total of all unit/service/sport fund deductions, including extra messing fees, may not exceed 15% of a member's basic monthly salary. Members who do not participate may not partake of the facilities provided by the Unit.
- g. Uniform. All members will be provided with applicable sets of uniform upon enlistment. SANDF camouflage uniform is a controlled item and should be protected and not given to unauthorised people as legal actions will be taken against those members found in possession of unauthorised items. Any item of SANDF uniform should always be handled and treated with the respect it deserves.

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<sup>2</sup> Members who are busy with Basic Military Training are required to stay in a minimum member's.

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- h. Sport and Recreation Facilities. Members will have access to available sport and recreation facilities.
- i. Funerals. Members who pass away in the course of their service will be entitled to a funeral at State expense within the limits of the measures contained in departmental policy.
- j. Transfers. In terms of Sec 50 (5) (b) of the Defence Act, 2002, it is the prerogative of the SANDF to transfer or employ members according to organizational needs.
- k. Performance Assessment. A confidential training report will be compiled on completion of each learning opportunity and a confidential report after every period of deployment, when so required.
- l. Service Agreement MSDS. Employment, in terms of Sec 52 of the Defence Act 2002, is for a two-year period of full-time training and utilisation in the Regular Force and a commitment to serve for five years in the Reserve Force (as may be required).
- m. Pension. MSDS members will not be contributors to, or become beneficiaries to the GEPIF. The Unemployment Insurance Act, 2001, excludes MSDS members from contributing to the UIF.
- n. Group Life Insurance. Contribution to the SANDF Group Life Insurance Scheme is compulsory. Premiums are deducted on a monthly basis at the prescribed tariffs. The Group Life Insurance Scheme was instituted to provide immediate financial support for dependents on the sudden death of a member, or to the member him- or herself in the case of disablement. Contributions and benefits are divided into two groups namely members with dependents and members without dependents.
- o. Service Bonus. Only applicable to MSDS members. A cash bonus is paid to members on successful completion of their Military Skills Development System contract to the amount of R 18 000-00.

#### REQUIREMENTS FOR CONTINUED SERVICE IN THE SOUTH AFRICAN NATIONAL DEFENCE FORCE

12. The following criteria will be utilised in order to appoint successful members to the Core Service System (CSS):

- a. Must be medically fit, as determined by a Comprehensive Health Assessment (CHA).
- b. Availability of vacant and funded posts.
- c. No negative disciplinary record (civilian or military).
- d. Successfully completed Basic Military Training (BMT) and functional courses.
- e. A positive confidential report.
- f. Must attend and/or appear before a Selection (Contract) Board.
- g. On completion of the initial contract, the Department of Defence is under no obligation to ensure the member's enlistment in the Core Service System (CSS). Appointment into the CSS will be subject to criteria as stipulated in the CSS measures/policy.
- h. Security Clearance.

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**Annexure 9: South African Navy Human Resource Plan for MTEF 2019/2020**

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APPENDIX H  
TO VSH/C/302/2/99020 (FY19/20)  
DATED MARCH 2018



**Chief of the SA Navy**

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(V Adm M.S. Hlongwane)

**HUMAN RESOURCE PLAN FOR THE FIVE YEAR  
PERIOD FY2019/20**

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## PART 2: STRATEGIC DIRECTIO

5. **Vision:** The Vision of the SA Navy is to be **unchallenged at sea**, which implies the following:

- a. **Regional Reach.** The SA Navy provides sustained forces capable of operating throughout the Southern Oceans and Southern African littoral.
- b. **Balance of Force Capabilities.** The size and shape of the SA Navy results in a coherent military capability across all relevant areas of maritime warfare, together with the ability to operate these balanced forces effectively, giving battle winning combat capability.
- c. **Interoperability.** The SA Navy is prepared for operations, jointly or in combination, with other forces that may be required, whether these are SA Armed Forces, the Armed Forces of the UN / AU / SADC / other nations or civilian authorities.
- d. **Information Superiority.** The SA Navy is capable of using information to achieve mission success by increased situational awareness, interoperability and increased speed of information flow, whilst protecting and preserving own information assets.
- e. **Quality.** The SA Navy provides capable forces that are completely fit for purpose as and when required.
- f. **Will.** The individuals, units and the command chain of the SA Navy are willing to become completely engaged in whatever task, from low intensity peacetime activities to high intensity war fighting, with utter determination to succeed.
- g. **Respect.** The SA Navy is highly respected internationally and Navies of similar size benchmark with the SA Navy which they regard as the best Navy in size.

6. **Mission.** The Mission of the SA Navy is to provide combat prepared and supported maritime defence capabilities for the defence and protection of the RSA. To achieve the Mission, the SA Navy shall focus its efforts on *winning at sea* and thus being able to demonstrate the ability to fight at sea in order to become unchallenged at sea. This entails the following:

- a. The SA Navy **wins at sea** through the provision of combat prepared and supported maritime defence capabilities for the defence and protection of the RSA. Operationalisation of the mission entails providing strategic direction for maritime defence, establishing and maintaining a force structure, training personnel, maintaining weapons systems and preparing forces.
- b. The SA Navy **wins at sea** when its forces enable CJ Ops to succeed in fulfilling its maritime-related strategic objectives of providing support to the people of the RSA, promoting peace, security and stability in the region and continent, and enhancing / maintaining comprehensive defence capabilities.
- c. **Winning at sea** further implies that the SA Navy is capable of successfully achieving its mission through the establishment and support of technologically advanced and sustained maritime combat platforms and equipment, manned by highly competent and qualified personnel.

7. **Updated Situational Analysis.** The output of the Annual Performance Plan is derived from the core aim of "providing prepared and supported maritime defence capabilities" for the information presented here should align with the content/findings of the Level 1 DOD situational analysis as derived from the approved DOD Environmental Analysis (EA). Present updated information on the performance delivery and institutional environment, based on the information gathered during the

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annual performance-planning process (environmental scan). This section should address HR matters relevant to each Budget Holder. The focus should be on noting any changes in the external and/or internal environments that may affect performance in the HR environment during the FY2019/20.

**Serial Environmental Analysis Assessment/Implications**

		Impact on Budget
1	Attraction and retention of skills	Should personnel reduce below required levels, ships and submarines will not be able to deliver services per the set objectives
2	National Youth Service Programme	Due to capacity restriction at SAS SALDANHA (MSDS and other courses). Only one NYSP will be presented of each year

8. The SA Navy Strategic Objectives listed below are directed at the full range of military and other ordered commitments and further direct the formulation of Maritime Defence capabilities:

- a. **To Enhance and Maintain Comprehensive Defence Capabilities.** The provision of conventional and asymmetric self-defence in accordance with the International law against any external threat of aggression, which endangers the stability of the RSA.
- b. **To Promote Peace, Security and Stability in the Region and the Continent.** The provision of external deployment or support to enhance security in support of decisions by the Executive.
- c. **To Support the People of South Africa.** Supporting the population of the RSA in operations and activities other than war, when the responsible state departments do not have adequate capacity to do so.

9. The ordered commitments as encapsulated in the Joint Force Employment agreement with CJ Ops are as follows:

- a. NCS Capability.
- b. 2 x FSG (1 available).
- c. 2 x SSK {1 available}.
- d. 1 x Mine Avoidance/ Clearance system (Only detection capability available).
- e. 1 with crew available.
- g. 1 x RF pl.
- h. Hydrographic capability.
- i. 1 x MRS (1 x OBS, 1 x-ODT, 1 x RF pl).
- j. Onboard command post facility (to accommodate a Bde Tact HQ/Mission HQ).
- k. 1 x IEOD capability (Underwater security).
- l. GIS capability.

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7

## m. 1 x TLSU

10. Human resource is a key enabler to ensure that the SA Navy achieve its objectives as mandated by higher authority. In order to achieve the above mentioned mandated tasks the SA Navy will require platforms that are seaworthy in all respects and able to perform a variety of missions according to the tasking. This is a collective effort that requires a coordinated effort from all SA Navy sub structures to ensure the successful achievement of our objectives particularly the human resources. Therefore the human resources must be managed as such that they support the achievements of the SA Navy objective with specific focus on the following:

- a. The SAN is experiencing serious skills erosion particularly within the PSAP component. There must be targeted recruitment initiatives to ensure a sufficient pool of engineers and artisans. The SAN is to continue to implement remunerative retention initiatives, within its budget allocation, as well as non-remunerative measures, to attract and retain scarce skills and experienced personnel.
- b. There are concerns that the current career management and development system is not open and transparent and as a result personnel experiences feelings of uncertainty, anxiety, depression and low morale. This situation whether real or just a perception, has far reaching implications in terms of productivity, esprit de corps, social cohesion and discipline. Enabling support mechanisms must be created to promote employee's engagements to promote a harmonious work environment.
- c. The protection force has a flat structure, which implies that members will serve more years in one rank than the norm. This current state is undesirable as it is demoralising and leads to low morale. All new recruits with the exception of scarce skills are to be redirected to the protection service for the first term of their CSS contract and thereafter be given preference to IBT to other mustering's. Members currently in the protection branch are to be given preference to IBT to other mustering's. The protection branch must be restructured to make it worthwhile to those members who elect to remain in the branch.
- d. There is a need to encourage both military members and civilian employees to partake in education and personal development as a source of labour mobility in order to prepare them for a career outside the DOD. The SAN must continue to utilise short courses at universities/colleges to enhance the knowledge of interested members and employees identified with the potential for enhanced performance in current posts and future planned appointments. Members must be encouraged to take part in education and training initiatives.
- e. There is a drive from higher authority to continue to take measures that strengthen both organisational and individual performance management. Performance management policies must be strictly complied with and under achievers must be identified timeously with a view to address their shortcomings.
- f. There are policies in place to address grievances as well as disciplinary actions, however they are not yielding the required results. Acting outside these policy prescripts is not only illegal but could also bring the SA Navy and the SANDF to disrepute. There should be zero tolerance for undisciplined members and those individuals with recurring disciplinary charges. There must be an independent and unbiased process that will look at individuals with recurring charges and their suitability for their continued employment in the DOD.
- g. The SA Navy is to endeavour to maintain demographics ratio of 60% Africans, 23% Whites, 15% Coloureds 2% Indians. The gender ration is to comprise of 70% males and 30% females of the SA Navy complement.

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8

- h. There must be alignment between the Human Resource Directorate and other directorates with the primary aim of achieving the SA Navy objectives.

11 The SA Navy will continue to participate in international peace support operations where the South African Government deems it diplomatically appropriate. In addition, provision must be made for the required force levels for internal deployments such as Operation CORONA (border safeguarding). These guidelines will serve as guiding principles for HR processes in the SA Navy.

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**Annexure 10: Letter from the editor confirming the scope of work conducted**



**To whom it may concern**

**This letter serves as confirmation that I, Lize Vorster, performed the language editing and technical formatting of Kubu Asiel Elias' thesis entitled:**

**Sustainable Human Capital Strategy for White Youth in a Transformed South African Navy**  
**Editing is done in track changes and the student has final control over accepting or rejecting changes at their own discretion. Technical formatting entails complying with the Stellenbosch University's technical requirements for theses and dissertations, as presented in the Calendar Part 1 – General or where relevant, the requirements of the department.**

**Yours sincerely**

**Lize Vorster**

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**Annexure 11: Turnitin report**

## Kubu

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