

An Analysis of the Implications of Current Recruitment and Selection Practices on the Dropout and Failure Rate of Members in the SA Navy

by

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Declaration

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Abstract

For an organisation to survive and prosper, it is important for it to be able to successfully anticipate and adapt to changing circumstances. The objective of this study sought to determine whether an association exists between current recruitment and selection practices of the South African Navy (SAN) and the dropout rate of members of Basic Military Training (BMT), as well as the failure rate of members of the Combat Officer Qualification 1 (COQ1) courses. The sample that was used for this research comprised of three year groups (2012, 2013 and 2014) that enrolled in the training programmes of SAS Saldanha and SAS Simonsberg. This was done to determine whether there was a trend in the dropout and failure rates of each group. Long-standing traditional models of recruitment and selection in the SAN were found to be inadequate in dealing with challenges which the two training departments experienced.

The literature investigation considered various methods of recruitment and selection processes that different types of organisations adopt as well as the staffing processes that they use. It was found that organisations follow the same basic approach when it comes to recruiting and selecting people for jobs when trying to meet organisational demands. The policy and regulatory framework that guides and directs the SAN's unique environment was also discussed with emphasis placed on the fitness requirements of serving members, as well as the academic levels that members of the COQ1 courses are required to have.

Content analysis was conducted by using questionnaires that were completed by facilitators from the two training departments. Their responses were then compared to the criteria that were required on application forms for entry into the SAN to determine whether the members on the training programmes met the stipulated requirements. It was further compared to the policies that govern each study group. Statistics that depict the dropout and failure rate of each group were also considered in order to obtain a representation of the challenges that the two departments face.

It was found that dropping out at BMT level was mainly owing to medical challenges and own requests. This can be attributed to the fact that applicants do not have a realistic picture of the organisation when applying for enlistment. This, in turn, results in them experiencing injuries when BMT commences, because their bodies are not prepared for the physical demands of military training. It was also found that the culture shock of the

unique SAN environment places psychological pressure on some recruits, which results in them requesting to leave the Military Skills Development System (MSDS).

Members of the COQ1 courses seem to fail because the pass requirements for specific modules appear to be too high for them to achieve. Candidates are required to have a Matric Level 3 pass in order to qualify for entry into the organisation. However, some modules within the COQ1 course have a Level 5 pass requirement.

The study shows that the current recruitment and selection practices of the SAN lack in certain areas and, therefore, do not address the identified challenges. Recommendations were made, which include but are not limited to the SAN developing a recruitment strategy for each job type, whilst incorporating a fitness test as part of its selection phase.

Opsomming

Vir 'n organisasie om te oorleef en te floreer, is dit belangrik om in staat te wees om veranderende omstandighede suksesvol te antisipeer en daarby aan te pas. Die doel van hierdie studie was om te bepaal of daar 'n verband bestaan tussen die huidige werwing- en keuringpraktyke van die Suid-Afrikaanse Vloot (SAV) en die uitsakkoers van lede gedurende Basiese Militêre Opleiding, asook die druipsyfer van lede op die Veg-offisier Kwalifikasie 1 (COQ1) kursusse. Die steekproef vir hierdie navorsing het drie jaargroepe (2012, 2013 en 2014) betrek wat vir die opleidingsprogramme van SAS Saldanha en SAS Simonsberg ingeskryf was. Dit is gedoen om vas te stel of daar 'n tendens in die uitval- en druipsyfers van elke groep was. Lank reeds bestaande tradisionele modelle vir werwing en keuring in die SAV is bevind om onvoldoende te wees vir die hantering van die uitdagings wat deur die twee opleidingsdepartemente ondervind word.

Die literatuurondersoek het verskillende metodes van werwing en keuring wat deur verskillende tipes organisasies gebruik word, behels, sowel as hulle indiensnemingsprosesse. Daar is gevind dat organisasies dieselfde basiese benadering volg wanneer dit die werwing en seleksie van mense vir werk betrek om aan organisatoriese vereistes te voldoen. Die beleid en regulerende raamwerk wat die SAV se unieke omgewing lei en rig, is ook bespreek, met klem op die fiksheidvereistes vir dienende lede, sowel as die akademiese vlakke waarvolgens lede op Veg-offisier Kwalifikasie 1 kursusse verwag word om te presteer.

A inhoudanalise is uitgevoer met behulp van vraelyste wat deur fasiliteerders vanaf die twee opleidingsdepartemente voltooi is. Hul antwoorde is daarna met die vereistes op aansoekvorms vir toelating tot die SAV vergelyk, om te bepaal of die lede van die opleidingsprogramme aan die neergelegde vereistes voldoen. Dit is verder met die beleid vir elke studiegroep vergelyk. Statistiek wat die uitval- en druipsyfer van elke groep uitbeeld, is ook bekyk om 'n indruk van die uitdagings wat die twee departemente in die gesig staar, te verkry.

Daar is bevind dat dit hoofsaaklik op grond van mediese uitdagings en eie versoeke is dat lede by Basiese Militêre Opleiding-vlak uitsak. Dit kan toegeskryf word aan die feit aansoekers nie 'n realistiese beeld van die organisasie het nie wanneer hulle aansoek doen

om aan te sluit. Dit lei daartoe dat hulle beserings by die aanvang van basiese militêre opleiding opdoen, omdat hul liggame nie op die fisiese vereistes van militêre opleiding voorbereid is nie. Daar is ook bevind dat die kultuurskok van die unieke SAV-omgewing sielkundige druk op sommige rekrute plaas, wat daartoe lei dat hulle versoek om die militêre vaardigheidsontwikkeling stelsel te verlaat.

Dit blyk dat lede op Veg-offisier Kwalifikasie 1-kursusse faal omdat die slaagvereiste vir spesifieke modules vir hulle te hoog is om te bereik. Kandidate moet op Matriek Vlak 3 slaag om vir toelating tot die organisasie te kwalifiseer. Sommige module van Veg-offisier Kwalifikasie 1 het egter 'n Vlak 5 slaagvereiste.

Uit die studie is dit duidelik dat die huidige werwing- en keuringpraktyke van die SAV in sekere areas onvoldoende is en dus nie die geïdentifiseerde uitdagings aanspreek nie. Aanbevelings is aan die hand gedoen wat onder andere insluit dat die SAV 'n werwingstrategie vir elke tipe werk ontwikkel, sowel as die integrering van 'n fiksheidstoets as deel van die keuringsproses.

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CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

The South African Navy (SAN) is one of four Arms of Services (AOS) that comprise the South African National Defence Force (SANDF). It follows the South African Army and the South African Airforce in terms of seniority and is followed by the South African Medical Health Services (Defence Act, 2002). ‘The role of the navy is to prepare for and to conduct naval operations in defence of the RSA, its citizens and interests and to carry out peacetime operations in support of other national objectives. Other tasks include the maintenance, preservation and the provision of naval services in support of other state departments and authorities, including search and rescue, protection of maritime resources, and diplomatic sea transport support’ (South African Navy, 2015). Their core function is maritime warfare and to protect the coastlines of South Africa against foreign and domestic threats. ‘There are 7600 members serving in the SAN across various support, combat and technical fields’ (SANMIS, 2015). Members serve on ships and submarines, as well as on shore establishments. This includes civilian personnel, however, they are restricted to employment ashore.

1.2 Background

‘In order to become globally competitive, organisations need to attract, select and retain the best people. By doing this, organisations can dramatically increase their performance and competitive edge’ (Joubert, 2003:1). As a result of past injustices within the South African community, appointing new employees in organisations is not as challenging as it used to be, and importance should, therefore, be placed on recruiting the right person for the job from the beginning. ‘Selecting the wrong people can be costly in terms of time and money and may lead to poor service and high pressure placed on other employees who will then have to carry the workload’ (Joubert, 2003:2).

‘The South African Navy requires skilled personnel in all domains and they are critical for ships to proceed with their operations. The minimum seagoing standards can only be achieved if these skilled technical personnel are qualified and available on board the ships. The South African Navy has spent millions of Rands on the training and development of

engineering and technical personnel in order to achieve its mission of being unchallenged at sea' (McGregor, 2010:2). 'However, being unchallenged at sea can only be maintained if the South African Navy has well-trained personnel with skills, knowledge and expertise' (DODI, 2002: 1 in McGregor, 2010:2).

1.3 Reason for the study

In recent years the failure and dropout rate of serving members in the organisation has raised concerns owing to the effect that this has on the SAN's operational goals and objectives. This occurrence has led to attention being directed towards current recruitment and selection practices, its design, and to see if it has any implications on the problem. SAS Saldanha and SAS Simonsberg are training units in the SAN that provide functional training to members of the fleet.

Statistics, which relate to Basic Military Training (BMT) learners that were obtained from the training coordinators at SAS Saldanha, highlight the fact that once recruitment and selection has taken place, a large number of the candidates dropout during the basic military training phase owing to various reasons: negative results during medical evaluations, for example, poor eyesight, poor hearing and being overweight; low fitness levels; fear of water or swimming; and candidates changing their minds with regard to this choice of career (SANMIS 2015). Further problems are experienced once members are incorporated into the organisation and have to undergo functional training and evaluation in order to determine their ability to perform the tasks that are assigned to them, and at a desired standard, while they deliver on their key performance areas (SANMIS 2015). This requires them to attend formal training at tertiary institutions, where members appear to struggle to achieve the pass rate in order to be found competent.

The following environments of the organisation were identified as problem areas:

- Basic Military Training (BMT); and
- Combat Officers Qualification Part 1 (COQ1).

Although the prerequisite for entry into the service is Matric with Level 3 Mathematics and Science, the qualifying pass mark was reduced for the recruitment and selection of candidates. This is owing to the fact that the pass marks at school level were reduced by the Department of Basic Education (Matric Pass Requirements, 2015). This does raise the

question of practicality in terms of this unique employment, because it then implies that everybody has the same opportunity to apply for service in any field within the SAN. This then constitutes a further problem, as people who are not necessarily mathematically inclined or oriented struggle to read and analyse navigational charts, as well as engage in accurate warfare readings. Statistics obtained from SAS Simonsberg training department reflects the high failure rate in the COQ1 learning opportunity, where navigation is a core module.

The SAN has a Memorandum of Understanding (MOU) with certain tertiary institutions such as Stellenbosch University, the University of Witwatersrand, Tshwane University of Technology, Durban University of Technology, Cape Peninsula University of Technology and the University of Cape Town, where students participate in first year Maritime Studies. It was found that the failure rate can be largely attributed to the high academic requirements of tertiary institutions. This contradicts the pass requirements at school level, as well as the SAN entry requirements. This could be identified as a contributing factor in the high academic failure rate of naval members. The entry level requirement for recruitment may be a major contributor to this. Inappropriate decisions regarding recruitment reflect on the credibility of the organisation as the employer of choice, and raises questions about the effectiveness of a navy that is committed to protecting its coastlines against internal and external threats.

1.4 Rationale for the study

The objective of the study is to determine if there are implications of the SAN's current recruitment and selection practices on the dropout rate of basic military training recruits and the failure rate of combat officers. For the purpose of this study, it is assumed that this research would be the first of its kind within the SAN, and would therefore provide the organisation with an outline that will help identify a link between the dropout and failure rates and the current recruitment and selection practice.

1.5 Dropout rate and failure rate of SAN members

Training of personnel is considered to be a strength in the SAN, while it is also an integral part of the organisation (SanWeb, 2015). SAS Saldanha conducts one learning opportunity per year for BMT, and SAS Simonsberg conducts one learning opportunity per year for COQ1. The high number of members that drop out and fail is creating a challenge for the

relevant training units in terms of the number of students that they are mandated to train annually.

Table 1.1 below depicts the number of recruits that arrive at SAS Saldanha for basic military training and the number of recruits that drop out over a three year period.

Table 1.1: Dropout rate of BMT members

Year	Number of recruits that arrive for BMT	Number of recruits that drop out during BMT
2012	316	54
2013	386	47
2014	332	42

Source: South African Navy Managerial Report, 2015

Table 1.2 below depicts the number of learners that report for the Combat Officers Qualification Part 1 at SAS Simonsberg, and the number of learners that fail the programme over a three year period.

Table1.2: Failure rate of COQ1 members

Year	Number of learners that arrive for COQ1	Number of learners that failing COQ1
2012	30	16
2013	48	21
2014	34	18

Source: South African Navy Managerial Report, 2015

An evaluation of the above information shows the number of people that drop out of BMT and that fail COQ1, which poses a real problem for the SAN. Considering the numbers in the tables above, it can be assumed that attention should be directed at the SAN's current recruitment and selection strategy. The information provided in Tables 1.1 and 1.2 are dealt with in more detail later in this study.

1.6 Preliminary literature review and legislative frameworks

1.6.1 Recruitment and selection

All organisations establish a recruitment and selection process that helps them to fill positions, which assist to achieve their operational objectives. Grobler, Warnich, Carrell, Elbert and Hatfield (2010:179) describe recruitment and selection as follows:

- ‘Recruitment: ‘The process of acquiring applicants who are available and qualified to fill positions in the organisation’; and
- Selection: ‘The process of choosing from a group of applicants the individual best suited for a particular position’.

The SAN considers itself to be an attractive employer of choice and comprises a diverse workforce, which represents the demographics of the South African population. The SAN could, for the purpose of this study, be regarded as a ‘microcosm’ of the greater South Africa with the organisation’s demographic representivity of, respectively, ‘64% African, 24% White, 10% Coloured, and 2% Indian’ (SAN Managerial Report, 2014).

In order for the SAN to manage its diverse personnel, the organisation should ensure that it recruits the most suitable applicants for its unique environment, whilst simultaneously adhering to the racial representivity ratio. They can accomplish this by means of appropriate recruitment and selection mechanisms, which are stipulated in the organisational policies and directives. An improved recruitment and selection strategy, which pertain to the unique naval environment will help the organisation to improve and achieve their operational objectives. The SAN should ensure that they have an effective recruitment process in place, which focuses on selecting the right candidates for the organisation. The process of recruitment and selection in any organisation is costly, and factors such as finances, as well as time, should be considered when carrying out the process. It is, therefore, important for the organisation to ensure that recruitment and selection is practiced in a manner that is effective and efficient in order for them to conduct their business as smoothly as possible.

1.7 Definitions and concepts of recruitment and selection

According to Nel, Van Dyk, Haasbroek, Schultz, Sono and Werner (2004:151), ‘recruitment has two stages: the defining of requirements and the attracting of candidates,

and both of these are affected by the employment relations standpoint of an organisation’. Nel *et al.* (2004:151) further state that ‘prejudices and preference in an organisation show in the manner in which recruitment is conducted’.

Opoku, Mensah, Appaiah, Boateng, Antwi and Appiah (2013:9) cite Barber, who indicates that ‘recruitment includes those practices and activities performed by an organisation with the primary purpose of identifying and attracting potential employees’. Opoku *et al.* (2013:9) cite Costello, who describes recruitment as ‘a set of activities and processes used to legally obtain a sufficient number of qualified people at the right place and time so that the people and the organisation can select each other in their own best short and long term interests’. Opoku *et al.* (2013:9) cite Rynes, who states that ‘recruitment encompasses all organisational practices and decisions that affect either the number, or types, of individuals who are willing to apply for, or to accept, a given vacancy’.

Job and organisational attributes may be the dominant factors in applicant attraction; and applicants’ perceptions of job and organisational attributes such as compensation, the work environment, internal career paths and the type of work, have a positive, direct effect on applicant attraction to organisations (Rynes in Opoku *et al.*, 2013:9).

While the intention of recruitment is to attract individuals to an organisation, selection is aimed at identifying the most qualified individuals in the group. Opoku *et al.* (2013:10) cite Bratton and Gold, who define selection as ‘the process by which Human Resources departments in organisations use specific instruments to choose from a pool of applicants, individuals that are most likely to succeed in the position, given management goals and legal requirements’. Opoku *et al.* (2013:10) further cite Stone, who describes selection as ‘choosing from the available candidates the individual expected to be most likely to perform successfully in the job’. According to Nel, Werner, Haasbroek, Poisat, Sono and Shultz (2008:241), ‘HR managers should plan very carefully so that individuals are selected according to their highest potential and also according to the needs of the organisation’.

The above definitions highlight a primary objective of recruitment, which is to identify and attract potential employees to an organisation. This implies that the recruitment process provides organisations with a pool of potentially qualified job candidates, from which careful selection can be made in order to fill vacancies. However, in the SAN the recruitment strategy is aimed at school leavers, which means that potential candidates do

not possess any formal qualifications or experience in the job market. This strategy is owing to the fact that the military requires a young and vibrant work force, and programmes and initiatives are, therefore, established within the organisation which are directed at empowering employees through formal training and education.

The success of a recruitment process depends on the strategies that an organisation uses in order to identify and select the best candidates to become part of its human resources and, according to Grobler *et al.* (2010:178), ‘without a high-quality labour force, an organisation is destined to have mediocre performance’. The SAN, therefore, ensures that it has mechanisms in place that provide its members with the relevant education and training, which will enable them to perform at a high standard within the unique organisation, as well as in the broader economy.

1.8 Legislative framework

Section 200 of the Constitution of the Republic of South Africa (1996) stipulates that ‘the defence force must be structured and managed as a disciplined military force’. In order to achieve this, emphasis must be placed on the recruitment and selection of personnel. Recruitment and selection, therefore, forms an integral part of the SAN because of its unique environment. Due to the special factors that surround the Military Skills Development System (MSDS), the SANDF has established specific policies and practices, which guide the recruitment and selection process. The nature of the MSDS, together with the policies and legislative framework that guides the MSDS programme, will be expanded upon in Chapter 3.

The Department of Defence Instruction (DODI) (No 52 of 2001) states that ‘critical decisions and action to provide strategic HR direction cannot wait until definitive decisions are reached on steady end-state issues such as the force design and force structure. Therefore, the Department of Defence (DOD) requires a coherent HR strategy that contributes towards the turning around of the DOD to become a winning organisation which is strengthened, rather than burdened, by its HR composition’. In order to achieve this, the organisation should consider new ways to recruit personnel. The main focus of the MSDS is to recruit school leavers with a Grade 12 or equivalent education level, rather than to invite all job seekers in the open labour market. This is to ensure that the SAN has a young and fit workforce, which can be trained in combat, and that can support functions

that will ensure the effective performance of the organisation. However, a generic recruitment strategy is being used to recruit members for a variety of jobs within the SAN, and it is the researcher's opinion that a mustering (career) specific recruitment strategy should be adopted that focuses on the functional requirements of each profession.

1.9 SA Navy's vision to educate members

The post of the professional head of the SAN is titled Chief of the South African Navy (CNavy). The person identified who holds this position is appointed by the President of South Africa, and his mandate is to ensure that the SAN provides South Africa with maritime defence against all foreign and domestic threats. Based on this command, CNavy authorises his various commanders in the organisation to establish measures that will ensure that the operational objectives of the SAN are achieved.

'The former CNavy, Vice-Admiral Johannes Mudimu, said in his State of the South African Navy's address in December 2007 that the training and education of the South African Navy's personnel is a high priority for the organisation. This will ensure that personnel are competent to operate high-technology vessels and keep abreast with the ever-changing and complex art of warfare' (McGregor, 2010:1). 'Vice-Admiral Mudimu also stated that the SANDF cannot compete with private-sector salaries' due to the fact that we are a government entity and therefore not a profit making organisation (McGregor, 2010:2).

'The SAN is also required to provide trained and combat-ready personnel in order to meet the SANDF's commitment to safeguard the South African coastline and to render assistance in peace support initiatives in the Southern African Development Community (SADC)' (McGregor, 2010:2). However, the high dropout and failure rates are an indication that the organisation is unable to meet its obligations owing to the shortage of qualified personnel in the fleet.

'CNavy further stated that the SAN invests in the training of technical officers up to the level of engineering degrees and technical diplomas, and in technical ratings up to the level of artisan status' (McGregor, 2010:3). However, this investment is placing strain on the Naval Education, Training and Development (ETD) budget owing to the fact that members fail to meet the minimum competency requirements, which result in increased expenditure, and this ultimately places pressure on the organisation's available funds.

1.10 Problem statement

The high dropout and failure rates of naval recruits at BMT level and COQ1 in the past three years have raised concerns within the organisation. This is because it has had a negative impact on the SAN reaching its operational objectives efficiently. The dropout rate during the BMT phase highlights the fact that the mental and physical state of trainees is not what it should be for this unique environment. The failure rate of COQ1 at tertiary level was identified as an area of concern owing to the fact that members return to the fleet unsuccessful in the academic arena, resulting in them being unable to perform functionally at sea. The problem is further highlighted by the fact that many members lack the necessary technical skills as a result of not having a technical background.

A possible reason for the above problems was attributed to the fact that during the recruitment phase the entry level requirements for all new recruits is to have Maths and Science. These are the minimal requirements that are reflected in the job advertisement to the public. The requirements create the impression to applicants that they will be easily competent in any field within the organisation. However, these two subjects do not guarantee that members will have the ability to function in the unique SAN environment in a combat or technical capacity, and this bit of information is not reflected in the job advert, nor is it included in the recruitment policy. The recruitment policy, the standard operating procedure on selection, as well as the job advert, are dealt with in finer detail further on in this study.

Based on the above discussion, the purpose of this research, therefore, was to analyse the recruitment and selection practices of the SAN, and to determine if it affects the appointment of suitable candidates in the organisation.

1.11 Research question

Do current recruitment and selection practices have implications on the dropout and failure rates of SA Navy members?

1.12 Research objectives

This research seeks to address the problem by analysing statistical data, which pertain to the dropout and failure rates of SAN members. Specifically, the research objectives are:

- To determine if current recruitment and selection practices in the SAN have an influence on the dropout and failure rates of members;
- To establish the following:
 - ❖ Who is being recruited?
 - ❖ What is required for the appointment of new recruits in the SAN?
- To establish what consequences current recruitment and selection practices have on the dropout rate of members of the basic military training and the failure rate of COQ1 members on.
- To identify how the problem can be addressed; and
- To recommend means to improve the current recruitment practices and policies.

1.13 Research design and methodology

1.13.1 Research design

This study used a quantitative approach and an evaluative research design. The design helped the researcher to identify the possible outcomes of current recruitment and selection practices. This study followed a non-empirical research approach and a quantitative technique was used by way of a questionnaire, statistical analysis and interpretation of the findings. The results of the statistical analysis are presented in descriptive format. Psychology 105 (2013) state that ‘quantitative research uses numbers to test hypotheses and make predictions by using measured amounts, and ultimately describe an event by using figures. By using numbers the researcher has the opportunity to use advanced and powerful statistical tests to ensure that the results have a statistical relationship, and are not just a fluke observation. When using quantitative research, the researcher must define what they are measuring. The idea is to look at a specific attribute or variable’.

The researcher will have strong control over the design of the study owing to the fact that she has access to all statistics and the study’s participants.

1.14 Research methodology

The researcher used a purposive study by selecting a group of field experts to participate in the research. The experts that were identified include management staff from the training

departments of SAS Saldanha and SAS Simonsberg. SAS Saldanha is situated in the Saldanha Bay Lagoon, and it is the largest training unit in the South African Navy. Their core business is to conduct basic, intermediate and senior military courses for non-commissioned officers in various rank groups. These courses include the Basic Military Training for Ratings Part 1 (MTR 1), which is part of the Military Skills Development Programme, the Military Training for Ratings Part 2 (MTR2) and the Military Training for Ratings Part 3 (MTR3).

SAS Simonsberg is located in Simon's Town and they provide specialist training to combat officers, radio radar operators, protection personnel, divers and caterers. Over the past few years, SAS Simonsberg has been dynamically developed and restructured to satisfy the SAN's ever changing training requirements. The acquisition of modern, sophisticated and technically advanced ships and submarines necessitated for SAS Simonsberg to revolutionise its training methods and materials.

Staff members were identified in these two units owing to the fact that they have direct interaction with recruits at basic military training level, as well as with the COQ1 course students. The research problem was investigated by means of gathering primary data in the form of a questionnaire, as well as secondary data through the gathering and interpretation of statistics. In conjunction with the literature review, a non-empirical analysis was conducted to assess the problems that are generated by the current recruitment and selection practices for the purpose of this research.

1.14.1 Unit of analysis

For the purpose of this study the sample groups that were identified to conduct the research comprised:

- Basic Military Training level (BMT); and
- Combat Officer Qualification at entry level (COQ1).

The high dropout rate and failure rate of members in the above mentioned domains in the past three years has raised concerns within the organisation owing to the fact that this has had a negative effect on the Navy, preventing it from reaching its operational objectives effectively and efficiently.

1.14.2 Collection of research data

The data collection techniques that were used to conduct this research are described briefly below.

Questionnaires

For the purpose of this research, a self-administered questionnaire was used to gather information from BMT and COQ1 facilitators in order to assist the researcher to determine an association between the problem and the SAN's current recruitment and selection practices. The questionnaires are attached as Addendum 1. This was done by providing each of the contributors with a questionnaire, which contained questions pertaining to the relevant field. The experts that were identified to participate in this study include training staff of BMT and COQ1 who have been directly involved with the target groups over the three year focus period of this study.

Documentation

Statistics with regard to the dropout and failure rates for the period January 2012 to December 2014 were used and an analysis of the information was conducted in terms of race, gender, province and reason for the dropout or the failure.

1.14.3 Limitations

Due to the sensitivity of this research, specifically within the context and domain of national defence/security, and organisational restrictions in the form of policy related to the “non-disclosure of official information”, data pertaining to this study may be restricted. A further challenge, which was anticipated was that permission to conduct this research would not be granted by a higher authority.

However, the researcher received written consent from the Director of Maritime Intelligence to proceed with the research. The authority to conduct research in the SA Navy is attached as Addendum 2. Participants were assured that all information that was gathered would be used in strict confidence. No personal details of participants would be used or revealed in this study.

1.15 Analysis and interpretation of findings

1.15.1 Presentation of results

The research results are presented in the form of tables in order to illustrate the dropout and failure rates according to demographics.

1.15.2 Analysis of results

Data was analysed by using the content analysis approach to determine the number of members that leave once the recruitment and selection process has taken place, and how many of them are found to be functionally incompetent. Existing statistics, reports, directives and DOD instructions were used to evaluate what effect the current practices have on the operational effectiveness of the SAN. Data that was gathered from the structured questionnaires was analysed to determine what groups are targeted for recruitment and selection, and if there are disadvantages or limitations in the current practices.

1.16 Outline of chapters

1.16.1 Chapter 1 - Introduction and background of the study

This chapter contains the introduction and background of the study and frames the research paper by discussing the rationale for the study; the problem statement; the aim of the study; the research question and objectives; and an introduction of the research design and methodology, which examines the SAN's current recruitment and selection practices.

1.16.2 Chapter 2 - Literature review

This chapter discusses the theory pertaining to recruitment and selection practices in organisations. It conceptualises the main concepts and terminologies of recruitment and selection, as well as its objectives. It further highlights the importance of a solid recruitment and selection strategy, which is fundamental in order to meet operational objectives of such a unique organisation.

1.16.3 Chapter 3 – Policy and regulatory framework

This chapter explores the various DOD policies and frameworks that are used by the SAN to guide their recruitment and selection practices. Legislative frameworks, which the

Education Training and Development policies and doctrines are based on are also presented here.

1.16.4 Chapter 4 - Research design

Chapter Four discusses the concepts and research question, research design, sources of data/information, measures/instruments for data collection; statistical and other methods used for analysis of the data/information, and limitations of the research. It explains the use of content analysis from a qualitative perspective, and also discusses the limitations of the research.

1.16.5 Chapter 5 – Analysis of results

Findings of the research are analysed and interpreted in Chapter Five and the results are presented in an explicit, transparent and systematic form, whilst they are aligned to the description and research question.

1.16.6 Chapter 6 – Conclusion and recommendations

A summary of the salient points that were discussed during the study is presented in Chapter Six. The chapter also contains an evaluation and discussion of the results within the context or rationale of the study, the conceptual framework, the gaps identified, design and methods used, and an assessment of the extent to which the objectives of the study have been attained, and the research questions answered.

1.17 Summary

This chapter outlined the rationale and context of the study. It presented the research problem and objectives, the adopted design, the methodology used and summaries of the various chapters of the study. Chapter Two provides an overview of the main concepts of recruitment and selection methods, namely human resource planning, workforce planning, job knowledge tests and organisational adaptation and foresight, and their relationship to each other.

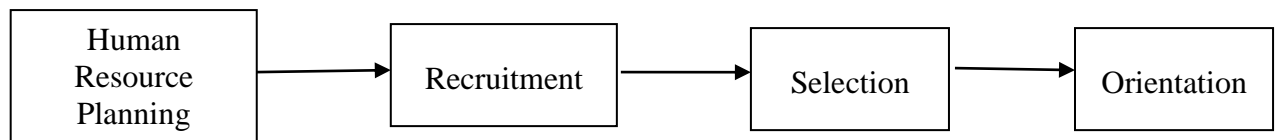
CHAPTER 2

L ITERATURE REVIEW

2.1 Introduction

Chapter One provided background information on the SAN, which is where the study was conducted. The chapter also presented the problem statement and concepts that are relevant to the study. The recruitment and selection practices in the SAN are dissimilar to other institutions owing to the military's unique environment. Therefore, applicants are required to adhere to specific criteria in order to ensure the effectiveness of operations within the organisation. The SAN must determine this criteria in order to secure the best possible candidate for the job, while simultaneously meeting national demographic prescriptions and meeting their operational obligations. This chapter provides a review of literature, which relate to the different components that form part of the staffing process in organisations, namely human resource planning, recruitment, selection, orientation and their relationship to each other. These concepts ensure that organisations identify and appoint the most suitable candidate for the job.

Sherman, Bohlander and Snell (1996:166) state that 'recruitment is the process of locating and encouraging potential applicants to apply for existing or anticipated job openings in organisations. During this process efforts are made to inform the applicants fully about the qualifications required to perform the job and career opportunities the organisation can offer them'. Filling vacancies depend on organisations' HR policies and the requirements of the jobs to be staffed. Sometimes certain jobs in the unique SAN environment such as Combat Officers, Marine Engineering Officers and Mechanical Fitters (Mechanic) Submarines require specialised training and experience and, therefore, recruiting applicants from outside the organisation to fill these posts can result in them being unable to perform the functions of the job, which then leads to the organisation being unable to meet its operational commitments. Therefore, in order for organisations to ensure that they have the right person for the job, a staffing process is followed, which has four stages namely human resource planning, recruitment, selection and orientation. Hellriegel, Jackson, Slocum, Staude, Amos, Kloppe, Louw and Oosthuizen (2004:240) illustrate the components of the staffing process in the diagram that is shown below.



Source: Hellriegel *et al.* (2004:240)

2.2 Human resource planning

According to Hellriegel *et al.* (2004:240), ‘the first stage of the staffing process in organisations is Human Resource Planning’. It involves forecasting the organisation’s HR needs and developing steps that should be taken to meet them. The process consists of setting and implementing goals and actions, which are required to ensure that the right number and type of individuals are available at the appropriate time and place to fulfil organisational needs.

Human resource planning is directly tied to strategic planning owing to the fact that an organisation’s goals are established first, followed by goals to manage HR that will be consistent with the broader goals. Determining an organisation’s HR needs is the foundation of HR planning, because without precise planning and direct linkage to the organisation’s strategic direction, estimations of an organisation’s human resource needs are reduced to simple conjecture. ‘Employment planning, therefore, cannot exist in isolation and it must be linked to the organisation’s overall strategy’ (Heynes, 2007:10). Sherman *et al.* (1996:156) advocate a similar theory on HR planning, and indicate that it is the ‘process of anticipating and making provision for the movement of people into, within and out of the organisation’. The purpose of HR planning is to deploy an organisation’s resources as effectively as possible, where and when they are needed in order to accomplish its strategic goals. According to Grobler, Warnich, Carrell, Elbert and Hatfield (2006:492), during HR planning ‘the current human resources are compared to the future organisational needs and either a shortage or surplus will be found’. Sherman *et al.* (1996:156) concur and indicate that the more specific purposes of HR planning include ‘anticipating labour shortages and surpluses, providing more employment opportunities for women; minorities and the disabled and mapping out employee trainee programmes’.

Hellriegel *et al.* (2004:240) state that there are certain tools and techniques, which are used to plan and forecast the ‘organisation’s human resource needs namely competency inventories, replacement charts, expert forecasts and job analysis’.

2.2.1 Competency inventories

Hellriegel *et al.* (2004:240) describe a competency inventory as a detailed file, which is ‘maintained for each employee which lists the level of education, training, experience, competency levels, length of service and performance history’. However, Grobler *et al.* (2006:492) describe a competency inventory as a system, which ‘catalogues and enables easy access to what people can do, the skills they possess and the results they can achieve’. Grobler *et al.* (2006:492) argue that there is a difference between a competency inventory and a skills inventory, and describe each inventory as containing information as depicted below.

Skills inventory

- Duties and responsibilities of the job;
- Educational qualifications;
- Training; and
- Professional certifications.

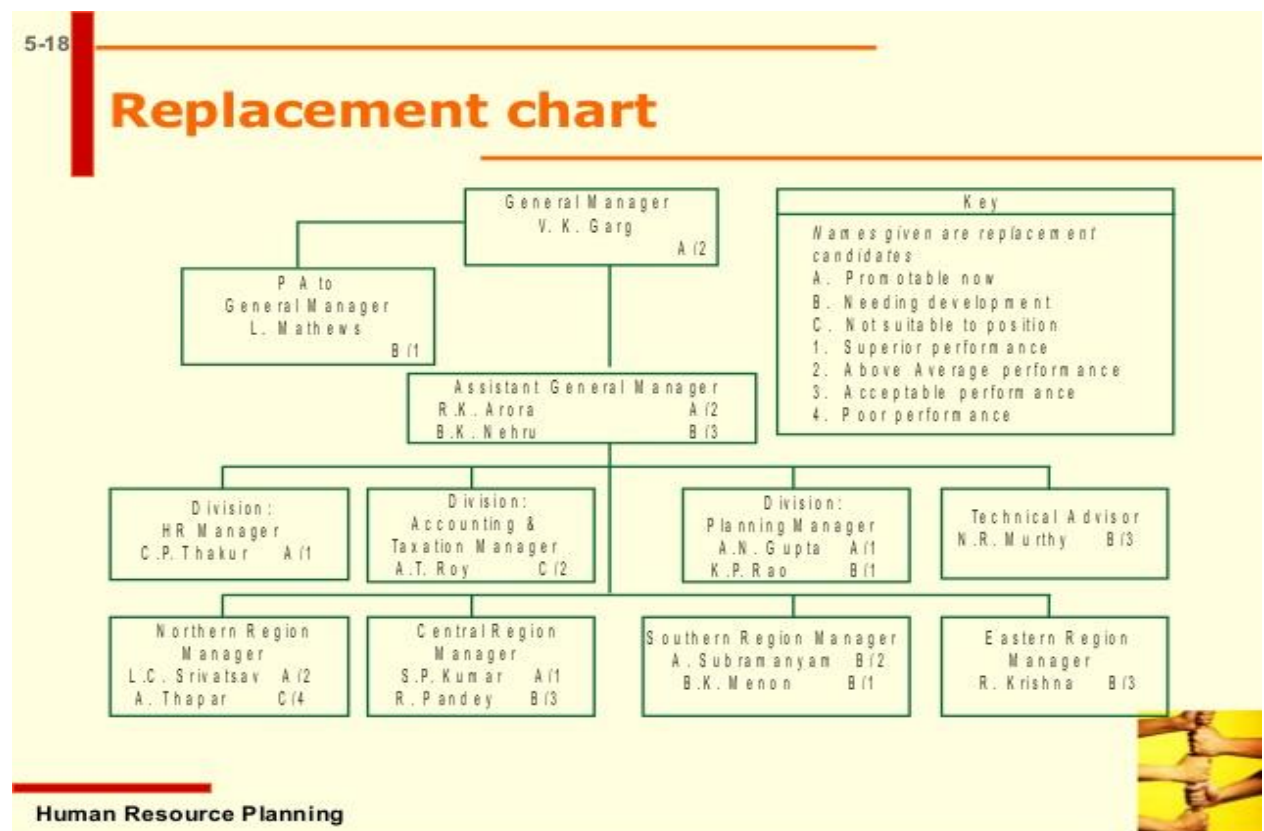
Competency Inventory

- Basic skills competencies;
- Other competencies;
- Certifications and licences held;
- Personal functional competencies, for example flexibility, team membership, team leadership, interpersonal functioning, motivation to achieve, and so on; and
- Technical competencies, for example safety knowledge, safety awareness, and so on.

Based on the above, it can be established that, in general, a competency inventory contains data about employees which can be accessed in order to ensure that organisations have the best skills and competencies to meet their operational demands. ‘Competencies are the most important foundational requirement for human performance’ (Grobler *et al.*, 2006:492), and in order for organisations to be successful in their operations, it would be sensible for them to consider employees’ competencies when making decisions about job appointments.

2.2.2 Replacement charts

Another tool and technique, which is used to plan and forecast an organisation's human resource needs is replacement charts. Hellriegel *et al.* (2004:241) describe a replacement chart as 'a diagram showing each management position in the organisation, along with the name of the person occupying each position and the names of candidates that are eligible to replace that person'. Replacement charts is a simple technique that organisations use to forecast the needs of management, and also to identify candidates that are available from within the organisation. The following is an example of a replacement chart, which indicates the name of potential candidates that are attached to posts.



Source: <http://image.slidesharecdn.com/hrp-130806132430-phpapp02/95/human-resource-planning-22-638.jpg?cb=1375795594>

Hellriegel *et al.* (2004:241) state that 'sometimes, holders of lower-level positions may not be considered suitable replacements for higher-level jobs which could lead to a need for better management programmes or outside recruitment'. When considering the external environment for labour supply, the organisation should bear in mind that there are various factors that affect the type of labour that is available such as demographic changes in the

population, national and provincial economics, education level of the workforce, demand for specific employee skills, and government policy. Therefore, when developing a replacement chart, HR planning should strive for a proper balance between organisational labour demands and the labour supply that is available.

2.2.3 Expert forecasts

A key component of HR planning is forecasting. Sherman *et al.* (1996:161) state that there are two approaches, which organisations use to forecast the ‘number and type of people needed to meet organisational objectives’, namely the quantitative approach and the qualitative approach.

The quantitative approach to forecasting involves the use of statistical or mathematical techniques, and is usually used by professional planners. An example of a quantitative approach is the trend analysis, which forecasts ‘employment requirements based on some organisational index and is one of the most common used approaches for projecting HR demand’ (Sherman *et al.*, 1996:161).

Sherman *et al.* (1996:161) state that the trend analysis consists of five steps, which are described in the table below.

Table 2.1: Trend analysis

Trend analysis	
Step 1	Select an appropriate business factor, namely the best available predictor of human resource needs, for example sales (selling price minus costs of materials and supplies).
Step 2	Plot a historical trend of the business factor in relation to the number of employees. The ratio of employees to the business factor will provide a labour productivity ratio for example sales per employee.
Step 3	Compute the productivity ratio for at least the past five years.
Step 4	Calculate human resources demand by dividing the business factor by the productivity ratio.
Step 5	Project human resources demand to the target year.

Source: Sherman *et al.* (1996:161)

Statistical planning includes, other more sophisticated methods, which combine several factors such as interest rates, gross national product, disposable income and sales as means to predict employment levels, whereas the trend analysis relies on a single factor to predict employment needs.

Sutanto (2000:3) describes the quantitative approach as consisting of the following techniques that can be used by HR planners to help to determine the demand and supply of potential employees:

Table 2.2: Techniques in the quantitative approach

Technique	Description
Regression Model	Fluctuations in labour levels are projected using relevant variables such as sales.
Time-Series Model	Fluctuations in labour levels are projected by isolating trend, seasonal, cyclical, and irregular effects.
Economic Model	Fluctuations in labour levels are projected using a specified form of the production function.
Linear Programming Model	Fluctuations in labour levels are analysed using an objective function, as well as organizational and environmental constraints.
Markov Model	Fluctuations in labour levels are projected using historical transition rates.

Source: Sutanto (2000:3)

There are several factors that HR planners should consider when choosing a forecasting technique, namely the organisation's environment, the size of the organisation, what the perceived uncertainty in the labour market and economy is, and competition. The various factors indicate that the different types of organisations need to approach forecasting in a manner that is appropriate to them in order to ensure that they secure the best possible candidate to form part of the business.

In contrast to the quantitative approach, the qualitative approach to forecasting is less statistical and attempts to merge the interests, abilities and aspirations of individual employees with the current and future staffing needs of an organisation. HR planners in organisations rely on experts who assist them by preparing forecasts in order to anticipate staffing requirements. 'Management forecasts are the opinions or judgements of supervisors, department managers, experts or others knowledgeable about the organisation's future employment needs' (Sherman *et al.*, 1996:162). The Delphi technique is also a forecasting method, which 'attempts to decrease the subjectivity of forecasts by soliciting and summarising the judgements of a preselected group of individuals and therefore the final forecast then represents a composite group judgement' (Sherman *et al.*, 1996:162).

Sutanto (2000:2) cites Duane, who states that qualitative forecasts are in fact ‘educated guesses or estimates by individuals who have some knowledge of previous HR availability’. Sutanto (2000:3) explains that the qualitative approach consists of certain techniques which are depicted in the table below.

Table 2.3: Techniques in the qualitative approach

Technique	Description
Nominal Group	A group of four or five participants are asked to present their views regarding labour forecasts. These views are then recorded and no discussion takes place until all participating members have advanced their positions. On completion of this stage, the information is then discussed by the participants and presented and a final judgement is then determined.
Delphi Technique	A facilitator collects the written opinions from experts on labour forecasts. The information is then summarised and distributed to the experts, who are then required to submit revised forecasts. The various experts do not interact with each other, but rather communicate through the facilitator.
Replacement Planning	Forecasting is estimated by making use of charting techniques. The charts identify the current occupants of posts, as well as the potential candidates who will replace the current incumbents.
Allocation Planning	Judgements about labour supply and demand are made by making observations of the movement of employees in terms of promotion, demotion, transfer, and so on through the various positions at the same organisational level.

Based on the operational needs of an organisation, Human resource planning should ideally make use of a combination of quantitative and qualitative approaches in order to ensure that the best possible candidate is selected for placement in a job. By combining the two approaches, a more complete forecast is achieved, as it brings together the contributions of both theoreticians and practitioners.

2.2.4 Job analysis

Job analysis refers to the process of obtaining information about jobs by determining the duties, tasks or activities of the jobs. Hellriegel *et al.* (2004:240) describe job analysis as a ‘breakdown of the tasks for a specific job and the personal characteristics necessary for their successful performance’. According to Swanepoel, Erasmus, Van Wyk and Schenk (2003:224), job analysis is considered to be a ‘technical procedure which involves undertaking a systematic investigation of which results in a written report summarising all the information that was obtained’. A total of twenty or thirty individual job tasks or activities are thoroughly analysed and the data that is collected is then used to develop job descriptions and job specifications.

Swanepoel *et al.*, (2003:224) state that a job description is a ‘written statement of the nature of the job, the environment and the conditions under which employment is carried out’. A job description further includes what the jobholder does, how it is done, under what conditions it is done, and why it is done. Hellriegel *et al.* (2004:241) explain that job descriptions are used to ‘develop sound and fair compensation and performance appraisal systems’. Job descriptions can be used as an organisational advantage by recruiters as it allows them to give potential candidates realistic descriptions of what is expected within the various positions in the organisation.

The personal qualifications that an individual must possess in order to perform the duties and responsibilities contained in a job description are compiled in a job specification. Hellriegel *et al.* (2004:241) state that job specifications contain a list of ‘personal characteristics, competencies and experience a worker needs in order to carry out a job’s tasks and assume its responsibilities’. The details contained in a job specification helps recruiters to identify the right person for the job, and covers two key areas, namely ‘the skill required to perform the job as well as the physical and mental demands that the job places upon the employee performing it’ (Sherman *et al.*, 1996:136).

Job descriptions and job specifications are used to perform and enhance the different functions in an organisation and, therefore, the purpose of the job analysis process is to help to improve organisational overall performance and productivity. Swanepoel *et al.* (2003:224) state that ‘objectives are achieved by means of people performing their work in

various jobs, therefore, it is essential that when jobs are designed, utmost care be taken with respect to the quantity and quality of people that will be needed to execute the work’.

The rapidly changing environment of organisations necessitates that job analysis should be conducted from a strategic point of view. Job analysis is an indispensable organisational tool, and allows practitioners to stay abreast of these changes in order to achieve success in the management of HR planning. ‘In a world where the only thing that is certain is change, job analysis is an anchor that steadies the fast-moving organisational ship’ (Nel *et al.*, 2004:205).

2.3 Recruitment of personnel

‘Recruiting is the process of locating and encouraging potential applicants to apply for existing or anticipated job openings’ (Sherman *et al.*, 1996:166). During the recruiting phase of the staffing process, efforts are made by recruiters to inform the applicants fully about the qualifications, which are required to perform the job and the career opportunities that the organisation can offer them. ‘In the modern world of work, intellectual capital resides in individuals rather than in organisational systems and attracting the right intellectual capital and keeping it becomes vital’ (Joubert, 2003:9). Therefore, organisations develop recruitment policies, which stipulate broad guidelines on how they deal with recruitment.

The recruitment policy, which reflects an organisation’s general business strategy can also provide information on what type of recruitment methods should be used, what sources potential candidates will be recruited from, what the current recruitment trends are namely employee leasing, contingent workers, job-sharing, flexi-time, and so on, as well as the different strategies that should be used to recruit employees. These components allow organisations to acquire employees who have the attributes and qualities, which suit the uniqueness of a business.

2.3.1 Recruitment sources

Hellriegel *et al.* (2004:241) state that ‘recruitment is the process of searching both inside and outside the organisation for people to fill vacant positions and it should be concerned with identifying the needs of potential employees. In this way recruitment not only attracts individuals to the organisation but also increase the chances of retaining them once they are

hired’. According to Swanepoel *et al.* (2003:265), there are ‘two basic sources of applicants that can be used namely internal sources (current employees) and external sources (those not presently in the employ of the enterprise)’.

Internal recruitment takes place when current employees of the organisation are considered for a vacancy. Internal sources for recruitment of potential candidates consist of the following options:

- Skills inventories and career development systems – Swanepoel *et al.* (2003:265) state that a ‘skills inventory is a record system listing employees with specific skills’. This is a fast way for recruiters to identify potential candidates for vacant posts in the organisation. According to Sherman *et al.* (1996:168), the data from these systems ‘can also be used to predict the career paths of employees and to anticipate when and where promotion opportunities may arise’;
- Job posting – Organisations may communicate information about vacancies by placing it on notice boards or in employee publications. Swanepoel *et al.* (2003:266) explain that ‘details of the job are provided and employees may apply. This system enhances the possibility that the best candidate can apply for a job however it may also have the effect that the position may not be filled for a long period’. Sherman *et al.* (1996:168) state that ‘Intel Corporation has computerised its job posting process by maintaining voluntary lists of employees looking for upgraded positions. As a position becomes available, the list of employees seeking that position is retrieved from the computer and their records are reviewed to select the best qualified candidate’;
- Inside moonlighting or contracting – If there is a short-term need for an employee in a post or if it is a job that does not involve a great deal of additional work then the organisation could offer to pay a type of allowance, for example, an acting allowance, to people within the organisation. ‘People who perform well could be identified and this could also increase multiskilling’ (Swanepoel *et al.*, 2003:266); and
- Supervisor recommendations – Supervisors tend to know the strengths and weaknesses of their subordinates and based on this, they can nominate employees

for a specific job. However, it is sometimes possible that a supervisor's opinion is subjective and, therefore, susceptible to bias and discrimination.

External recruitment occurs when the employer uses a source from outside the company. External sources from which organisations recruit candidates vary with the type of jobs that need to be filled. The condition of the labour market also helps to determine, which recruiting sources an organisation will use. Although organisations can recruit employees from the following external options, the SAN focuses solely on recruiting school leavers and university graduates:

- Employment agencies – Organisations approach agencies to conduct the recruitment and screening of suitable candidates for posts. Swanepoel *et al.* (2003:267) state that the agency has 'a database of persons who have provided curriculum vitae to them and they then seek employment for these clients'. According to Nel *et al.* (2004:222), agencies are usually used when 'the company is too small to have its own human resources department that can carry out the recruiting process or when the vacant position is one that will attract many applicants resulting in a time-consuming selection process';
- Walk-ins – Prospective employees often apply directly to the organisation, hoping that a vacancy exists, or they complete application forms and send them to the relevant business. Swanepoel *et al.* (2003:267) state that 'one-third of employees obtain their first job by applying directly to the enterprise'. According to Sherman *et al.* (1996:171), 'walk-ins tend to remain with the organisation longer and give higher-quality performance than those employees who were recruited through employment agencies';
- Referrals – Swanepoel *et al.* (2003:267) describe referrals as 'a word-of-mouth technique in which present employees refer candidates from outside the organisation'. This technique is an inexpensive exercise for the organisation; however, it finds candidates with specific skills only, and can overlook potential candidates with a variety of skills and who may be able to multitask within the organisation. As with walk-ins, Nel *et al.* (2004:221) state that 'referrals stay with the organisation longer and display greater loyalty and job satisfaction'. However,

when using referrals, organisations should take care not to violate regulations pertaining to employment equity; and

- **Head-hunting** – When vacancies occur in the executive level of an organisation, then top professional people are “hunted” through executive search firms. These firms seek out candidates with qualifications that match the requirements of the positions that their client firm is seeking to fill. Nel *et al.* (2003:268) state that ‘the persons are personally approached with an offer to fill a vacancy or alternatively, an advertisement is written with the specific person’s CV in mind’.

Although the literature describes the various recruitment sources that are used by organisations, the SAN does not make use of these sources owing to its unique environment and, therefore, has a centralised recruiting division, which concentrates on specific recruitment targets.

There are certain advantages and disadvantages regarding both sources of recruitment, and these are illustrated in the table shown below.

Table 2.4 – Advantages and disadvantages of internal and external recruitment

Internal recruitment	
Advantages	Disadvantages
Provides greater motivation for good performance. Provides greater promotion opportunities for present employees. Provides better opportunity to assess abilities. Improves morale and organisational loyalty. Enables employee to perform the new job with little lost time.	Creates ‘inbreeding’ and stale ideas. Creates political infighting and pressures to compete. Requires a strong management development programme. Creates a homogeneous workforce.
External recruitment	
Advantages	Disadvantages
Provides new ideas and insights.	Loss of time due to adjustment.

<p>The existing organisational hierarchy remains relatively unchanged.</p> <p>Provides greater diversity.</p>	<p>Present employees cease to strive for promotions.</p> <p>Individual may not be able to fit with the rest of the organisation.</p>
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Source: Nel *et al.* (2004:221)

The various advantages and disadvantages of using internal and external sources that are distinguished in the above table show that sometimes certain jobs require specialised training and experience, and it is, therefore, crucial that organisations determine, which is the best source to recruit the right person for the job.

2.3.2 Recruitment methods

There are various methods that organisations can use to recruit new employees.

- Advertisements – The most common methods of attracting applicants is through advertising vacant posts in an organisation. Sherman *et al.* (1996:171) state that ‘advertising has the advantage of reaching a large audience of possible applicants’. Organisations can use various mediums to advertise posts such as newspapers, trade journals, television, posters and so on. Advertisements can be used for local, regional, national and international searches. Organisations must ensure that advertisements reach desirable candidates and that they supply enough information so that unsuitable candidates can exclude themselves from the process. Employers should also bear in mind that in terms of the Employment Equity Act No 55 of 1998, their job advertisements must reach a broad spectrum of people, especially those from the designated group. Nel *et al.* (2004:222) state that ‘advertisers use the AIDA principle to construct their advertising copy’. The AIDA formula is described to encompass Attention, Interest, Desire and Action. Swanepoel *et al.* (2003:269) state that the advertisement should ‘attract attention by using borders, develop interest in the job by using aspects such as the location of the job, create desire by amplifying the job’s interest factors and prompt action by encouraging the potential recruit to apply immediately’.
- Special event or campus recruiting – Sometimes companies stage open houses and visits to headquarters such as when the SAN hosts its annual Navy Festival. This festival allows the public to have access to the military base in Simon’s Town, and

here naval recruiters market the organisation and provide potential recruits with background information on the SAN, as well as different career choices that are available in the organisation. Other companies address specific groups of students on campuses by having ‘pre-screening programmes in universities, technikons and colleges that are designed to identify top students’ (Nel *et al.*, 2004:222). These students are often offered a place on the company’s graduate programme, which allows the organisation to fill vacant positions.

- E-Recruitment – The internet, as a method of recruitment, is increasing in popularity owing to the fact that more and more members of the population are gaining access to technology. Organisations can advertise their vacancies on the World Wide Web at a relatively inexpensive price. Although the SAN places advertisements on the World Wide Web with regard to the different jobs that are available in the organisation, they do not use e-recruitment as a form of employing members. Nel *et al.* (2004:224) state that ‘on-line recruitment is becoming more attractive as traditional companies create their own web sites and form strategic partnerships with on-line job boards’. When applying on-line, applicants immediately enter their details into the database, and can then apply for as many jobs as they would like. ‘Electronic recruitment provides the automation and efficiency of information management, reduces costs to recruiters and increases the choice of jobs to candidates’ (Nel *et al.*, 2004:224). The SAN recruits members from all over the country and it is aware that not all communities have easy access to the internet for example rural areas. The organisation, therefore, refrains from using e-recruitment methods as part of its recruitment strategy.

2.3.3 Recruitment trends

The search for competitive advantage demands that management has the ability to flexibly adjust the available internal and external labour market resources in line with the supply and demand of the market. ‘In recent years, factors such as increasing economic volatility, competitiveness and new technology have forced organisations to look for more efficient and effective ways of utilising their resources’ (Nel *et al.*, 2004:224). Hence, the following trends have emerged in recruitment, which organisations are using to help meet their objectives.

- Employee leasing – Rather than employ workers themselves, some organisations lease employees from leasing companies. Sherman *et al.* (1996:176) state that ‘the leasing company performs all the HR duties of an employer namely hiring, payroll, performance appraisal, benefits administration and other day-to-day activities’. According to Nel *et al.* (2004:225) ‘leasing allows a company to adjust the size of its workforce with greater ease and avoid the many responsibilities associated with hiring and terminating employees’. Leasing is a method of reconciling supply and demand as a company has more planning flexibility and is better able to manage the size and skill composition of its workforce.
- Contingent workers – Contingent workers are also known as temporary workers or part-time workers. They do not have permanent jobs and they are usually hired when organisations have absences or turnover problems, or when there are specific projects to complete. Although contingents are usually flexible and adaptable they do experience concern in the way that they are employed and they tend to feel insecure about their employment. According to Nel *et al.* (2004:225), ‘employers can strengthen the relationship between the organisation and contingency workers by providing honest information about the length of the job assignment and implementing personnel policies that ensure fair and respectful treatment of temporary workers’. Hiring contingent workers may be appropriate when full-time employees experience downtime or whenever there is a peak demand for labour.
- Job-sharing – Job-sharing is a process of dividing a full-time job into two or more part-time positions. Nel *et al.* (2004:226) state that when job-sharing occurs, then ‘two or more employees hold a position together and are either jointly responsible or, as individuals, only responsible for the part of the work that they carry out’. Job-sharing can be a benefit to organisations as it can provide increased productivity and a greater pool of qualified applicants and reduced costs.
- Flexi-time – Organisations offer employees an alternate work schedule if they prefer to create their own starting and ending times in terms of the job. The employer does, however, establish a core working time when all employees must be on duty. Flexi-time is beneficial for employees who wish to schedule leisure activities and family responsibilities, and take care of personal business during

working hours. This can be an attractive offer to potential candidates during recruitment. Nel *et al.* (2004:226) state that ‘organisations report improved morale, increased productivity and decreased absenteeism and turnover’.

‘The new flexibility in management has resulted in a change of mindset for both employers and employees and although South Africa lags far behind in the development of new work patterns, the time is rapidly approaching when flexible practices will become the norm’ (Nel *et al.*, 2004:224).

All planning around recruitment and selection of personnel in the SAN is based on the organisation’s force structure and force design. Therefore, the recruitment trends discussed above cannot be applied in the SAN owing to its unique environment. The forecasting techniques described in Tables 2.1 and 2.2 is not used by the SAN owing to Government’s imperative on job creation. Therefore, recruitment and selection in the SAN is based on national demographics and not necessarily on the type of people that are required to meet the organisation’s objectives.

2.3.4 Recruitment strategies

Organisations should make significant changes to their recruitment approaches in order to enable themselves to move into a new era of international competition. In order for organisations to meet their daily objectives, they should re-build their recruitment strategies so that they can secure the best possible person for the job. Joubert (2003:23) cites Michaels *et al.*, who state that ‘recruitment strategies consist of a number of actions’, as illustrated in the table below.

Table 2.5 – Recruitment strategies

Old recruitment strategies	New recruitment strategies
Grow your own knowledge and skills	Pump knowledge and skills in at all levels
Recruit for vacant positions	Constantly look for new skills
Go to few traditional sources	Tap many diverse pools for skills
Advertise to job hunters	Find ways to reach passive candidates
Specify a compensation range and stay within it	Break the compensation rules to get what you want
Recruiting is about screening	Recruiting is about selling, as well as

	screening
Hire as needed with no overall plan	Develop a recruiting strategy for each type of talent

Source: Michaels, in Joubert (2003:23)

In the past employees remained with organisations until retirement and, therefore, worked their way up in terms of career progression; however, the new trend in employment is for people to have two to three jobs in a lifetime. Therefore, organisations are becoming increasingly aware of the importance of recruiting employees from outside and should hence adopt the best strategy for their organisational needs.

Swanepoel *et al.* (2003:277) cite Rothwell and Kazanas, who argue that the following strategic approach should be adopted by organisations:

- Step 1 - Reconsider the purpose of the recruitment function in the context of the organisational strategy and HR Management (HRM) strategy. Determine what it is at present and what it should be in future;
- Step 2 – Identify what the current strengths and weaknesses of the organisation's recruitment strategy are. Determine if the present strengths can be built on and if the present weaknesses can be rectified;
- Step 3 – Determine trends in the external and internal environments are that will likely affect the recruitment function. Explore to what extent the economic conditions will make it easier to recruit certain kinds of talent in the future;
- Step 4 – Identify what range of recruitment strategies are available;
- Step 5 – Decide on the most appropriate choice of recruitment strategy by first considering other HRM practices and strategies;
- Determine how the new recruitment strategy will be implemented by first considering what skills are required by recruiters and managers; and
- Be clear about the criteria that will be used to evaluate recruitment.

Constant change in the labour market requires that organisations should adopt innovative ways of recruiting. The flexibility and skills that are required to adapt to the changing environment ensure that the best candidate for the job is identified and recruited as soon as possible. By establishing themselves as an employer of choice, organisations can gain access to the best skills and knowledge, which are available in the labour market.

2.4 Selection of potential candidates

The selection stage in the staffing process is defined by Swanepoel *et al.* (2003:280) as ‘the process of trying to determine which individuals will best match particular jobs in the organisational context, taking into account individual differences, the requirements of the job and the organisation’s internal and external environments’.

According to Hellriegel *et al.* (2004:243), ‘there are various selection methods also called information sources available to managers making selection decisions’. Some of these methods are job applications, interviews, assessment centres, reference checks and employment tests. Organisations can use them to select employees that will adapt to the uniqueness of their specific business.

2.4.1 Information sources

Organisations tend to regard their workforce as a source of competitive advantage and in order to remain at the top of their game, the type of employees that are recruited and selected is of utmost importance. Therefore, information pertaining to the potential employee’s skills and experience is of critical importance, and organisations use the following sources to determine the suitability of the person applying for a post.

- Job applications – Traditionally, the standard application form was used by organisations to gather routine information about applicants such as personal details, education completed, work experience, and so on. Sherman *et al.* (1996:195) argue that ‘most organisations require application forms to be completed because they provide a fairly quick and systematic means of obtaining a variety of information about an applicant’. Application forms should, therefore, be developed with great care and revised as often as necessary. The application form serves several purposes, since it provides information that allows for decisions whether an applicant meets the minimum requirements in terms of qualifications or experience,

and it also provides the basis for questions that the interviewer will pose about the applicant's background.

- Interviews – According to Nel *et al.* (2004:237), the selection interview has 'two purposes namely to get information from the applicant and to judge the applicant on the basis of this information'. Interviews can be used to assess the applicant's social ease and confidence, speaking ability, and manner of interacting. Interviews range from unstructured to structured, and according to Swanepoel *et al.* (2003:289), the unstructured interview 'refers to the coincidental, poorly organised type of interview where there is no attempt to explore specific areas for information about the applicant while structured interviews are characterised by two essential features i.e. careful, systematic planning of the interview and exclusive use of technically skilled interviewers'. The interview has some useful purposes as it allows the interviewer and the applicant to learn what each other has to offer. Hellriegel *et al.* (2004:243) explain that 'although it may not determine whether someone will perform well, an interview may indicate how well an applicant will fit in with other members of a work group'.
- Assessment centres – An assessment centre is a process in which individuals are evaluated as they participate in a series of situations that resemble what they might be called upon to handle on the job. Sherman *et al.* (1996:273) explain that the process was 'pioneered in the mid-1950s by Dr Douglas Bray and his associates at AT&T and is one of the most valuable methods for evaluating personnel'. The popularity of this process can be attributed to its capacity for increasing an organisation's ability to select employees who will perform successfully in the environment in which they are employed. 'Assessment centres can be used as a valid predictor of supervisory performance across all groups' (Swanepoel *et al.*, 2003:295).
- Reference checks – According to Swanepoel *et al.* (2003:292), 'reference checks are conducted after the employment interview to find out more about an applicant's employment record, education and training and behavioural patterns'. Reference checking is important because input is obtained from a number of people, and the organisation is able to obtain useful feedback about the strengths and weaknesses,

achievements and failures of individuals. Sherman *et al.* (1996:197) purport that ‘written letters of reference are notoriously inflated and this limits their validity. Therefore telephone checks are preferable because they save time and provide for greater candour’. It is important for organisations to conduct thorough reference checks in order to determine if applicants have any criminal records or a record that shows the employee’s likelihood for aberrant behaviour.

- Employment tests – Since the development of the Army Alpha Test of mental ability during World War 1, employment tests have play an important role in organisations HR programmes. Sherman *et al.* (1996:202) mention that an employment test is ‘an objective and standardised measure of a sample of behaviour that is used to gauge a person’s knowledge, skills, abilities and other characteristics’. The EEA states that psychological tests such as personality or intelligence testing is prohibited in South Africa unless the test that is used has been scientifically shown to be valid and reliable and can be applied fairly to all employees. According to Hellriegel *et al.* (2004:244), ‘tests may be oral, written or performance based’. Swanepoel *et al.* (2003:287) state that the purpose of performance tests ‘is to assess the applicant’s performance on specific tasks that are representative of the actual job’. Nel *et al.* (2004:239) explain that ‘employment tests in South Africa are carefully regulated by the Professional Board for Psychology and the Test Commission of South Africa’. These tests are classified by the Test Commission in terms of their legal requirements as follows:

- C Tests – these are intelligence or personality tests and can only be used by registered psychologists;
- B Tests – these are aptitude tests which can only be used by registered psychologists and psychometrists; and
- A Tests – these are elementary aptitude and skills tests, which can be used by registered psychologists, psychometrists and psychotechnicians.

Nel *et al.* (2004:239) argue that ‘it is important to look at certain concepts such as reliability and validity when considering the use of employment tests because organisation’s sometimes depend on these results to make selection decisions’.

Together with the information sources, there are also internal and external factors that influence the selection decision, and these are illustrated in the following table.

Table 2.6 – Factors that influence selection

External factors	Internal factors
Legislation The labour market	Size of the organisation Type of organisation Speed of decision-making Applicant pool Selection methods

Source: Nel *et al.* (2004:233)

The above factors have an impact on the final selection decision and should, therefore, be considered carefully during the selection process. Each factor is briefly summarised below in order to provide a clearer view of how it affects the selection of employees.

2.4.2 External factors

- Legislation - South Africa has a legacy of discrimination in relation to race, gender and disability that has denied the majority of the population access to opportunities for education, employment, promotion and wealth creation. As a result of these past injustices, the Employment Equity Act (EEA) (1998) was passed to address the inequalities. The EEA has two main objectives, which are to ensure that workplaces are free of discrimination, and to ensure that employers take active steps to promote employment equity. Nel *et al.* (2004:233) state that ‘having a workforce that reflects the demographics of the country can improve market share, understanding of markets and the ability to service all current or prospective clients’.
- The labour market - The labour market from which an organisation recruits its employees for vacancies is often influenced by labour market conditions that affect the country nationally. ‘Labour market conditions in the city or district in which the company is situated also play an important part. The labour market is in turn influenced by labour conditions offered by the organisation, the content of the job itself and the general image of the organisation’ (Nel *et al.*, 2004:233).

2.4.3 Internal factors

- Size of the organisation – The level of formality of the selection process is determined by the size of the organisation. In large companies a more formal approach is used and different selection approaches are used to fill vacant positions at different levels of the organisations. Extensive interviews and background checks are conducted for executive positions, whereas a quick and simple selection process is used when filling in a clerical position.
- Type of organisation – Nel *et al.* (2004:233) explain that ‘the sector of the economy in which the individuals are to be employed can also affect the selection process’. Prospective employees in the private sector are screened with regard to how they can help to achieve profit goals, while ‘in the public sector it is commonplace for all managers to select only from among the top three applicants for a position’ (Nel *et al.*, 2004:234).
- Speed of decision-making – Speed of decision-making is crucial in the selection process especially in organisations where production may stop if no one is qualified to do a certain job. The time that is available to make the selection decision can also have a strong effect on the selection process. The level of the position can only have an effect on how long it takes to make a selection decision, for example staffing a managerial post can be time consuming because considerable attention must be given to CVs, reference checks, interviews, and so on.
- Applicant pool – The selection process can be strongly influenced by the number of people who apply for a particular job. A proper and transparent selection process can only take place if there are several qualified applicants for a post. If there is a limited number of applicants with the required skills, then the organisation is forced to choose whoever is available.
- Selection methods – There are several factors that organisations must consider when choosing a selection method, because the technique that is used can affect the entire selection process. It is, therefore, important to pay attention to the following aspects when deciding on an appropriate selection method:

- The acceptability and appropriateness of the method;
- The abilities of the staff involved in the selection process; and
- The complexities of administration.

Based on the above, it is, therefore, important for organisations to use processes that are comfortable for them and the applicants. Care should be given to select techniques that reflect the company's vision and mission so that applicants are aware of the business of the organisation.

The determining factors in selecting employees play a vital role in organisational effectiveness and, therefore, the selection process consists of several steps, which ensure that the organisation meets the needs of the company, the co-workers, as well as the new employees. The whole process is filled with challenges and it is important to pay attention to the selection phase of the staffing process because choosing the right person for the job can make a tremendous positive difference to productivity and customer satisfaction.

2.5 Orientation of employees

Upon completion of the selection process, employees enter orientation, which either formally or informally introduces new employees to their job responsibilities, their co-workers and the organisation's policies. Sherman *et al.* argue that the purpose of an orientation programme 'is to enable new employees to get "in sync" so that they quickly become productive members of the organisation'. It is important that even experienced employees gain a fundamental understanding of their new organisation and how things work because every organisation has unique norms, networks and ways of doing business. Hellriegel *et al.* (2004:244) maintain that 'an effective orientation programme can accomplish goals such as promoting realistic job expectations, promote functional work behaviour and reduce employee turnover'. When employees receive proper orientation they become effective much quicker owing to the fact that they become aware of which behaviours are valued and, which are not.

According to Hellriegel *et al.* (2004:245) 'a well-constructed orientation programme helps new employees ease into their jobs and therefore, feeling reassured, are more apt to stay than employees that are thrust hurriedly into their new jobs with little orientation'. There

are certain benefits to have an orientation programme such as lower turnover, increased productivity, improved employee morale, and reduction of the new employees' anxiety. 'The more time and effort spent in helping new employees feel welcome, the more likely they are to identify with the organisation and become valuable members of it' (Sherman *et al.*, 1996:228).

An orientation programme can make an immediate and lasting impression on an employee, which can mean the difference between the person's success and failure on the job. 'Organisations operate efficiently when employees share values and the transmittal of values, assumptions and attitudes occur from older employees to new employees' (Nel *et al.*, 2004:256).

2.6 Summary

The body of literature, which covered recruitment and selection practices in organisations all share similar thoughts and concepts regarding how the staffing process should be conducted. In order for organisations to secure the best employees, it is essential that time and effort should be spent on proper HR Planning. This allows management to identify the long and short term needs of the organisation, and to establish measures that will address any shortcomings that may exist. The organisation's HR planning is directly linked to its strategic planning so that it can meet its operational objectives in a proactive manner. There are various tools and techniques, which organisations can adopt such as replacement charts, which allow management to identify potential candidates for posts that may become vacant.

Organisations must have a recruitment policy, which provides guidance on sources from which employees will be recruited, namely internal sources such as job postings or external sources such as employment agencies. It is also essential to determine the recruitment method that will be used to recruit employees in terms of whether if it will be done through advertisements or via e-recruitment. Care should be taken that the medium that is chosen is accessible to all people in the country, and it should also adhere to the rules of the EEA. Deciding on an appropriate recruitment strategy is important, while organisations must decide if they will continue to recruit employees by using old strategies for example recruiting from a few traditional sources, or if it would be better for them if they adopted a new recruitment strategy, for example tap into many diverse pools for skills.

When selecting individuals to fill vacancies, organisations should make use of information sources so that they are able to select the most suitable candidate for the job. They can gather this information from job applications, interviews, reference checks, employment tests and so on. Management has various internal and external factors to consider when making selection decisions and these include the size of the organisation, the applicant pool, various legislations and the labour market. These factors can be used to ensure the selection decisions that are made are in the best interests of both the employer and the employee.

Once employees have been selected and begin their employment with a company, it is important to involve them in a formal orientation programme. This will ensure that they become familiar with the organisational culture and policies, and are then able to adapt more easily into their new work environment. Orientation can also be regarded as a socialisation process, where new employees get to interact with their co-workers, while simultaneously becoming conversant with the organisation's rules, regulations, benefits and so on.

From the above it can safely be said that an organisation must have the proper number and mix of employees who have the required knowledge, skills and abilities to be able to reach its long term goals. Nel *et al.* (2004:227) state that 'the conventional way of recruiting and selecting employees has involved identifying and choosing from a pool of candidates the most competent individual to perform a certain job. The end result is that many skilled individuals are employed who perform reasonably well but are not necessarily contributing directly to attaining organisational goals'. It is, therefore, essential that meticulous attention must be paid to the type of individuals that are recruited into organisations.

This chapter discussed theory, which pertain to recruitment and selection practices in organisations. The researcher considered the main concepts and terminologies of recruitment and selection, as well as its objectives to organisations. It further highlighted the importance of a solid recruitment and selection strategy, which is fundamental in order to meet operational objectives in unique organisations. The next chapter explores the various DOD policies and frameworks that are used by the SAN to guide their recruitment and selection practices. It also considers the various legislative frameworks on which their ETD policies are based.

CHAPTER 3

POLICY AND REGULATORY FRAMEWORK

3.1 Introduction

Chapter Two presented the importance of sound recruitment and selection practices as described by various authors. It also discussed the tools and techniques that organisations use to ensure that they find the best possible candidate for a job. Chapter Three explores the various DOD policies and frameworks, which are used by the SA Navy to guide their recruitment and selection practices. The researcher also considers various legislative frameworks on which the SAN's Education Training and Development policies and doctrines are based.

The White Paper on Defence (1996) outlines that the 'South African National Defence Force must be ready to act in defence of South Africa in response to various defence contingencies'. In order to accomplish the Department of Defence's vision to ensure effective defence for a democratic South Africa, the SANDF requires young, fit and healthy members who are fully representative of the national population. The DOD has a first and foremost responsibility to ensure that its macro human resource management, including the manner in which personnel serve, is executed in such a way that its corporate mission can be executed in the most effective, efficient and economic way possible. 'This calls for a new employment ethos for uniformed members, which is in line with international practice. Therefore, military service presupposes a flexible, developmental and focused way of serving for a limited period of time' (Department of Defence Instruction, 2002).

The White Paper on Defence (1996) states that the SANDF must consist of 'a relatively small Regular Force and a sufficiently large Reserve Force within the One Force Concept in order to have an adequate defence capability at a more affordable cost', while the Defence Review (1998), which is discussed further below states that 'the One Force Concept is intended to ensure that the Regular Force and the Reserve Force constitute an integrated defence force, which is capable of defending South Africa. The One Force Concept provides for flexible utilisation of human resources and reduces the necessity to maintain a large and un-affordable full-time component'. Most modern defence forces attain this objective by relying on an employment approach, which comprises of different service systems that make provision for the following three factors:

- A large component of young and fit personnel to supply the bulk of operational or deployment requirements, characterised by a throughput of personnel to ensure constant rejuvenation;
- A smaller core component of professional military personnel to render essential management, training and administrative functions; and
- A very small component comprising of top leadership and management.

Based on the above, the HR Strategy 2010 was developed, which identified as a strategic issue that the way that the current Flexible Service System (FSS) was applied, fostered growing rank-age and mustering requirement discrepancies, as well as unrealistic expectations of life-long employment in the service. This further led to concomitant stagnation and low morale amongst serving members (DODI, 2001:3). The HR Strategy 2010 ‘envisaged in its desired end a “New Way that Members Serve”, and ensures that the bulk of deployable personnel young and fit’.

The literature study in Chapter Two explained that employees can be recruited from both inside and outside of the organisation to fill vacant posts. However, owing to the uniqueness of the SANDF environment, the practice of recruitment is applied strictly to hiring new people from outside of the military environment, and most often it is people who do not possess any form of qualification. Therefore, the policies pertaining to recruitment and selection in the organisation have a distinctive identity that is applicable specifically to the SANDF.

3.2 Nature of the Military Skills Development System (MSDS)

The Military Skills Development System is voluntary in design and was developed in order to address the skills shortage experienced by South Africa’s population. The first MSDS intake commenced in January 2003 and the notion behind the system is that it represents the first career stage for school-leavers who join the SANDF. Members are recruited as Regular Force members into the MSDS, where they undergo full-time basic training. Recruited members then serve voluntarily in the MSDS for a maximum two-year period to augment the SANDF’s deployment capability. Upon expiry of the two-year term, members who do not wish to take up career opportunities that are offered to them in the Regular

Force are transferred to Reserve units in fulfilment of a five-year contractual commitment of service in the Reserves.

The MSDS is a programme that applies to all arms of the SANDF and members that form part of the SAN MSDS who wish to remain with the organisation are then developed to be the primary human resources supply source for the Regular Force, as well as for the Reserve Force, thereby creating the capacity of the SAN to field contingent ready naval units. 'Only 40% of each intake is selected for continued service in the Core Service System (CSS) (career stage 2) and these members will be offered contracts ranging from between 1 to 20 years' (DODI, 2002:1). The SAN has to ensure that MSDS intakes have a sufficient number of young, fit and healthy personnel for deployments, junior leader training, and that proper sourcing of the Reserves and Regulars are maintained. The recruitment quotas for each intake is determined from year to year, and there may be more than one intake per arm of service per year.

The main focus of the MSDS is to add value to the members' future careers and marketability in the open labour market. The organisation aims to enhance this objective by presenting fully South African Qualifications Authority (SAQA) accredited learning opportunities during their full-time training phase.

3.3 Policy Foundations for Recruitment and Selection in the SANDF

The policies, which are used in the SANDF pertaining to the recruitment and selection of personnel are regulated by a hierarchy of documents. This hierarchy, as depicted in Figure 3.1 below shows how SANDF policies are derived.

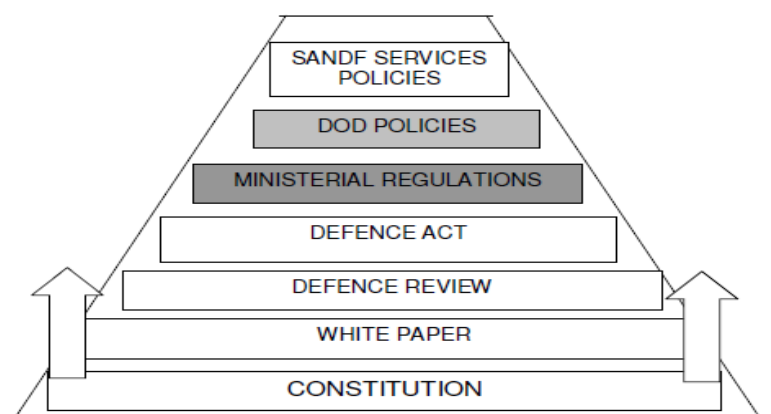


Figure 3.1: Hierarchy of Policies

Source: Erasmus (2009:130)

3.3.1 The Constitution of the Republic of South Africa, 1996

Section 2 of South Africa's Constitution states that it is 'the supreme law of the Republic; law or conduct inconsistent with it is invalid and the obligations imposed by it must be fulfilled' (Republic of South Africa, 1996). Based on this, it is safe to say that the content of all policies in the SANDF must be founded on the Constitution. Chapter 11 of the Constitution provides certain principles, which govern the national security of South Africa. Sections 198 (a) and 198 (d) of the Constitution read as follows:

'National security must reflect the resolve of South Africans, as individuals and as a nation, to live as equals, to live in peace and harmony, to be free from fear and want and to seek a better life'.

'National security is subject to the authority of Parliament and the national executive'.

Section 200 of the Constitution describes the role of the SANDF and prescribes that the following principles should apply:

- (1) 'The defence force must be structured and managed as a disciplined military force'; and
- (2) 'The primary object of the defence force is to defend and protect the Republic, its territorial integrity and its people in accordance with the Constitution and the principles of international law regulating the use of force'.

The SANDF is provided with many ideals, which encourage them to develop policies, which reflect the values of the Constitution, including recruiting and selecting people from the Republic who are willing and able to serve the organisation to the best of their ability.

3.3.2 White Paper on National Defence for the Republic of South Africa, 1996

The White Paper on National Defence for the Republic of South Africa (1996) is a document, which reflects the national consensus on defence policy. It builds on the values that are reflected in the Constitution regarding the SANDF. 'Stable civil-military relations depend to a great extent on the professionalism of the armed forces. The challenge is to define and promote an approach to military professionalism which is consistent with

democracy, the Constitution and international standards’ (Republic of South Africa White Paper on National Defence, 1996).

The White Paper places a high level of importance on the education and training of members in the SANDF and, therefore, each AOS must ensure that their members receive the appropriate military and functional training to meet the operational demands of the organisation. ‘Education and training programmes within the SANDF are a cardinal means of building and maintaining a high level of professionalism’ (White Paper, 1996). In order to ensure that members achieve this professionalism, the White Paper prescribes that ‘specific education and training programmes be introduced to prepare military personnel to develop the political and ethical dimensions of military professionalism’.

The White Paper, in conjunction with the Constitution, forms a back-drop of how and why the training of SANDF personnel should take place. The importance of recruiting and selecting the right people for this unique organisation is more prevalent, as the organisation tries to meet the mandate that is prescribed by government in terms of education and training.

3.3.3 The South African Defence Review, 1998

Erasmus (2009:134) cites Williams *et al.*, who state that ‘the South African Defence Review (Defence Review) was approved by Parliament in April 1998. It serves as a strategic doctrine which expands on the values maintained in the Constitution and White Paper and translates the SANDF’s generic functions into specific roles’. Chapter 10 (75) of the Defence Review indicates the intent of the SANDF with regard to the education and training of its members by reflecting the broad parameters, which have been established by the White Paper, 1996. Chapter 10 states the following:

(75.1) Training shall be competency based as far as practicable;

(75.3) Training will be used to improve the individual's performance and not as a disciplinary tool;

(75.5) Training in the SANDF shall be based on clearly identified training needs, linked to work or international standards. The SANDF's training course content is being scientifically developed through course design; and

(75.6) All training will be reviewed periodically to make it more cost effective while maintaining or improving standards. Options include combining of training facilities, providing training on an agency basis or providing common training at joint schools.

Chapter 10 (77) of the Defence Review states that ‘training is directed towards equipping its members with the necessary skills, knowledge and attitudes for service in the SANDF. Effective force preparation is the first and foremost consideration when determining the content, scope and cost of training. As the SANDF is committed to providing the individual member with the greatest mobility in the work environment, it has established a Defence Training Board which will be affiliated to SAQA, thereby gaining access to the National Qualification Framework (NQF)’.

3.3.4 The Defence Act 2002 (Act No 42 of 2002)

Chapter 10 of the Defence Act, No 42 of 2002, states that the ‘the Minister may establish defence training institutions for purposes of providing instruction and other training for members and employees of the Department and must ensure that the training of members and employees of the Department promotes the objects of, and is in accordance with, the Constitution and the law, including customary international law and international agreements binding on the Republic’.

The training of members in the SANDF is an essential part of force preparation and, according to Section 10 (4) of the Defence Act (2002), ‘training may encompass instruction at any military or tertiary institution for higher education and learning in the world, as well as practical training which must include physical training, sport, structured recreational activities and military exercises’.

3.3.5 Department of Defence Policies

Approved policies that deal with recruitment and selection, training and development of members, members’ physical fitness and so on are based on the various legislations discussed above. Hence, policies and directives that are used in each AOS incorporate elements from the Constitution, as well as from the different Acts in order to ensure that the SANDF consists of a workforce that is fit, healthy and operationally ready at all times.

3.4 Policy on recruitment and selection of MSDS members 2003

As discussed in Chapter Two, the various pieces of literature purport that in most organisations the recruitment process begins with the organisation identifying its human resources needs. Emphasis is placed on the need to recruit employees who are committed to achieving the organisation's goals. However, owing to political, demographic and economic factors, the SAN's focus area of recruitment is aimed at school leavers. This is done in accordance with the requirements of national demographics. A majority of the members that are recruited do not possess any form of formal qualification nor do they have any relevant work experience. These members are then provided with opportunities to work in any environment in the organisation, where they receive appropriate training and development in specific skills.

During the recruitment process of the SAN, prospective applicants are informed of the naval employment opportunities by means of advertisements in national newspapers, as well as the navy and DOD websites. The recruitment and selection process is controlled by the HR department at Navy Headquarters (NHQ), and a recruitment team is appointed according to their knowledge, experience and position in the SAN's HR department. This is to ensure that the process is conducted fairly and equitably. The following process with regard to the recruitment of applicants, then takes place:

- Applications are received from all provinces and are captured on the SAN's recruitment database at the Naval Headquarters (NHQ) in Pretoria;
- Once the application period is closed, the paper selection commences, which consists of the verification of applicants' details such as a copy of the identity document, copy of the Matric certificate, a short CV, highest achieved qualification, for example Degree, National Diploma, N6 certificate, and so on.
- Qualifying candidates are then short listed to be invited for selection to the Military Skills Development programme; and
- The NHQ communicates with the South African Medical Health and Service (SAMHS) via Defence Human Resources Acquisitions (D HR ACQ) in order to arrange for Psychometric Tests, Pre-employment Medical Assessments and Interviews.

Once SAMHS has confirmed suitable dates for the various tests and interviews, the SAN then contacts all qualifying candidates, either telephonically or via written correspondence to attend a selection board. The recruitment and selection policy, which was formulated by the Department of Defence's Chief of Human Resources Division (C HRD), provides a generic set of guidelines on how the SANDF should conduct their recruitment and selection of members. However, each AOS functions in a manner that is completely unique from each other. This, therefore, implies that each AOS has operational needs and strategies that are unique to each organisation, which must be achieved.

3.4.1 Recruitment sources

In 2003 the DOD identified specific sources in its recruitment policy from which to recruit candidates for the MSDS that would satisfy the organisation's human resource needs. Application into the SAN is strictly voluntary and the following sources provide the organisation with applicants:

- Directly from the South African labour market (Grade 12 school-leavers and final year students at tertiary institutions with RSA citizenship);
- Reserve units, individual nomination (Grade 12 school-leavers) in the regional area of a specific Reserve unit for example Port Elizabeth, Durban, East London. This is to enable a smooth absorption into the Reserves and relative accessibility to unit activities in future years; and
- The National Youth Service Programme (NYS). This initiative was started by government and it 'aims to provide long-term and effective ways of reconstructing South African society by developing the abilities of young people through service and learning' (National Youth Service, 2003).

These sources help the SAN to ensure that they obtain candidates that are young and fit in order to be able to meet governments mandate for a youthful defence force, whilst satisfying the HR needs of each AOS.

3.4.2 Recruitment targets

The SAN establishes a recruiting target in collaboration with Director Human Resource Planning (D HRP) on an annual basis at the end of September of each year for the following year. The organisation then submits preliminary targets a year in advance and

then have them confirmed by June in accordance with the Strategic Direction processes. The following recruitment targets must be established annually:

- Targets are determined per job specialisation, based on operational requirements, training capacity, readiness schedules and affordability within the DOD HR budget; and
- During the establishment of recruiting targets, cognisance must be taken of the implications such as budgeting for victuals, uniforms, laundry services and accommodation whilst in the two-year cycle.

Training and utilisation during service in the Reserve Force depends on a threat analysis and the consequent budget allocation.

3.4.3 Recruitment strategy

The Directorate of Personnel Acquisition (D PACQ), which is situated in Pretoria, has, in liaison with HR planners from the DOD, developed an MSDS recruitment strategy in accordance with guidelines that are stipulated in the DOD HR Planning Instruction. This instruction allows for maximum participation in operational deployments from Regular and Reserve units. The strategy strives towards a selective and cost-effective recruitment drive on a decentralised basis. Guidelines in the planning instruction are incorporated in the recruitment strategy and are used to direct the way that the recruitment process takes place:

- Marketing material is designed to leave a realistic picture of career possibilities in the minds of recruits;
- Application forms are factually, technically and legally correct; and
- Surveys are conducted to determine whether the impressions and expectations that are created by SAN's marketing material and recruitment drives, are effective.

The recruitment drives, which are conducted by the SAN, focus largely on schools and tertiary institutions, where the requirements for people who are interested in joining the service are advertised and promoted. The policy further instructs that 'persons with prior full-time experience in the SANDF may not be recruited into the MSDS' (DODI, 2003:5).

3.5 Procedures for the selection of candidates for the MSDS

The standard operating procedures for selection of candidates into the MSDS outlines various stages that must be followed in order to ensure that all applicants are treated fairly. Once all applications have been administered and shortlisted, the following process commences:

- Stage 1: Call up of Selection Board – A list, according to race, gender and province, is compiled of all successful applicants and candidates are informed four weeks in advance to attend the selection board in their respective provinces;
- Stage 2: Preparation for Selection Board – A file for each candidate is compiled which comprises of application form, CV, personal profile and so on. During Stage 2 of the selection phase, the following arrangements are also made:
 - A Selection Board panel is determined, which consists of a chairperson, permanent member, functional representative of the SAN, Equal Opportunities/Affirmative Action representative and a secretary. The selection panel is representative of race and gender;
 - Arrangements are made with the Military Police to have candidates undergo fingerprinting after the selection board;
 - Letters are prepared for candidates who have not been recommended by the board;
 - A name-list for members who are required to undergo medical evaluations and psychometric testing is then compiled; and
 - A selection schedule and welcoming letters are compiled;
- Stage 3: Pre-selection process – The HR department allocates staff members that are responsible for arranging files for all candidates according to the selection board's schedule, and staff members then assist with other processes such as roll call, keeping groups disciplined and providing them with guidance with regard to the sequence of events;
- Stage 4: Selection Board – Candidates are welcomed by the Selection Board secretary and informed of the proceedings, namely behaviour required, discipline,

location of interview rooms, and so on. The board then interviews each candidate according to a predetermined list of questions;

- Prior to each candidate appearing before the Selection Board, the board considers their credentials in order to ensure that they meet the basic requirements for the post for which they have applied;
 - When the candidate appears in front of the board they are interviewed in order for the board to determine the candidate's suitability for the post and to clarify any uncertainties;
 - On conclusion of the interview, candidates exit the interview room and the board members then collectively discuss and determine the candidate's acceptability for the post. The chairperson signs off on the board's decision, and the candidate is recalled in order to receive feedback on whether they have been accepted or not; and
 - The secretary of the board then provides the candidate with an acceptance or non-acceptance letter. Candidates that are accepted are further provided with a letter to attend medical evaluations and fingerprinting;
- Stage 5: Process after Selection Board – A name-list of successful candidates are compiled by the HR department and submitted to the medical centre, as well as the military police. Successful candidates' fingerprints are forwarded to SAPS' Criminal Record Centre to determine if candidates have criminal records;
 - Stage 6: Data capturing of Selection Board results – Due to the fact that force numbers are not yet allocated to candidates, all relevant information pertaining to them, namely results from psychometric evaluations, results of the selection board, medical results, results from the SAPS Criminal Record Centre, and so on are captured according to each individual identity number by the HR department;
 - Stage 7: Short-listing – A name list according to race, gender and Selection Board results is then generated in respect of all candidates who are recommended by the board, and who met the minimum requirements for appointment. All candidates are then ranked according to their results per race and gender, in accordance with national demographic targets; and

- Stage 8: Allocation of force numbers - Candidates are then allocated force numbers and are informed of reporting dates for basic training. Candidates are also provided with a letter of appointment once they have been declared medically fit for training. They have 30 days in which to either accept or reject the offer.

Due to the fact that the SANDF is a government department, the acts, which regulate affirmative action (AA) and equal opportunities (EO) are applied strictly during the selection process of applicants. The MSDS policy is specifically designed to ensure that the SAN achieves its aim of transforming itself into a young and fit organisation. It is, therefore, imperative that the organisation targets the appropriate groups during its recruitment phase.

3.5.1 Employment testing

DODI 52 (2002:3) requires candidates to ‘undergo comprehensive medical tests as well as write psychometric tests. The medical examination is done in order to ensure the health of candidates is adequate to meet the demands of physical training in the military environment’. Emphasis is placed on whether candidates have an elevated risk of on-the-job injury or a medical condition that could be aggravated by the demands of strenuous physical training, which is required by the organisation.

3.5.1.1 Medical testing

The SANDF needs a force that is combat ready at all times, and in order for this to happen, members must be medically fit. Upon recruitment into the organisation, members at Basic Military Training level undergo a medical examination, which includes but is not limited to the following tests:

- Blood tests for HIV, HEP B and blood grouping;
- Eye-test;
- Hearing test;
- Dental evaluation;
- Pregnancy test; and

- Weight check.

The medical examination is conducted in order to ensure applicants' health is adequate to meet the demanding environment of the military. When candidates report to SAS Saldanha to commence with their BMT, they are required to undergo a second medical evaluation. The medical tests provide 'a baseline against which subsequent medical examinations can be compared and interpreted' (Naval Order Pers, No 2 of 2010). This is important, as it helps to determine injuries, which may occur as a result of the physical training in the SAN.

3.5.1.2 Psychometric testing

Psychometric testing, which is conducted and supervised by the Military Psychological Institute (MPI) in Pretoria, is used to test candidates' potential to master the learning material on course. On completion of the test, feedback on each individual's performance is given in terms of a potential classification within which he/she falls. Potential is described and interpreted in five categories, which are reflected in Table 3.1 below.

Table 3.1: Interpretation of psychometric results

Potential (P) category	Description of category
Potential 1	Not recommended for MSD programme. This applicant performed well below average compared to other candidates. This is the lower 15% of candidates.
Potential 2	Recommended with reservation. Only the decision from Defence Human Resources Acquisition (D HR Acq) can authorise acceptance in the MSD programme. Applicants in this category show some potential, but will pose a risk in terms of training potential in general MSD musterings. This category is meant for specific intakes, for example, sports athletes that will not be trained in general MSD musterings. This category will be the next 17% of candidates. This means that one third of applicants (P1 and P2) are not recommended in the general MSD programme.

Potential 3	Recommended for general MSD programme. This category will be the middle 37% of candidates. This group has the basic learning potential required and they should understand instruction in English, although their calculation ability (Basic Maths) could be below average. The majority of applicants will be in this category and services and divisions must apply their own criteria to deal with possible over supply of candidates.
Potential 4	Recommendation for positions that require above average learning potential such as officers selection and some tertiary education. This is the next 25% of candidates and is part of the top 30% of all applicants. They should understand English well and show good potential to be trained in most musterings. Their calculation ability (Basic Maths) is at least average. This is the category from which Nursing diploma students are selected as well as other tertiary qualifications.
Potential 5	Recommended for degree training at tertiary institutions. This is the top 4% of candidates. They should have good English ability and above average potential to study at tertiary institutions. They also have above average calculation ability (Basic Maths). This is the category from which Pilots, Engineering and Medical students are selected, should they adhere to other requirements as well.

Source: Joint Defence Publication (2003:79)

Psychometric tests looks at the 'individual's ability to verbally deal with concepts and although high reliability is essential, there is no assurance that the tests provide a basis for making valid judgements' (Nel *et al.*, 2004:240).

3.6 Policy on physical fitness

Physical Training, Sport and Recreation (PTSR) forms an integral part of the physical and psychological preparation and conditioning of members of the SANDF. Adequate physical condition and physical skills are necessary for members to perform their main function, namely to defend and protect the country, its territorial integrity and its people in accordance with the Constitution and the principles of international law regulations for the use of force. Physical fitness is achieved through mandatory physical training (PT) programmes, which include sport and physical recreational activities.

The mandate for the inclusion of physical training activities in the training programme and activities for the training of military members of the SANDF, as part of the force preparation, was extracted from Section 64(4) of the Defence Act, 2002, which mandates the Minister of Defence to approve training regulations. Based on this, DODI No 1 of 2003 was developed, which describes the processes and procedures that should be conducted with regard to physical training in the SANDF. DODI No 1 (2003:9) states that ‘members are required to meet and maintain the SANDF’s fitness standards through participation in a regular and consistent exercise programme throughout their military service and shall be subjected to the physical evaluation tests’. The objectives of physical training is to ensure that it constantly contributes to the combat-readiness of SANDF members, and that physical fitness standards are achieved and maintained through prescribed physical training programmes.

3.6.1 Physical training programmes

Physical training programmes provide the means to realise the organisation's objectives regarding physical training, and it includes a variety of carefully selected relevant physical activities. These activities are arranged progressively and the components included in the PT programme contribute to the improvement and maintenance of the physical fitness standards of members. The Surgeon General (SG) is responsible for the compilation and promulgation of PT programmes for the SANDF, and hence DODI No 1 (2003:11-12) provides the following guidelines on physical training:

- Acclimatisation – It takes approximately 10 to 14 days for an individual to adapt to climatic conditions. This fact must be borne in mind when members are transferred

from one area to another. During the period of acclimatisation, such members should thus not be subjected to extreme physical stress;

- Physical activities and training in hot weather - Members of the SAMHS and the DOD who are responsible for physical training must ensure that they are conversant with and apply directives for physical activities and training in hot weather, which are intermittently issued by the SG; and
- Physical training as a means of punishment - Under no circumstances should physical activities be used as a means of punishment for members.

The above principles ensure that the SAN develops training programmes that are aligned with DODI No 1 of 2003 so that members receive PT in the appropriate manner.

3.6.2 Frequency of training for new recruits at SAS Saldanha

DODI No 1 (2003:12) states that ‘four 40 minute PT periods per week is compulsory during basic military training’. A standardised cyclic progressive PT programme is, therefore, followed by SAS Saldanha in order to achieve the required results within the prescribed time with the minimum occurrence of injuries. Programmes are compiled and approved by the SG. Sports and recreation activities are also established in order to supplement physical training programmes during basic training.

3.6.3 Physical fitness evaluation

In order to ensure that members are fit and healthy, all serving members are required to participate in a fitness evaluation. Serving members are required to complete it bi-annually, whilst a fitness test is conducted three times during basic training, namely at the beginning of basic training, in the middle of basic training, and at the end of basic training. The evaluation is referred to as a battery test. The test helps the SAN to determine each individual’s physical and mental fitness levels. When doing the battery test, members are required to complete the following components:

- 2.4 km run;
- 4 km walk;
- Push-ups;
- Sit-ups; and

- Shuttle runs.

The components of the fitness test is planned according to gender and different age groups.

Tables 3.2 and 3.3 below provide a break-down of the requirements of the fitness test.

Table 3.2: Battery test requirements for male uniform members

Age group	Fitness test component	Prescribed standard
Up to 34 years	Sit-ups	55 in 2 minutes
	Push-ups	40 in 2 minutes
	Shuttle runs	10 x 22meters in 60 seconds
	2.4km run	12 minutes
	4km walk	30 minutes
35 to 44 years	Sit-ups	42 in 2 minutes
	Push-ups	30 in 2 minutes
	Shuttle runs	10 x 22 meters in 62 seconds
	2.4km run	12 minutes and 30 seconds
	4km walk	32 minutes
45 to 54 years	Sit-ups	35 in 2 minutes
	Push-ups	22 in 2 minutes
	Shuttle runs	10 x 22 meters in 67 seconds
	2.4km run or 4km walk	13 minutes
		34 minutes
55 years and older	Push-ups	19 in 2 minutes
	Sit-ups	30 in 2 minutes
	2.4km run or 4km walk	13 minutes and 30 seconds
		35 minutes

Source: DODI No 1 (2003:D-2)

Table 3.3 below depicts the fitness requirements for female uniform members, according to the different age groups.

Table 3.3: Battery test requirements for female uniform members

Age group	Fitness test component	Prescribed standard
Up to 34 years	Push-ups	34 in 2 minutes
	Sit-ups	31 in 2 minutes
	Shuttle runs	10 x 22 meters in 70 seconds
	2.4km run	14 minutes and 30 seconds
	4km walk	35 minutes
35 to 44 years		
	Push-ups	31 in 2 minutes
	Sit-ups	27 in 2 minutes
	Shuttle runs	10 x 22 meters in 77 seconds
	2.4km run	15 min and 30 seconds
45 to 54 years	4km walk	36 minutes
	Push-ups	26 in 2 minutes
	Sit-ups	21 in 2 minutes
	2.4km run or 4km walk	16 minutes and 30 seconds
55 years and older		37 minutes
	Push-ups	20 in 2 minutes
	Sit-ups	19 in 2 minutes
	2.4km run or 4km walk	17 minutes and 30 seconds
		38 minutes

Source: DODI No 1 (2003:D-3)

The guidelines provided in the above tables allow members to understand the fitness requirements, and to meet these standards by being physically fit at all times in order to comply with organisational policies. Based on the above fitness criteria, recruits are required to meet these standards at all times during the MSD programme. DODI No 1 (2003:16) states that ‘should there be no sound medical reason for repeatedly failing fitness tests, a member will be subject to military disciplinary action and may be charged in terms of the Military Disciplinary Code’.

3.7 SA Navy directive on academic pass requirement for COQ1 students at SAS Simonsberg

The purpose of the COQ1 learning opportunity is to provide officers in the SAN with the Knowledge, Skills and Attitudes (KSAs) to function as Bridge Watchkeepers on board SAN vessels. The SAN requires officers to be trained as Bridge Watchkeepers and the learning opportunity is to provide a theoretical and practical foundation for learners. KSAs

are reinforced in the workplace by means of further task book on-the-job training. On successful completion of the minimum hours and the Officer Commanding's recommendation, the learner then attends a Bridge Watchkeeping Board, where it is then determined if he or she is competent. The successful completion of COQ1 satisfies the organisation's requirement to ensure that maximum safety while operating at sea is achieved. Successful completion of the learning opportunity is dependent on competence being achieved in all modules.

3.7.1 COQ1 modules

The COQ1 course comprises of twelve modules, which are presented in a specific sequence. Each module consists of various enabling outcomes, which learners must achieve. The integration of three dimensions of competence, namely foundational, practical and reflexive are assessed and all aspects of safety are deemed critical.

The assessment process of the COQ1 Learning Opportunity is dictated by the Department of Defence Training Instruction, No 6 of 2003, Edition 2, and it consists of a formative assessment and a summative assessment. In the formative assessment learners are assessed by means of:

- Self-assessment;
- Observation;
- Written assessment; and
- Practical assessments namely impromptu oral tasks and presentations.

On conclusion of each module, a summative assessment is conducted, which ensures that learners are assessed practically and theoretically.

The modules of COQ1 are described in Table 3.4 below in the sequence in which they are presented to learners.

Table 3.4: Sequence of COQ1 modules presented at SAS Simonsberg

Module number	Name of module	Description of module	Pass mark required
Module 1	Radar Simulator Familiarisation	Teaches learners how to operate the Radar	90%

	(RADSIM)	<p>Simulator, which includes the following:</p> <ul style="list-style-type: none"> alter the course of the vessel from port to starboard and vice versa, first with the auto pilot on then off; increase and decrease the speed of the vessel; and display and edit the electronic bearing line, determine distance, activate units (identification of friend or foe) and draw sectors. 	
Module 2	General navigation	<p>Prepares learners to function as an Assistant Navigation Officer onboard a SAN vessel. It includes 3 sub-modules, i.e. <u>Chart Folio Management</u> - where learners are required to update navigational charts; describe all chart symbols; define grid and describe how to transfer grid from one chart to another; and describe the purpose of</p>	80%

		<p>hydrographic notes and name and discuss the types of navigational warnings such as notices to mariners, radio navigational warnings and local notices. <u>Publications</u> require learners to extract data from navigational publications such as mariners' handbook; SA list of lights, fog and radio signals; and nautical almanac, chart catalogue, etc. <u>Coastal Navigation</u> prepares learners to do precise chart work in coastal waters. Learners must be able to determine and indicate a ship's position on a chart during coastal passage and in pilotage waters; define and plot on a chart using recognised and plotting practices; calculate corrections to dead reckoning for loss of speed in turn; list the factors to be taken</p>	
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		<p>into account when choosing an anchor position; and</p> <p>determine the expected time of arrival at a destination by considering the speed, wind and current and determine a safe course when making landfall in clear and restricted visibility.</p>	
Module 3	Environmental Studies	<p>Teaches learners to identify the various influences caused by environmental conditions. It includes 4 sub-modules, i.e. <u>Tidal Information</u>, where learners are taught how to predict the height of tides at any time and for any given port worldwide. <u>Meteorology</u>, where learners are taught how to interpret a weather fax or a synoptic chart for the purposes of briefing the Captain, as well as preparing a report for transmission</p>	70%

		<p>to shore authorities.</p> <p><u>Nautical Calculations</u> teaches learners to extract data from relevant publications to calculate applicable times and bearings for various celestial bodies, as well as determine and apply resultant compass errors. <u>Oceanography</u> provides learners with the ability to explain and understand the different aspects in oceanography.</p>	
Module 4	Bridgemanship	<p>Teaches learners how to function as a 2nd Officer of the Watch (OOW) and analyse situations pertaining to the Rules of the Road. They will be able to state the OOW responsibilities and duties with regards to Bridgewatchkeeping and Weapons Safety, as well as display a general knowledge of submarines in the</p>	90%

		SAN.	
Module 5	Communications	This module teaches learners to describe the general communication administration and radio communication organisation in the SAN, describe and apply fleetwork rules in manoeuvring a warship in company, in accordance with laid down procedures as the OOW, of a SAN vessel, receive, transmit and log tactical messages on a Tactical Voice Circuit as OOW and act as a Controlled Books Officer (CBO) when serving as a departmental head.	80%
Module 6	Seamanship	Prepares learners to act as Seamanship team leader when vessels conduct replenishment at sea, coming into harbour, anchoring and towing evolutions on platforms within the SAN.	70%

Module 7	Stability	This module teaches learners how to apply the principles of statical stability for small angles of less than 15°.	80%
Module 8	Duties and responsibilities of a Liaison Officer	Prepares learners to perform the duties of a liaison officer in the SAN by discussing the various needs of different types of visiting groups including very very important persons, very important persons, important person, commercial and foreign navy.	70%
Module 9	Naval warfare	Provides learners with a broad perspective of naval warfare and maritime operations, as applicable in the SAN. It includes recognising any given military and civilian vessels and aircraft, understanding the fundamental concepts and principles of above water	80%

		warfare, and understanding the legal implications of the rules of engagement and the impact that they have on maritime operations.	
Module 10	Gunnery	Prepares learners to perform the duties of a Gunnery Officer in the SAN by executing the duties of the Gunnery Officer or Assistant Weapons Officer and executing maintenance administration and defect reporting for the gunnery department.	70%
Module 11	Nuclear, Biological and Chemical Defence (NBCD)	This module provides learners with the ability to supervise fire and damage control parties in a harbour, and to supervise routine maintenance and checks on NBCD.	70%
Module 12	Deep Sea Navigation	Teaches learners how to conduct deep sea navigation by applying specified astro-navigation techniques	70%

		using results obtained from astronomical observations.	
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Source: SAS Simonsberg COQ 1 Curriculum 2014

While specific COQ1 modules require members to pass at 90%, the entry level requirement that the SAN application form stipulates is that applicants need a Level 3 matric pass in order to qualify for entry into the service. According to the National Examinations and Assessment Report (2009) from the Department of Basic Education, academic achievement for the National Senior Certificate is rated on a seven point scale. The scale, which is categorised in Table 3.5 below provides a description of what each achievement level represents.

Table 3.5 – Matric Academic Achievement Rating

Achievement Level	Percentage	Achievement Description
1	0% - 29%	Not Achieved (Fail)
2	30% - 39%	Elementary Achievement
3	40% - 49%	Moderate Achievement
4	50% - 59%	Adequate Achievement
5	60% - 69%	Substantial Achievement
6	70% to 79%	Meritorious Achievement
7	80% to 100%	Outstanding Achievement

Source: National Examinations and Assessment Report Department of Basic Education 2009

As depicted in Table 3.5, a level 3 pass mark means that individuals have passed with a 40% to 49% mark which is a moderate academic achievement. However, the COQ1 course requires members to pass with outstanding achievement.

Due to the uniqueness of the SAN environment, the high fitness and academic levels, which are required of serving members is based on directives, which state that ‘human resources of a defence force will predominantly consist of relatively young, enthusiastic, disciplined, medically and physically fit members who will be able to deliver sustained

short bursts of high quality military service under pressure' (DODI 3, 2002:3). It is, therefore, important that the organisation recruits members who conform to the various operational requirements.

3.8 Summary

The various pieces of legislation provide numerous value-related principles on which policies in the SANDF is built, and this allows for the practical application of education and training in the organisation. The MSDS programme is a unique programme in South Africa and, therefore, emphasis should be placed on proper recruiting and selecting of candidates into the military. This includes the fact that members need to be physically and mentally fit, and they must be able to perform well academically, especially given the fact that they will be responsible for using and maintaining highly advanced technical equipment.

Each AOS develops directives and instructions that are unique to their 'business', therefore, the content of policies should reflect capacity in which each service operates. The recruitment and selection of personnel plays an integral role in staffing the organisation with the best possible workforce so that operational goals are achieved with minimum effort.

The next chapter discusses the research methodology that was used to conduct this study.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 Introduction

Chapter Two presented the perspectives of different authors regarding recruitment and selection of personnel. It described the tools and techniques, which are available that organisations can utilise in order to acquire the best candidate for the job. Chapter Three discussed the various policies and regulatory frameworks that govern recruitment and selection in the SANDF, as well as the education and training of members. In this chapter the researcher describes how the research problem was investigated by discussing the primary data collection method, which comprised of a questionnaire, as well as existing statistics.

4.2 Research design

The intention of this study was to evaluate if the SAN's current recruitment and selection practices have an implication on the dropout and failure rates of its members. Pretorius (2010:41) cites Kerlinger and Lee, who state that 'the function of the research design is to ensure empirical evidence that can be interpreted unambiguously for or against the stated hypotheses'. For the purpose of this research, an evaluative design was followed in order to determine if an association exists between the SAN's current recruitment practices and the dropout and failure rates of its members.

The researcher used the improvement oriented evaluation, which 'involves collecting data for specific periods of time in order to make suggestions about improvement, to solve unanticipated problems and to make sure that participants in programmes are making the required progress towards the desired outcomes' (Babbie *et al.*, 2015:339). Babbie *et al.* (2015:345) further cite Scriven, who states that 'evaluation may be done to provide feedback to people who are trying to improve something'. The researcher used both quantitative and qualitative research approaches in the study to describe the challenges that the organisation experiences.

4.3 Sampling technique

A purposive sampling technique was used to select participants from the training departments of SAS Saldanha and SAS Simonsberg. The technique, which is one of four

non-probability techniques, was selected owing to the fact that the participants have direct interaction with members in both target groups and would, therefore, have the necessary knowledge pertaining to the challenges that were identified in this study. Babbie *et al.* (2015:166) state that in terms of purposive sampling, ‘it is appropriate for you to select your sample on the basis of your own knowledge of the population, its elements and the nature of your research aims’.

4.4 Data collection method

The aim of this study was to explore whether there is an association between the SAN’s current recruitment and selection practices and the dropout rate of BMT members, as well the failure rate of COQ1 members. In order to conduct this research, primary and secondary data was used to answer the research question.

4.4.1 Primary data

Babbie *et al.* (2015:168) state that ‘social researchers speak of respondents as people who provide information about themselves, allowing the researcher to construct a composite picture of the group the respondents represent. Informants are individuals who can talk directly about the group *per se*’. The researcher used a questionnaire to collect primary data.

4.4.1.1 Questionnaires

The purpose of the questionnaire was to determine what challenges the informants experienced with regard to each target group. Heynes (2007:60) cites Denzin and Lincoln, who describe the following benefits of using questionnaires:

- Structured information in the questionnaire makes analysing it relatively straightforward;
- Questionnaires give respondents extended time to formulate accurate responses;
- This method of data collection produces quick results; and
- Questionnaires are a stable, consistent and uniform method in collecting data.

The questionnaires of this study consisted of both closed-ended and open-ended questions. Open-ended questions were used so that informants could provide data based on their own knowledge and expertise with the relevant target groups. An advantage of using open-

ended questions in this study is that it did not limit people to a set of pre-determined answer choices. This research did not require the personal details of the informants, while their biographical data that they revealed in the questionnaire consisted of the following:

- Gender;
- Race Group;
- Years of service in the relevant training department; and
- Level of responsibility.

The questionnaire for SAS Saldanha contained sixteen questions, of which eight were open-ended and eight were closed-ended. Ten participants were identified at SAS Saldanha to participate in the study. The questionnaire for SAS Simonsberg contained eighteen questions, of which eleven were open-ended and six were closed-ended. Six participants were identified at SAS Simonsberg to participate in this study. The number of questions in each questionnaire are different owing to the fact that the two environments that formed part of the study are unique from each other and, therefore, the COQ1 questionnaire contained an extra question. Upon making telephonic contact with the participants, they were all keen to participate in the research and were helpful in completing the questionnaires.

4.4.1.2 Participants in the study

Officials who are employed in the training departments of SAS Saldanha and SAS Simonsberg were identified to complete the questionnaires. The participants were chosen based on the fact that they have extensive knowledge and experience in the relevant training departments, which they have gained through interacting with the relevant target groups. The questionnaires were formulated in order to gauge the facilitators' knowledge and understanding of what is required of BMT members, as well as COQ1 members. For purposes of this study, the questionnaires were hand delivered to each of the participants, and they were all personally returned to the researcher upon completion.

4.4.1.3 Limitations

Participants were given 48 hours to complete the questionnaire before returning it to the researcher. However, owing to operational requirements such as parades, deployments, seminars, and so on, participants from both units were only able to complete and return the

questionnaires a week after receiving them. This created a delay in analysing the collected data.

4.4.2 Secondary data

Existing statistics from the SAN's Management Information System (MIS) pertaining to the dropout and failure rates of the two target groups were collected for this study. This assisted the researcher to identify the number of people who have either dropped out or failed over the chosen three year period. The statistics also provided a demographic background to the target groups in terms of race and gender. The statistics for SAS Saldanha also provided the different reasons for the members dropping out of BMT.

4.5 Result analysis

A content analysis was conducted to explore responses to the open-ended questions that were presented in the questionnaire, and the data was analysed manually by the researcher. The results of the questionnaires are presented in a descriptive format, while the results of the existing statistics are presented in tables and charts. The method was selected in order to ensure that the data can be interpreted quickly and easily.

The researcher used two slightly different questionnaires in this study. This was done in order to identify the problems of the two different target groups that were studied. Analysis and interpretation of the questionnaires were grouped into the followed categories:

- Questionnaire for SAS Saldanha
 - Academic requirements: directed at issues relating to entry requirements into BMT;
 - Physical fitness: directed at issues relating to determining the physical fitness levels of new recruits;
 - Psychological fitness: directed at issues relating to determining the psychological fitness level of new recruits, namely how much do they want to be part of a unique organisation such as the SAN?
 - Medical fitness: directed at issues relating to determining the overall health of new recruits; and
 - Input of participants: directed at obtaining insight from experts; and

- Questionnaire for SAS Simonsberg
 - Academic requirement: directed at issues relating to how members handle the material presented in the COQ1;
 - Profile of a combat officer: directed at determining what demands are placed on combat officers in the SAN;
 - Theoretical evaluation process: directed at determining what is required of COQ1 learners;
 - Practical evaluation process: directed at determining what is required for learners to become qualified combat officers; and
 - Input by informants: directed at obtaining insight from experts.

The responses from the questionnaires were reviewed and analysed in order to check for resemblances in the participants' answers. These then were evaluated against existing statistics of both target groups.

4.6 Summary

For the purpose of this study a combination of qualitative and quantitative research method was used to describe the identified challenges that the SAN experiences. The data collection method that was used in this study comprised both primary data and secondary data. Training staff from both units were selected to participate in this study. Their purpose was to provide insight around problems that each of the training departments experience with members in terms of the dropout and failure rates. The researcher used a self-administered questionnaire to collect primary data. The questionnaire contained open-ended questions so that the informants may provide information based on their own professional knowledge, and not depend on selecting from a set of pre-determined answers. The data that was gathered from the questionnaire was analysed by using content analysis. The secondary data that the researcher used came from existing statistics in the SAN, and this was explored to identify how many members are initially recruited to BMT and how many members attend COQ1. The data was further manually analysed by the researcher to determine how many members dropout and how many of them fail COQ1.

Chapter Five presents an analysis of the data that was gathered for this study.

5 CHAPTER 5

ANALYSIS OF RESULTS

5.1 Introduction

Chapter Four described how the research problem was investigated by discussing the data collection method. A purposive sampling was used and training staff from SAS Saldanha and SAS Simonsberg were approached to participate in this study. Data was collected by means of questionnaires, which contained open-ended questions, as well as by means of existing statistics. In this chapter the findings from the questionnaires and the statistics are analysed by using content analysis, and the results are presented in a descriptive format, incorporating narratives directly from the participants.

5.2 Grouping of questions per category

The questionnaire responses are grouped into categories in order to consider resemblances amongst participants' responses. The two questionnaires had slightly different questions, which are discussed separately in this chapter.

5.2.1 Questionnaire for the training department at SAS Saldanha

The questionnaire for SAS Saldanha was aimed at determining challenges the training department experiences with regard to the dropout rate of members at basic military training level.

5.2.1.1 Academic requirements of recruits

This category was directed at issues, which relate to the entry requirements for the BMT programme.

Question 5: What are the minimum entry requirements for candidates?

5.2.1.2 Medical fitness of recruits

This category was directed at issues, which relate to determining the overall health of new recruits.

Question 7: Does the advertisement require candidates to have a specific level of medical fitness for appointment in the SA Navy?

Question 8: Does the advertisement specify that applicants should have no physical disabilities and not suffer from claustrophobia or fear of heights?

Question 11: What are the challenges that you experience with regard to the medical fitness of the new recruits?

5.2.1.3 Psychological fitness of recruits

This category was directed at issues, which relate to determining the psychological fitness level of new recruits namely how much they want to be part of a unique organisation such as the SAN.

Question 12: What are the challenges that you experience with regard to the psychological fitness of the new recruits?

5.2.1.4 Physical fitness of recruits

This category was directed at issues, which relate to determining the physical fitness level of new recruits.

Question 6: Does the advertisement stipulate what percentage of fitness the candidates need to be?

Question 10: Briefly describe the psychological and physical tests that are conducted on new recruits.

Question 13: What challenges do you experience with regard to the physical fitness of the new recruits?

5.2.1.5 Input by informants

This category was directed at obtaining further insight from experts.

Question 9: Are you aware of the type of selection process that is followed?

Question 14: Does the training department at SAS Saldanha have any input into the selection process of new recruits?

Question 15: If no, briefly describe the type of input that you believe the training department at SAS Saldanha should have in the selection process of new recruits.

Question 16: If you would like to provide any additional information with regard to the topic, please do so below.

5.2.2 Questionnaire for training department of SAS Simonsberg

The questionnaire for SAS Simonsberg was aimed at determining challenges that the training department experiences with regard to the failure rate of COQ1 members.

5.2.2.1 Academic requirement of recruits

This category was directed at issues, which relate to how members handle the COQ1 material.

Question 5: What minimum matric achievement level is specified in your advertisement pertaining to combat officers?

Question 6: What is the minimum entry requirement at university level?

Question 7: What is the pass requirement for specific COQ1 modules?

Question 8: If universities offer a navigational module, what is their pass requirement?

5.2.2.2 Profile of a combat officer

This category was directed at determining demands that are placed on combat officers in the SAN.

Question 9: Can a new recruit meet the demands of the post profile of a combat officer?

Question 10: If you answered no to question 9, please elaborate.

5.2.2.3 Theoretical evaluation process

This category was directed at determining the academic achievement level that is required of COQ1 learners.

Question 14: What modules do COQ1 members seem to struggle with?

Question 15: What do you think is the reason/s why members struggle with the modules identified in Question 14? Please indicate the module name and reasons.

5.2.2.4 Practical evaluation process

This category was directed at determining what is required for learners to become qualified combat officers in the SAN.

Question 11: How many practical hours are required at sea and assimilation to enable members to qualify for COQ1?

Question 12: When members arrive at SAS Simonsberg, are tests conducted to determine if they will be able to cope with the requirements of COQ1?

Question 13: If you answered yes to Question 12, what are these tests?

5.2.2.5 Input by informants

This category was directed at obtaining insight from the facilitators at SAS Simonsberg.

Question 16: Does the training department at SAS Simonsberg have any input in the selection process of combat officers?

Question 17: If no, briefly describe the type of input that you believe the training department at SAS Simonsberg should have in the selection process of a combat officer.

Question 18: If you have any additional information with regard to the topic that you would like to add, please provide it in the space below.

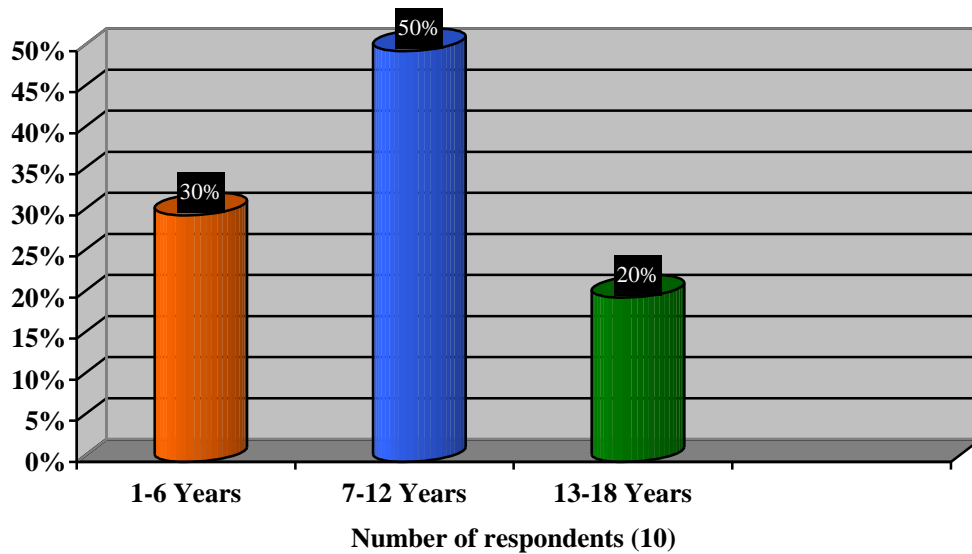
5.3 Results

The questionnaires that were used in this study were divided into two sections, namely Section A - biographical details of the participants and Section B - challenges experienced by the relevant training department. Biographical details consisted of race, gender, number of years working in the training department, and level of responsibility. The results of this study are discussed per target group. The researcher first provides an analysis of the results of the BMT target group, followed by an analysis of the results of the COQ1 target group.

5.3.1 Participants in the BMT target group

Facilitation of BMT is conducted by both male and female facilitators. Ten facilitators participated in this study, and Figure 5.1 below illustrates the number of years that members have performed as facilitators in the BMT training environment.

Figure 5.1 Number of years as facilitators of BMT

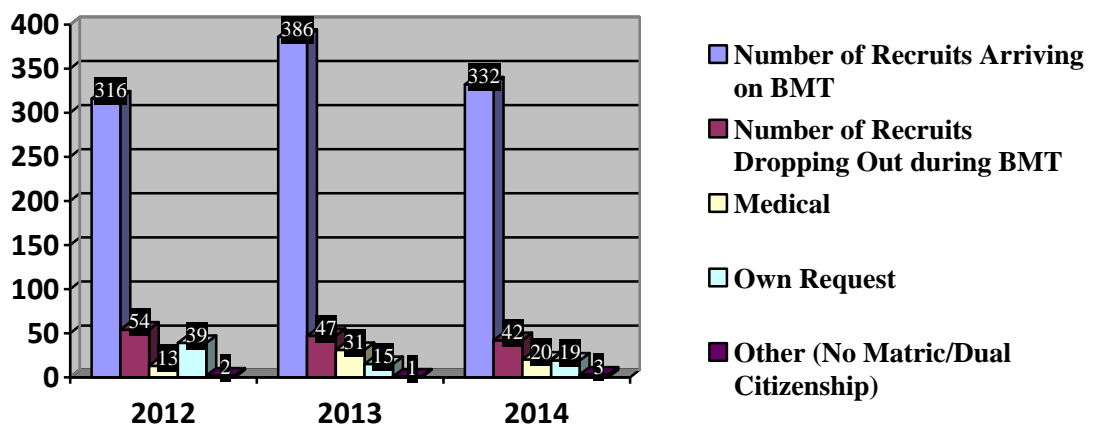


The participants are all qualified facilitators and have an average of twelve years of service in the SAN.

5.3.2 Presentation of results of the BMT target group

The following diagram depicts the number of members that were recruited for BMT, and shows how many of them dropped out in terms of medical, own request, or other.

Figure 5.2 Dropout rate of BMT



Each category of questions that were answered by the ten participants are evaluated next.

5.3.2.1 Evaluation of informants' response to the academic requirements of recruits

In Question 5 participants were asked to describe the minimum entry requirements for candidates. Two participants, namely 20% of the informants, indicated that Grade 12 is the minimum requirement for entry into the SAN, while five participants, namely 50% of the informants stated, that matric, together with Maths and Science, is a minimum requirement, and three participants, namely 30% of the informants, stated that applicants need Grade 12 and must be fit, according to Defence Force standards, and be a South African citizen.

The findings indicate that a majority of participants perceive that members are being recruited purely on the fact that they have Grade 12 with Maths and Science as part of the subjects completed at school. This further indicates that the SAN's recruitment strategy is generic, rather than mustering specific.

5.3.2.2 Evaluation of informants' response to the medical fitness of recruits

Question 7 of the study asked participants to indicate if the advertisement required candidates to have a specific level of medical fitness for appointment into the SA Navy. A total of eight participants, namely 80%, indicated that the advertisement required candidates to have a specific level of medical fitness, while two participants, namely 20%, of the group said that the advertisement did not indicate specific levels of medical fitness.

Upon analysing the advertisement for employment in the SAN, it was found that it does stipulate that candidates must comply with medical fitness requirements for appointment in the SANDF, however, it does not provide applicants with details of these requirements, for example females cannot be pregnant, candidates may not be blind in one eye, candidates may not be overweight, and so on.

Results from Question 7 indicate that a majority of the training staff perceive that the SAN's advertisement stipulates the specific medical fitness requirements for candidates and, therefore, assume that when candidates report for BMT, they are all medically fit to begin with immediate physical training. All candidates are then subjected to the exact same physical training by BMT facilitators and physical training instructors.

Question 8 asked participants to indicate if the advertisement specifies that they should have no physical disabilities and not suffer from claustrophobia or a fear of heights. Three participants, namely 30%, indicated that the advertisement did not provide specifications,

while seven participants, namely 70%, of the group agreed that the advertisement required candidates to be free of physical disabilities, claustrophobia and fear of heights.

Analysis of the advertisement showed that requirements pertaining to the factors mentioned in Question 8 are clear to candidates; however, the SAN continues to recruit applicants who suffer from claustrophobia and a fear of heights. The seven participants indicated that during ‘man overboard’ exercises, candidates have a paralysing fear of heights and are unable to jump from high platforms into the ocean. Problems are further experienced during ‘damage control’ training when candidates are required to wear a breathing apparatus (BA). This is because candidates experience claustrophobia, and refuse to wear the BA and climb into enclosed spaces.

Participants were asked in Question 11 to describe challenges that they experienced with regard to the medical fitness of the new recruits in terms of poor eyesight, poor hearing, overweight members and so on.

Responses from participants indicate that many recruits that report for BMT tend to be overweight, which results in them physically struggling to keep up with the rest of the group, and hence failing their fitness tests. Physical exercise begins immediately upon arrival of recruits, and injuries start occurring early on in the training. Special training programmes then have to be developed in order to assist the recruits to lose weight, while simultaneously increasing their fitness levels.

When medical evaluations are conducted, some recruits fail the eye test, and it then becomes the responsibility of SAS Saldanha to ensure that these members receive proper eye care from specialists outside of the SAN.

Some recruits also fail the audiometric (hearing) test that is conducted during medical testing. If these members have applied for employment in the Communications branch within the SAN, then their choice of career has to change owing to the fact that they will not be able to function effectively in the chosen branch. These members are then inter-branch-transferred to either HR, Logistics, Protection or Catering. During medical testing some recruits are found to be pregnant, thereby making them unfit to form part of BMT. These members are removed from BMT in order to prevent any serious injury to them.

The following participant responses emphasise the above-mentioned points:

‘During the BMT phase, instructors can only motivate whether a member is fit or not fit for military training. However, if members are found to be unfit, we have to keep them on in the SAN. It is not possible to get rid of a poor performer from the organisation’.

‘Most of the recruits are unfit and some are overweight. We had a few with poor eyesight which makes it difficult to conduct training at night especially with seamanship exercises. They tend to panic and put themselves and others in danger’.

‘In every intake that I have been involved in, there have been recruits that are overweight. We sit with the same challenges over and over again. They then have to receive a special programme to get them to lose weight and improve on their fitness. This is not fair on the instructors nor on the other recruits who have to go on with the normal BMT requirements and not receive “special treatment”. Sometimes it takes longer to get the overweight members to finally get to an acceptable fitness level where they can be trained together with their colleagues’.

The results of Question 11 indicate that facilitators experience various medical challenges with the new recruits. This implies that certain challenges are present at BMT level, which should not have been present in the first place, thus pointing to current recruitment and selection practices, which the SAN employs.

5.3.2.3 Evaluation of informants’ response on the psychological fitness of recruits

Question 12 asked participants to indicate challenges that they experienced regarding the psychological fitness of new recruits.

Participants indicated that quite a few of the recruits struggle to accept responsibilities that are given to them, and become frustrated with the new expectations that are placed on them, especially when it comes to performing regimental duties. These duties require members to be on watch in the unit for 24 hours after ending their day’s work, and once the 24 hours are completed, they are required to continue with their normal day’s work afterwards. They tend to become negative fairly quickly, and there are many factors, which contribute to this, one of which is that members are in a constant state of mental and

physical exhaustion. Some of the responses from the participants in this study are reflected below in order to demonstrate this argument.

‘The problems we experience are not just related recruits not understanding Naval culture, etc. There are also challenges of severe racial tensions and racial indifferences. Many recruits display extreme ill-discipline and tend to have a civilian mentality and therefore struggle to make the transition into military life’.

‘On arrival in Saldanha, many of them do not understand anything about the SAN. But as BMT progresses, things start making sense to them however there are still some who show frustration for this new information. We get queries from recruits as to what the purpose of regimental duties is especially since we are a shore establishment and not a ship’.

‘Recruits are not aware of the expectations of BMT and the SAN in general. The diverse cultural background also poses great difficulties for them as they struggle to adapt with the new way of living’.

‘Seventy percent of the recruits see the SAN as just a job. There is very little sense of patriotism and many of them get negative when instructions are forwarded to them. This is a huge challenge for facilitators as we try to indoctrinate the Naval way of living into these new members. Sometimes the challenges continue right until the end of BMT and we may not terminate the member’s employment in the SAN unless it’s a serious offence. This results in many of the negative ill-disciplined recruits becoming active members in the fleet on completion of BMT’.

‘During BMT, recruits undergo an induction phase in which they are introduced to Naval culture and traditions. The curriculum further deals with these factors in depth and it is during this period that members show negative attitudes for the Naval culture and traditions mainly due to the fact that they don’t feel like they can relate to it’.

The results from Question 12 indicate that BMT members have no basic understanding of the SAN prior to appointment in the organisation. It further highlights the fact that recruits are not prepared for the duties and responsibilities that go with being a member of the SAN.

5.3.2.4 Evaluation of informants' response to the physical fitness of recruits

Question 6 of the questionnaire asked participants to indicate if the advertisement stipulated what percentage of fitness the candidates needed to have and there were mixed responses. While nine participants, namely 90%, indicated that the advertisement does not stipulate the fitness levels that are required, one participant, namely 10%, indicated that the advertisement did in fact stipulate the fitness requirements, and elaborated that some of the candidates still did not comply with these requirements. An advertisement is attached as Addendum C.

The requirements for employment in the SAN pertaining to the physical fitness of candidates are not reflected in the job advertisement. The findings from Question 6, therefore, indicate that the participants in this study are aware that there is a shortcoming in the initial recruiting process, because candidates apply for appointments in the organisation without realising that they need to be physically fit in order to make it through BMT.

Question 10 asked participants to briefly describe the psychological and physical tests that are conducted on new recruits.

All the participants stated that a medical examination, a fitness test and a psychometric test were conducted on candidates when they arrived at SAS Saldanha for BMT. A comprehensive medical examination is completed by medical personnel at the unit's sickbay, while the fitness test is controlled by the physical training instructors of the unit, and the psychometric test is controlled and co-ordinated by psychologists from the South African Military Health Service (SAMHS).

The results from Question 10 imply that the relevant employment testing on recruits only takes place after they have been appointed into the organisation. This further implies that problems in terms medical and psychological fitness are only discovered once members are active on BMT.

Question 13 required participants to indicate the challenges that they experienced with regard to the physical fitness of the new recruits, and to further indicate if they are able to complete the battery test, as required by the DOD policy on physical fitness. All participants indicated that recruits fail the battery test, and a large number of them end up with serious injuries, which prevent them from participating in physical events for the rest

of BMT. The following comments from the informants are some examples that illustrate this point.

‘Recruits complete the battery test but they are unable to meet the criteria set out by the fitness policy. They sustain serious injuries and are unable to participate in physical aspects of BMT afterwards. However, we have to keep them on because once they have been recruited we cannot remove them from BMT unless it’s a discipline issue’.

‘Most of the recruits are physically unfit when they arrive in Saldanha. They are overweight and have major problems with shin splints’.

‘Members are not prepared for the physical demands of BMT and their bodies are unable to handle the stresses. They are not prepared from their schooling days due to the fact that they are the computer generation and therefore sustain serious injuries such as shin splints, groin splints and back injuries when they report for BMT’.

‘Members are not fit and in some cases are overweight resulting in injuries such as shin splints, groin splints, other hand and leg injuries’.

‘Recruits cannot take the strain of strenuous exercise due to their muscles being underdeveloped. This results in pelvic, ankle, back injuries, etc.’

The results from Question 13 indicate that recruits are unaware of what physical demands will be placed on them when they arrive for BMT. This results in injuries because the physical training is a shock to their bodies. It can be assumed that this is owing to the fact that they are not properly prepared prior to reporting for BMT.

5.3.2.5 Evaluation of input by informants pertaining to dropout rate of members on BMT

Question 9 asked participants to briefly describe the selection process, and the following are some of the responses from participants.

‘Applicants apply through adverts placed in newspapers. Suitable candidates are shortlisted based on criteria as stipulated in advertisements’.

‘Direct recruiting based on demographics and qualifications’.

‘Applicants are shortlisted based on the criteria as stipulated in adverts. Applicants are then interviewed by a panel and if successful, go through for vetting’.

‘Applicants apply via newspaper or at a recruitment centre. The application is processed then suitable candidates identified’.

The results from Question 9 indicate that a majority of the participants have a vague idea of how selection of BMT candidates takes place in the SAN and are only concerned with training whatever candidates report to SAS Saldanha for BMT.

Question 14 asked participants if the training department of SAS Saldanha has any input in the selection process of new recruits. All ten participants in the study said that the unit did not have any input in the process. This indicates that BMT facilitators are compelled to train and prepare whatever individuals are recruited into the organisation. The lack of input by the training department in selecting candidates creates frustration amongst facilitators owing to the fact that once members arrive in Saldanha for BMT, it is nearly impossible to remove them from the organisation.

Question 15 asked participants to briefly describe the type of input that they believe the training department at SAS Saldanha should have in the selection process of new recruits if their response to Question 14 was ‘No’. Responses from participants are shown below.

‘We should be present at the selection process. Briefings and presentations must be done by us to properly prepare candidates’.

‘During BMT phase instructors can only motivate whether a member is fit or not fit for military training. It is a real challenge to get rid of a poor performer’.

‘Applicants should be made aware of the levels of training and fitness required. Simple exercise programmes to be developed to possibly show recruits what is expected of them’.

‘We should be present to create a better understanding to recruits of what to expect at SAS Saldanha. This will allow them time to prepare physically, psychologically and medically’.

‘The training department should be present for selection so that we can inform candidates what BMT actually consists of. Currently recruiting takes place based purely on a paper selection. Recruits do not have a realistic picture of what BMT entails’.

Results from Question 15 imply that input by the training department during the selection process may result in the selection of individuals who will perform at levels, which would benefit the SAN in the long term instead of recruiting members who have a range of ailments from the ‘get-go’.

Question 16 requested participants to provide any additional information with regard to the topic. The following responses provide insight into the challenges that facilitators face regarding BMT, as well as their views on the members that are being recruited.

‘A pre-selection fitness test should be done by candidates of BMT so that their physical fitness level can be determined. The test will also help identify any medical issues that people may suffer from thereby preventing them from being injured if accepted into the SAN. The test should also include a water phase in order to determine if people are afraid of being in water’.

‘A major concern in the SAN is that of discipline amongst members and this is especially visible at BMT level. It seems like majority of recruits see the organisation as just a job rather than a calling or passion. It is also obvious in some members that they lack the determination, willingness, energy and pride to be the absolute best he or she can be. Lots of times facilitators as well as other BMT members find that there some recruits who seem to only want do the absolute minimum instead of making a meaningful contribution to their teams’.

‘I feel that the advertisement should state the requirements in more detail in order to eliminate expectations and disappointments. The recruitment policy should be applied throughout the entire recruitment and selection phase and candidates who do not comply with the criteria should not be considered for BMT. The SAN is burdened with too many members who are unable to fulfil their duties as a military practitioner and this problem starts at BMT level. The SAN has become a charity organisation where members are taken on in order to meet national demographic

requirements often resulting in people who are not even able to defend their country should South Africa go into a state of war’.

‘Firstly, the policy should be strictly applied so that if a person does not meet the minimum requirements then he or she should not even be considered to form part of BMT. Secondly, if a member is not fit for military training i.e. poor health or other underlying medical conditions, then he or she should be removed from BMT. At BMT level we are sitting with members who have ailments that prevent them from actually being part of the compulsory basic training of the SAN. They are put on light duty for the entire duration of BMT and we are unable to remove them from the programme. These members are then incorporated into the fleet on completion of the BMT phase’.

‘The SAN is seen to be only for Africans, hence very few other cultures apply. The standard of education is also not good and a Grade 12 with a level 3 pass rate is not actually good enough. A proper recruitment drive shows exactly what will be expected from them and will result in a better product’.

‘Thorough selection must be done due to the fact that we sometimes get recruits who are “disturbed”. Candidates should be advised to undergo cultural rituals before arriving at Saldanha because not all of them know how to handle cultural issues’.

Results from Question 16 point towards the fact that facilitators in SAS Saldanha experience setbacks with recruits in terms of their medical, physical and psychological fitness, which result in challenges arising in the basic training of the new members.

5.3.2.6 Association between the dropout rate and informants’ view

The views of the participants in this study indicate that the number of recruits that drop out at BMT level can be attributed to the fact that the policies and standard operating procedures, which govern recruitment and selection in the SAN are not applied as strictly as it should be. The physical, medical and psychometric tests pertaining to new members in the organisation are only conducted on BMT and not prior to appointment in the organisation. This can be considered as a contributing factor to the dropout rate of new

recruits owing to the fact that complications in terms of members' physical, medical and psychological fitness are only determined after they have been appointed in the military.

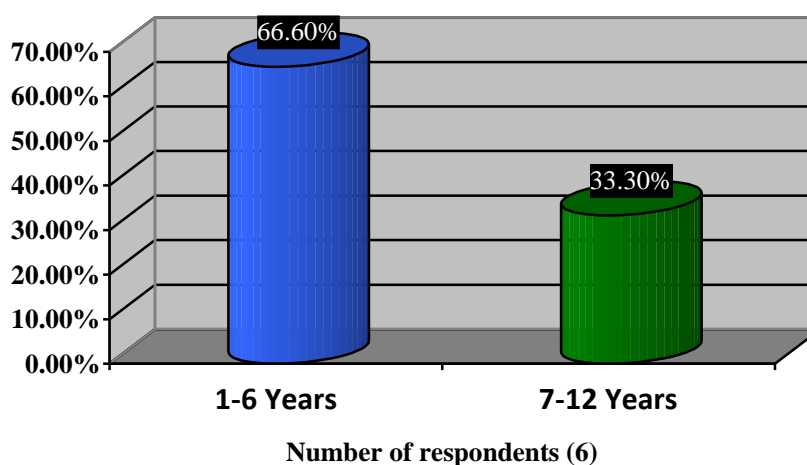
5.3.2.7 Association between the dropout rate and the current recruitment and selection practice of the SAN

The advertisement for entry into the SAN does not contain detailed information, which informs potential candidates how physically fit they need to be in terms of the requirements of a battery test, which is laid down in the organisation's policy on fitness. The expectations for applicants in the current recruitment and selection practices are not clear enough for those who are interested in joining the organisation. The current practice does not inform applicants of how the SAN conducts and achieves fitness levels. Furthermore, the practice does not contain an element, which is able to view the physical and mental readiness of applicants. The recruitment drives, road shows and other marketing methods that are used by the organisation does not inform the public of what is expected of them in terms of the various fitness requirements. New recruits tend to dropout owing to the fact that they are not mentally and physically prepared for the military environment. The current recruitment and selection practice does not reflect the demands that are unique to the SAN.

5.3.3 Participants in the COQ1 target group

Facilitation of COQ1 is conducted by both male and female facilitators. Six facilitators participated in this study and Figure 5.3 illustrates the number of years members have performed as facilitators in the COQ1 training environment:

Figure 5.3 Number of years as COQ1 facilitators

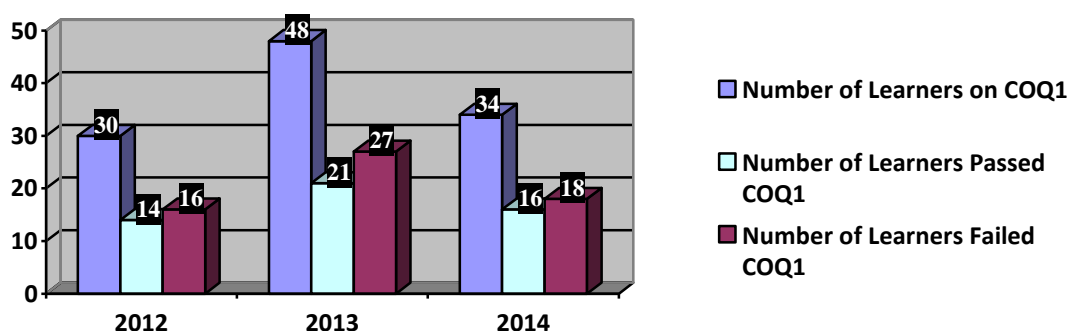


The facilitators who participated in this study are all qualified combat officers with an average of six years of experience in the COQ1 training environment.

5.3.4 Presentation of results from the COQ1 target group

The following diagram depicts the number of members that attended COQ1 courses over the period 2012 to 2014, and reflects how many of them passed, and how many failed each course.

Figure 5.4 Failure rate on COQ1



The evaluation per category of the six informants that answered the questionnaire pertaining to challenges experienced on the COQ1 learning opportunities is as follows:

5.3.4.1 Evaluation of informants' response to the academic requirements of COQ1 members

Question 5 asked participants to describe the minimum matric achievement level that is specified in the advertisement pertaining to combat officers. All participants indicated that a Grade 12 with Maths and Science on a Level 3 pass was required for candidates to be considered for placement as combat officers.

The results indicate that Level 3 Maths and Science are two factors that are used during recruitment and selection to determine candidates' eligibility for appointment in the SAN combat environment.

Question 6 asked participants to indicate the minimum entry requirement at university level. Five participants, namely 83.3%, stated that a Matric exemption was a requirement, while one participant, namely 16.6%, indicated that they were not certain about the entry requirement at university level.

The results provide resemblances to the majority of the participants' answers that the minimum entry requirement at university level is a Matric exemption. It was found that this is not the same criteria for recruitment and selection into the SAN, where it is indicated that a mere Matric with Maths and Science with a Level 3 achievement rating, is the requirement.

Question 7 asked participants to indicate the pass requirement for specific COQ1 modules. The responses indicate that the average pass requirement for the 12 modules is 80%.

The results of Question 7 indicate that the pass requirement of learners on a COQ1 learning opportunity is quite high, and this could be a reason why learners are struggling to pass the programme.

Question 8 asked participants to indicate the pass requirement for navigational modules at universities. All participants stated that 60% was the required pass mark.

The results of Question 8 imply that the SAN's criteria for combat officers on COQ1 may be too high, resulting in learners struggling to pass the course.

5.3.4.2 Evaluation of informants' response to the profile of a combat officer

Question 9 asked participants to indicate if a new recruit can meet the demands of the post profile of a combat officer. Five participants, namely 83.3%, stated that new recruits could not meet the demands, while two participants indicated that new recruits are able to meet the demands of a combat officer's post profile.

The results imply that a majority of the COQ1 facilitators perceive that the post profile of a combat officer may be too difficult for learners to meet, especially those members who have no naval knowledge or experience.

Question 10 asked participants to elaborate further if they responded 'No' to Question 9. The five participants who responded 'No' to the previous question explained that the possible reasons that new members are unable to meet the demands of a combat officer's post profile may be attributed to the fact that individuals lack practical experience, as well as a basic level of combat knowledge in the unique SAN environment. They further stated that in order for learners to be found competent in certain modules for example Gunnery, they are required to complete a variety of tasks onboard various ships. Members who are

unable to successfully complete the tasks onboard the sea-going vessels within a specific period, are deemed incompetent and then have to change their choice of employment within the SAN. Hence, many of them then switch to the support environments, for example, HR and Logistics.

Results from Question 10 imply that in order for COQ1 learners to be successful, it helps to have practical experience onboard seagoing vessels, as well as having a basic understanding of the combat environment prior to attending the COQ1 learning programme.

5.3.4.3 Evaluation of informants' response to the COQ1's theoretical evaluation process

Question 14 asked participants to indicate what modules COQ1 learners find challenging. All participants indicated that General Navigation was the module that learners find difficult. They also indicated that Deep Sea Navigation was a challenging module for learners to cope with.

Results from Question 14 imply that the modules referred to by the above participants require learners to take accurate readings and calculations by using highly advanced technological equipment. This further indicates that members need to have an acceptable level of mathematical understanding.

Question 15 asked participants to comment on reasons why learners struggle with the modules that they identified in responses to Question 14. Some of the participants stated that the pass mark that was required to complete certain modules were too high for the learners to achieve. The following are responses to Question 15, which demonstrate this point.

‘General Navigation require work after hours on an individual basis. Some of the learners do not have the mental capacity to achieve the outcome because they lack basic mathematical knowledge’.

‘Learners are not committed to learning because there are no negative effects on them should they fail. They can just change jobs within the organisation’.

‘Some students struggle tremendously with Deep Sea Navigation because the level of difficulty is too much for them to handle. They cannot achieve the pass mark because on entry into the SAN, they were only required to have a Level 3 in Maths and Science’.

‘General Navigation is a subject that is heavy on theory and includes some application. Some learners do not see the relevance of Environmental Studies as a Combat Officer and therefore do not show interest in the module resulting in them failing’.

Results from Question 15 indicate that COQ1 learners need to have strong mathematical abilities in order to complete the programme successfully. It further implies that a Level 3 achievement rating in Maths and Science, which is the entry criteria into the SAN, is too low because some candidates who wish to join the combat environment, and who have poor mathematical skills, find it difficult to pass the programme.

5.3.4.4 Evaluation of informants’ response to the COQ1’s practical evaluation process of COQ1

Question 11 asked participants to indicate how many practical hours are required at sea and assimilation to enable members to qualify as a COQ1 graduate. The participants indicated that a minimum of 800 hours is required for members to obtain their Bridge Watchkeeping ticket, and to qualify as a combat officer.

The results indicate that the number of practical hours at sea that is required of members in the combat environment contribute to individuals performing at levels, which benefit them, as well as the SAN.

Question 12 asked participants if there were any tests, which were conducted by members on their arrival at SAS Simonsberg in order to determine if they will be able to cope with the requirements of COQ1. All participants stated that no tests were in place to determine the members’ ability to cope with the programme’s material. However, one participant suggested that tests should be conducted when members apply for Officer’s training.

The results imply that learners attend the COQ1 learning programme under the impression that a Level 3 achievement rating in Maths and Science, which they received in Matric, will be sufficient to become combat officers. It further indicates that no tests are conducted to

establish whether learners will be able to handle the material that is presented on a COQ1 programme.

5.3.4.5 Evaluation of input by informants pertaining to COQ1 failure rate

Question 16 asked participants if the training department of SAS Simonsberg has any input in the selection process of a combat officer. All six participants indicated that the training department has no input in selecting combat officers.

This indicates that the recruitment and selection of combat officers is conducted by the SAN's HR department, and the selection board does not include members from the combat environment, who have the necessary knowledge and experience and who may be able to provide valuable input when selecting candidates for the relevant field.

Question 17 asked participants to briefly describe the type of input that they believe the training department at SAS Simonsberg should have in the selection process of a combat officer, if their response to Question 16 was 'No'. Responses from participants are presented below.

'Members identified for possible utilisation as combat officers should write pre-entry exams in order to qualify'.

'Training department needs to be present during the selection of combat officers due to the fact that we will be able to inform applicants/potential candidates exactly what will be required of them on COQ1. Currently combat officers are recruited generically based purely on the fact that they have Matric Maths and Science (Level 3), this is not enough for COQ1 where some modules require 90% to pass'.

'The training department should be present during selection so that staff may be able to paint a realistic picture to combat officer applicants in terms of what is expected of them on COQ1 programmes'.

'We should be involved in selection of combat officers so that we can prepare candidates realistically for the expectations of COQ1'.

Question 18 asked participants to provide any additional information with regard to the topic. The following are responses that were received from some participants in the group

‘With regards to combat officer training, there is a tendency to conduct capacity training more than quality training. Out of a group of fifty students we have approximately twenty students qualifying as combat officers while the rest will be “dead weight” on the programme. This places a lot of additional strain on facilitators due to the fact that individual attention can no longer be given to learners thus ensuring a good and competent combat officer is produced. It is also not fair on the other learners who are dragged behind because of the inability of their colleagues to keep up with the programme. The SAN should focus on recruiting and selecting combat officers with the necessary attitude, skills and aptitude which will result in an efficient, effective and economic use of state funds’.

‘The SAN should endeavour to recruit school leavers as combat officers who have studied maritime subjects at school from Grades 10 to Grade 12. Those who have subjects such as Maritime Economics and Nautical Science may be better candidates in the SAN’s combat environment’.

‘The criteria for entry into the COQ programme is too low. Adverts inform the public that entry requirement is Maths and Science (Level 3), however learners fail COQ1 because certain modules require 90% to pass. Some learners are unable to achieve this’.

The above responses indicate that the training department of SAS Simonsberg is experiencing various challenges with regard to learners, and this creates frustration amongst facilitators. It further indicates that stronger learners are being placed at a disadvantage owing to the fact that training is being forced to slow down in order to ensure that the weaker learners are not ‘neglected’ on the programme.

5.3.4.6 Association between the COQ1 failure rate and informants’ view

COQ1 learners tend to fail the programme owing to the fact that they struggle to make the mathematical connection that is required in specific modules. The informants argued that the reason for this can be attributed to the fact that the minimum entry requirement for combat officers into the SAN is a Level 3 achievement rating, while the pass mark that is required for certain modules such as Navigation, is a Level 5. The informants further mentioned that a reason for the high failure rate is that some members are not mathematically inclined, and the different academic level on the COQ1 programme has

higher aptitude requirements than what learners expected. Additionally, there is no operationally designed aptitude test for COQ1 to determine if learners will be able to cope with the academic level, which is required for the programme.

5.3.4.7 Association between the COQ1 failure rate and the current recruitment and selection practice of the SAN

Although the advertisement for employment in the SAN application forms are factually, technically and legally correct, it creates the impression that everybody who applies for positions as combat officers are equal in terms of academic capability. Currently, the SAN does not have a mustering specific recruitment drive, and the current practice does not address the requirement for COQ1 during the selection phase. During recruitment and selection, applicants are not exposed to the expectation and knowledge that is required on the COQ1 learning programme. Failure also occurs because no aptitude testing takes place during the recruitment and selection phase to determine whether applicants will be able to meet the academic level that is required for successful completion of COQ1.

5.4 Summary

This chapter sought to establish the effect that the current recruitment and selection practice has on the dropout rate of members under basic military training and the failure rate of COQ1 members. It further aimed to identify who is recruited and what is required for the appointment of new recruits into the SAN. The data that was used in this study reflects the dropout and failure rates of members in the SAN over a three year period.

The evaluative research design allowed the researcher to gather and interpret data in the most effective manner for this particular study. The data that was gathered through the existing statistics, as well through the questionnaires, provided impetus for the analysis. Through the analysis, the different identified components were grouped and emerging themes were identified.

It was found that no tests are completed by applicants to determine their medical and physical readiness to form part of BMT for a unique environment such as the SAN. The current policies and standard operating procedures that govern physical and medical fitness are limited to serving members in the organisation and, therefore, are not applied during the recruitment process. Upon recruitment into the SAN, new recruits experience various

medical and physical complications, which are either caused or aggravated by the physical demands that are placed on them. It was also found that some new recruits were not mentally prepared for the demands of the military, resulting in them voluntarily dropping-out.

The existing statistics of the failure rate of COQ1 members showed that approximately 50% of learners on the programme were unable to complete it successfully. The focus group questionnaires pertaining to COQ1 provided insight into the underlying problems of learners on the programme. It was found that many learners had difficulties understanding the mathematical concepts of specific modules. This was attributed to the fact that the current recruitment and selection criteria of the SAN require applicants who are interested in becoming combat officers to have a Level 3 achievement rating in Matric; however, specific mathematical COQ1 modules require learners to pass on a Level 5.

The following and final chapter concludes the study, and presents recommendations.

6 CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This study was prompted by the need to determine if the SAN's current recruitment and selection practices have an implication on the dropout rate of BMT members and on the failure rate of COQ1 members. To answer this question, data was collected in the form of existing statistics, as well as through the use of self-administered questionnaires. The questionnaires were completed by training staff in the training departments of both domains. Data was gathered and analysed in order to determine if there is an association between the current practices and the problems that were identified.

A comprehensive literature review was conducted, and the various policies and doctrines, which govern the recruitment and selection processes of the SAN were discussed in order to provide recommendations for this unique environment. An evaluative research methodology design was followed in order to help the researcher to identify the possible outcomes of the SAN's current recruitment and selection practices.

This final chapter presents recommendations to improve the SAN's recruitment and selection practices in order to reduce the BMT dropout rate, as well as the COQ1 failure rate.

6.2 Conclusion

The approach of the SANDF is to employ people who are young and fit. However, no mechanisms or processes have been established to test individuals' medical, physical and psychological fitness during the recruitment and selection phase to ensure that this need is fulfilled. It was further found that no specific tests are available in the recruitment phase for candidates who wish to be combat officers. This results in members being recruited who are unable to meet the SAN's operational requirements owing to various shortcomings. Recruiters tend to "paint" an unrealistic picture of the SAN. They glamorise the organisation, which creates expectations for candidates. However, when recruits arrive at the SAN to begin their training (physical and academic), they find that their perceptions of the organisation are not what they envisaged it to be.

The lack of focus on candidates' mathematical abilities during the recruitment and selection phase can be attributed to the high failure rate on the COQ1 learning programmes. The SAN should not merely emphasise wanting to employ young and fit personnel, as it also requires members who are able to perform well academically, especially since the organisation works with highly advanced technical equipment.

The SANDF can no longer operate on old military ways, where the focus was on the deployment of military personnel for South Africa's border patrol. The military has evolved over the years, there have been technological advancements on a grand scale and weapons systems are now electronic. Therefore, the organisation requires staff who can learn quickly and perform their functions efficiently and effectively in a technological environment.

6.3 Recommendations

The reasons for the dropout and failure rates of SAN members can be attributed to the organisation's current recruitment and selection practices. Therefore, a change in strategy is required, hence the following recommendations are made.

6.3.1 Recommendation for BMT dropout rate

The training department of SAS Saldanha should have input into the selection process, because they will receive school leavers and will have to instil military discipline in them. Their presence at the selection phase of new recruits could reduce the problems that were identified in Questions 6, 7 and 8 of the questionnaire, as they will be able to present candidates with a realistic picture of what BMT entails. A fitness test should be part of recruitment and selection, as it will establish an acceptable level of fitness, which is required for the BMT phase. Currently, the job advertisement only stipulates that recruits must be physically fit and it is recommended that in order to reduce the dropout rate of new recruits during BMT, the recruitment and selection phase should include certain measures, which are presented below.

6.3.1.1 Medical fitness of applicants

It is recommended that medical tests should be conducted on potential recruits during the recruitment phase. Medical testing during recruitment helps to identify medical

shortcomings such as pregnancy, old injuries, claustrophobia, unhealthy BMI, and so on. that may disqualify applicants from being selected for BMT.

Recognising the medical shortcomings that are present amongst applicants during recruitment will help to reduce the medical challenges that contribute to the BMT dropout rate.

6.3.1.2 Psychological fitness level of applicants

During recruitment and selection, applicants are not introduced and made to understand what is expected of them when they enter the military culture. To address this shortcoming it is recommended that applicants should be made aware of aspects of military culture. This can be done through road shows, career expos and other forms of media such as documentaries, which depict the realistic nature of BMT. This initiative will provide applicants with a better understanding of the BMT expectations and the SAN, in general.

It is further recommended that psychometric tests should be conducted during the recruitment stage so that applicants can be shortlisted and placed in specific jobs.

6.3.1.3 Physical fitness

A physical fitness test should be completed by candidates during the recruitment and selection phase, which consists of a full battery test. This should be conducted by military physical training instructors who have the necessary knowledge and experience to determine the physical capabilities of individuals, whilst ensuring that candidates meet the criteria as set out by the fitness policy.

It is further recommended that the job advertisement should indicate the minimum level of fitness for applicants in order for them to qualify for recruitment into the SAN. This implies that the advertisement should provide a breakdown of what a battery test consists of, together with the time within which each event should be completed.

The recommendations described above will help to achieve an acceptable level of physical fitness that will minimise the dropout rate of new recruits caused by below average fitness levels of applicants.

6.3.2 Recommendation for COQ1 failure rate

The SAN is currently recruiting applicants who have Matric Maths and Science on Level 3. This is inadequate for the unique environment, as it does not address the curriculum requirements, which are placed at level 5. Based on the above, it is recommended that the SAN should increase the Matric pass requirement for entry into the organisation so that applicants may be able to meet the curriculum requirements. An increase in applicants' matric results will give them an opportunity to be academically competitive, and people with higher marks may stand a better chance at performing well on the COQ1 programme.

It is further recommended that the recruitment and selection process of combat officers should be determined in conjunction with MPI in order to ensure that sufficient learner body potential is harnessed so that all candidates will successfully be able to undergo higher education prior to commissioning, as all SAN commissioned officers are required to have a university qualification.

6.4 General recommendation

It is recommended that a recruitment strategy should be developed for each type of job in the unique SAN environment, and that the selection process should be job specific, for example, divers, Maritime Reaction Squadron, Physical Training Instructors, and so on where the fitness requirement is above the norm. It is also recommended that marketing material should be designed to leave a realistic picture in the minds of recruits in terms of what BMT and COQ1 entail.

It is further recommended that the SAN should make provision for additional recruitment numbers at BMT level in order to accommodate the BMT dropout rate and the COQ1 failure rate so that they may achieve their desired planned targets. The following examples illustrates this point:

- If the recruitment target for BMT is 202, then it is suggested that the SAN recruit 250 applicants in order to make an allowance for 48 members dropping out; and
- If the training requirement for competent combat officers is 24, then SAS Simonsberg should allow 40 learners to attend the COQ1 learning opportunity in order to make provision for failures, and thereby achieve their actual target.

Recruitment drives should focus on schools and tertiary institutions in advertising and promoting the specifications and requirements for persons who are interested in a career as a serving member of the SAN. It is also recommended that holiday programmes should be introduced to Grade 11 learners in order to expose them to naval knowledge, which can be used as a form of target recruiting.

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ADDENDUM 1

**QUESTIONNAIRE FOR FACILITATORS OF BASIC
MILITARY TRAINING**



Dear Sir/Madam

AN ANALYSIS OF THE IMPLICATIONS OF THE CURRENT RECRUITMENT AND SELECTION PRACTICES ON THE DROP-OUT AND FAILURE RATES OF MEMBERS IN THE SA NAVY

Your participation is sought to complete a questionnaire, which is part of a study to determine if there is an association between the drop-out rate of members at BMT level, and current recruitment and selection practices. Your willingness to complete this questionnaire will be greatly appreciated, as the information that is obtained will assist the researcher to explore challenges that the SAS SALDANHA training department experiences. This study is part of a research project by the undersigned for a Master of Public Administration, through the School of Public Leadership at Stellenbosch University. Permission for this study has been granted by the South African Navy by authority of Director of Maritime Intelligence.

The questionnaire has been prepared in a manner that will require minimum time to complete, and the responses to the various questions will determine the eventual outcome of the research. All information will be treated with the strictest confidentiality and participants will remain anonymous. Participants' personal data from the questionnaire does not include names, force numbers or identity numbers, and the information provided will be handled solely by the researcher. All documents and data will be stored at the researcher's private residence. On completion of this study, the participants' data will be destroyed by the researcher. Data will be reported in aggregate form and no individuals will be identified. The study will report on groups, and not on individuals.

Kindly note that as a participant of this study, you have the right to refuse to answer any questions. You further have the right to withdraw from participating in this study at any time.

Thank you for your participation.

CPO Michelle Marimuthu
Naval Base Simon's Town
July 2016

Addendum 1: Questionnaire for management staff at SAS SALDANHA

This questionnaire is designed to gain an understanding of the reasons for the drop-out rate of members at basic military training level. Kindly complete this questionnaire as objectively as possible. The information that is provided will be used solely for academic purposes, and will be treated as confidential. Thank you.

Section A: Biographical information

1. Please specify your gender by placing an (x) in the appropriate box provided.

- a. Male ☐
- b. Female ☐

2. Please indicate your population classification by placing an (x) in the appropriate block provided.

- a. Black ☐
- b. White ☐
- c. Coloured ☐
- d. Indian ☐

3. Please indicate how long you have been working at the training department at SAS SALDANHA by placing an (x) in the appropriate block provided.

- a. Less than 1 year ☐
- b. 1 – 6 years ☐
- c. 7 – 12 years ☐
- d. 13 – 18 years ☐
- e. 19 years and above ☐

4. Please specify your level of responsibility in the training department at SAS SALDANHA by placing an (x) in the appropriate block provided.

- a. Junior instructor ☐
- b. Instructor ☐
- c. Senior instructor ☐
- d. Other _____

Section B: Challenges experienced by the training department with regard to the dropout rate of members at basic military training level.

5. What are the minimum entry requirements for candidates?

6. Does the advertisement stipulate the fitness requirements of candidates? Please indicate your answer by placing an (x) in the appropriate box provided.

Yes ☐

No ☐

7. Does the advertisement require candidates to have a specific level of medical fitness for appointment in the SA Navy? Please indicate your answer by placing an (x) in the appropriate box provided.

Yes ☐

No ☐

8. Does the advertisement specify that applicants should have no physical disabilities and not suffer from claustrophobia or a fear of heights? Please indicate your answer by placing an (x) in the appropriate box provided.

Yes ☐

No ☐

9. Briefly describe the selection process.

10. Briefly describe the psychological and physical tests that are conducted on new recruits.

11. What are the challenges that you experience with regard to the medical fitness of new recruits?

12. What are the challenges that you experience with regard to the psychological fitness of new recruits?

13. What are the challenges that you experience with regard to the physical fitness of new recruits?

14. Does the training department at SAS SALDANHA have any input in the selection process of new recruits? Please indicate your answer by placing an (x) in the appropriate box provided.

Yes ☐

No ☐

15. If no, briefly describe the type of input that you believe the training department at SAS SALDANHA should have in the selection process of new recruits.

16. If you would like to provide any additional information with regard to the dropout rate of BMT members on BMT, please do so below:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Kindly ensure that all questions have been answered before returning the questionnaire to CPO M. Marimuthu on the ground floor of the Main HQ Building Naval Base Simon's Town (Room G40), or fax it to (021) 787 4477. Telephone: (021) 787 3322.

Thank you for your time and participation in this study.

ADDENDUM 2

QUESTIONNAIRE FOR FACILITATORS OF COMBAT OFFICERS QUALIFICATION 1



Dear Sir/Madam

AN ANALYSIS OF THE IMPLICATIONS OF THE CURRENT RECRUITMENT AND SELECTION PRACTICES ON THE DROP-OUT AND FAILURE RATES OF MEMBERS IN THE SA NAVY

Your participation is sought to complete a questionnaire, which is part of a study to determine if there is an association between the failure rate of members of the COQ1 learning opportunity, and current SAN recruitment and selection practices. Your willingness to complete this questionnaire will be greatly appreciated, as the information that is obtained will assist the researcher to explore challenges that the SAS SIMONSBURG training department experiences. This study is part of a research project by the undersigned for a Master of Public Administration, through the School of Public Leadership at Stellenbosch University. Permission for this study has been granted by the South African Navy by authority of Director of Maritime Intelligence.

The questionnaire has been prepared in a manner that will require minimum time to complete, and the responses to the various questions will determine the eventual outcome of the research. All information will be treated with the strictest confidentiality and participants will remain anonymous. Participants' personal data from the questionnaire does not include names, force numbers or identity numbers, and the information provided will be handled solely by the researcher. All documents and data will be stored at the researcher's private residence. On completion of this study, the participants' data will be destroyed by the researcher. Data will be reported in aggregate form and no individuals will be identified. The study will report on groups, and not on individuals.

Kindly note that as a participant of this study, you have the right to refuse to answer any questions. You further have the right to withdraw from participating in this study at any time.

Thank you for your participation.

CPO Michelle Marimuthu
Naval Base Simon's Town
July 2016

Addendum 2: Questionnaire for staff at SAS SIMONSBURG training department

This questionnaire is designed to gain an understanding of the reasons for the failure rate of COQ1 members. Kindly complete this questionnaire as objectively as possible. The information provided will be used solely for academic purposes, and will be treated as confidential. Thank you.

Section A: Biographical information

1. Please specify your gender by placing a cross (x) in the appropriate box provided.

- a. Male ☐
- b. Female ☐

2. Please indicate your population classification by placing a cross (x) in the appropriate block provided.

- a. Black ☐
- b. White ☐
- c. Coloured ☐
- d. Indian ☐

3. Please indicate how long you have been working at the SAS SIMONSBURG training department by placing a cross (x) in the appropriate block provided.

- a. Less than 1 year ☐
- b. 1 – 6 years ☐
- c. 7 – 12 years ☐
- d. 13 – 18 years ☐
- e. 19 years and above ☐

4. Please specify your level of responsibility in the training department at SAS SIMONSBURG.

- a. Facilitator ☐
- b. Senior Facilitator ☐
- c. Head of Department ☐

Section B: Challenges experienced by the training department with regards to the failure rate of COQ1 members

5. What minimum matric achievement level is specified in the advertisement pertaining to combat officers?

6. What is the minimum entry requirement for maritime studies at university level?

7. What is the pass requirement for specific COQ1 modules? Please specify the module and pass mark.

- | | | | |
|------------------------------------|-------|---|-------|
| a. Radar Simulator Familiarisation | _____ | g. Stability | _____ |
| b. General Navigation | _____ | h. Duties and Responsibilities of Liaison Officer | _____ |
| a c. Environmental Studies | _____ | i. Naval Warfare | _____ |
| d. Bridgemananship | _____ | j. Gunnery | _____ |
| e. Communications | _____ | k. Nuclear, Biological and Chemical Defence | _____ |
| f. Seamanship | _____ | l. Deep Sea Navigation | _____ |

8. If universities offer a navigational module, what is the pass requirement?

9. Do new recruits meet the demands of the post profile of a combat officer? Please indicate your answer by placing an (x) in the appropriate box provided.

Yes ☐

No ☐

10. If you answered no in the previous question, please elaborate.

11. How many practical hours are required at sea and assimilation to enable members to qualify for COQ1?

12. When members arrive at SAS SIMONSBERG, are tests conducted to determine if they will be able to cope with the requirements of COQ1? Please indicate your answer by placing an (x) in the appropriate box provided.

Yes ☐

No ☐

13. If you answered yes in the previous question, what are these tests?

- a. _____
- b. _____
- c. _____
- d. _____

14. What modules do the COQ1 members seem to struggle with? Please indicate your answer by placing an (x) in the appropriate box provided.

- | | | | |
|------------------------------------|--------------------------|---|--------------------------|
| a. Radar Simulator Familiarisation | <input type="checkbox"/> | g. Stability | <input type="checkbox"/> |
| b. General Navigation | <input type="checkbox"/> | h. Duties and Responsibilities of a Liaison Officer | <input type="checkbox"/> |
| c. Environmental Studies | <input type="checkbox"/> | i. Naval Warfare | <input type="checkbox"/> |
| d. Bridgemanship | <input type="checkbox"/> | j. Gunnery | <input type="checkbox"/> |
| e. Communications | <input type="checkbox"/> | k. Nuclear, Biological and Chemical Defence | <input type="checkbox"/> |
| f. Seamanship | <input type="checkbox"/> | l. Deep Sea Navigation | <input type="checkbox"/> |

15. Why do you think members struggle with the modules that you identified in Question 14 above? Please indicate the module name/s and reasons below.

16. Does the training department at SAS SIMONSBURG have any input in the selection process of combat officers? Please indicate your answer by placing an (x) in the appropriate box provided.

Yes ☐

No ☐

17. If no, briefly describe the type of input that you believe the training department at SAS SIMONSBURG should have in the selection process of a combat officer.

18. If you have any additional information with regard to the failure rate of COQ1 members, please provide it below:

Kindly ensure that all questions have been answered before returning the questionnaire to CPO M. Marimuthu on the ground floor at the Main HQ Building Naval Base Simon's Town (Room G40), or fax it to (021) 787 4477. Telephone: (021) 787 3322.

Thank you for your time and participation in this study.

ADDENDUM 3

MILITARY SKILLS DEVELOPMENT SYSTEM

APPLICATION FORM

