

CAREER OPPORTUNITIES FOR BLACK YOUTH IN THE SOUTH AFRICAN NAVY

by

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DECLARATION

I declare that *Career Opportunities for Black Youth in the South African Navy* is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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ABSTRACT

The advent of democracy in South Africa has brought about fundamental changes in the spheres of governance. One of these changes is the transformation of the public service. One of the constitutional imperatives of the country requires all governments departments to be representative.

The Department of Defence and in particular, the South African Navy (SA Navy) as part of the public service, is also expected to transform to ensure representivity. The SA Navy is not yet representative, specifically in terms of the African composition. The study seeks to establish the extent and knowledge of black youth about careers in the SA Navy. To achieve this, a questionnaire was circulated to various schools for completion.

The findings indicate that black youth, specifically those from rural areas are unaware of the available career opportunities in the SA Navy. This could be a major cause of the current equity situation within the department.

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Glossary

RSA- Republic of South Africa

SA- South Africa

UN- United Nations

AU-African Union

DPISA- Department of Public Service and Administration

DOD- Department of Defence

SANDF- South African National Defence Force

SADF- South African Defence Force

SA Navy- South African Navy

C SANDF- Chief of the South African National Defence Force

C Navy- Chief of the SA Navy

HR-Human Resources

HRM- Human Resource Management

SMCS- Structured Management Control System

Apartheid- System of government that enforced separation in terms of race

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CHAPTER 1

GENERAL INTRODUCTION

1.1 Introduction

Section 7 of the Constitution of the Republic of South Africa of 1996 enshrines the rights of all people and affirms the democratic values of human dignity, equality and freedom. The *Bill of Rights in the Constitution* stipulates that all citizens have fundamental rights and freedom within the law. *Section 9 of the Constitution* also states that everyone is equal before the law and has the right to equal protection and benefits of the law. The Constitution also requires, amongst others, that the composition of the public service is broadly representative of the South African society.

Chapter 10 of the South African White Paper on the Transformation of the Public Service of 1994, and *Chapter 2 of the South African White Paper on Affirmative Action of the Public Service of 1998*, require that all state departments should be representative. These principles are also echoed in *Chapter 6 of the South African White Paper on Defence of 1998*, which notes that the Department of Defence (DOD) should be representative in order to achieve legitimacy. *Chapter 1 of the South African White Paper on Human Resource Management for the Public Service of 1997* describes how national departments would have to transform policies to achieve increased representivity. It is on the basis of the above policies that the South African National Defence Force (SANDF) is compelled to adopt effective strategies to recruit, select and appoint personnel from diverse communities to enhance the demographic representivity within its ranks.

The South African Employment Equity Act, (Act 55 of 1998) in its preamble recognises that, as a result of *apartheid* and other discriminatory laws and practices, there are disparities in employment, occupation and income within the national labour market. Such disparities create pronounced disadvantages for certain categories of people. In order to promote the constitutional right of equality, many public departments and not only the DOD, are committed to promoting equal access to employment opportunities,

in order for the workforce to be representative of the community in which it seeks to serve (Doherty & Horne 2002: 240).

Many years of enforced discriminatory policies in the Republic of South Africa (RSA) resulted in the marginalisation of certain persons or categories of person's, hereafter, referred to as *designated groups*. The results of such discriminatory practices are that the DOD does not reflect the demographics of the population of the RSA. There is, therefore, a need to promulgate specific human resource policies that would ensure that representivity is achieved at all levels and which also ensure that all DOD personnel enjoy equality of opportunity by *inter alia* affirmative action programmes, and equity with regard to treatment.

It is also of great concern that, after 15 years of democracy in the RSA, the South African (SA) Navy, as part of the DOD is not yet representative and there is still a shortage of blacks in certain mustering and professions. The study intends to establish the reason for the current state of affairs with regard to representivity in the SA Navy. *Is the SA Navy doing enough to recruit suitable black youth for entry into the institution?*

1.2 Motivation for the Study

The DOD is required to transform into an agency that is coherent and representative of the South African society. According to the *White Paper of the National Defence for the Republic of South Africa of 1996*, it was advised that in order to achieve legitimacy of the armed forces, the department is committed to the goal of overcoming the legacy of gender and racial discrimination. This will be achieved by ensuring that the department and its leadership in particular, is broadly representative of the South African population. In terms of *Section 15 of the South African Employment Equity Act, (Act 55 of 1998)*, affirmative action measures are measures designated to ensure that suitably qualified people from designated groups have equal employment opportunities and equitable representation in all occupational categories and levels of the workforce.

It is within this context that the SA Navy should strive to achieve representivity to reflect the demographics of the South African society. It is vital at this point to mention that the

SA Navy is part of the DOD and the SANDF in particular. The organisational structure indicated in Chapter 3 (3.1) of this study will show the connection between the DOD, SANDF and the SA Navy. The demographics in *Chapter 10, (par 55)* of the *South African Defence Review of 1998* indicated the population mix of whites at 30 percent, which was considered relatively high. It has since been proposed that the racial mix in the DOD should be 64,6 percent African, Whites at 24,3 percent, Coloureds at 10,2 percent and Asians at 0,75 percent. It should be born in mind that the census conducted in the RSA during 1997 indicated Africans to be 76,7 percent, Coloureds at 8,9 percent, Asians at 2,6 percent and Whites at 10,9 percent. The racial mix proposed by the DOD was, therefore, below demographic representation. The 2007 community survey (2007: 25), the last to be conducted in the RSA indicates the percentage distribution of the population groups in terms of Africans at 79 percent, Coloureds at 9 percent, Asians at 2,6 percent and Whites at 9,5 percent. In comparison with the SA Navy as indicated in Chapter 3 (3.5) of the study, representivity in the SA Navy is still yet to be achieved in terms of the current race mix.

To realise this imperative, the SA Navy should attract suitable black youth to follow various career opportunities available in the institution. To be able to select suitable candidates and at the same time comply with government imperatives to address representivity within the SA Navy, competent black youth with the right aptitude and skills should be targeted to follow respective careers within the institution.

South Africa is currently in its 15 years after the first democratic elections, and, even with the implementation of affirmative action programmes and equal employment opportunities, the SA Navy has not yet attained the required representivity levels in terms of the demographics of the RSA.

Race and gender statistics in the SA Navy, as reflected in 3.5 of this study, show an under-representation of Africans and females at 43,57 and 17,53 percent, respectively within the institution. These statistics have been obtained from the Structured Management Control System (PERSAL Computerised System of the DOD). Under-representation of blacks is found more in those musterings termed critical (scarce) skills

in the SA Navy, for example combat, engineering, technical and diving musteringings. In 3.7 of the study, the current statistics in terms of race and gender within critical skills were indicated. The statistics indicate 32,93 percent of Africans, Asians-6,88 percent, Coloureds-28,22 percent and Whites 31,96 percent. Africans are, therefore, the least represented in terms of quotas set out for the DOD in terms of the *South African Defence Review Guidelines of 1998*. The under-representation of Africans is visible throughout different rank groups within the SA Navy. The question that needs to be asked is: *“Is the SA Navy really serious about affirmative action interventions as prescribed by the government or is it merely ignoring the initiatives? Are there no suitable black youth to follow respective careers within the SA Navy?”* The study intends to establish reasons for the current equity gap within the SA Navy. In conclusion, the study also intends to propose recommendations or possible courses of action to address the equity gaps in the SA Navy for consideration in the institution’s human resource plans, to speed up the process of ensuring a representative and equitable SA Navy in the medium to long term.

Cognisance should, however, be taken of the fact that, should respective careers not be marketed properly to the broader community, and specifically to the previously disadvantaged communities, representivity in the SA Navy would not be achieved in the foreseeable future. The possible lack of effective marketing and recruitment strategies by the SA Navy to reach the broader community, specifically previously disadvantaged communities, could be the main cause of the current equity situation.

Marketing and recruiting of competent black youth for entry into the SA Navy would assure the navy of sufficient potential pool of candidates for possible appointment. However, to only attract potential candidates without looking after them and guiding them throughout their careers, would also not assist in addressing this strategic imperative.

Attracting sufficient numbers of black youth also implies that the SA Navy should also design a career management model that would ensure that the recruits coming from previously disadvantaged communities are coached and mentored for best utilisation in

the institution. It is only through sound career management practices that the SA Navy could retain potential recruits.

1.3 Problem Statement

A transformed workplace may enable an institution to operate competitively in a global market; the same is applicable to the SA Navy. The SA Navy is required to carry out the United Nations (UN) and the African Union (AU) peacekeeping missions and operations internationally and regionally. Toppan (2001: 1) ranked the SA Navy amongst the top six African Navies in the African continent. The other five countries included are Algeria, Egypt, Libya, Morocco, and Tunisia. All the above-mentioned operate frigates and submarines and these systems are regarded as force multipliers to any navy in the world. Other African navies excluded operate fewer than 10 major vessels and are too small to warrant a full fleet list according to Toppan (2001:1). Being amongst the top navies in Africa, the SA Navy is, therefore, required to participate in most, if not all the operations sanctioned by the UN or the AU to ensure that peace prevails in the region and in the rest of Africa. For the SA Navy to successfully deploy its vessels on the African Continent, it should reflect the demographics of the country to ensure international and regional legitimacy, acceptability and recognition.

Africa is a diverse continent and it is only through deployment of a representative contingent that success of any operation can be assured. For the SA Navy to be accepted and to successfully participate in peacekeeping missions and operations on the African Continent, there is no doubt that it should reflect the demographics of the country it represents. Currently, the SA Navy is under-represented in terms of race and gender as indicated previously. African composition within the SA Navy is 43,57 percent as compared to other races. This is not in line with the DOD imperatives as contained in *Chapter 10 of the South African Defence Review of 1998*. The required figures are expected to be at 64 percent. In terms of gender representation the SA Navy statistics currently stand at 17,53 percent females and, according to the Defence Review, female composition is expected to be 30 percent.

Black youth, both male and female, should be targeted and recruited for entry into the SA Navy. Special recruitment initiatives should target critical musterings, i.e. combat, technical, engineering, and diving fields. It is mostly within these musterings that severe under-representation of blacks is experienced in the SA Navy with specific reference to Africans and females. The current equity situation in the SA Navy is, however, of great concern as whites continue *to over-represent all seagoing musterings (critical musterings)*. Various reasons or factors such as ignorance, high concentration of blacks in rural environments could be ascribed to the current representivity situation. The actual reasons need to be established in this regard. The author is of the opinion that the situation would remain in terms of under-representation if blacks, and specifically the African youth, are not targeted for respective careers in the SA Navy. The current research question is: *“What is the knowledge and perceptions of black youth about careers within the SA Navy?”*

The study intended to establish whether black youth are aware of available careers within the SA Navy. This is necessary because the lack of information about careers in the SA Navy could impact heavily on successful induction of black youth in the institution and, more specifically, within critical musterings. Failure to find the appropriate black youth for respective careers in the SA Navy implies that whites would continue to over-represent naval musterings, obviously contrary to the government policies and prescripts in respect of affirmative action programmes and equal employment opportunities.

1.4 Research Objectives

The implementation of affirmative action programmes would assist significantly in the process of transforming the SA Navy. The objective of the study is to determine the extent of the equity problem within the SA Navy and to establish the reasons for the current state of affairs with respect to representivity.

Undertaking this type of study provided researcher with an understanding as to whether the SA Navy is doing enough to market and promote respective careers to black youth in an effort to address the current equity situation.

In undertaking this study the following approach has been undertaken:

- Describing the concepts “*Affirmative Action*” and “*Equal Employment Opportunities*”.
- Testing the application of the concepts in the DOD, and more specifically the SA Navy.
- Determining the extent of representivity within the SA Navy in terms of race and gender.
- Discussing the concept of career management within a changing SA Navy.
- Conducting a survey on the awareness (knowledge) of black youth about careers in the SA Navy. The findings of the study enabled the researcher to make recommendations as to how to improve the current acquisition strategy to ensure successful induction of black youth in the SA Navy.

1.5 Literature Review

Following free and fair elections in April 1994, South Africa has become a vibrant democracy. It has a Constitution, which prohibits discrimination, enshrines fundamental rights and emphasises openness and accountability in the affairs of the government. *Chapter 10 of the South African Defence Review of 1998* states that the DOD’s most valuable resources are its personnel, and its human resource policies are directed at ensuring maximum efficiency, effectiveness, appropriateness, accountability, affordability, priority, job satisfaction, fairness and equity. It is also confirmed that the DOD upholds a non-racial, non-sexist and non-discriminatory institutional culture. The DOD also aims to be broadly representative of the human resource availability in South Africa according to the *Defence Review*.

In terms of *Chapter 10 of the South African White Paper on the Transformation of the Public Service of 1994*, representivity is a core foundation stone of a non-racist, non-sexist and democratic society and as such, key principle of a new government. Achieving representivity is, therefore, a necessary precondition for legitimising the public service and driving it towards equitable service delivery. Affirmative action and equal employment opportunities are, therefore, fundamental principles of public sector transformation.

Chapter 10 of the South African White Paper on the Transformation of the Public Service of 1994 defines affirmative action as laws, programmes or activities designed to redress the imbalances of the past and ameliorate the conditions of individuals and groups who were disadvantaged on the grounds of race, colour, gender or disability. The transformation of the South African society from a racially divided society to a non-racial, non-sexist democratic society, therefore, requires stringent government policies, interventions and commitment from all social and economic sectors of the country. The purpose of affirmative action is thus to ensure not only that such persons are no longer subjected to discrimination, but that past imbalances arising from discrimination are eliminated. Affirmative action is, therefore, a means to an end, and equality and equal opportunities represent the desired end.

Section 9 of the Constitution of the Republic of South Africa of 1996, and in particular the *Bill of Rights*, prescribes that equality and equal employment opportunities should be afforded to all persons, groups or categories of persons. It further dictates that unfair discrimination, directly or indirectly, on any grounds and in particular race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexuality, age, disability, religion, conscience, belief, culture, language and birth and any other form, therefore, is prohibited.

Adams (1993:18) states that in order to facilitate the development of human resources and the application of equal employment opportunities, organisations should develop affirmative action programmes and interventions within the workplace. All employers should have a clearly defined affirmative action policy. Affirmative action should be

integrated in a cooperative strategy and be an integral part of the responsibilities of line managers. Affirmative action should be seen to be increasing the pool of talent for development and this should be done to ensure equitable representation of employees in all occupational categories and levels in the workplace.

Chapter 6 of the South African White Paper on National Defence of the Republic of South Africa of 1996 also confirms the importance of affirmative action in the DOD. In order to secure the legitimacy of the armed forces, the DOD is committed to the goal of overcoming the legacy of racial and gender discrimination. The DOD acknowledges the rights of women to serve in all ranks and positions, including combat roles. The Minister of Defence oversees the design and implementation of affirmative action and equal opportunity programmes. The emphasis of the programme would be on the training, education and development of black officers and women. The programme would also seek to identify and eliminate discriminatory practices and attitudes in the DOD.

The DOD affirmative action programme has, as its end state, to ensure that every individual has equal opportunity to advance as high as possible in the hierarchy, depending on his or her individual skills, interest, talents and the availability of posts. The total elimination of all forms of unfair discrimination in the management of institutions is an objective to be achieved. The DOD should also ensure that, in the process of implementing affirmative action programme, instills, equality and equity as core value, valuing diversity and fostering mutual respect amongst all in the department. The DOD principles mentioned above were derived from *Section 15 of the South African Employment Equity Act, (Act 55 of 1998)*.

The affirmative action programme is, therefore, about the rectification of existing numerical imbalances, which, it is acknowledged, exist as a result of *apartheid*. Such rectification could imply amendment and changes to existing principles and criteria of employment so as to introduce fundamental equality of opportunity for previously excluded groups and individuals. Adams (1993:11) states that if nothing is done to change social relations and provide blacks with access to resources and the means to overcome the economic marginalisation of the past, the patterns of control, ownership

and management that have been produced by the *apartheid* system would remain unchanged, even in non-racial, non-sexist democratic South Africa. The call for affirmative action, therefore, is to prevent this from happening.

Affirmative action is regarded as the only established process to create mechanisms to ensure opportunity based on existing potential capabilities of the previously disadvantaged population groups. It is a pro-active, conscious effort to redress disadvantages of the past and increase representivity of marginalised groups of the population in leadership positions in a society. It is based on artificial corrective action to create a workforce that is more demographically representative at all levels (Wingrove 1993: 7).

It is also to be noted that affirmative action programmes could result in the creation of the new organisational cultures respectful of diversity and dedicated above all else, to the values of the new democracy. The general literature on human resource management, as well as government policies such as the *South African White Paper on Human Resource Management of 1997* and the *South African Defence Review of 1998*, recognises that people are the most important assets. *The White Paper on Human Resource Management of 1997* provides a comprehensive policy framework on human resource management in the public service. In terms of career management, it refers to key aspects of that framework such as devolutions, increased delegation and the institutional managerial mechanism to give effect to the policy. The public service values individuals who are willing to devote themselves to a career in the sector. Career management, according to the *South African White Paper on Human Resource Management of 1997*, is a process by which the aspiration of individuals are reconciled with the operational objectives of the organisation.

In addition, sound human resource management requires that national and organisational regulatory and government imperatives be balanced with individual interests and concerns. Human resource policies are directed at ensuring maximum efficiency, effectiveness, appropriateness, accountability and affordability and providing job satisfaction, fairness and equity. Accordingly, the human resource practices are

based on the broad philosophy that the DOD is managed as a coherent focused entity in which the uniform component is governed, regulated and *administered in terms of the Constitution of the RSA of 1996, the Defence Act, (Act 42 of 2002), the Military Disciplinary Code, General Regulations of the SANDF*, as clearly stated in *Chapter 10 of the South African Defence Review of 1998*.

1.6 Hypothesis

There are sufficient black youth with the correct aptitude and skills required to follow respective career opportunities in the SA Navy. In the study the research hypothesis tested is: *“black youth are not aware of available careers within the SA Navy, more specifically in the seagoing musterings.”*

The rationale. The study would use both qualitative and quantitative approach. In terms of the quantitative approach questionnaire would be distributed to obtain trends about the knowledge base of the youth about career opportunities in the SA Navy. The figures would be interpreted to establish the number of candidates who understand the SA Navy and careers available in the institution. This quantitative approach would, therefore, be a useful numerical data collection tool indicating trends. Qualitative approach would provide greater depth and context in order for the author to explore issues further. This approach also provides an opportunity to engage in dialogue and where possible, introduce new concepts. Both approaches would be utilised in the study as they compliments each other.

The lack of knowledge about available careers obviously impacts on the successful induction of black youth in the SA Navy. A continuous ignorance would facilitate the current inequity situation to continue to prevail in the SA Navy; hence, the abnormalities in respect of race and gender would not be addressed in the foreseeable future.

More black youth, specifically Africans, should be targeted and recruited into the SA Navy to comply with transformational imperatives. This can only be possible if black youth are made aware of existing careers within the SA Navy. Affirmative action

programmes and interventions need to be structured and effectively implemented in this regard.

1.7. Research Methods

Descriptive research, based on investigation by means of questionnaires, was followed in the study. The questionnaire was aimed at obtaining relevant data about the knowledge base of black youth about the SA Navy as potential employer.

1.7.1 Data Requirements

The study was undertaken by reviewing the relevant books, journals, published dissertations, and applicable government policies. In establishing the gap with respect to the current abnormality with regard to race and gender, the SA Navy's current personnel strength was interrogated and analysed in line with the demographic representation of the country. The requirements and guidelines as stipulated in the *South Africa White Paper on the Transformation of the Public Service of 1994*, the *Employment Equity Act, (Act 55 of 1998)*, the *White Paper on National Defence of 1996* and the *Defence Review of 1998* were used as primary source documents in this regard.

The SA Navy's current personnel strength was obtained from the PERSAL Computer System. To obtain this information the services of the Directorate Human Resource Plans within the Policy and Planning Department was used.

1.7.2 Data Collection Questionnaire

A literature review, as a data collecting mechanism, was insufficient for the objective analysis of this study and hence, in addition a questionnaire survey based on structured interviews were also utilised as a primary source of information to describe the knowledge and perceptions of black youth about careers within the SA Navy.

A structured questionnaire was used to collect data from the respondents, all of whom were drawn from previously disadvantaged communities. The questionnaires covered general knowledge about the SA Navy careers and whether black youth had the

opportunity to meet the recruiting team from the institution, either during career exhibitions or school visits in order to obtain information about the institution.

The structured questions were with corresponding multiple-choice items listing alternatives from which a relevant response choice was made. Space was also provided for respondents to state, in an open-ended item, what they knew about the SA Navy. A method whereby the respondents made a choice by crossing with an "X" symbol in an applicable space were, therefore, found to be the most appropriate. Only structured questionnaires were used for completion and no interviews were conducted due to number of candidates targeted.

The questionnaire (See Appendix A) was categorised in the following three parts:

- Demographic representation focusing on educational level, gender, age, population group, language, and religion.
- Knowledge of affirmative action policies and equal employment policies and to what extent the respondents have been exposed and supported these policies.
- Background on the SANDF and whether respondents were aware about respective careers available in the department.

1.7.3 Population

Ideally, all black youth from all provinces were to be targeted in order to provide an accurate picture of their awareness and knowledge about careers in the SA Navy but, due to time constraints, not all provinces were covered in the study.

1.7.4 The Sample

The study was conducted at high schools only and pupils from Grade 11 and 12 formed the population. Approximately 78 high schools were visited from seven provinces namely, Northern Cape, Northwest, Eastern Cape, Free State, Gauteng, Mpumalanga, and Limpopo province. The study proposed that black youth from the big cities such as

Pretoria, Cape Town, Durban and Port Elizabeth had information about available careers in the SA Navy because of the availability of naval units or vessels around these areas. It is for this reason that the study undertaken excluded these four cities and their surrounding metropolis.

The study, however, did not conclusively state that black youth in the areas excluded are all aware of existing naval careers. It is likely that a reasonable percentage of the youth around the coast does not know of the existence of the SA Navy or career opportunities available for them in the institution. However, due to time constraints KwaZulu Natal and Western Cape were excluded from the sample.

1.7.5 Analysis of Data

For the purpose of the study, descriptive statistics were the most appropriate tool to establish the gap with respect to race and gender. The current personnel strength within the SA Navy was obtained from the mainframe (computer data) to determine or analyse the existing gaps. The interpretation from the survey was made to determine the correlation between the lack of knowledge about careers available and the current equity situation within the SA Navy.

1.8 Significance of the Study

Adams (1993:18) states that in order to facilitate the development of human resources and the application of equal opportunities in the workplace, organisations need to develop affirmative actions programmes and policies. The adoption of an affirmative action programme recruitment policy should be supported by the introduction and improvement of development programmes that are tailor-made to the needs of the individual. Policies should be matched with programmes of intended actions that would bring about transformation in the workplace. Affirmative action should, therefore, be seen as a tool to increase the pool of talent for development. This also implies that only individuals with potential for development should be identified in order to redress the imbalances of the past.

The DOD, as part of the public service, is compelled by *the Constitution of the Republic of South Africa of 1996*, *the White Paper on the Transformation of the Public Service of 1997*, and the *Labour Relations Act, (Act 66 of 1995)* and the *Employment Equity Act, (Act 55 of 1998)* to address the current imbalances in terms of racial and gender composition. *Chapter 10 of the South African Defence Review of 1998* also regards affirmative action and equal employment opportunity as fundamental principles of public sector transformation applicable also to the DOD as they are essential for the operational readiness of the SANDF.

The study, therefore, undertakes to establish as to whether the SA Navy complies with government imperatives to ensure representivity within its ranks. It is through the study that remedial action plans could be put in place to address representivity within the SA Navy. Without a representative SA Navy, the DOD cannot be regarded as being representative.

From the current imbalances within critical musterings in the SA Navy in terms of race and gender, it is apparent that the institution is not yet geared to implement affirmative action programmes fully as initiated and mandated by the government to transform the public service.

At the theoretical level, the study obtained knowledge and clarity on the concepts “*Affirmative Action*” and “*Equal Employment Opportunities*” and the application of the concepts to the broader public service with specific emphasis to the DOD.

The practical value was to find the solution to the current equity gap within the SA Navy. The results of the study could assist the SA Navy to breach the current equity gap and create depth of awareness of black youth about available naval careers. The study also exposed black youth to possible careers available within the SA Navy.

1.9 Delimitations of the Study

The study focused only on black youth between the ages 18 to 22 years. This is the prescribed cut-off age for entry into the SA Navy. The study was undertaken during active school days, after classes and during career guidance periods. Arrangements

were made through the respective career guidance tutors to avail learners to complete the questionnaire.

The intention was also to visit other institutions of higher learning with respect to learners studying towards technical and engineering studies due to the applicability of such studies for direct entry into the SA Navy's critical musterings. The problem with the institutions of higher learning was that, with the merging of various universities and colleges, it was difficult to identify a predominantly black college or institution within which to conduct the study due to the current *race mix* within the institutions. To single out a specific race group to conduct such a research would have been problematic and possibly *not ideologically sound*. It was for this reason that this option was not pursued further.

The study was not conducted among black youth staying around the coast where there are harbours and possible ships trafficking, for example, Durban, Cape Town and Port Elizabeth. The study was also not conducted in areas where there are South African naval bases or units available. The majority of black youth, in any case, are from rural areas due to previous segregation laws. It was also the intention of the study to target rural black youth, specifically Africans.

1.10 Clarification of Concepts

For the purpose of the study the following concepts are defined to ensure common understanding:

1.10.1 Designated/ previously disadvantaged groups. Refers to any group of people who have in the past been deprived of, or have not been afforded, amongst others, equal opportunities regarding employment opportunities, career opportunities, and education. "*Designated groups*" in terms of the *South African Employment Equity Act, (Act 55 of 1998)*, refers to black members of society and women and people with disabilities.

1.10.2 Employment Equity. Is defined as the right to fundamental equity of opportunity among all persons and the right of every person to be treated fairly in seeking and

maintaining employment. In terms of *Section 9 of the Constitution of the RSA of 1996*, equality implies that the state may not discriminate directly or indirectly against anyone on moral grounds, including race, gender, pregnancy, colour, sexual orientation, age, and disability.

1.10.3 Representivity. Is defined as the fundamental equality of opportunities to individuals across the full spectrum of the diverse South African population. In terms of the *Public Service Act, (Proclamation 103 of 1994)* representivity means the extent to which employment broadly reflects the composition of the South African society in terms of race, gender and disability.

1.10.4 Affirmative Action. Is defined by the *South African White Paper on Affirmative Action in the Public Service of 1998*, as the laws, programmes or activities designed to redress past imbalances and ameliorate the conditions of individuals previously disadvantaged on the grounds of race, gender and disability. It is regarded as corrective steps or programmes, which should be taken so that those who have been historically disadvantaged by unfair discrimination are able to derive full benefits from an equitable employment environment.

1.10.5 Musterings. Any field of specialisation within the DOD, (also termed Occupational Class) for example, Human Resources Practitioner, Legal Officer, Logistic Officer. Example of these musterings includes combat, technical, diving, logistic and many other specialisations within the SA Navy.

1.10.6 Blacks. In terms of the *South African White Paper on Affirmative Action in the Public Service of 1998*, blacks include Africans, Coloureds and Asian communities in the RSA. These are members who were previously discriminated against in terms of the previous racial laws to participate in any decision-making structures of the government.

1.10.7 Youth. Refers to members of the society between the ages 18 to 26 years of age who are still able to gain entry into the SA Navy.

1.10.8. Career planning. Can be defined as the process by which employees obtain knowledge about themselves and information about the working environment. It is a process by which an individual determines his/her short and long term career goals (Schreuder & Theron 1997: 13).

1.10.9. Career development. Can be defined as an ongoing process by which individual's progress through a series of stages, each of which is characterised by a relatively unique set of issues, themes and tasks (Schreuder & Theron 1997: 13).

1.10.10. Career paths. These are objective descriptions of sequential work experiences, as opposed to subjective, personal feelings about career progress, personal development or satisfaction (Schreuder & Theron 1997: 13).

1.11 Overview of Chapters

Chapter 1 covered an introductory study to the research. It includes the background to the study, explains the motivation for undertaking the study, an explanation of the research problem statements, aim, hypothesis, research methodology and an outline of the study were covered in this chapter.

Chapter 2 is a literature review of related issues. Some policy related concepts are covered and examined. Concepts such as affirmative action, equal employment opportunities and the need for engaging such corrective steps or actions are described and analysed. The concept of career management would be discussed in brief (however in detail in forthcoming chapters) as it is vital during the application of affirmative action, equal employment opportunity interventions and initiatives. The application of the concepts in the DOD would be dealt with, described and analysed. Policies and prescripts in relation to these concepts would be scrutinised and analysed.

Chapter 3 focuses on the transformation of the SA Navy. The personnel strength of the SA Navy with respect to race and gender would be presented. The chapter also focuses on the race and gender gap within the SA Navy.

Chapter 4 deals with the career management process for the SA Navy. It is the opinion of the author that recruitment, selection and career management are integrated processes. To obtain desired results, there should be coordination and synergy between these processes. A transformed SA Navy should also revisit its career management process to ensure that representative candidates are properly mentored and guided accordingly to perform at the required level where operational readiness of the SA Navy cannot be jeopardised.

Chapter 5 deals with data presentation and an analysis of knowledge and perceptions about career opportunities in the SA Navy. The results of the survey that were conducted were analysed and interpreted. The results could assist to determine the possible shortfalls in respect of the current recruitment strategies in the process of addressing imbalances within the SA Navy.

Chapter 6 integrates all the findings, conclusions and recommendations, deductions, conclusions and recommendations from the survey. The findings and recommendations would be made available to Directorate Personnel Acquisition for possible revision of the current SA Navy Recruitment Strategy.

1.12 Conclusion

The SA Navy needs to promote human resource development and promote workplace democracy and equity within respective musterings. To ensure a representative SA Navy in all its musterings, a strategic recruitment plan should be developed for implementation.

For the SA Navy to attain the level of representivity in all its musterings, affirmative action programmes, fast tracking and major recruitment drives within previously disadvantaged communities are to be effectively implemented. The statistics have proven that whites continue to over-represent critical specialisations within the SA Navy.

The *South African White Paper on Human Resource Management of 1997* defines career management as a process by which career aspirations of the individual employee are reconciled with the operational objectives of the institution.

Emphasis should be placed on recruiting and developing blacks in various musterings for utilisation in the SA Navy, specifically in critical ones, for example combat, engineering and technical domains. Only through sound career management practices, would potential black youth in correct numbers be recruited, trained and developed for utilisation in the SA Navy.

The study, therefore, addressed the background, the need as well as the research methodology to achieve the set objectives. This study clearly highlighted the current equity gap and, therefore, proposes a research process to ensure that black youth with specific emphasis to Africans are targeted for respective careers in the SA Navy.

For the SA Navy to effectively address representivity within its ranks cognisance should be taken of various policy documents and literature review governing affirmative action, equal employment opportunities and sound career management practices both nationally and internationally. *Chapter 2* of the study would, therefore, analyse all these concepts. The chapter would also discuss the application of the concepts in the DOD and specifically, within the SA Navy.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Chapter 1 undertook to establish the perception of black youth about career opportunities in the SA Navy. It was also stated in *Chapter 1* that the SA Navy is under-represented and that whites continue to dominate various musterings specifically, critical ones. *Chapter 2* would, therefore, discuss literature review and prescripts governing affirmative action, equal employment opportunities and career management practices to ensure equity compliance on the part of the SA Navy.

Many years of enforced discriminatory *apartheid* policies in the Republic of South Africa (RSA) have resulted in a deliberate marginalisation of certain persons or categories of persons in the public service. Consequently, the public service does not reflect the demographics of the population of the RSA. Following free and fair elections in April 1994, South Africa has become a vibrant democracy. It has a Constitution of 1996, which outlaws discrimination, enshrines fundamental rights and emphasises openness and accountability in the affairs of government as stated clearly in *the White Paper on National Defence of the Republic South African of 1996*.

The Constitution of the Republic of South Africa of 1996, and in particular the Bill of Rights, as they relate to Defence and race representivity specifically, is the triggers for initiating change. Thus, to give effect to the spirit of the *Constitution and the Bill of Rights*, legislation and policy have been promulgated to provide further guidance on various aspects as they relate to race, equality, labour relations and human resources. state departments are, therefore, expected to be innovative in their approach to restore balance as prescribed by the *Constitution, Bill of Rights* and various legislative acts, yet guarding at the same time against practices that may directly or indirectly cause unfair discrimination or infringe upon the rights of other individuals.

The *South African White Paper on Transformation of the Public Service of 1994* requires that all state departments should be representative in terms of race and gender equity. It has, therefore, become necessary for the government, and specifically the public service, to promulgate specific human resource policies that would ensure that representivity is achieved at all levels and that also ensures equality of opportunity for all Public Service Act Personnel by *inter alia*, affirmative action programmes and equal treatment within the public service.

In line with this, the DOD is also required to be representative in order to achieve legitimacy. The DOD is required to transform into an agency that is coherent and representative of the South African society. According to the *White Paper of the National Defence for the Republic of South Africa of 1996* it was advised that in order to achieve legitimacy of the armed forces, the department is committed to the goal of overcoming the legacy of gender and racial discrimination. This would be achieved by ensuring that the department and its leadership in particular, is broadly representative of the South African population.

It is within this context that the SA Navy should strive to achieve representivity to reflect the demographics of the South African society. To realise this imperative, the SA Navy should attract suitable black youth to follow various career opportunities available in the institution.

2.2 Enabling Environment for Affirmative Action and Equal Opportunity

Affirmative Action is defined by the *South African White Paper on Affirmative Action in the Public Service of 1998*, as the laws, programmes or activities designed to redress past imbalances and ameliorate the conditions of individuals previously disadvantaged on the grounds of race, gender and disability. It is regarded as corrective steps or programmes, which should be taken so that those who have been historically disadvantaged by unfair discrimination are able to derive full benefits from an equitable employment environment. Affirmative action is, therefore, an action taken to speedily address workforce composition to ensure representivity.

Employment Equity is defined as the right to fundamental equity of opportunity among all persons and the right of every person to be treated fairly in seeking and maintaining employment. In terms of *Section 9 of the Constitution of the RSA of 1996*, equality implies that the state may not discriminate directly or indirectly against anyone on moral grounds, including race, gender, pregnancy, colour, sexual orientation, age, and disability. It is also defined as the fundamental equality of opportunities to individuals across the full spectrum of the diverse South African population.

Every employer should take steps to promote equal opportunity in the workplace by eliminating unfair discrimination in any employment policy or practice. No person may unfairly discriminate, directly or indirectly, against an employee on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, age, disability, religion, belief and birth according to *Section 6 of the South African Employment Equity Act, (Act 55 of 1998)*.

In the South African context, the need for change also embraces the necessity to redress the imbalances of the organisational composition brought about by the previous socio-political designs. It is, therefore, not unfair to discriminate in order to take corrective action measures consistent with *Section 6 of the Employment Equity Act, (Act 55 of 1998)* or distinguish, exclude or prefer any person on the basis of an inherent requirement of the job should the motive for such discrimination be on the basis of addressing the injustices of the past in the workplace. Affirmative action and equal employment opportunity becomes essentially a change initiative in this regard.

The *Constitution of the Republic of South Africa of 1996*, and in particular, the *Bill of Rights*, stipulates that all citizens have fundamental rights and freedom within the law. Furthermore, *Chapter 10 of the South African White Paper on Transformation of the Public Service of 1995* requires all government departments to be representative of the South African population. Affirmative action and equal employment opportunity legislations aim at addressing the imbalances of the past. Affirmative action is a means to an end, and equal opportunity is a desired end. In terms of the *Constitution of the RSA and the Bill of Rights as enshrined in the Constitution of the RSA of 1996 and*

Section 5 of the Employment Equity Act, (Act 55 of 1998), equality and equal employment should be afforded to all persons or groups or categories of persons.

With due regard to the Constitutional provision and the objectives set out in the *White Paper on the Transformation of the Public Service of 1994*, there is a requirement for a clear and unambiguous equal opportunity and affirmative action policy to achieve representivity and ensure equity within the public service and specifically, within the SANDF.

Every designated employer should, in order to achieve employment equity, implement affirmative action measures for people from designated groups according to the *Employment Equity Act*. Affirmative action measures are measures to ensure that suitably qualified people from designated groups have equal employment opportunities and are equitably represented in all occupational categories and levels in the workforce of a designated employer and this was also confirmed in *Section 13 of the South African Employment Equity Act, (Act 55 of 1998)*. According to the *Employment Equity Act*, affirmative action measures should include the following:

- Measures to identify and eliminate barriers, including unfair discrimination, which adversely affect people from designated groups.
- Measures designated to further diversity in the workplace based on equal dignity and respect of all people.
- Making reasonable accommodation for people from designated groups in order to ensure that they enjoy equal opportunities and are equitably represented in the workforce of a designated employer.
- Ensure equitable representation of suitably qualified people from disadvantaged groups in all occupational categories in the workplace.
- Retain and develop people from designated groups and implement appropriate training measures for skills development.

To ensure that affirmative action measures are implemented successfully, employers should prepare and implement an employment equity plan to achieve reasonable progress towards employment equity in the workplace. The plan should include the objectives to be achieved, where areas of under-representation has been identified, numerical goals to achieve representation and strategies intended to achieve the goals, are to be made visible in terms of *Section 20 of the Employment Equity Act, (Act 55 (1998))*.

The question that needs to be asked is as to whether affirmative action programmes should be used as a means to address workforce composition. Affirmative action if implemented correctly is, no doubt, a useful tool to ensuring effective workforce. The author is of the opinion that continuous ignorance from institutions to implement affirmative action interventions delays transformational imperatives. Affirmative action should not be perceived as reversed discrimination but an effort to address the injustices of the past. It is only through such interventions that institutions could be legitimised to function optimally. Without affirmative action intervention there would be friction within the workforce, as blacks may still feel marginalised.

However, caution should be exercised in identifying affirmative action candidates. Members should possess qualification to perform in the post and that proper mentoring processes be put in place to afford them opportunity to perform at the required level. Appointed mentors should also be willing to assist and sacrifice own time and energy to make the programme work.

In terms of equal employment opportunity the author is of the opinion that all employees should be treated equally and fairly. However, cognisance should be taken that the physical strength and medical condition of the individuals are not the same and discrimination should be allowed in this regard. Men and women due to their physical strength, are not expected to be treated equally in terms of certain occupational groups, as females can do better in other employment categories than males and *visa versa*.

2.3 Philosophy Behind Affirmative Action

The term affirmative action refers to the purposeful and planned placement or development of competent or partially competent persons in or to positions from which they were debarred in the past, in an attempt to redress past disadvantages and to render the workforce more representative of the population on either local or nation level. The purpose of affirmative action is thus to ensure that not only are such persons no longer subjected to discrimination, but past imbalances arising from discrimination be eliminated (Bendix 2001: 435).

Affirmative action is the means to accelerate the advancement of designated groups and, as such, includes specific plans involving preferential treatment in appointment and promotions and accelerated development and advancing strategies along with other human resource policies and practices that are aimed at promoting workplace equity (Thomas & Robertshaw 1990: 5). Affirmative action could, therefore, be described as a systematic, planned process whereby; the effects of colonialism and racial discrimination are addressed. Only through proactive programmes, affirmative action provides opportunities not previously available to black people.

Affirmative action has numerous facets as identified by Bendix (2001: 435) namely:

- It entails searching for people with the necessary competencies or potential to fill positions worthy of their ability.
- The training and development of members from previously disadvantaged groups so that they may possess greater mobility in the future.
- Continuous monitoring and adaptation of the demographic spread at all levels of the organisation.
- Constitute an active intervention (Bendix 2001: 435).

Affirmative action is orientated more towards the value of social equity. It is more results orientated and is designed to promote a more diverse and democratically representative workforce. Affirmative action not only prohibits discrimination but also

requires employees, unions and employers to take positive steps to reduce under-representation (Klingner & Nalbandian 1998: 158).

Many public departments need to amend their recruitment, selection or promotional policies and practices until percentages of minorities and women are addressed to attain equity targets. The legal idea is proportional representation, which supposedly demonstrates that all people have equal opportunity to be considered for positions, regardless of race, gender, religion, sex, age or handicap. According to the *South African White Paper on Affirmative Action in the Public Service of 1998*, the goal of affirmative action is to speed up the creation of a representative public service and to build for an environment that supports and enables those who have been historically disadvantaged by unfair discrimination, to fulfil their maximum potential. The other objective is to enhance the capabilities of the historically disadvantaged through the development and introduction of practical measures that support their advancement within the public service.

It should be unsurprising that affirmative action is controversial, given the history of inequality in the country. Whites tend to be ambivalent towards affirmative action as they sought to differentiate between various ethnic groups within black community (Africans, Indians and Coloured) causing confusion and tension between these groups. Despite this there is no doubt, however, that of the three groups, Africans were treated the most harshly in comparison with the other racial groups. The African component is also larger compared than the other two, hence, it seems as if Africans are more favoured than the rest. At a psychological level, unfortunately, whites find affirmative action hard to get into with enthusiasm and produce the commitment needed for success. Even if there is commitment, it is normally at the top management rather than at the middle and lower levels of the organisation (Qunta 1995: 20).

Most of the controversies and problems surrounding affirmative action arise not from the principle as such but from the manner in which the concepts are implemented. Wrong implementation occurs because organisations see affirmative action as political action with which to comply, and not a business objective that needs to be sustainable within

the organisational objectives in total (Bendix 2001: 435). Affirmative action is thus not fully accepted by all the players in the economy and the public sector.

The first step in developing affirmative action programmes is to compute how many minorities and females are currently employed in each major classification. Secondly, to establish the number of available pool in the market area for each job category to determine as to whether blacks are available for possible appointment. Affirmative action programmes would, therefore, encompass the following elements (Flippo 1980: 50):

- Analysis of the department's current utilisation of females and minorities.
- Comparing ethnic and sexual composition of the organisations with the availability of qualified previously disadvantaged people.
- Establishing goals and hiring rates to correct discrepancies.
- Development of action orientated programs in recruiting, training, and promotion to enable goal achievement.
- Constant auditing of applicant personnel records to ensure steady progress towards goals (Flippo 1980: 50).

Flexible affirmative action programmes, which require management to consider race, ethnicity, background or sex in making decisions or hiring is critical. It is unfortunate that most affirmative action policies come from the board of directors or top management and are usually thrust on the personnel department as its sole responsibility. Affirmative action should be subjected to joint decision making by management and established workforce forums. Affirmative action initiatives that are implemented without proper consultation cause distrust and fear, leading either to disregard of the initiative or, at worst, to constant sabotage. Existing employees need to be given all the information necessary to understand the objectives and business logic and to receive the necessary assurances regarding their own security (Bendix 2001: 439). No group should see themselves as permanently excluded from opportunities

and development, even if some concessions and sacrifices may have to be made in the short term. According to Bendix (2001: 438-447) the following factors should be taken into consideration when affirmative action programmes are institutionalised:

- Involvement of Employees. Once a policy and supporting strategy has been agreed upon, these should be shared with every employee in the organisation.
- Selection and Appointments of New Staff. The starting point for appointments is the existing and future manpower plan of the organisation. If the position is vacant, the demography in that job category should be studied, in conjunction with the demography of the organisation as a whole. It may then be decided to give preference to a person from a previously disadvantaged group for appointment to this position. However, this can never be an absolute imperative since someone from that grouping with the necessary competencies may not be available to fill the position. The inherent requirements of the job, therefore, remain central to the selection procedure, and require consideration.
- Integrating New Appointees into the Institution All new employees (and not only affirmative action appointees) should be properly integrated by way of an induction programme. However, in the case of affirmative action candidates, there may be circumstances that dictate that their integration being monitored. This should be done in a sensitive and careful manner, as the purpose is not to treat those candidates differently or in a special manner but, at the same time, ensure that unnecessary stumbling blocks to their integration are removed. If affirmative action candidates are properly selected, they would more than likely accomplish their own integration, but it may happen that others within the organisation put obstacles in their way.
- Probational Period. All new employees, whether appointed in terms of affirmative action policy or not, may be placed on probation and monitored

on an ongoing basis. Any employee who, having been given all the necessary assistance and training required, still does not perform satisfactorily, may eventually be dismissed.

- Career Planning and Development. In all organisations, one facet of human resource planning is succession planning and career development. If this is properly done, it offers an ideal route for the development of previously disadvantaged persons from both inside and outside the organisation to fill more important positions in the future.
- Support to Education and Training Initiatives. Education and training is the only guarantee of success of affirmative action initiatives. In measuring the organisation's progress in the sphere of affirmative action, its efforts with respect to education and training should weigh as heavily as, or even more heavily than, the representivity of its human resources.
- Awareness Creation. Institutions should make its affirmative action policy known to its members, not for the purpose of canvassing, but to gain support and understanding, particularly when certain employees are being developed into positions. All too often, other staff members who treat new employees with distrust and many times, with contempt, undermine affirmative action initiatives. A paternalistic calling aside of other employees to caution them serves only to emphasise supposed differences. Instead, it is necessary at every opportunity to bring employees into contact with each other, on both the business and social levels, and to create appreciation of "sameness" as well as understanding for the perceived differences in perspective and approach Bendix (2001: 438-447).

The purpose of affirmative action is, therefore, to ensure that not only persons previously subjected to previous discriminatory laws are afforded equal employment opportunity, but that past imbalances arising from discrimination are eliminated. The affirmative action process should be a short-term process, which would make way for

equal opportunity practices once parity between all groups has been reached in the workplace.

Affirmative action cannot, therefore, succeed without strategic guidelines and considerations. Affirmative action programme would also not succeed without top management buying in. In most cases failure of the programme is due to top management reluctance to support the programme and continue providing excuses why certain representative groups cannot perform within certain levels and occupational grouping. Barriers are, therefore, created to make it difficult for disadvantaged groups to succeed in their new employment.

2.4 Equal Employment Opportunity

Equal employment opportunities should be seen as the point where the affirmative action processes that eliminated all disparities between diverse employees have been successful and employees have been brought to a level where they can compete equally and are given “equal opportunity” to do so. This is the process whereby an organisation endeavours to develop an action plan to ultimately establish equal achievement opportunities for all its employees (Wingrove 1993: 9).

Most people, including many public officials, consider equal employment opportunity and affirmative action to be the same. This is not necessarily correct. Equal employment opportunity law strives for equality of treatment. Affirmative action provides for preferential treatment of certain groups. Equal opportunity reflects the value of the individual rights, the concept is designed to protect individual rights and promote employment opportunities and fairness in the employment and decision-making process (Klingner & Nalbandian 1985: 62:). Affirmative action is intended to ensure value-social equity and is more results-orientated, being designed to promote a more diverse and democratically representative workforce. Equal employment opportunity is designed to protect individual rights and promote employment opportunities and fairness with regard to the employment and decision-making process (Klingner & Nalbandian 1998: 158).

The *South African Employment Equity Act, (Act 55 of 1998)* aims to ensure that companies, institutions, and government departments redress the legacies of the workforce and that employment equity is achieved by promoting equal opportunity and fair treatment through the elimination of unfair discrimination and the implementation of affirmative action measures to advance black people from *apartheid*, women and people with disabilities. The overall aim of the *Employment Equity Act, (Act 55 of 1998)* is to ensure the equitable representation of people from designated groups in all occupational categories and levels in the workforce (Thomas & Robertshaw 1999: 5).

In terms of the *South African Employment Equity Act, (Act of 1998)*, no employee nor employer may discriminate on any one of the following grounds: race, gender, sex, pregnancy, termination of pregnancy, marital status, family responsibilities, ethnic or social origin, colour, sexual orientation, age, disability, religion, HIV status, belief, political opinion, culture, language and birth. Society in diverse ways determines who is denied opportunity. Inevitably, some people are offered greater opportunity than others. Discrimination is, however, not regarded to be unfair if affirmative action measures are taken or if discrimination is based on the inherent requirement of the job (Thomas & Robertshaw 1999: 6).

According to Price (2000: 230), the following are some of the benefits of equal opportunity:

- Wider range of creative suggestions for dealing with issues and problems.
- Enhancing performance through recruitment and promotion of the best people, rather than clones of the existing force.
- An environment in which high-performing people are more likely to stay because the organisation values everyone and encourages all staff members to develop and realise their talents.
- Enhancing productivity through improved motivation and commitment.

- Greater profitability through reduced wastage and recruitment costs (Prince 2000: 230).

The *Bill of Rights as enshrined in the Constitution of the Republic of South Africa of 1996*, as well as *Section 15 of the Employment Equity Act, (Act 55 of 1998)*, has mandated affirmative action interventions to protect and advance persons or categories disadvantaged by unfair discrimination. Fast tracking is a widely acknowledged intervention to achieve a leveling of the playing fields with regard to the disadvantaged and also to empower them in acknowledgement of their talents.

Where posts require certain attributes found only from men or *vice versa*, equal employment opportunities should not be forced upon employers to implement. However, proper study should have been conducted in this regard and where possible, professionals be invited to advice before decisions are made to discriminate. Discrimination is always allowed on condition that objective assessments of post profiles were conducted and verified.

2.5 Affirmative Action versus Equal Employment Opportunities in the DOD

The DOD, as part of the public service, was compelled by the *Constitution of the Republic of South Africa of 1996*, the *White Paper on the Transformation of the Public Service of 1997*, and the *Labour Relations Act, (Act 66 of 1995)* and the *Employment Equity Act, (Act 55 of 1998)* to address the current imbalances in terms of racial and gender composition. *Chapter 10 of the South African Defence Review of 1998* also regards affirmative action and equal employment opportunity as fundamental principles of public sector transformation applicable also to the DOD as they are essential for the operational readiness of the SANDF.

To effect transformation in the DOD, the Chief Directorate Equal Opportunity, and Affirmative Action, formally known as Directorate Transformation Management, was established and given the responsibility of overseeing and managing equal opportunity and affirmative action training, monitoring and implementation and to deal speedily and effectively with cases of discrimination in the DOD as correctly stated in *Chapter 10 of*

Defence Review of 1998. The Directorate was also tasked with the responsibility of initiating policies to ensure that the DOD is reflective of the demographics of the South African society. The *White Paper on National Defence for the Republic of South Africa of 1996* was drafted as a policy document to facilitate implementation of affirmative action and equal employment opportunity for the DOD. Since then, various policies such as *Fast Tracking Policy of 1999* and the *Human Resource Strategy 2010 of 2003*, were formulated to direct the affirmation of the previously disadvantaged groups in the DOD and to ensure improved representation of these groups in the institution.

With the advent of democracy in 1994, and with the integration of Statutory and Non-Statutory Forces, the Defence Force's racial composition per rank reflected an unacceptable rank-race composition. The race composition dated 1 April 1998 indicated an over-representation of whites and an under-representation of Africans, Whites at 37 539 (44,66 percent), African at 32 241 (38,36 percent) Coloured at 13 412 (15,96 percent) and Asian at 860 (1,02 percent) of a total strength of 84 052 at 15 June 1995. Since then, the SANDF has made significant strides to further improve the race composition of its human resources.

Due to the lack of representivity in the DOD, the SANDF was compelled to draft a strategic human resource policy in terms of recruitment and selection of new recruits in line with the democratic composition of the country. Guidelines were, therefore, given that all intakes should have the composition of 64 percent Africans, 24 percent Whites, 11 percent Coloured and 1 percent Asian in the DOD. Unlike in the past, females are now encouraged to apply for any post in the SANDF. This was not the case before as females were only appointed in support musterings and not in the combat posts or seagoing trades. Everyone, male and female, can now compete for any positions in the SANDF. It should, however, be born in mind that census conducted in 1996 indicated Africans at 76,7 percent, Coloureds at 8,9 percent, Asians at 2,6 percent and Whites at 10,9 percent. The racial mix proposed by the DOD was, therefore, below demographic representation. The 2007 community survey (2007: 25), the last to be conducted in the RSA indicates the percentage distribution of the population groups to be Africans at 79 percent, Coloureds at 9 percent, Asians at 2,6 percent and Whites at 9,5 percent. In

comparison with the SA Navy as indicated in Chapter 3 (3.5) of the study, representivity in the SA Navy is still yet to be achieved in terms of the current race mix. It could also be construed that recruiting in terms of the racial distribution is contrary to equal employment opportunities and the Constitution of the RSA of 1996. It should, however, be accepted that in the spirit of reconciliation and promoting representivity the playing field should be leveled. Once the playing field in terms of representivity is leveled, the quota system should be ceasing to apply.

The SANDF commands specialist knowledge and is unique in its design, infrastructure, utilisation and purpose. Since its inception, significant changes in the racial and gender composition per rank level have been achieved, although imbalances do still exist. These racial and gender distribution imbalances are chiefly in the domains of senior management, middle management, in specialist combat, technical and statutory professional and in the junior rank groups of the SANDF (See 3.3). It is, therefore, accepted that the DOD would need to employ extra-ordinary measures if it is to give effect to compliance in terms of prescripts and normalise administrative measures in respect of race and gender representivity.

In order to implement and communicate the *approved DOD Affirmative Action Plan the DOD Human Resource Strategy 2010 (2003: 51)* as indicated in Appendix B, requires that the services and divisions' short to medium term plans indicating racial over-representation and under-representation imbalances at the various levels and musterings, suggested ways to address these gaps. Services are also required to apply the DOD approved human resource polices on recruitment with inclusion of talent scouting, selection, placement, promotion, coaching, mentoring, fast tracking and succession planning to promote the affirmation of blacks, women and persons with disabilities.

However, further refinement of the SANDF's human resource racial and rank composition in compliance with the *Defence Review of 1998* race ratio guidelines at all levels is necessary. Following legislative requirements, the SANDF has acknowledged and identified areas for improvement, namely senior management spheres that include

the rank groups Lieutenant General to Brigadier General; middle management spheres that includes the rank groups Colonel to Major, and Warrant Officer Class 1 to Staff Sergeant and junior rank groups which include Corporal to Private. These spheres indicate either an over-representation or under-representation of blacks and whites in the SANDF.

With the publication of the *Defence Review of 1998*, the DOD has been provided with firm *broad-based* race equity goals. Overall, excellent progress has been made in terms of the achievement of the *broad-based goals* as stated in the *Defence Review* (Africans constitute 40 001 (64 percent), Coloureds constitute 6 965 (11 percent), Indians constitute 882 (1 percent) and Whites constitute 13 812 (23 percent) of a total uniformed strength of 61 660 as at 15 Jun 2005. On the other hand, however, progress to achieve the stated goals at all rank and salary levels and in specialised combat, technical and statutory professional mustering and occupational classes is unsatisfactory and is also totally unaligned in the case of entry level and lower ranks in the SANDF.

The SANDF, for example, has since April 2001, undertaken to appoint potential candidates who do not comply with the minimum requirements for employment in the DOD and provides foundation and life skill training for these members to fully qualify for induction in the SANDF. Through this exercise, the previously disadvantaged groups now have the opportunity to improve their Matriculation symbols and at the same time are given the opportunity to compete with everyone in terms of employment opportunities in the SANDF. The DOD has a key strategic objective, identifying affirmative action and top management involvement in this regard as imperative. To ensure that the transformation of the department is successful, it has been critical for the DOD to agree on the process stated in the *Plan and Guidelines for the Staffing of the Military Component of the Transformed DOD under reference DS/502/8 dated 11 November 1998* as well as in *CJSUP/HR SUP CEN/R/101/1/B dated 4 October 2001 (Staffing of Defence Act Personnel in the DOD)*. The processes were also confirmed in the *Revised Staffing Strategy (C PERS/DMPU/(9B)/R/101/1/B dated 15 May 2001)* in order to ensure a representative structure. From the process spelt out in the documents

above the author deduced the following process in priority order to staff the uniform component of the DOD to ensure representative DOD (See Appendix C & D):

- Step 1: Establishing the Current Baseline: This is the AS IS (current) situation in terms of the workforce composition. It gives a clear picture of the current status with regard to representivity and shows which areas need intervention.
- Step 2: Establishing the Ideal Situation: This is the ideal situation per race group when the DOD is representative of the population group of the RSA. It is given in the *Defence Review of 1998* as 64 percent Africans, 1 percent Asian, 11 percent Coloureds and 24 percent Whites.
- Step 3: Identify the Gap: Once the current baseline and ideal situation have been established, a clear picture would emerge as to where the DOD is now and where it wants to be. The main thrust of affirmative action would now be to close the gap. The plan should show what needs to be done, by whom, and in what time frame.
- Step 4: Advertise, Recruit, Nominate: Those ranks and musterings, which do not show representivity, would be advertised to make them visible and to invite applications from interested candidates who wish to be fast tracked into them. In certain musterings, like professionals, there may be the need to recruit from the public and the private sector in order to be representative. The commanders are also empowered to nominate amongst their subordinate those members who show potential to be fast tracked.
- Step 5: Selection of Fast Trackers: All candidates, who have been recruited, nominated or applied according to Step 4, would undergo a selection process to identify those who have the potential to be fast tracked. Election for fast tracking would be done according to uniform and

approved selection criteria. A fast tracking policy for the DOD, which covers all aspects pertaining to fast tracking, has been developed.

- Step 6. Agreement/ Contracts: The member and his/her career manager would work out career plans for the selected career pathing and progression. The member would be required to indicate frequently in writing, his or her willingness to follow an accelerated career plan that would entail frequent nomination for courses and accelerated post rotation to broaden experience.
- Step 7: Allocation of Funds: When the fast trackers have been selected and have signed agreements with the employer, funds should be allocated to facilitate their training and development.
- Step 8. Accelerated Training: Fast trackers would be put on training courses in rapid succession as compared to their peers if necessary. In some cases fast trackers can only be expected to attend certain modules of courses.
- Step 9: Exposure and Mentorship: Candidates should not be kept on the periphery of the organisation; they should be fully integrated and exposed to formal on the job training in the chosen mustering, under the guidance of their managers and mentors. A mentorship policy for the DOD covering aspects pertaining to mentorship has been developed.
- Step 10: Pool of Qualified Candidates: On completion of accelerated training and exposure on the job under mentors, the fast tracking candidates would form a pool of trained, ready and qualified individuals.
- Step 11: Placement and Promotion: From the pool of qualified candidates promotion and placement can take place in those areas where there is no representivity.

- Step 12: Representative DOD: Once affirmed members have been placed or promoted in areas where there was no representivity, the end result would be a fully representative DOD.

The above process streamlined the process envisaged in order to ensure a representative DOD in the medium to long term. This process should also be utilised to ensure that supervisors are held accountable for the lack of representation in their environments.

Affirmative action would always be a subject of debate in South African society and the DOD. The SANDF is therefore no exception. The debate on the concept and the application of the concept in the DOD would still remain a contentious issue and different perceptions among DOD employees on this issue have the potential to generate tension and instability in the workforce. The DOD should, therefore, develop a means to manage the insecurities of affirmative action, specifically within the white community. The DOD should also approach affirmative action as part of its holistic organisational improvement process.

The *DOD Human Resource Strategy 2010* was developed to deal with all aspects of interventions in order to ensure a transformed DOD. The majority of the imperatives identified in the *Constitution of the Republic of South Africa of 1996*, *White Paper on National Defence of 1996* and the *Defence Review of 1998*, have a direct or indirect influence on the DOD human resource environment according to the *DOD Human Resource Strategy 2010 of 2003*. In terms of *DOD HR Strategy 2010 (2003: 37)* the goals to transform the human resource component would be achieved by means of the following:

- Recruitment: The DOD should conduct robust recruiting campaigns to attract young, fit and healthy women and men from all provinces with a balance between urban and rural areas and constitute intakes in such a way that they substantively contribute towards addressing representivity imbalances in those musterings where imbalances exist. All recruitment advertising should be non-discriminatory except for the purposes of

meeting employment equity objectives. Advertisements should be placed in the media that are readily accessible to people from the designated target groups. Discrimination on the grounds of lack of relevant experience alone is considered to be unfair discrimination.

- Selection: Selection panels should be sufficiently diverse (representative) across a range of criteria such as gender, race and function, to fully capture the potential that the prospective candidate may have to offer. The DOD should ensure that all selection processes and assessments centre utilise culturally neutral potential and aptitude measuring instruments.
- Training: In order to ensure that new recruits fully comply with the definition of the right quality, they are to undergo a civic education programme as part of their initial training. Such a programme should include instilling the vision, mission and values of the DOD, the Code of Conduct and the basic tenets of military professionalism. It is not an unfair practice to provide additional specialised training after recruitment for employees from designated groups. It is, however, suggested that training be applied across the board to meet company requirements.
- Personnel Evaluation: The DOD should strive to ensure that the performance of all employees is managed in a manner that promotes job and career development. In accordance with the legislation, any personnel evaluation or any other means of assessment used should be shown to be fair and not to subtly discriminate against employees from designated groups.
- Promotion: Promotion is the movement from lower to a higher position and should always be on the basis of competition. In terms of *Section 22 of the South African White Paper on Human Resource Management of 1997*, promotion should be given to all levels, provided they demonstrate that they have the necessary competence to fulfill the

requirements of the job. The DOD aligns itself with the notion of the *White Paper on Human Resource Management of 1997*.

Affirmative action programmes compliments equal employment opportunities. Where a certain race group or sex dominate the workforce certain level of discrimination should be exercised to level the playing field in order to ensure representative workforce. It would not serve any purpose to treat everyone equal during employment process if the workforce is over-represented with a certain race group or sex. Affirmative action in this regard should take preference before equality prevails.

In order for affirmative action and equal employment opportunity initiatives are to be implemented with success, there is no doubt that sound career management practices should be inclusive, as part of human resource management and should be enforced in any institution, specifically for previously disadvantaged communities. It is through sound career practices, mentoring and coaching interventions that previously disadvantaged communities could be inducted and be effective in the institution without lowering of any standards. The paragraphs hereunder, would address the concept of career management and how the concept is implemented in the DOD.

2.6 Career Management Concept

Career planning can be described as a process by which employees obtain knowledge about themselves (their values, personality, preference, interests, abilities etc) and information about the working environment and then make an effort to achieve a proper match (Schreuder & Theron 1997: 15).

Career planning is merely a process whereby the individual, either on his/her own or with the organisational assistance, determines short and long term career goals. The literature indicates that the career planning responsibility rests primarily with the individual (Schreuder & Theron 1997: 15). Self-knowledge is a prerequisite for successful career planning. This involves knowledge of individual interest, skills, values, strengths and weaknesses.

Career development can be defined as an ongoing process by which individual's progress through a series of stages, each of which is characterised by a relatively unique set of issues, themes and tasks. Effective career management requires knowledge of the distinctive physical and psychological needs of the individual. Career management can be described as an ongoing process whereby the employee, obtains self-knowledge, obtains knowledge of the working environment, develop career goals, develops a strategy and obtains feedback on the effectiveness of the strategy and the relevance of the goals (Schreuder & Theron 1997: 16).

Career management is the shared responsibility of the employer and employee. The individual member is primarily responsible for taking control of his/her own career; the employer should, however, play a supportive and mentoring role. *Career goals* are desired career related outcomes that persons intend to attain. *Career choice* can be defined in the subjective context of the individual's preferences, aspirations, images and intentions. In making *career decisions* individuals should be informed about their own characteristics and those of their occupations, and should take cognisance of their inter-relatedness. Career choices vary because individuals vary with regard to traits. Career choice is a function of agreement between the individual and the job. The more agreement there is, the more likely productivity and satisfaction in a given occupation can be predicted (Schreuder & Theron 1997: 16).

With the evolution of careers, the Human Resource (HR) function has changed from just facilitating the recruitment of staff, to a more integrated approach, to meeting the institutional needs for human capital and individual career management. HR is now focused on creating programmes to select and develop potential managers, and then providing programs to meet the dire needs of the multiple management levels and career aspirations. Business strategies now often involve institutional restructuring which has led to HR having a substantial role in providing support for career aspirations, the uncertainty regarding the evolving reciprocal relationships between managers and the organisation. Return on investment is, therefore, measured by the extent to which the institutions can develop internal labour markets, to fill vacancies and also the extent

to which managers believe that the practices contribute to career progression (Newton 2004: 1).

The *White Paper on Human Resource Management (HRM) of 1997* defines career management as a process by which career aspirations of the individual employee are reconciled with the operational objectives of the institution. The achievement of all departmental core objectives and departmental strategic objectives are dependent on the quality of DOD's human resources. Human resource managers should see themselves as strategic partners of line managers and *vice versa*.

The key requirement for the acceptance of human resource management or career management practitioners as strategic partners is accountability for the provisions of career management advice. The DOD is, in terms of the national policy requirements, required to provide a corporate human resource policy framework for the DOD guiding the career management of members of the SANDF. *Section 195 of Chapter 10 of the Constitution of the Republic of South Africa of 1996*, prescribes the following with regard to human Resource management in the public service:

- Efficient, economic and effective use of resources should be promoted.
- Public administration should be development orientated.
- Good human resource management and career development practices, to maximise human potential should be cultivated.
- The nature and functions of different sectors, administration or institutions of public administration are relevant factors to be taken into account in legislations regulating the public service.

The *White Paper on Human Resource Management in the Public Sector of 1997* provides a comprehensive policy framework on HRM in the public sector. In terms of career management, the *White Paper* refers to key aspects of the HRM framework such as devolutions, increased delegation and the institution of managerial mechanism, to

give effect to the policy. *Chapter 7 of the White Paper on HRM of 1997 states inter alia* that national departments need to do the following:

- Transform the management culture of their organisations to adopt new approaches to human resource management.
- Create or develop infrastructure and systems to support new human resource management practices.
- Transform their personnel administration component into human resources units.
- Ensure that the management of people becomes the responsibility of all line managers, and that they have the requisite skill to fulfill this responsibility, for example human resource planning, diversity management, the drawing up of job related recruitment criteria, and objectives based performance management.

The *Public Service Regulation of 2001*, subject to the provisions of *Section 7 of the Public Service Act, (Act 103 of 1994)*, states that the head of the department shall be responsible for the efficient management and administration of his/her department, the effective utilisation and training of staff, the maintenance of discipline, the promotion of sound labour relations and the proper use and care of state property. *Section 14 of the Defence Act, (Act 42 of 2002)* informs the following to the Chief of the SANDF, direct the management and administration of the Defence Force in an efficient way, including effective utilisation, education, training and development of all SANDF members. In terms of the above regulatory framework the requirement was identified for a departmental policy on the career management of the members of the SANDF. This policy has yet to be developed for promulgation in the DOD. It is also the DOD requirement that a corporate framework, in line with national policy prescripts, be developed and maintained for the Chief of the SANDF to manage the careers of the HR component of the SANDF.

The individual has the responsibility to manage his/her own career. The process of individual career management starts with the individual member who gathers information about himself/herself as well as his/her working environment. The member evaluates the information and develops an opinion of his/her talents, interests, values and preferred life-style as well as alternative occupations, jobs and organisations. Based on this information, the member sets realistic career goals and implements a strategy designed to achieve the identified goals (Schreuser & Theron 1997: 16-20). Career management is a continuous process and the member re-examines the effectiveness and efficiency of the strategy and the relevance of the goals from time to time.

Effective career management, therefore, incorporates career planning, career development and utilisation and should enable members to maximise their career potential in line with the organisational needs and strategic objectives. The corporate framework on career management for members of the SANDF should identify the managerial mechanisms, responsible authorities and prescribe the management and execution of the processes, functions, procedures and activities needed to ensure the optimal reconciliation of individual aspirations and organisational needs.

It is, without doubt, that affirmation action and equal employment opportunity could not be implemented successfully without sound career management practice. Only through sound career management practices would it be possible to depict human resource gaps and match them with attributes required to fill the posts. None of the three concepts should be treated in isolation to ensure effective and efficient workforce.

2.7 Conclusion

Affirmative action has a mediating function to ensure that inequalities are addressed. It, therefore, has a profound effect on the public agency procurement (recruitment, selection, and promotion). It is based on social equity, and is enforced by constitutional imperatives of any country.

For the public manager, affirmative action entails preparing an affirmative action plan that determines under-utilisation and provides for various programmes to correct it. Despite the current eclipse of social equity due to the renewed emphasis on other values, affirmative action would continue to have a profound impact on public administration because of control over the procurement process and increasing role in the judicial system, in regulating employment decisions and ensuring procedural due process.

The *White Paper on Human Resource Management in the Public Sector of 1997* provides a comprehensive policy framework on HRM in the public sector. In terms of career management, the *White Paper* refers to key aspects of the HRM framework such as devolutions, increased delegation and the institution of managerial mechanism.

The process of career management in the SANDF is aimed at achieving the most effective placement of the SANDF members by taking into consideration the capabilities and career aspirations of individual members, and integrating it with the operational objectives of the organisation.

It is the DOD policy that a corporate framework, in line with national policy requirements, be developed and maintained for the Chief of the SANDF to manage the careers of the HR component of the SANDF. It is, however, expected from the member to determine his/her career path, obviously with the assistance of the direct supervisor or line manager and their career managers.

Career management is a continuous process that needs to be reviewed constantly to match emerging challenges within the entire career management process. The individual, therefore, has the vital role and responsibility to play to manage his/her own career. The process of individual career management starts with the individual member who gathers information about himself/herself as well as his/her working environment.

Chapter 2 discussed in detail concepts of affirmative action, equal employment opportunities and career management. How the concepts compliment each other to ensure representative workforce which is effective and efficient were also discussed.

Chapter 3 would analyse transformational process within the SA Navy since the integration process of 1994. Representivity status of the SA Navy would also be discussed and analysed in terms of affirmative action and equal employment prescripts.

CHAPTER 3

TRANSFORMATION OF THE SOUTH AFRICAN NAVY

3.1 Introduction

Chapter 2 discussed the literature review with regard to affirmative action, equal employment opportunities and career management concepts and how the concepts should be maximised to ensure a representative workforce. Arguments in favour or against the implementation of the concepts specifically on affirmative action programmes and equal employment opportunities were discussed. *Chapter 3* would analyse transformational process within the SA Navy since integration process of 1994 to give effect to representative within the SA Navy.

Ever since the unification of South African society, enforced discrimination in the Defence Force has been an issue that has affected both race and gender. The *South African Defence Act, (Act 13 of 1912)* excluded blacks (Africans, Coloureds and Asians) to participate in war as combatants. The Act specifically pronounced that, “*Only persons of European decent could be made liable to defend the country in time of war*”. Although blacks were recruited during World War I, their roles were restricted to non-combat roles and they were barred from carrying weapons.

The *Defence Act, (Act 13 of 1912)*, as mentioned above, contributed to the current race and gender imbalances in the South African National Defence Force (SANDF). The South African Navy (SA Navy), due to the previous dispensation, also precluded blacks from joining the institution. It was only during the 1980s that Coloureds and Asians were allowed to join the SA Navy as servicemen. Africans were allowed into the SA Navy in the early 1990s with the first officers graduating at the Naval College during December 1992.

3.2 Political Process

The integration process which resulted after intense negotiations between the then ruling party, the National Party, the African National Congress and the Pan African Congress as well as homelands structures led to the formulation of the new SANDF. Seven constituent forces (South African Defence Force, umKhonto weSizwe, Azanian People's Liberation Army, Bophuthatswana Defence Force, Ciskei Defence Force, Transkei and Venda Defence Forces) integrated to form *one-force* concept known as the SANDF.

The integration process was correctly spelt out in *Chapter 6 of the White Paper on National Defence of the Republic of South Africa of 1996*. The integration of former government, homelands and guerilla forces was a powerful illustration of the governments' commitment to national reconciliation, unity and transformation. The Department of Defence (DOD) has three governing principles of integration according to the *White Paper on National Defence of the Republic of South Africa of 1996* and are the following:

- All members of the SANDF should be treated with the respect and dignity they deserve.
- The integration process should be conducted in a spirit of partnership.
- As required by the Constitution, there should be no discrimination. The overarching goal was, therefore, to establish a new institution that was professional, efficient, effective and broadly represented.

Representivity refers to the racial and gender composition of the public service. The *South African White Paper on the Transformation of the Public Service of 1997* and *Employment Equity Act, (Act 55 of 1998)*, also require the SANDF to have fair integration and equitable representation of the constituent forces at all ranks. Failure to

meet this goal would critically undermine the legitimacy of the SANDF. The SA Navy, as part of the new SANDF was expected to integrate members of the liberation forces as well as those from the homelands structures. Due to a lack of naval experience from the majority of the integrated members, the SA Navy was the least selected during the integration process, thus, leading to representivity not being addressed as would have been required during the integration process.

Those members who were integrated into the SA Navy joined or chose careers in the support musterings (non-combat). It is for this reason that when the author refers to a lack of representivity in this study, reference would always be made to seagoing occupations (termed critical musterings in the SA Navy, i.e. combat, diving, engineering and technical). These musterings require specialised skills and Mathematics and Physical Science are, in most cases, the requirements for entry into these fields.

3.3 An All-Volunteer Force

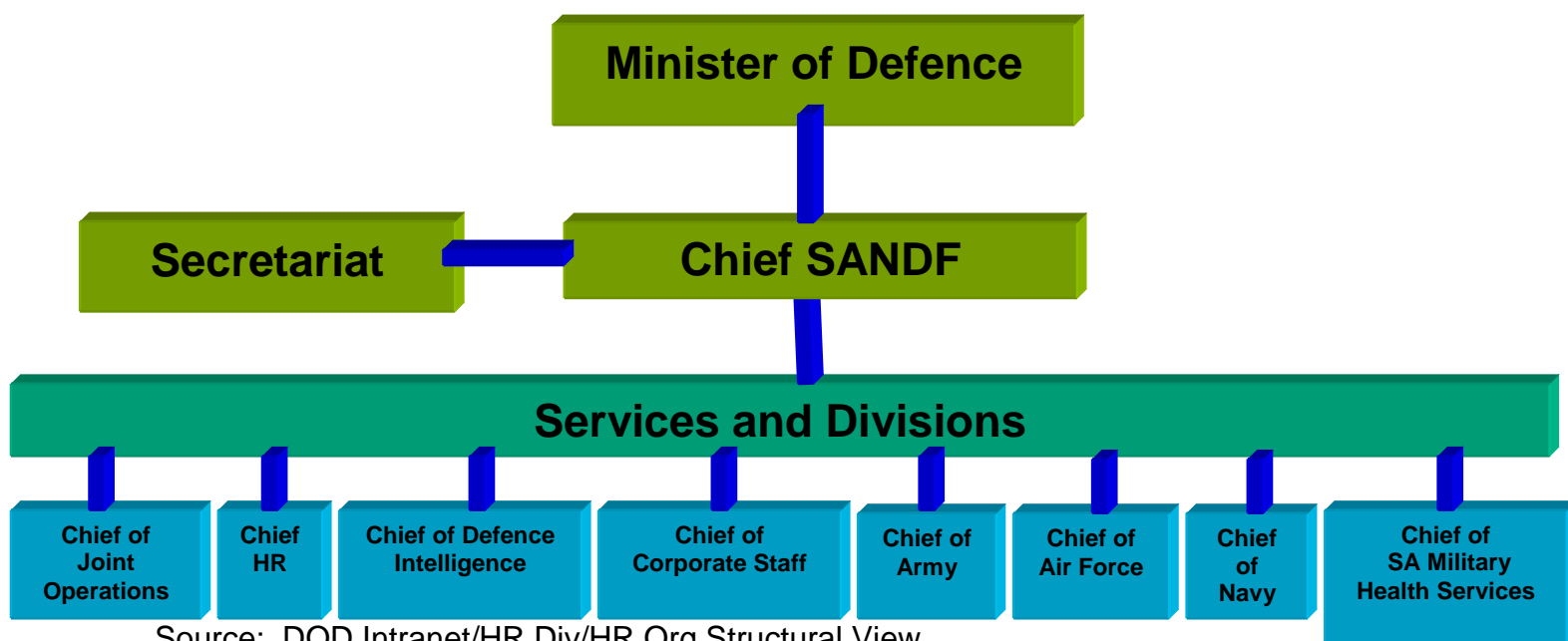
Before 1994, the system of inducting members in the DOD was that of conscription. *Chapter 6 of the White Paper on National Defence of the Republic of South Africa of 1996* requires, for political, strategic and economic reasons, that the SANDF be an all-volunteer force. According to the *White Paper*, the SANDF would comprise of a relatively smaller Regular Force, including a civilian component, which is backed up by a sufficiently large Part Time Force (Reserve). There would also be a Controlled Reserve, which consists of trained personnel who have done military service but have left the SANDF. If required, these people can still be utilised on a voluntary basis. As a result of the shift from conscription to a volunteer force, the DOD would have to design appropriate strategies to attract a high quality of recruits, secure the required rate of turnover, develop functional and technical skills and to ensure that representivity is attained at all rank levels and mustering. These strategies would relate to recruitment, selection criteria, remuneration packages, educational qualifications, career development plans and education and training programmes.

The *White Paper on Affirmative Action Plans of 2000 for the Department of Defence* compels the DOD to be representative. In order to secure the legitimacy of the armed forces, the DOD is committed to the goal of overcoming the legacy of racial and gender discrimination. This could be achieved by appointing previously disadvantaged communities in posts they were debarred from in the past. Recruitment and appointment of previously disadvantaged communities should be addressed to ensure a fully representative DOD. The DOD also acknowledges the right of women to serve in all ranks and positions, including combat roles according to *Chapter 6 of the White Paper on National Defence of the Republic of South Africa of 1996*. The SA Navy is, therefore, no exception and should comply with all applicable government policies to ensure representivity in the institution and throughout its ranks.

3.4 Organisational Structure of the DOD

In order to contextualise the study and to provide a perspective with regard to the SA Navy careers, an overview is provided in this chapter of the organisational structure (in 3.1) of the DOD. The strategic imperatives of the DOD would also be explained below.

Figure 3.1. Organisational Structure of the DOD



Source: DOD Intranet/HR Div/HR Org Structural View

Chapter 3 of the White Paper on National Defence for the Republic of South Africa of 1996 discusses the structure of the DOD in detail as indicated in 3.1 above. The DOD consists of two components, namely the Defence Secretariat and the SANDF. The *Constitution of the Republic of South Africa of 1996* outlines a clear hierarchical authority on defence matters. The Defence Secretariat represents the civilian component that oversees the departmental plans and actions while the SANDF forms part of the military component responsible for operational readiness of the department and enjoy executive command of the armed forces. Both the Secretariat and SANDF structure report directly to the Minister of Defence in times of peace.

The DOD is the overarching body responsible for the maintenance and drafting of the Defence Strategy and Military Strategy and giving advice to the Secretary of Defence and Chief of the SANDF. The President of the country is the Commander-in-Chief of the SANDF and is the only person entrusted with the responsibility to deploy forces externally or to declare war against any adversary. The Minister of Defence is responsible for the defence function of government and is accountable to the President, Cabinet and Parliament for the management and execution of this function, as was clearly stated in *Chapter 3 of the South African White Paper on National Defence of 1996*.

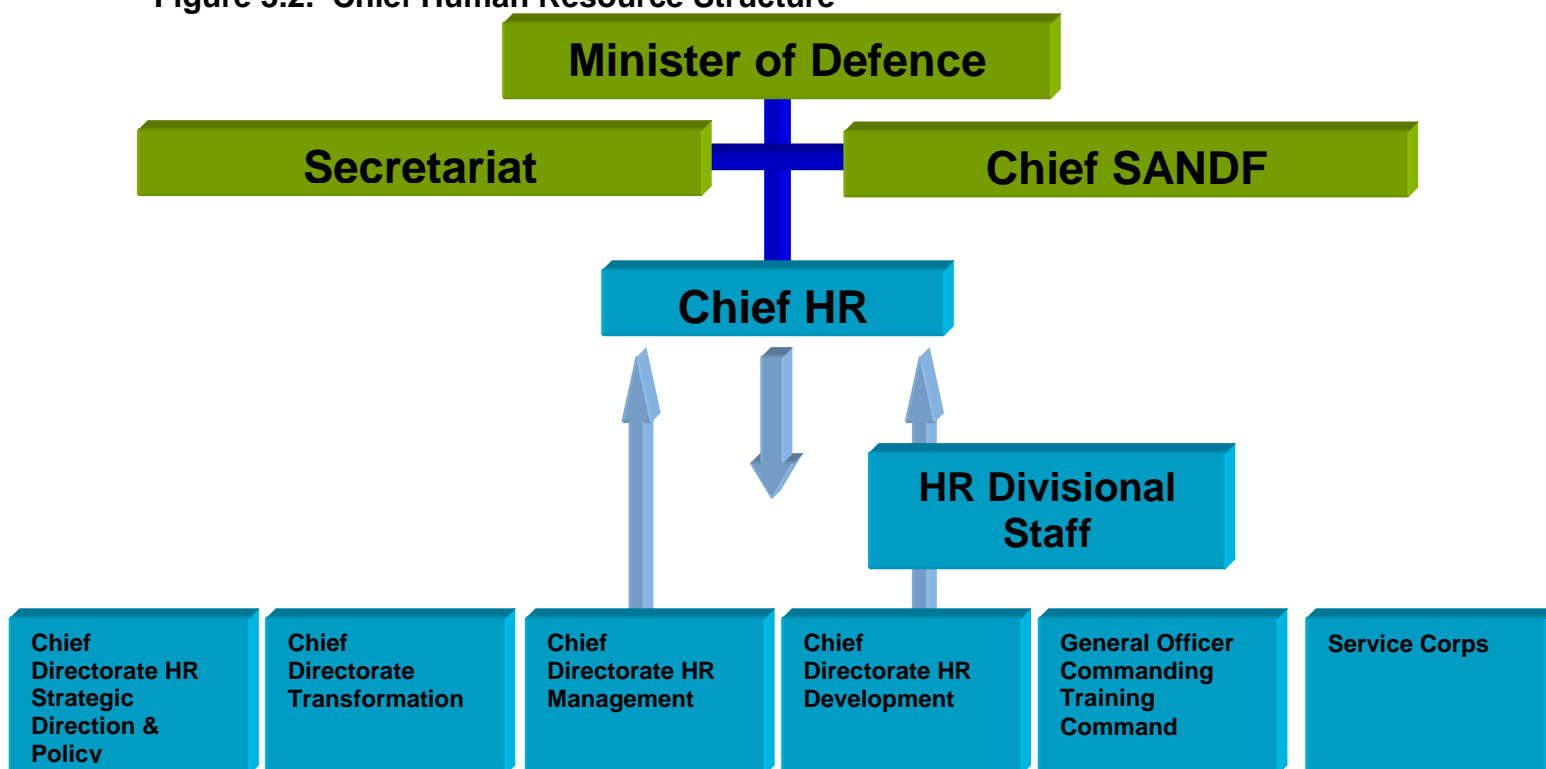
The Secretariat manages the secretariat function and oversight and is the Accounting Officer of the DOD. In terms of the *White Paper on National Defence of the Republic of South Africa of 1996*, he/she is the principal advisor to the Minister regarding policy matters in the department. The Chief of the SANDF is responsible for operational command and control of the SANDF and he/she executes defence policy of the department. He or she is principle advisor to the Minister of Defence on operational issues.

The Chief of the SANDF executes defence policy, directs the work of the Defence Headquarters and manages the overall function and operation of the department as stated in the *White Paper on National Defence for the RSA of 1996*. The Chief of the

SANDF has under his command the other four structures excluding the four service Chiefs namely Chief of Intelligence, Corporate Staff, Joint Operations and Human Resources. Intelligence advises the Chief of the SANDF on potential threats to the country and assists services during information gathering in order to ensure successful operations in various missions. Chief of Joint Operation deploys forces on behalf of the Chief of the SANDF internally and externally. Corporate Staff advises Chief of the SANDF on various issues including strategies, communication and policies as indicated in the *White Paper on National Defence of the Republic of South Africa of 1996*.

The *White Paper on National Defence for the RSA of 1996* empowers the Chief of the SANDF to be responsible for directing the career management of uniform members of the department irrespective of their uniform affiliation. It is for this reason that the Chief of Human Resources (refer to 3.2) forms part of Chief of the SANDF structures to advise her/him on human resource aspects in the SANDF, including the career management of all uniform members of the department. However, Chief of the SANDF has delegated some of the career management functions to respective Service Chiefs.

Figure 3.2. Chief Human Resource Structure



Source: DOD Intranet/Structural View

The SANDF is composed of four services, namely the SA Army, SA Air Force, SA Navy and the SA Military Health Services. A respective chief, i.e. the Chief of the SA Army, SA Air Force, SA Navy and Surgeon General, commands each of the four services. All four service chiefs are appointed at the rank level of Deputy Director General and are responsible and accountable to the Chief of the SANDF for the day-to-day running and operational readiness of their respective services and to prepare forces for utilisation by Chief of Joint Operations. In terms of the *Defence Review of 1998*, The SA Army is deployed in cooperation with the SA Police Service and other state departments. This is to prevent illegal immigration and smuggling of drugs and weapons across land borders, the Chief of the SA Army is, therefore, responsible for the landward elements.

The Chief of the SA Air Force is responsible for controlling air space and has air space surveillance. The *Defence Review of 1998* also spells out the responsibilities of the Chief of the SA Navy as being to patrol the coast to prevent smuggling, illegal entry, plunder of marine resources and other crimes along the coast. Surgeon General provides medical support to the SANDF and SA Police Service during crime prevention..

For each of the services mentioned above to function at optimum level and to collectively ensure that security of the Republic of South Africa (RSA) is upheld, men and women with specialised skills and aptitudes would be required. A sound career management model would be required for each individual occupational class in the department. It is the task of the office of Chief of Human Resources to advise Chief of the SANDF on all human resource related functions in the department. It is clear that directorates empowered to advise the Chief of the SANDF on career management and transformational issues are available within the Chief of HR structures.

3.5 Evaluating Representivity in the SANDF

The table below (refer to 3.3) indicates race and gender demographic distribution in the SANDF per rank level, from the highest to the lowest rank. The column indicating black includes the percentage of Africans, Coloureds and Asians in the DOD. The column

indicating required percentage indicates the total number required per rank level and the gap to address the shortages. The racial and gender imbalances of the past have been of great concern to the majority of South Africans and the DOD and should be addressed.

Figure 3.3: The South African National Defence Force Race and Gender Equity Status as at 1 April 2007

| Rank | Total Approved Posts | Black | % | Required | Required % | Gap % | White | % | Male | Female |
|--------------|----------------------|---------------|------------|----------|------------|-------|---------------|------------|---------------|---------------|
| Lt Gen | 8 | 6 | 75% | 5 | 62.50% | -13% | 2 | 25% | 8 | |
| Maj Gen | 38 | 25 | 66% | 28 | 73.68% | 8% | 13 | 34% | 38 | |
| Brig Gen | 165 | 74 | 45% | 123 | 74.55% | 30% | 91 | 55% | 151 | 14 |
| Col | 840 | 279 | 33% | 630 | 75.00% | 42% | 561 | 67% | 723 | 117 |
| Lt Col | 1,736 | 562 | 32% | 1302 | 75.00% | 43% | 1,174 | 68% | 1,407 | 329 |
| Maj | 2,294 | 1,094 | 48% | 1720 | 74.98% | 27% | 1,200 | 52% | 1,678 | 616 |
| Capt | 2,550 | 1,438 | 56% | 1912 | 74.98% | 19% | 1,112 | 44% | 1,622 | 928 |
| LT | 1,499 | 1,132 | 76% | 1124 | 74.98% | -1% | 367 | 24% | 1,033 | 466 |
| 2LT | 510 | 404 | 79% | 382 | 74.90% | -4% | 106 | 21% | 302 | 208 |
| CPLN | 137 | 103 | 75% | 102 | 74.45% | -1% | 34 | 25% | 122 | 15 |
| WO1 | 2,422 | 678 | 28% | 1816 | 74.98% | 47% | 1,744 | 72% | 2,079 | 343 |
| WO2 | 2,557 | 1,186 | 46% | 1917 | 74.97% | 29% | 1,371 | 54% | 2,108 | 449 |
| SSgt | 5,686 | 3,496 | 61% | 4264 | 74.99% | 14% | 2,190 | 39% | 4,529 | 1,157 |
| Sgt | 8,257 | 6,832 | 83% | 6193 | 75.00% | -8% | 1,425 | 17% | 6,825 | 1,432 |
| Cpl | 9,310 | 8,620 | 93% | 6982 | 74.99% | -18% | 690 | 7% | 7,848 | 1,462 |
| L/Cpl | 5,256 | 4,983 | 95% | 3942 | 75.00% | -20% | 273 | 5% | 4,421 | 835 |
| PTE | 20,028 | 19,350 | 97% | 15020 | 75.00% | -22% | 678 | 3% | 16,979 | 3,049 |
| Total | 63,293 | 50,262 | 79% | | | | 13,031 | 21% | 51,873 | 11,420 |

Source: Information provided by SANDF Headquarters, 1 April 2007

From 3.3 above, it is noticeable that a lot of improvement has been made in the broader DOD with regard to race and gender equity in the SANDF. There is, however, a shortfall within the middle management and the top structure of the SANDF, specifically from Major General (Chief Director) to Colonels within the officers ranks and from Warrant Officers to Staff Sergeant in the non-commissioned officers rank levels. This implies that potential black youth joining the SANDF have opportunities to grow to the most senior ranks, should they follow careers in this institution.

The SA Navy, as part of the SANDF, is also faced with the same challenge to address representivity in the middle and senior ranks. This could only be possible if suitable black youth are targeted and recruited for entry into the institution. Without targeted recruitment drives of the correct black youth with potential, representivity in the middle and senior management positions would not be addressed in both the SANDF and the SA Navy in particular, in the near future.

A further refinement of the SANDF's human resource racial and rank composition in compliance with the *Defence Review of 1998*, at all levels is, however, still necessary. Following legislative requirements, the SANDF has acknowledged and identified areas for improvement, namely in the senior management spheres that include senior rank levels of Major General to Brigadier General; middle management spheres that includes the rank levels Colonel to Captain and Warrant Officer Class 1 to Staff Sergeant and junior rank levels which include Corporal to Private in order to comply with the the *Defence Review of 1998* and the *White Paper on National Defence for the Republic of South Africa of 1996*.¹

3.6 Representivity of the SA Navy

The SA Navy, as part of the SANDF, is expected like any other service, or division, to improve on the equity situation within its own ranks and also, within specialised musterings. It would not serve the SA Navy any good to ignore representivity in

¹ All rank descriptions should be read as equivalent to the SA Navy rank structure/description.

specialised musterings, i.e. combat, engineering and technical and just concentrate on support musterings. The SA Navy personnel who are being utilised in the combat, engineer and technical musterings (due to the high-tech nature of naval vessels and submarines) are always in the forefront in terms of operational responsibilities of the institution within the multinational organisations in terms of deployments and secondments. These are men and women making up a successful navy.

In terms of the *SA Navy Business Plan, 2006/2007* (Appendix F), the SA Navy will consist of the Regular Force and Reserve Force members. The Regular Force members are those members permanently employed by the navy, and Reserve Force members are members who serve the SA Navy when their services are required but, for a specified period of time per annum. Regular Force members (whether on the Short Term, Medium Term or Long Term contracts) are permanently employed by the SA Navy and enjoy all prescribed benefits as a permanent force member. Both Regular Force and Reserve Force members are empowered to function within their respective ranks and qualify for promotion should they comply with the requirements for promotion to the next higher rank. The Reserve Force should form the biggest part of the force. The SA Navy, like the other three services, promotes the idea of a relatively smaller Regular Force and a relatively larger Reserve Force as prescribed in *Chapter 6 of the White Paper on National Defence of 1996*.

The SA Navy, as a component of the SANDF, unfortunately also faces problems of race and gender representivity specifically within critical musterings (refer to 3.4). This is so within all the ranks from the lowest to the highest. The lack of representivity is compounded by the fact that the majority of blacks, specifically Africans, are unaware of the career opportunities available within the SA Navy, mostly so, within critical musterings. Unfortunately, these are professions that determine or justify the existence of any navy in the world. A concerted effort is required, in terms of recruiting suitable skills for appointment within the SA Navy, specifically within the Regular Force. It is for this reason that this study would only focus on the Regular Force and not the Reserve Force component. However, this does not mean that the representivity situation in the

Reserve Force needs to be neglected due to the *one force* concept propagated by the DOD.

Figure 3.4: Race and Gender Representation Within the South African Navy as at 1 April 2007 for Regular Force Members

| Rank | Total Posts | Black | % | Required | % | Gap % | White | % | Male | Female | % |
|--------------|--------------|--------------|------------|----------|---------|-------|--------------|------------|--------------|------------|-----------|
| V Adm | 1 | 1 | 100% | 1 | 100.00% | 0% | | 0% | 1 | | |
| R Adm | 3 | 1 | 33% | 2 | 66.67% | 33% | 2 | 67% | 3 | | |
| R Adm (JG) | 16 | 5 | 31% | 12 | 75.00% | 44% | 11 | 69% | 15 | 1 | 6 |
| Capt (SAN) | 75 | 12 | 16% | 56 | 74.67% | 59% | 63 | 84% | 67 | 8 | 11 |
| CDR | 113 | 36 | 32% | 84 | 74.34% | 42% | 77 | 68% | 104 | 9 | 8 |
| LT CDR | 107 | 54 | 50% | 80 | 74.77% | 24% | 53 | 50% | 87 | 20 | 19 |
| LT (SAN) | 104 | 59 | 57% | 78 | 75.00% | 18% | 45 | 43% | 91 | 13 | 13 |
| SUB LT | 94 | 69 | 73% | 70 | 74.47% | 1% | 25 | 27% | 77 | 17 | 18 |
| ESN | 59 | 49 | 83% | 44 | 74.58% | -8% | 10 | 17% | 43 | 16 | 27 |
| CPLN | 9 | 8 | 89% | 6 | 66.67% | -22% | 1 | 11% | 7 | 2 | 22 |
| WO1 | 316 | 93 | 29% | 237 | 75.00% | 46% | 223 | 71% | 300 | 16 | 5 |
| WO2 | 291 | 173 | 59% | 218 | 74.91% | 15% | 118 | 41% | 260 | 31 | 11 |
| CPO | 679 | 504 | 74% | 509 | 74.96% | 1% | 175 | 26% | 630 | 49 | 7 |
| PO | 855 | 708 | 83% | 641 | 74.97% | -8% | 147 | 17% | 743 | 112 | 13 |
| LS | 959 | 842 | 88% | 719 | 74.97% | -13% | 117 | 12% | 747 | 212 | 22 |
| AB | 606 | 539 | 89% | 454 | 74.92% | -14% | 67 | 11% | 474 | 132 | 22 |
| SEA | 1,107 | 980 | 89% | 830 | 74.98% | -14% | 127 | 11% | 769 | 338 | 31 |
| Total | 5,394 | 4,133 | 77% | | | | 1,261 | 23% | 4,418 | 976 | 18 |

Source: Information provided by SANDF Headquarters, 1 April 2007

Recruiting correctly for the Military Skills Development System could eventually rectify the gap for both the Regular and Reserve Force components of the DOD. The Military

Skill Development System is also expected to be a feeder system for both the Regular Force and Reserve Force component of the SANDF and in particular the SA Navy. All human resource gaps and proper forecasting need to be taken into account during the recruitment of the Military Skills Development System. Only the rank groups Seaman (Sea), Able Seaman (AB), Leading Seaman (LS), Petty Officer (PO) and Ensign (ESN) indicate over-representation of blacks within the SA Navy. All other ranks are under-represented and require urgent intervention. The figures indicated as *negative (-)* indicates an over-representation and the gap column; indicate the percentages still required (shortfalls) to address representation within the rank groups with regard to race and gender.

However, even the ranks indicated as over-represented generate a skewed picture, as the majority of blacks are from the support musterings and not from the critical musterings such as the combat, engineering and technical as shown in 3.5 below. In 3.5 it would become clearer when the author analyses the representivity status per mustering. The reason for this skew-ness is because the majority of the members within the junior ranks were translated from the Auxiliary Service into the Permanent Force. However, their translation did not address the current equity problem as the majority of them would not be promoted any further due to the lack of qualifications such as Grade 12, for consideration for further progression in terms of ranks within the SA Navy. These members are also not utilised in the critical musterings but only within the support functions of the SA Navy.

With regard to the Seaman ranks in particular, over-representation surfaced due to pressure from government to recruit more black youth for the SA Navy. The majority of these members in the Seaman rank level are part of the Military Skills Development System identified for utilisation in the Reserve Force. The Military Skills Development System was identified as the only feeder system to fill the various Reserve Force posts. These men and women are only in the SA Navy for a period of two years. Only those that the SA Navy intends to keep after two years are offered a contract in the Regular

Force. The picture, therefore, does not necessarily imply that all the members indicated in 3.4, specifically junior ranks, would remain permanently in the SA Navy.

Members who join the Military Skills Development System should be recruited with the intention to address the current imbalance with regard to race and gender in the SA Navy. No other form of recruitment for the SA Navy would rectify the current imbalances. Unfortunately, the Military Skills Development System would only address representivity in the medium to long term. The SANDF only recruits from the bottom as compared to other departments.

Figure 3.5. Representation per Mustering Within the SA Navy: Race and Gender

| | AFRICAN | | ASIAN | | COLOURED | | WHITE | | TOTAL |
|--------------------|---------------|--------------|--------------|--------------|---------------|-------------|---------------|--------------|------------|
| | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | |
| Non Combat | 993 | 351 | 164 | 19 | 527 | 127 | 280 | 94 | 2555 |
| Combat | 103 | 11 | 5 | 1 | 27 | 3 | 169 | 18 | 337 |
| Engineering | 6 | 5 | 0 | 0 | 1 | 0 | 19 | 4 | 35 |
| Technical | 511 | 77 | 137 | 6 | 521 | 59 | 429 | 53 | 1793 |
| Total | 1613 | 444 | 306 | 26 | 1076 | 189 | 897 | 169 | 4720 |
| %Per Gender | 34. 17 | 9. 40 | 6. 48 | 0. 55 | 22. 79 | 4. 0 | 19. 0 | 3. 58 | 100 |
| %Per Race | 43. 57 | | 7. 03 | | 26. 79 | | 22. 64 | | 100 |

Source: Structured Management Control System data as at 15 July 2007

Note: These figures exclude members serving in the broader DOD and are on strength within corporate structures of the department. The picture above represents the current state of equity with regard to race and gender in various SA Navy musteringings. Also take note that the quotas set in the *Defence Review of 1998* for Africans is at 64 percent, Whites at 24 percent, Coloureds at 11 percent and Asians 1 percent. Based on the total strength of the SA Navy as indicated above (4720) and quotas indicated in the *Defence Review of 1998*, Africans need to increase by 21 percent, Asians and Coloured

are over-represented by 6 percent and 15 percent respectively. In 3.5 above, Asians and Coloureds are over-represented mostly in the non-combat musteringings. Whites are over-represented in the scarce skills musteringings. Africans indicates an under-representation in both the support and scarce skills mustering. The implication of over-representation of Asians and Coloureds entails that emphasis should be on the recruitment of Africans in the short to medium term.

Figure 3.6. Representivity per Mustering Within the SA Navy: Race

| | AFRICAN | | ASIAN | | COLOURED | | WHITE | | TOTAL |
|--------------|---------|-------|-------|------|----------|-------|-------|-------|-------|
| | | % | | % | | % | | % | |
| Non Combat | 1344 | 52.6 | 183 | 7.16 | 654 | 25.59 | 374 | 14.63 | 2555 |
| Combat | 114 | 33.82 | 6 | 1.78 | 30 | 8.90 | 187 | 55.48 | 337 |
| Engineering | 11 | 31.42 | 0 | 0 | 1 | 2.85 | 23 | 65.71 | 35 |
| Technical | 588 | 32.79 | 143 | 7.97 | 580 | 32.34 | 482 | 26.88 | 1793 |
| Total | 2057 | 43.58 | 332 | 7.03 | 1265 | 26.8 | 1066 | 22.58 | 4720 |

Source: Structured Management Control System data as at July 2007

Although 3.5 and 3.6 indicate a human resource total of 4720, the total number of strength as per the SA Navy's payroll indicates 5099 personnel on record in the SA Navy. A shortfall of 379 personnel could not be accounted for in terms of musteringings per race and gender. The reasons for the gap could be twofold. Firstly, the Structured Management Control System (SMCS) has not been updated correctly and secondly, most of these members are being utilised in common posts (posts filled by any member irrespective of mustering affiliation) hence, the discrepancy from the original 5099. Also take note that the figures exclude members serving in the broader DOD (outside the SA Navy structures). These members are still wearing SA Navy uniform and are accounted in the SANDF statistics as indicated in 3.3. Note: Chief of the SA Navy is the career manager of all navy uniform members irrespective of where they serve in the DOD. Such members can still be called back for utilisation in the SA Navy at any given time in their careers. The statistics in 3.5 and 3.6 are only a summarised version of the breakdown of the navy uniform members per race and gender equity in terms of

musterings (non-combat, combat, engineering and technical). In 3.5 it depicts an under-representation of females in all musterings, with a total of 828 females against 3892 males. From the total of 4720 members appointed within the SA Navy structure, females comprise only 17,5 percent. The target, as stated in the *Defence Review of 1998*, the composition of females is projected at 30 percent; therefore, a gap of approximately 12,5 percent is experienced in terms of gender representivity.

With regard to race, taking into consideration statistics in 3.5 above, Africans constitute 43,5 percent, Asians at 7,3 percent, Coloureds at 26,8 percent and Whites at 22,6 percent. These statistics do not comply with the *Defence Review of 1998* in respect of race representation in all musterings. Africans are still the least represented as indicated in 3.6 (43,58 percent) in all musterings as required by the *Defence Review of 1998*. The focus should, therefore, be on Africans in order to minimise the current gap and to ensure that representivity is achieved within the SA Navy. Although there is vast improvement within the non-combat functions, the combat, technical and engineer musterings (3.6) require urgent intervention to address representivity. It is only through effective recruiting strategies that this could be possible. In terms of other black communities i.e. Asians and Coloureds representation is, however, required more within critical musterings such as combat, technical and engineering musterings but not in the non-combat or support musterings.

From the figures stated above, it is apparent that Coloureds and Asians statistics indicate an over-representation. It should be noted that Coloureds and Asians have been afforded opportunities for joining the SA Navy, long before Africans were allowed access into the institution due to previous government policies and dispensation. It should also be noted that the majority of Coloureds and Asians are from the Western Cape and KwaZulu Natal respectively. This implies that they were aware of the existence of the SA Navy prior to the 1990s in terms of career opportunities. It is for this reason that the study selectively excluded these places from the sample due to availability of the naval units in the Western Cape, Durban and Port Elizabeth. These regions also experience a lot of ships trafficking because of the existence of harbours.

Africans, who are from these areas, even if they were aware of the SA Navy, were anyway excluded to join prior to 1994 because of *apartheid* policies.

The SA Navy had policies excluding Africans from joining prior to the 1990s. However, why the study still includes all black youth and not only Africans, is because the majority of rural youth irrespective, whether Africans, Coloureds and Asians, are unaware about available careers in the SA Navy. The awareness of all black youth about available careers would possibly address the problem of representivity in all seagoing trades. Representivity in these musterings is of concern to the author.

Figure 3.7: Representivity Within Seagoing Musterings per Race

| | AFRICAN | | ASIAN | | COLOURED | | WHITE | | TOTAL |
|--------------------|---------|-------|-------|------|----------|-------|-------|-------|-------|
| | | % | | % | | % | | % | |
| Combat | 114 | 33.82 | 6 | 1.78 | 30 | 8.90 | 187 | 55.48 | 337 |
| Engineering | 11 | 31.42 | 0 | 0 | 1 | 2.85 | 23 | 65,71 | 35 |
| Technical | 588 | 32.79 | 143 | 7.97 | 580 | 32.34 | 482 | 26.88 | 1793 |
| Total | 713 | 32.93 | 149 | 6.88 | 611 | 28.22 | 692 | 31.96 | 2165 |

In terms of 3.7, it shows clearly that of the 2165 personnel serving onboard SA Navy ships and submarines, whites are over-represented at 31,95 percent as compared to the approved quota of 24 percent, Coloureds at 28,22 percent and the required quota is 11 percent, Asians are also over-represented in critical posts averaging 6,88 percent as compared to 1 percent approved in the *Defence Review of 1998*. It could, therefore, be confirmed that in terms of all race groups in the SA Navy, Africans continue to be disadvantaged as far as serving their country at sea is concerned. Whatever interventions are to be put in place, Africans should receive urgent priority to afford them an opportunity to serve their country well onboard SA Navy ships and submarines.

Also of concern is that in the outlying rural areas (and in certain cases still are) blacks are discriminated against due to geographical reasons. Since 1994, government has (rightly) made a concerted effort to improve the levels of education in rural areas resulting in a vast (untapped) source of high quality black youth who could be targeted to address the imbalances in the SA Navy.

3.7 Factors Impacting on Corrective Measures in the SA Navy

There are numerous factors that could impact on the SA Navy's ability to speedily address representivity within its sharp end or within critical musteringings. These factors are included in the *SA Navy Human Resource Plans (2007/2008)*. Due to the promotion policies (promote within guidelines) of the SA Navy, it would not be possible to address representivity in the middle management quicker as would be required. The following are some of the critical success factors required in *the DOD Human Resource Strategy 2010 (2003: 33)* to address equity situation in the DOD:

- Competent, fit and healthy personnel who live the DOD's values.
- The completion of the current staffing process that would enable the DOD to conduct a strategic assessment on how to manage those personnel who constitute the unplanned pool after the first round of staffing.
- Availability of an appropriate mobility exit mechanism that would enable the DOD to reconfigure its HR composition in terms of the required ratios.
- An enabling mechanism that would make service in both the Regular Force and Reserve Force attractive and rewarding and which would enable the SANDF to maintain the required ratios and mobility of personnel.

The current loss of expertise, and attrition rates in each rank level and mustering, specifically black youth, is another cause for concern in the SA Navy. Other government institutions and semi-government departments offer better remuneration packages, poaching blacks that are qualified in critical skills. These impacts on speedy resolve to address representivity in the SA Navy.

Ineffective recruitment drives that are not focussed on targeted marketing and recruitment, also impact heavily on attracting suitable black youth for entry in the SA Navy. The SA Navy should increase its pool of recruiting resources to attract potential black candidates to follow respective careers in the institution. The recruitment of qualified experienced personnel should also be investigated. This intervention would, however, entail that the current conditions of service within the SA Navy need to be improved.

The *SA Navy's Human Resource Support Plan* is, therefore, required to make an appreciation of factors impacting on corrective measures, together with an assessment of the internal environment of the DOD in order to derive the gap between the human resource supply and demand.

The outcome of the appreciation should be the derivation of an action plan, which utilises both numeric and non-numeric targets to indicate how the gap may be closed down in the most optimal manner. However, affirmative action and equal employment interventions are required from the SA Navy to redress current imbalances. Without affirmative action and equal employment initiatives, the current gap within the SA Navy would not be addressed in the foreseeable future.

It is, however, also to be acknowledged that some musterings, specifically those critical might be problematic to staff in a representative manner, due to the shortage of black applicants that meet the post requirements as a result of past policies. Selection should, therefore, give consideration to the inherent potential of the candidate, with bridging training and other developmental programmes being instituted. It is, therefore, without doubt, that without effective marketing, recruiting and retention strategies it would be difficult to appoint potential black youth for careers in the SA Navy, specifically Africans.

3.8 Conclusion

The overall picture depicts that most blacks are occupying lower levels of the command in the hierarchy and the majority of whites are found in the senior management level. The challenge is upon the Chief of the SA Navy, as commander to make a concerted effort to correct race and gender imbalances in the institution, specifically, with respect to critical musterings.

The SA Navy's objectives should be to attain a workforce that is representative of the population of the RSA. Affirmative action programmes or actions should be integrated into the SA Navy policy, which specifies processes; systems, activities and objectives, goals and timelines to achieve the required equity status.

Scrutiny of the demographics of the SA population in the SA Navy indicates that specific interventions would need to be executed if representivity is to be achieved. Representivity would also not be accomplished if a short-term orientation were adopted. An institutionalised approach to the affirmation of blacks, specifically Africans, would ensure that the concept becomes an integrated part of the SA Navy life. In this regard the affirmation and equal opportunity initiatives should be included within the Strategic Business Plan of the SA Navy.

Chapter 3 analysed transformation process within the SA Navy. Representivity situation within the institution were also presented and analysed. The gaps were, therefore, identified in terms of race and gender representivity. *Chapter 4* would introduce the concept of career management and how the concept is addressed within the SA Navy. Without sound career management processes implementation of affirmative action and equal employment opportunities prescripts would be difficult to execute.

CHAPTER 4

CAREER MANAGEMENT FOR THE SOUTH AFRICAN NAVY

4.1 Introduction

The previous chapter discussed the transformed SA Navy and an analysis was made in terms of representivity situation. It was also concluded in *Chapter 3* that sound career management processes are required to give effect to proper implementation of affirmative action and equal employment initiatives. *Chapter 4* would now provide a comprehensive discussion on career management processes and how the concept is applied within the SA Navy

The *South Africa White Paper on Human Resource Management of 1997* defines career management as a process by which career aspirations of the individual employee are reconciled with the operational objectives of the organisation. However, the changing environment in the South African Navy (SA Navy) has rendered the career management process thus far ineffective.

The changing environment referred to in the preceding paragraph, is a direct result of multiple and complex factors. Most of these factors are the result and aftermath of the post 1994 transformation process that is taking place throughout the Republic of South Africa (RSA). The detrimental impact of this environment on the career management process in the SA Navy is further compounded by both external and internal environmental factors, to which the SA Navy is required to adjust in order to remain operational.

External environmental factors are defined in the *Department of Defence (DOD) Environmental Analysis of 2006*, under letter CCS/D/MILTRAT dated May 2006, as those factors which the department has no control, and the internal environmental factors are those over which the department has full control. However, for the purpose

of this study, the external factors would also include the prevailing broad socio-political factors in the Republic of South Africa (RSA), government's new legislation and transformation imperatives. The internal factors include management practices and approach with reference to staffing procedures and the state of mind of various career management processes of all role-players.

Before the author discusses the career management process in the SA Navy, it would be imperative to firstly discuss the concept of career management in general and thereafter, make specific references to the SA Navy as indicated hereunder.

4.2 Career Management Concept in the Public Service

Career management is nothing other than a shared responsibility between the employer and employee. However, the individual member is primarily responsible for taking control of his/her career, with the employer playing a supportive and mentoring role. *Career goals* are desired career related outcomes that persons intend to attain (Schreuder & Theron 1997: 16).

Schreuder & Coetzee (1997: 61) career planning is described as a process by which individuals obtain knowledge about themselves, obtain information about the working environment and then make an effort to achieve a proper match by determining short and long-term career goals, either on their own or with organisational assistance. Career management, therefore, involves making realistic choices, which include greater attention to own skills and demand of those in the labour market. It is, therefore, a shared responsibility of the employer and employee, even though the individual takes a leading role in this regard.

The *White Paper on Human Resource Management of 1997* defines career management as a process by which career aspirations of the individual employee are reconciled with the operational objectives of the institution. Career aspirations have become an interesting phenomenon that individuals, are now even prepared to cross from an institution to another to meet these career aspirations. With the evolution of

careers, the Human Resource Management (HRM) function has changed from that of facilitating the recruitment of staff to a more integrated approach of meeting institutional needs for human capital and individual career management. HRM is now focused on creating programmes to select and develop potential managers, and then providing programs to meet the dire needs of multiple management levels and career aspirations.

The *White Paper on Human Resource Management of 1997* also provides a comprehensive policy framework on HRM in the public sector. In terms of career management, the *White Paper* refers to key aspects of the HRM framework such as devolutions, increased delegation and the institution of managerial mechanisms to give effect to the policy. The *White Paper* also states that the individual has the responsibility to manage his/her own career.

The process of individual career management starts with the individual member who gathers information about himself/herself as well as his/her working environment and, thereafter, evaluates the information and develops a perspective on his/her talents, interests, values and preferred life-style as well as alternative occupations, jobs and organizations (Schreuser & Theron 1997: 18). Career management is, therefore, a continuous process and the member from time to time re-examines the effectiveness and efficiency of the strategy and the relevance of the goals set.

The *Section 7 of the Public Service Act, (Act 103 of 1994)*, states that the head of the department shall be responsible for the efficient management and administration of his/her department, the effective utilisation and training of staff, the maintenance of discipline, the promotion of sound labour relations and the proper use and care of state property. Effective career management, therefore, incorporate career planning, career development and utilisation and should enable members to maximise their career potential in line with the organisational needs and strategic objectives. The corporate framework on career management for members of the SANDF should identify the managerial mechanisms, responsible authorities and prescribe the management and

execution of the processes, functions, procedures and activities needed to ensure the optimal reconciliation of individual aspirations and organisational needs.

4.3 Career Management in the SA Navy

In terms of the career management for the members of the SANDF, *Section 14 of the Defence Act, (Act 42 of 2002)*, allocates the following responsibilities to the Chief of the South African National Defence Force: the direct management and administration of the Defence Force in an efficient way, including the effective utilisation and the education, training and development of all members of the Defence Force. In terms of the above regulatory framework the requirement was identified for a departmental policy on the career management of the members of the SANDF. This policy has yet to be developed for promulgation in the DOD. It is also the DOD requirement that a corporate framework, in line with national policy prescripts, be developed and maintained for the Chief of the SANDF to manage the careers of the human resource component of the SANDF.

Based on the *Defence Act, (Act 42 of 2002)*, the Chief of the SANDF has delegated the career management of SA Navy uniform members to Chief of the SA Navy. Chief of the SA Navy, due to the delegation entrusted on him/her, has to determine future utilisation and training requirements of all members under his/her command and account to the Chief of the SANDF in terms of their career management. This responsibility entails developing policies and strategies on how to effectively guide career management practices within the SA Navy and to ensure that all members wearing navy uniform are looked after in terms of sound career management practices.

Chief of the SA Navy is also required to ensure that opportunities are available for all navy members to perform in their current posts and further, that they are developed to perform at the next higher rank level in the institution. Since then, various Naval Orders have been promulgated in the SA Navy to provide guidelines and prescripts with regard to the staffing and utilisation of Defence Act Personnel of the SA Navy. The guidelines,

therefore, provide the framework against which members of the SA Navy would be developed and staffed in order to meet the required outputs of the SA Navy and to ensure an operational effective SA Navy that is capable to “*fight at sea, to win at sea and to be unchallenged at sea*” (the SA Navy mandate, mission and vision). It should be understood that without properly trained and staffed SA Navy to capacity, the navy would not be in a position to meet its mandate namely, that of safeguarding the territorial integrity and protect the maritime resources within the RSA Exclusive Economic Zone. Only through competent women and men, who are well looked after, would this mandate be effectively executed and achieved. Sound career management practice is a tool required to ensure successful execution of all objectives set for the SA Navy.

Career management was defined by the SA Navy in *Naval Order 5/2002* (See Appendix E) as the process of designing and implementing goals; plans and strategies that would enable the SA Navy to satisfy its human resource needs and also allow individuals to achieve their own career objectives and aspirations. Career planning is, therefore, the process by which the institution plans and executes the integration of the requirements of the navy as an institution staffed to specification to the satisfaction of the individual in order to achieve their aspirations.

The *Naval Order 5/2002* also emphasises the staffing and utilisation of members within the institution as key components of the career planning process, as they place individuals in posts in order to be utilised effectively to the benefit of the operational objectives of the SA Navy. The primary objective here is that the individual member who, through his/her work performance, obtains relevant qualifications and is willing to serve the SA Navy, should determine his/her career progression, obviously with the support and assistance of the institution through the divisional officer and/or officer commanding and career managers.

Responsible role-players entrusted with the responsibility to guide the career management process within the SA Navy are line managers in the form of supervisors

and respective directors, mustering directors and career managers. The failure of the career management process could be a result of failure on the part of responsible role-players to guide the process, to assure individuals that their interest are paramount to the SA Navy and that career progression is guaranteed.

The SA Navy, however, does not function in isolation and is regulated by government imperatives, with affirmative action and equal employment opportunities being some of the prescripts for compliance. Top and middle management's inability to direct and manage these imperatives in terms of the transformation process and the dynamics of the changing environment, could contribute enormously to the ineffectiveness of career management in the SA Navy. It is vital that the leadership of the SA Navy understands the rationale for the implementation of such strategic imperatives in order to manage discomforts at the junior and middle management rank levels and assure all those that perform, irrespective of race and gender, a career progression within the institution.

The following regulatory frameworks outline the manner in which, amongst other, HR practices, career management should be conducted in the SA Navy:

- The Constitution of the Republic of South Africa of 1996.
- Public Service Act, (Act 103 of 1994).
- Public Service Regulations, 2001.
- Defence Act, (Act 42 of 2002).
- White Paper on Human Resources Management of 1997.
- Skills Development Act, (Act 07 of 1998).
- White Paper on the Transformation of the Public Service of 1994.

- Employment Equity Act, (Act 55 of 1998).
- South African White Paper on Defence 1996 and South African Defence Review of 1997.
- DOD Human Resource Strategy 2010.

The abovementioned regulatory frameworks explicitly guide the career management process in the SA Navy. Career management of individuals in the SA Navy is conducted in a structured manner and the institution, in many instances, dictates, what is to be done and when. The SA Navy designs programmes to be followed and what courses are to be completed for progression to the next higher rank level. It is through the completion of all necessary courses and individual performance in the current rank that the member could be promoted to the next higher rank. Career management in the SA Navy does not, however, necessarily imply promotion to the next higher rank but future utilisation in various posts within the navy structures.

Transformation of all public institutions requires a proper understanding of the dynamic and complex nature of change management. Resistance to change on the part of the top leadership and middle management to transform or support transformational imperatives within the SA Navy, could impact on possible progress to further develop career management processes within the institution. The top leadership of the SA Navy is, therefore, required to acquaint themselves with the applicable regulatory frameworks governing the career management of uniform members in the institution and also to support all interventions in this regard.

Amongst the major pillars of transformation is representivity in the SA Navy. The rationale is to ensure that the personnel composition in the institution reflects the broader demographics of the RSA society as indicated in the *Defence Review of 1998*, indicating Africans at 64 percent, Whites at 24 percent, Coloureds at 11 percent and Asians at 1 percent. The SA Navy is, therefore, compelled to achieve representivity by

putting in place interventions such as affirmative action programmes, equal employment opportunities, fast tracking and major recruitment drives to address representivity.

However, the institutionalisation of the above interventions has already created dissatisfaction and uncertainty amongst whites within the SA Navy as they are of the opinion that they would no longer progress further in the institution because of transformation. This state of affairs has already been echoed in various forums where members are allowed to voice their views in terms of possible career progression in the institution. The views regarding the possible marginalisation of whites could impact on the recruitment process and the retention of white youth in the SA Navy. It is, therefore, required that the SA Navy manages this imperative with a high degree of sensitivity and circumspection.

The resignation of many white members from the SA Navy is an indication of their uncertainty about their career progression in the institution. It is an obvious fact that whites possess the required skills for ensuring the day-to-day operational readiness of the SA Navy and, therefore, the institution cannot afford to lose them in large numbers. It takes a number of years to qualify a combat officer and technical officer to safely navigate a naval vessel and submarines from the harbour to open waters. It would require time before sufficient blacks are available to staff all posts on their own to undertake this enormous responsibility. Although there are already black officers who are competent to undertake this responsibility, their numbers are not yet sufficient for the institution to disregard the services of whites in order to defend the territorial integrity of our country at sea. This means that career management of all SA Navy members including whites, should be flexible enough to guarantee everyone progression in the medium to long-term.

The challenges with regard to the staffing of the newly acquired platforms in the form of the Strategic Defence Package also confirms that the SA Navy cannot survive without whites as they were instrumental in the induction of these vessels from Germany. The acquisition saw the navy acquiring new systems in the form of frigates and submarines

as part of its force design and these systems were the first of their kind to be operated in South Africa.

The SA Navy career management practices are, therefore, based on three broad principles. Firstly that the interest of the SANDF is paramount; second that the priority for the staffing units and vessels is to be determined in line with the SA Navy's operational objectives and, lastly, the interest of the individual is to be considered where possible. These principles are also echoed in *Naval Order 5/2002* and, according to these principles there is no doubt that urgent attention should be given of staffing the SA Navy to capacity to ensure operational readiness of the institution.

4.4 Contributing Factors to the Ineffective Career Management in the SA Navy

As mentioned in the introductory part of this chapter, factors that contribute to the changing environment in the SA Navy are both external and internal. The former consist of broad socio-political factors in the RSA, government new legislations and transformation imperatives. The latter comprises management practices and approach with reference to the SA Navy's staffing procedures and the mindsets of respective career management process role-players.

The *Department of Defence Environmental Analysis (2006: 4)* under reference *CCS/D/MILTRAT dated May 2006* describes South African's Internal Security as relatively stable, although periodical flare-ups can occur due to unresolved industrial and political issues. In terms of the *White Paper on Transformation of the Public Service of 1997*, the current socio-political terrain of the South African society has, its foundation on a history of social disruption, racial and gender discrimination, associated with inequitable distribution of resources affecting the majority of its population as a result of the previous socio-political dispensation.

The South African socio-political domain is further characterised by a high level of violent crime, problems associated with the HIV/AIDS pandemic and a high

unemployment rate. A question that merits consideration is how the prevailing socio-political trends affect the career management process in the SA Navy. The SA Navy, as microcosm, of the broader society is affected by the socio-political and economic factors taking place nationally. The social, political and economic problems experienced in the RSA could create a fragile situation at the workplace within the SA Navy. The situation, therefore, requires career managers and respective role-players to be sensitive to the prevailing socio-economic environment in the country and tailor-made policies to cater for these challenges.

Amongst the complex issues that were derived from the broader societal and political norms, since 2000 for example, the majority of SA Navy members (both senior and non commissioned officers) have been refusing geographical transfers on the ground that they were not timeously consulted. This they regard as a total violation of their individual rights and the fact that there is no guarantee that their spouses would be employed when relocating to another geographical area. This was not the case before as all members were expected to accept transfers in the interest of the institution. The members even signed employment contracts allowing the institution the right to transfer them geographically at any given time. The current refusal for transfers whether geographically or not, already impacts on the operational readiness of the SA Navy. This also impacts on the day-to-day career management of uniform members within the SA Navy in terms of planned future utilisation of members. The SA Navy, therefore, cannot guarantee that people with the required skills are mobile enough for utilisation anywhere in the country where their services are required.

In terms of the economic realities confronting the country, the SA Navy also faces problems of retention of scarce skills as private and public institutions poach heavily within the institution. It is to be taken into consideration that the majority of the scarce skills require extended training and are not easily replaceable. It is now becoming difficult to devise proper succession planning for these members, due to the high attrition rate experienced within the institution.

There are plethora of legislations, regulations and *White Papers*, which are geared towards expediting transformation within government institutions. The transformation of the public sector is not only limited to structural changes and adjustments, but also to address the imbalances of the past by achieving representivity in the public service. The Department of Public Service and Administration is responsible, *inter alia*, to oversee the transformation of the public service in general and serve as a custodian of the public service regulatory framework. One of the most important aspects of the regulatory framework in this regard, is the promulgation of the *White Paper on the Transformation of the Public Service of 1997*. In terms of the provisions of this document, females should constitute 30 percent of the management (Director or Rear-Admiral Junior Grade) level. The rationale for this provision was, amongst others, to facilitate and spearhead gender representivity in the public service. In this regard, the SA Navy, as part of the public service should comply with government imperatives in terms of representivity. However, the uniqueness of the SA Navy might impact on the speedy achievement of these initiatives. The feeder system for the management echelon is from lower ranks. The bottom-up promotional approach within the SA Navy already impacts on the speedy resolve to address representivity in the top management.

Naturally, progression to senior positions entails that an individual should have graduated from junior ranks in order to finally be appointed in a senior position. The system currently does not make provision to skip one specific rank as would normally happen in the private and other government sectors. This approach could delay transformation imperatives and representivity within the SA Navy in the short to medium term. It takes an above average person approximately 15 years to reach a post of Rear-Admiral Junior Grade (Director) in the SA Navy due to the current promotion policy. However, with a proper execution of the career management process, fast-tracking, mentorship and affirmative action programmes, as underpinned by the public service regulatory framework, it is possible to shorten promotion periods significantly within the SA Navy.

The current management practices and approach regarding the staffing procedures within the SA Navy could be described as reactive rather than proactive. This is a direct consequence of a lack of alignment between the imperatives that the institution should comply with, and the staffing procedures, as outlined in the *Naval Order 5 (2002: 4)*. This Naval Order provides a useful regulatory parameter for staffing and promotions of the uniform component of the SA Navy. It is essential that the incumbent of the post meets all the requirements contained in the post profile in order to effectively and efficiently carry out responsibilities associated to the post. It is also imperative that the incumbent should comply with the basic (rank/mustering) requirements contained in the post profile. Members considered for the post may lack elements contained in the post profile, but should have the potential to be developed in the post in order to meet the post profile requirements.

It is for this reason that a proactive and innovative approach is required in the staffing of posts in order to address transformation imperatives. Considering post profiles in a rigid approach when staffing posts would not assist in addressing representivity sooner than required. It needs to be taken into account that it is not always possible to find suitable black youth to fill all available critical posts within the SA Navy as the majority of the training is done in-house. Most of the youth required are straight from school and need further development. The practice of strictly appointing in terms of the post profile would mean the maintenance of the status quo with regard to representivity in certain musterings. Career management should, therefore, be regarded as a long-term process that should integrate the requirement of the institution, the aspiration and aptitude of the individual.

4.5 CONCLUSION

This chapter highlighted the external and internal socio-economic and political factors impacting on sound career management in the SA Navy. These factors also impact on effectively addressing transformational imperatives that need to take place in the SA

Navy, specifically in terms of the staffing and utilisation of members to effectively fill posts on the newly acquired systems.

The socio-political challenges in the country also impact on the operational readiness of the SA Navy as most of the human resources become geographically bound and cannot be transferable at any given time to serve the SA Navy. The high attrition rate within the institution also requires a flexible approach towards career management in the SA Navy. A more proactive approach towards career management would, therefore, be required.

Due to the high attrition rate of scarce skills, it is difficult to establish clear career pathing and succession planning of uniform members in the SA Navy. The Chief of the SA Navy as a career manager should establish strategies to effectively retain scarce skills in order to ensure an operational readiness of the institution.

In *Chapter 1* it was stated that a questionnaire survey would be conducted at various schools to establish the knowledge base of black youth about careers in the SA Navy. The following chapter would analyse the results obtained from questioners completed at various schools. *Chapter 5* analyses the results (data interpretation) obtained from 78 high schools predominantly from rural communities, participated in the survey to establish the awareness of black youth about careers in the SA Navy.

CHAPTER 5

KNOWLEDGE AND AWARENESS ABOUT CAREER OPPORTUNITIES

5.1 Introduction

Chapter 4 discussed career management process within a transforming SA Navy. *Chapter 5* would discuss the results of the analysis and the interpretation of data collected in the study would also be made. It was reported in *Chapter 1* that questionnaires were used for the purpose of the research. Students from various provinces were targeted and completed the survey questionnaires. In this chapter the results of these questionnaires are discussed from an integrated approach.

Chapter 1 addressed the research methods to be undertaken in the study. This chapter only focused on the presentation and analysis of the data collected. In analysing the data collected, the literature review, outlined in *Chapter 2*, was taken into consideration for proper analysis of the results obtained.

The shortcomings with regard to the implementation of the affirmative action programmes within the South African Navy (SA Navy) would be identified in order to ensure that the current processes are improved. It needs also to be mentioned that affirmative action programme interventions are part of the South African National Defence Force (SANDF) imperatives. As the SA Navy is part of the SANDF, reference would not only be made to the SA Navy but the broader SANDF throughout this chapter.

5.2 Methods of Data Collection

Arrangements were made with the Departments of Education in the various provinces to visit schools in order to complete the respective survey questionnaires. Appendix A depicts the questionnaire to the learners during school visits. In the letter written to the

respective Department of Education an undertaking was made that respective career opportunities for the youth in the SA Navy would be marketed on conclusion of the research study. The study was conducted in such a way that there was no need for a computer-programmed questionnaire as the researcher personally distributed and collected the questionnaires during respective school visits.

Visits were well coordinated with the headmasters of various schools to avoid taking time away from the learners scheduled school programme. All schools visited were public institutions, mostly rural and targeted specifically Africans, Colourds and Asians regions. Due to time constraints the author only visited 31 percent of the 78 high schools and the recruiting team conducted the remainder. All questionnaires distributed were collected on the same day by the researcher. On return from various schools the data collected was captured on the spreadsheet to establish the results received from the various provinces.

The questionnaire was structured with closed-ended questions that required a selection from a qualitative scale from 1 to 3 or 1 to 5 with eight out of the thirty-four questions posed being open-ended type questions. Approximately 78 high schools from seven provinces (Mpumalanga-8, Free State-11, Limpopo-16, Eastern Cape-10, Gauteng-19, Northern Cape- 7 and North West-7) were visited and 3729 questionnaires were handed out during school visits. Although Gauteng had the majority of schools visited from the overall 3729 students who completed questionnaires, the biggest responses consisting of 25,85 percent was from the Free State province and the lowest number was from the Eastern Cape with only 6,06 percent (see 4.1) response rate of the total number participated. It is imperative to mention that the author visited 31 percent of schools and 69 percent were done by the recruiting team.

The sampling was partially random given the fact that the metropolies of Cape Town, Port Elizabeth and Durban were excluded due to availability of naval units in these areas. The assumption was made earlier in the study that students from these provinces should have already been exposed to the SA Navy. Grade 11 and 12 pupils

were targeted, as they are the source for recruitment for the SA Navy and the broader Department of Defence (DOD). Although learners from the institutions of higher learning were not targeted in the study, three percent of respondents were from these institutions and completed questionnaires as compared to 83,56 percent of the Grade 12 and 13,43 for Grade 11 learners. The majority of respondents were concentrated within the age group 16 to 20 years of age as indicated in 5.2 below. The average responses from both male and female were very close as reflected in 5.3 below with the females leading by approximately 3 percent. The study targeted black youth. Africans obtained the highest percentage of the sample and constituted 85,43 percent of the respondents (see 5.4 below)

Excluding the biographical data, responses to questions ranged from the following examples:

| | | | | |
|-----------------------|------------------|------------------|-----------------------------|----------------------|
| Very Important | Important | Uncertain | Not really important | Not important |
| 1 | 2 | 3 | 4 | 5 |

| | | | | |
|------------------|-------------------|---------------|------------------|-------------------|
| Regularly | Frequently | Seldom | Sometimes | Not at all |
| 1 | 2 | 3 | 4 | 5 |

| | | | | |
|---------------------|----------------|------------------|--------------------|---------------------------|
| Very Exposed | Exposed | Uncertain | Not Exposed | It does not matter |
| 1 | 2 | 3 | 4 | 5 |

| | | | | |
|------------------|------------------------|------------------|--------------------|-----------------------|
| Very much | Reasonably more | Uncertain | Very Little | Nothing at all |
| 1 | 2 | 3 | 4 | 5 |

| | | |
|------------|-----------|------------------|
| Yes | No | Uncertain |
| 1 | 2 | 3 |

| | | | | |
|-----------------------|--------------|----------------|-----------------|--------------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| 1 | 2 | 3 | 4 | 5 |

Scale 1 and 2 represent the positive responses, 3 is neutral and 4 and 5 reflects the negative responses.

5.3 Results of analysis

The results of the analysis would be discussed mainly under biographical background, knowledge of affirmative action policies and background on the SANDF and its career opportunities.

5.3.1 Biographical background

In this chapter the biographical composition of the respondents is described. Most of the respondents were Grade 12 learners as they constituted 83,56 percent of the sample. The SA Navy only recruits candidates who are in possession of Grade 12 certificates and higher. Although it was also proper to market the naval careers to the Grade 10 and 11 learners to give them knowledge about the SA Navy earlier in their careers, time did not permit and the sample had to be reduced in order to target ideally suited candidates who could consider joining the SA Navy sooner. However, career guidance teachers were equipped during the presentations in order to be in a position to advice learners who were not included as part of the sample about possible career opportunities in the SA Navy.

Approximately 70,76 percent as indicated in 5.2 of the respondents were between the ages 16 to 20 years. This was the intention from the beginning of the study, because

the SA Navy only recruits candidates below the age of 22 years. To target potential candidates who would be disqualified due to age requirements could not have done justice to the study. The research objective was twofold; to establish the knowledge base of black youth about career opportunities in the SA Navy and secondly, to market respective naval careers to potential youth. The percentage of the age group that participated in the study satisfied the objectives identified.

The educational level of the respondents focused on Grade 12 learners, as they constituted 83,56 percent of the sample. This was also important as most of the matriculants are still unsure about what they intend to do after Grade 12. For them to be targeted whilst still at school affords the SA Navy a better opportunity to recruit sufficient numbers to fill the respective SA Navy musterings in future. It is also vital to mention that the majority of the learners targeted were from rural areas. This implies that the majority of them would possibly be unable to further their studies after Grade 12 due to financial constraints. The majority of the families in rural areas are poorer and, by affording their children further education they could reduce poverty and uplift the social standards of living in these communities.

The majority of the respondents (25,85 percent in 5.1) were from the Free State province. This means that the Department of Education in the Free State took keen interest in the study. This also shows that they are interested in assisting their learners to progress further after Grade 12. The results of the remaining questions would be a reflection of the picture depicted in 5.1 (summarised version). This implies that the results, data presentation and analysis would not be indicated further in the study as per province and educational level.

Although institutions of higher learning were initially not targeted, on completion of the study it was established that 3 percent of the respondents with post matriculation studies participated. These respondents were obviously allowed by respective schools. The intentions with the school visits were twofold, to establish the knowledge base of black youth about careers in the SA Navy and where possible, market and recruit

potential candidates for employment. It is for this reason that post matriculation learners were also afforded the opportunity to participate when available.

Table 5.1: Educational level of respondents

| Province | Grade 11 | Grade 12 | Tertiary | Subtotal | Percentage |
|--------------------|-----------------|-----------------|-----------------|-----------------|-------------------|
| Northern Cape | 21 | 225 | 22 | 268 | 7.18 |
| Northwest | 2 | 422 | 5 | 429 | 11.5 |
| Eastern Cape | 77 | 148 | 1 | 226 | 6.06 |
| Free State | 31 | 890 | 43 | 964 | 25.85 |
| Mpumalanga | 88 | 529 | 3 | 620 | 16.62 |
| Limpopo | 72 | 515 | 9 | 596 | 15.98 |
| Gauteng | 210 | 387 | 29 | 626 | 16.78 |
| Grand total | 501 | 3116 | 112 | 3729 | 100 |
| Percentage | 13.43 | 83.56 | 3.0 | 100 | 100 |

The age distribution of respondents is concentrated between ages 16 to 20 years, consisting of 70,76 percent of the sample (refer to 5.2). The percentage of the age group that participated in the study satisfied the criteria in terms of the minimum age requirements for entry into the SA Navy.

For the SA Navy to attract potential candidates of the correct age group and attributes, the marketing of respective career opportunities that ultimately leads to recruitment of potential candidates should preferably be conducted at high schools. This would also encourage suitable black youth who are still unsure about future studies and employment prospects to decide on possible career opportunities in the SA Navy.

It is also convenient to recruit Grade 12 learners as compared to candidates who are in possession of post matriculation qualifications because of the high level of competition in the labour market specifically, within the scarce musterings. It is, therefore, difficult to

recruit an already qualified engineer due to competitive remunerative packages in the private sector.

Table 5.2. The age distribution of the respondents

| Age | Number | Percentage |
|--------------|---------------|-------------------|
| 16-20 | 2639 | 70.76 |
| 20-22 | 989 | 26.52 |
| 22-26 | 75 | 2.01 |
| 26 and above | 26 | 0.69 |
| Total | 3729 | 100 |

Gender distribution suggests that females dominated the sample as indicated in 5.3 (48,77 percent). The SA Navy is required to comply with *the Defence Review of 1998* and other departmental policies in terms of gender representation in all musterings. The *Defence Review* has set out quotas for the SANDF of which the SA Navy is part, specifying female representation at 30 percent.

In *Chapter 3* it was indicated that the SA Navy comprises approximately 17,53 percent females within its structures, indicating a negative delta in terms of representation of females. Marketing and recruitment at various high schools could assist the SA Navy in terms of addressing representivity imperatives to comply with the departmental imperatives. Women are now in a position to handle any responsibilities accorded to them, and there is no doubt that they can also be in a position to fill any vacant post in the SA Navy.

The traditional arguments that women cannot be involved in combat operations have been contested and females have proven that they are able to lead and fight enemies during times of war. Furthermore, they are now no longer excluded from operational submarines service.

Table 5.3. Gender distribution of respondents

| Gender | Number | Percentage |
|---------------|---------------|-------------------|
| Male | 1714 | 45.96 |
| Female | 1819 | 48.77 |
| Uncertain | 196 | 5.25 |
| Total | 3729 | 100 |

The population distribution confirmed that blacks are the most dominant group, with Africans obviously being the biggest group in the sample (85,43 percent as indicated in 5.4). Although the study targeted black youth, it has been indicative in the study that Africans are the majority race group in South Africa. The SA Navy cannot argue against the lack of representivity on the premise that Africans are not available.

The study indeed confirmed that there are sufficient Africans to fill respective naval career opportunities within the SA Navy, even the most critical ones. The target ratio of 64 percent can be easily achieved as expected and confirmed in the *Defence Review of 1998*. This could only be achieved on condition that rural schools are targeted in terms of marketing and recruitment throughout the various provinces in the RSA.

Table 5.4. Race distributions of respondents

| Population Group | Number | Percentage |
|-------------------------|---------------|-------------------|
| Africans | 3186 | 85.43 |
| Whites | 34 | 0.91 |
| Coloureds | 326 | 8.74 |
| Asians | 40 | 1.07 |
| No response | 143 | 3.83 |
| Total | 3729 | 100 |

In terms of sourcing sufficient youth for the SA Navy, black youth are available and are interested in respective careers within the institution. They should just be targeted and recruited into the institution.

The religious beliefs of respondent's are concentrated between 53,36 percent indicating that black youth takes religion seriously as indicated in 5.5. The SA Navy accommodates all religious groups and does not discriminate against any denomination. The accommodation of the respective religious groups also increases the pool of potential candidates for entry into the SA Navy.

Table 5.5. How important do you consider religion?

| Religion | Number | Percentage |
|----------------------|---------------|-------------------|
| Very Important | 1990 | 53.36 |
| Important | 1102 | 29.55 |
| Uncertain | 287 | 7.69 |
| Not Important | 200 | 5.36 |
| Not important at all | 150 | 4.02 |
| Total | 3729 | 100 |

From the sample it is apparent that the majority of the respondents have undertaken Mathematics and Physical Science at high school. Approximately 62,69 percent of the respondents are currently doing science related subjects. The majority of the critical musterings within the SA Navy require Mathematics and Physical Science as subjects in Grade 12. The lack of candidates with Mathematics and Physical Science could impact on the filling of critical skills such as combat, technical and engineering fields. Black youth a decade and more ago, did not take Mathematics and Physical Science seriously as subjects in Grade 12. The results of this practice were that the majority of black youth were only recruited in support musterings in the SA Navy. It is due to this that whites still continue dominating critical and scarce musterings within the SA Navy.

The statistics indicated in 5.6 below have now proven that the majority of blacks have an interest in Mathematics and Physical Science and can be recruited to fill critical skills within the SA Navy to ensure a representative institution in all the musterings. In 3.3 it was indicated that blacks are utilised more in support musterings than within the scarce skills domains. Should the SA Navy, market and recruit from rural areas by putting in place effective recruitment drives, the picture as indicated in 3.3 could improve.

Table 5. 6. Have you done Mathematics and Science as subjects?

| Population Group | Number | Percentage |
|-------------------------|---------------|-------------------|
| Yes | 2338 | 62.69 |
| No | 1278 | 34.27 |
| Uncertain | 84 | 2.25 |
| No response | 29 | 0.77 |
| Total | 3729 | 100 |

The above statistical figures confirm that there are sufficient black youth (male and female) within various provinces with the required potential, aptitude and attributes to fill posts within the SA Navy. Musterings requiring Mathematics and Physical Science as subjects at Grade 12 level can now be filled to reduce the over-representation of whites within the seagoing musterings, i.e., engineering, technical and combat.

5.3.2 Knowledge of Affirmative Action Policies

In this section the knowledge base of youth with regard to policies on affirmative action and equal employment were tested. It was very clear from the study that the majority of the youth are not aware of the existence of these policies in the Republic of South Africa.

Regarding affirmative action policies, the respondents answered negatively (38,64 percent) about their awareness of the existence of the policy. Only 11,1 percent have indicated that they are exposed to affirmative action interventions of the RSA (refer to 5.7). The mere fact that rural youth does not understand the concepts of affirmative action and equal employment opportunities could imply that they still believe that most opportunities are still reserved for whites. It is still possible that the majority of rural black youth are still under the impression that careers at sea are meant for whites.

It was also clear from the questions that were raised during the presentation on naval careers that the majority of black youth still believe that careers at sea are for whites. The reasons provided during their interaction with the author were that they cannot swim and careers at sea require a fair swimmer. This is incorrect as the navy trains its members to be able to swim during their entry into the institution. These believe is likely to affect the majority of black youth's interest in joining the SA Navy, specifically, in critical musterings.

Table 5.7. To what extent have you been exposed to Affirmative Action Policies in the Republic of South Africa (RSA)?

| Affirmative action | Number | Percentage |
|---------------------------|---------------|-------------------|
| Very much exposed | 415 | 11.12 |
| Exposed | 726 | 19.46 |
| Uncertain | 507 | 13.59 |
| Not exposed | 1441 | 38.64 |
| Does not matter | 640 | 17.16 |
| Total | 3729 | 100 |

Only through proper marketing strategies from the SA Navy would the above mindset be changed and the number of rural black youth could, therefore, consider careers at sea. Everyone can serve the SA Navy at sea as all the facilities are available to train the members to the required level for utilisation at any given time. A concerted effort,

therefore, needs to be made to properly market critical and scarce skills within the SA Navy to rural youth.

On the question regarding the importance of affirmative action policies for the RSA, the respondents answered positively and 32,47 percent confirmed that the policy is important as compared to the 5,95 percent who are of the opinion that the policy is not that important. Kindly refer to 5.8 below for the distribution of the sample responses. It is important that career guidance teachers ensure that the youth are exposed with regard to these policies.

Table 5.8. How important is Affirmative Action Policies for the RSA?

| Importance of Affirmative Action | Number | Percentage |
|---|---------------|-------------------|
| Very important | 1173 | 31.45 |
| Important | 1211 | 32.47 |
| Uncertain | 705 | 18.90 |
| Not really important | 344 | 9.22 |
| Not important | 222 | 5.95 |
| No response | 74 | 1.98 |
| Total | 3729 | 100 |

The respondents answered negatively and indicated that they had no knowledge of the existence of the equal employment policy in the RSA. Approximately 60,4 percent indicated that they had no knowledge of the policy (refer to 5.9). Understanding of this policy is vital, as female youth would be prepared to follow any given career path within the SA Navy.

A lack of knowledge about equal employment opportunities could discourage females to apply for seagoing mustering with the understanding that it is a men's domain. These believe would jeopardise every intervention to attract females for seagoing

environments, hence, impacting on approaches and strategies to address representivity in these fields. The government has recently taken it upon itself to establish whether the issue of gender equality is accorded the highest priority within all government departments, hence, no excuse is required on the part of the SA Navy.

Table 5.9. Do you know anything about Equal Employment Opportunities in the RSA?

| Knowledge of Equity Policy | Number | Percentage |
|-----------------------------------|---------------|-------------------|
| Yes | 1158 | 31.05 |
| No | 2239 | 60.04 |
| Uncertain | 332 | 8.90 |
| Total | 3729 | 100 |

The respondents confirmed their support to equal employment opportunities and indicated that males and females were to be treated equally in the work place. Approximately 66,69 percent answered positively as indicated in 5.10. In addition, from the study 67,64 percent of the respondents indicated that their religions treat women and men equally.

Table 5.10. Do you support the idea that Males and Females be treated equally in the work environment?

| Support to Equal Policy | Number | Percentage |
|--------------------------------|---------------|-------------------|
| Yes | 2487 | 66.69 |
| No | 703 | 18.85 |
| Uncertain | 225 | 6.03 |
| No response | 314 | 8.42 |
| Total | 3729 | 100 |

The support to equal employment opportunity interventions is a positive step towards eradicating the stereotype that persists that certain careers are reserved for only a certain race group or gender.

From the above statistics it is apparent that although the respondents indicated that they are not exposed to affirmative action and equal employment opportunity policies, there is no doubt that both male and female respondents support the promulgation of these policies within the RSA. It is crucial that career guidance tutors expose learners on all policies governing affirmative action and equal employment opportunities to prepare them for future employment expectations.

Without the youth understanding government strategic intentions with regard to affirmative action and equality, these imperatives would not be achieved within any institution in the RSA. These policies are critical to ensure a representative public sector. An understanding of these policies would also assure black youth that career progression within seagoing mustering is possible.

5.3.3 Background on the SA National Defence Force (SANDF) and Possible Career Aspirations

In terms of the background on the SANDF, it was also clear that the majority of black youth are not exposed to the Defence Force. Black youth are, therefore, unable to make distinctions between the various services in the SANDF. From 5.11 below the majority of the statistics are concentrated around 35,69 percent reflecting a negative response. Only 11,37 percent of the respondents stated that they have background on the SANDF and its services.

This confirms why representivity in terms of race and gender has not yet been achieved in the broader SANDF and the SA Navy, in particular. This also raises questions whether the SANDF markets its career opportunities to the broader public. As long as this does not happen, the SANDF would continue struggling to attract suitable black

youth for entry to fill critical positions. It is to be noted that rural black youth do not have resources and means to obtain information on their own about respective careers available in the broader public service and, in particular, the SANDF.

The SA Navy should utilise all available resources to market and recruit potential candidates for entry in the institution. Without concerted, focused and effective and efficient recruitment drives, would the SA not be able to attract suitable black youth.

Table 5.11. How much do you know about the SANDF and its Arms of Service?

| Knowledge on SANDF | Number | Percentage |
|---------------------------|---------------|-------------------|
| Very much | 424 | 11.37 |
| Reasonably more | 839 | 22.49 |
| Uncertain | 465 | 11.46 |
| Very little | 1331 | 35.69 |
| Nothing at all | 673 | 18.04 |
| Total | 3729 | 100 |

Approximately 76,26 percent of the respondents indicated that they are interested in pursuing respective career opportunities in the SANDF as indicated in 5.12. This is an indication that, without targeted recruitment drives in these areas; the correct youth would not be identified and appointed in the SANDF. It is, therefore, required that the SANDF makes it its mandate to target these members wherever they reside within the borders of the RSA.

The SA Navy as part of the SANDF should ensure that it develops human resource plans tailored for targeting rural black youth for entry into the institution. Human resource plans should confirm the strategies that would be put in place to target representative candidates. The human resource turn around strategy should be developed to address the shortage of black youth in critical skills, but also at the same

time, making sure that the SA Navy is fully operational and can deliver on its primary objectives and missions, being to fight and win at sea.

The SA Navy is, therefore, expected to take a lead in terms of putting in place effective marketing and recruitment strategies to attract suitable black youth for respective careers. It is only through these interventions that progress with regard to representivity would be achieved. These strategies should be focused, and targeted recruitment drives should be initiated. These entail targeting the right quality of black youth from various high schools.

Table 5.12. Do you have interest in pursuing a career in the SANDF?

| Interest in SANDF | Number | Percentage |
|--------------------------|---------------|-------------------|
| Yes | 2845 | 76.29 |
| No | 717 | 19.22 |
| Uncertain | 167 | 4.47 |
| Total | 3729 | 100 |

Over 88,49 percent of the respondents require information on the SANDF to be made available. This would assist the youth to make informed decisions about pursuing careers in the Defence Force (refer to 5.13). Consultation with teachers and prominent members of the society would be required in order to make this information available to the youth.

Recruiting officers within the SANDF should be made available throughout the various provinces to provide the required career guidance to black youth. Without the recruiting officers availability on the ground, rural black youth would continue to dip out on possible career prospects within the SANDF and the SA Navy in particular.

Table 5.13. Do you want information to be made available to you about the SA National Defence Force?

| Information on SANDF | Number | Percentage |
|-----------------------------|---------------|-------------------|
| Yes | 3300 | 88.49 |
| No | 103 | 2.76 |
| Uncertain | 326 | 8.74 |
| Total | 3729 | 100 |

Over 51,54 percent of the respondents indicated that they had not obtained any information on the SA Navy (refer to 5.14). This can be regarded as a stumbling block for their exposure about possible career opportunities in the SA Navy.

The SA Navy is the only service that cannot be found anywhere except around the coast. Without being born in the Western Cape, KwaZulu Natal and the Eastern Cape, the majority of black youth would not understand what the SA Navy is all about.

With the exception of Pretoria where the Navy Headquarters is located, all naval units are found only in Cape Town, Durban and Port Elizabeth due to the presence of ports and harbours in these areas. Unlike the SA Army and Air Force units which can be found anywhere in the country, the SA Navy is unique because naval ships can only be found at sea and in ports.

This implies that, for the SA Navy to be known in all provinces, it is required to increase its footprint throughout all the nine provinces in the RSA. This means that coordinated and progressive interventions should be put in place to ensure that the youth know and understand the SA Navy and its available careers. This would require a dedicated effort and commitment of resources, such as naval personnel and finance to market the SA Navy to all South Africans.

Black youth should also be encouraged to join the sea cadets in order to be exposed to the roles and functions of the SA Navy. Although the SA Navy does not make use of the sea cadets as the only feeder system, these candidates are better prepared to successfully make all selection processes.

Table 5.14. Have you ever come across any information about the SA Navy before?

| Information on SA Navy | Number | Percentage |
|-------------------------------|---------------|-------------------|
| Yes | 1564 | 41.94 |
| No | 1922 | 51.54 |
| Uncertain | 243 | 6.51 |
| Total | 3729 | 100 |

The respondents have an understanding that the SA Navy is part of the SANDF as indicated in 5.15. Over 36,17 percent of respondents agreed with the notion that the SA Navy is part of the SANDF. The majority of black youth want to serve and protect the territorial integrity of the RSA. This entails protecting the government from any form of aggression, even from the sea.

The RSA, although currently finding itself in peacetime, still has to protect itself from potential enemy threat that might come from the sea. It is always difficult to prepare a force when war is imminent. The SA Navy, therefore, is expected to be ready for any eventuality should the threat arise from the sea.

It is also vital to mention that over 85 percent of the trades in the RSA comes by the sea. It is for this reason that the RSA is regarded as a maritime nation. It is also for this reason that men and women who are potentially interested in serving the SA Navy are targeted to ensure safe trading within SA waters.

Table 5.15. Do you agree that the South African Navy is part of the SA National Defence Force?

| Navy part of SANDF | Number | Percentage |
|---------------------------|---------------|-------------------|
| Strongly agree | 1000 | 26.81 |
| Agree | 1349 | 36.17 |
| Uncertain | 738 | 19.79 |
| Disagree | 521 | 13.97 |
| Strongly disagree | 121 | 3.24 |
| Total | 3729 | 1000 |

Statistics as indicated in 5.16 provides an interesting distribution that contradicts those in 5.13 above. The respondents indicate that approximately 41,78 percent of their source of information was naval personnel. If this was the case, 5.13 could have indicated a positive response with regard to the accessibility of information about the SA Navy and its careers. However, the figures indicate that an improvement or interventions using other forms of marketing naval careers is required (such as newspapers and radio as a source of information).

Newspapers and radio as sources for exposing black youth to naval careers obtained lower ranking and indicated 10,78 percent and 8,17 percent, (refer to 5.6) in the study. Most of the rural areas make use of the radio as the main source of information as they cannot afford television and daily newspapers.

Reasonably and cheaper sources should be used to market career opportunities for the SA Navy to the rural youth. Hence, every effort should be made to use the radio as a primary source of information for marketing naval careers.

Table 5.16. What source or sources listed below did you obtain information about the SA Navy?

| Source | Number | Percentage |
|-----------------|---------------|-------------------|
| Television | 1327 | 35.58 |
| Radio | 402 | 10.78 |
| News papers | 305 | 8.17 |
| Naval personnel | 1558 | 41.78 |
| Other sources | 137 | 3.67 |
| Total | 3729 | 100 |

It is apparent from 5.17 below that the majority of the respondents from the sample are not aware of available careers in the SA Navy. Approximately 54,38 percent confirmed their lack of knowledge on possible career opportunities in the SA Navy. The challenge to the SA Navy is to ensure that the dissemination of the required information is fast tracked to ensure quicker transformation of the institution.

Table 5.17. Are you aware of available careers in the SA Navy?

| Careers in the SA Navy | Number | Percentage |
|-------------------------------|---------------|-------------------|
| Yes | 1486 | 39.84 |
| No | 2028 | 54.38 |
| Uncertain | 215 | 5.76 |
| Total | 3729 | 100 |

Over 87,44 percent have indicated that they require information about the SA Navy and its careers as compared to only 11,15 percent who are not interested at all (refer to 5.18 below). The figures imply that the SA Navy should drastically do something to ensure that the required information is available to black youth. This also confirms the author's early statement in the proposal that black youth are not aware of available career

opportunities within the SA Navy. A concerted intervention should be put in place to ensure that the youth obtains the required information about naval careers.

This also confirms the author's early statement that black youth are not aware of available career opportunities within the SA Navy. A concerted intervention should be put in place to ensure that youth obtains the required information about naval careers throughout the nine provinces.

The human resource practitioners should ensure that all available information in the form of career booklets are made available to schools in order for the learners to easily access them during school days. The booklets should also have contact numbers of recruiting personnel.

Table 5.18. Do you have an interest to know about possible careers in the SA Navy?

| Interest in SA Navy careers | Number | Percentage |
|------------------------------------|---------------|-------------------|
| Yes | 3261 | 87.44 |
| No | 416 | 11.15 |
| Uncertain | 45 | 1,20 |
| No response | 7 | 0.18 |
| Total | 3729 | 100 |

The majority of the respondents would not be able to continue with their studies after Grade 12, as they would not be able to afford costs pertaining to tuition and accommodations fees in the various institutions of higher learning. Over 64,33 percent of the respondents are of the opinion that their parents would not be able to pay for their studies after Grade 12 (refer to 5.19), meaning, they would have to seek employment or apply for study loans.

The SA Navy trains its members and pays for all tuition fees. The recruitment of such members could alleviate unemployment in the country. The majority of the learners in rural areas have good matriculation grades for entry into institutions of higher learning. These learners are also in a position to follow any career in the SA Navy due to their matriculation results, attributes and potential to become sailors.

The current problem within the SA Navy to staff critical posts and scarce musterings could be eliminated should effective interventions to attract the youth be put in place. Recruitment in rural areas should be accorded the highest priority in the SA Navy. It does not make any sense for the SA Navy to have the majority of its posts unstaffed when taking into consideration the number of the youth currently unemployed. The RSA is amongst countries in the continent with the highest unemployment figures. The high crime rate currently experienced in the country is also an indicative of the unemployment problem in the country. Employing these youth would allow them to serve their country with zeal and diligence. Training sufficient candidates in all the SA Navy critical musterings could also assist the government to address the shortage of scarce skills currently experienced in the country.

Table 5.19. Are your parents able to pay your tuition fees for further education after Matric?

| Parents afford post Matric studies | Number | Percentage |
|---|---------------|-------------------|
| Yes | 927 | 24.85 |
| No | 2399 | 64.33 |
| Uncertain | 403 | 10.80 |
| Total | 3729 | 100 |

Approximately 52,42 percent of respondents are interested in engineering and technical studies (refer to 5.20) or be utilised in these environments. With the current shortage of

personnel in these fields within the SA Navy, this implies the possibility and opportunity to attract these youth for employment in the SA Navy.

Table 5.20. Are you interested in careers in engineering and technical fields?

| Eng & Tech studies | Number | Percentage |
|-------------------------------|---------------|-------------------|
| Yes | 1955 | 52.42 |
| No | 1273 | 34.13 |
| Uncertain | 317 | 8.5 |
| No response | 184 | 4.9 |
| Total | 3729 | 100 |

Over 75,24 percent of the respondents regard themselves as medically fit to join the SANDF and, in particular, the SA Navy, (refer to 5.21). The SA Navy only recruits candidates that are medically fit for service to serve at sea and in all operations sanctioned by the United Nations, the African Union and the Southern African Development Communities.

Table 5.21. Are you medically and psychologically fit to become a sailor/soldier?

| Medically fit | Number | Percentage |
|----------------------|---------------|-------------------|
| Yes | 2806 | 75.24 |
| No | 418 | 11.2 |
| Uncertain | 505 | 13.54 |
| Total | 3729 | 100 |

Although the SA Navy undertakes its own medical examinations during recruitment to ensure that those recruited comply with the prescribed medical classifications, it is comforting to establish that the majority of the youth regard themselves as fit for service in the SANDF, and the SA Navy in particular.

The aim of the study was to establish the knowledge base of black youth about career opportunities in the SA Navy. The study also intended to expose and market respective career opportunities to the youth, specifically, those residing in rural areas. Another objective of the study was to identify possible recruiting sources for the SA Navy in order to expand on the current pool of candidates available to join the institution.

Addressing the shortage of critical skills in the country has been placed as a key priority in the government agenda. There is already a shortage of scarce skills in the SA Navy, particularly within black youth. The study has confirmed that a pool of potential candidates from 78 high schools visited is available and also from rural communities to be trained for critical posts within the SA Navy.

The questionnaire has succeeded in gathering the necessary data required for establishing the knowledge base of black youth about the SA Navy and its career opportunities. From the data obtained, it can be confirmed that the problem statement and hypothesis as indicated in *Chapter 1*, was correct.

5.4 Conclusion

The above statistical data confirms that the majority of the respondents have little background regarding the SANDF and the SA Navy in particular. The mere fact that rural youth do not understand the concepts of affirmative action and equal employment opportunities is a concern that need to be addressed by the Department of Education possibly, by including this as part of the Curriculum for Grade 12 learners.

The positive side of the data is that the majority of the youth require information about possible career opportunities within the SA Navy. This implies that on receipt of such information, they might develop an interest in following respective career opportunities in the SA Navy. The SA Navy should put in place effective interventions and programmes to target and recruit suitable black youth for possible appointment in scarce musterings.

The current problem within the SA Navy to staff critical posts and scarce musteringings could be eliminated should effective interventions to attract suitable black youth be put in place. Recruitment in rural areas should be accorded the highest priority in the SA Navy. The SA Navy, as part of the SANDF, should also ensure that it develops human resource plans tailored for targeting rural black youth for entry into the institution as part of its turn around strategy.

The knowledge base and perceptions of black youth about possible naval careers is minimal and effective interventions are, therefore, required in order to ensure a representative SA Navy of the future.

The findings and results of the study were analysed and interpreted in this chapter. *Chapter 6* preceding concludes the study and certain recommendations on how to improve representivity in the short to medium term would be proposed.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

It is apparent from previous chapters that the SA Navy is not representative and that effective recruiting interventions are required. This chapter deals with reviewing the findings of the study, conclusions and, thereafter, recommendations emanating from the findings would be made. The recommendations would be used to advise the SA Navy on how to improve the current equity situation within the institution and also to propose a marketing and recruitment strategy for the SA Navy.

It is only through effective interventions in terms of marketing and recruitment that the SA Navy would be able to address the current imbalances with respect to race and gender and more particularly, within the scarce skills musterings.

Black youth should be informed about respective careers in the SA Navy for possible entry in order to ensure that the current imbalances are addressed as a matter of urgency, particularly within critical musterings.

6.2 Findings and conclusions

Chapter 1 discussed the research proposal, motivation for study, problem statement, research objectives and reason for the study. Broad literature review and outline of the study were discussed. The author indicated that the SA Navy does not properly market career opportunities to black youth, and hence, the youth are unaware of available careers within the institution.

Chapter 2 gave a comprehensive overview of the literature review and concepts such as affirmative action, equal employment opportunities and career management

processes. These concepts were evaluated and critically analysed. The literature review stated that every employer should take reasonable steps to promote affirmative action and equal employment opportunities in their institutions. Affirmative action and equality could not be achieved without sound career management practices. How these concepts apply to the Department of Defence (DOD) was also discussed.

Chapter 3 discussed the transformation process within the SA Navy and representivity situation was also discussed to establish compliance to the *Defence Review of 1998*. The political process that mandated the integration process was outlined in the chapter.

Chapter 4 discussed career management process and how the concept is applied in the SA Navy in particular. It is in this chapter that a clear definition of career management was made and the dual responsibility of both the employer and the employee in terms of the process was outlined.

Chapter 5 mainly focused on data interpretation in terms of the questionnaires completed. The chapter discussed the results of the analysis and it was apparent in the analyses that sufficient black youth are available to follow careers within the SA Navy. Lack of knowledge in terms of legislation governing affirmative action and equal employment opportunities was, however, a concern.

Chapter 6 discussed the findings and recommendation to effectively address representivity within the SA Navy. It is apparent that certain interventions need to be put in place to attract suitable black youth for appointment in the SA Navy. Without effective marketing and recruiting interventions, it would not be possible to address representivity within the short to medium term in the SA Navy.

The thrust of the SA Navy human resources should be directed towards the maintenance of an affordable and efficient human resource component that will ensure the operational readiness of the institution. Specific initiatives would thus have to be

launched to ensure that sufficient competent black youth of the correct age group are recruited in order to ensure that representivity in the SA Navy is achieved.

Effective marketing and targeted recruitment drives are the only mechanism to address the equity gap within the SA Navy. The current challenges in the human resource domain are employment equity, talent management, succession planning, recruiting and the staffing of the uniform component of the SA Navy. A further significant challenge is posed by the rate of attrition in critical skills. The SA Navy is currently experiencing a skills shortage within the technical, artisan, submariner, diving and combat domains. This may be attributed to a number of factors including the lack of effective recruitment drives and market related factors in terms of salaries and allowances.

Although the Navy has no complete control over resignations, recruitment interventions could easily been developed and managed through the introduction of various strategies, plans and actions. Government has introduced a number of programmes to counter skills deficits, with the Accelerated Shared Growth Initiative for South Africa serving as an illustration. The SA Navy should pledge its vigorous support for such programmes by implementing internal programmes to address issues of skills deficit and retention specifically within black community. These should include, inter alia, the continued recruitment of young black people, targeted recruitment of black youth with full or partial qualifications in the required technical disciplines and also of divers and submariners.

The research proposal provided the reasons why the study is essential. It was apparent in *Chapter 1* that government policies require state departments to be representative. The SA Navy, as part of the public service is required to be representative and its composition should reflect the demographics of the South African society. The only strategy available to the SA Navy to ensure representation of the South African populace is that suitable candidates from the previously disadvantaged communities, specifically black youth, needs to be targeted to fill the various positions in the SA Navy.

The study also confirmed that the SA Navy is not representative and blacks are under-represented in scarce skills musterings, for example combat, technical and engineering fields. Whites are still the most represented group in all the scarce skills musterings within the SA Navy.

The DOD is required to transform into an agency that is coherent and representative of the South African society. It is within this context that the SA Navy should strive to achieve representivity to reflect the demographics of the South African society. To realise this imperative, the SA Navy should attract suitable candidates from previously disadvantaged communities for the respective careers within the navy.

The literature review, as discussed in *Chapter 2* also confirmed that it is only through the application of stringent government policies that transformation in any government sector could take place. The purpose of affirmative action and equal employment opportunity policies is to ensure that past imbalances arising from previous discriminatory laws be eliminated in the work place. It is only through the development of affirmative action programmes and interventions that equity in the work place be achieved. Many years of enforced discriminatory policies in South Africa undoubtedly resulted in the deliberate marginalisation of blacks in the SA Navy. Affirmative action and equal employment opportunities becomes essentially a change imperative for the SA Navy.

Consequently, the public service does not reflect the demographics of the population of the RSA. It has, therefore, become necessary for the government and specifically, the public service to promulgate specific human resource policies that would ensure that representivity is achieved at all levels and also ensure equality of opportunity for all public service personnel by *inter alia*, affirmative action programmes and equal treatment within the public service.

The *Constitution of the Republic of South Africa of 1996 and the Bill of Rights*, as they relate to Defence and race representivity, are the triggers for initiating change. Thus, to

give effect to the spirit of the *Constitution and Bill of Rights*, legislation and policy have been promulgated to provide further guidance on various aspects as they relate to race, equality, labour relations and human resources. State departments are, therefore, expected to be innovative in their approach to restore the balance as prescribed by the *Constitution, Bill of Rights* and various legislative acts, while guarding at the same time against practices that may direct or indirectly cause unfair discrimination or infringe upon the rights of human resources.

The literature review also touched on aspects of career management in the broader DOD and how this aspect is conducted in the SANDF. The *White Paper on Human Resource Management of 1997* defines career management as a process by which career aspirations of individual employees are reconciled with the operational objectives of the institution. With the evolution of careers, the human resource (HR) function has changed from one of facilitating the recruitment of staff to a more integrated approach to meeting institutional needs for human capital and individual career management.

HR is now focused on creating programmes to select and develop potential managers, and then providing programs to meet the dire needs of multiple management levels and career aspirations. Business strategies now often involve institutional restructuring which has led to HR having a substantial role in providing support for career aspirations, the uncertainty regarding the evolving reciprocal relationships between managers and the organisation.

Effective and sound career management, therefore, incorporates career planning, career development and utilisation and should enable members to maximise their career potential in line with the organisational needs and strategic objectives. The corporate framework on career management for members of the SANDF should identify the managerial mechanisms, responsible authorities and prescribe the management and execution of the processes, functions, procedures and activities needed to ensure the optimal reconciliation of individual aspirations and organisational needs.

Chapter 3 of the study confirms that despite the fact that the integration process and transformational initiatives of 1994, 15 years down the line there seems to be little effort to make the middle management and top management of the SA Navy representative. In 3.4 it is an indicative of this. From Chief Directors (Rear Admirals) to Assistant Directors (Commanders), whites continue over-representing all these ranks. Females are even worse off in terms of representivity in all the ranks within the SA Navy. This should be a matter of great concern for the SA Navy.

From the statistics presented in 3.6, Africans are the least represented, and they show an under-representation of 43,5 percent. The expected target as per the *Defence Review of 1998* is 64 percent. The lack of representivity is compounded by the fact that the majority of blacks, specifically Africans, are unaware of the available career opportunities within the SA Navy.

The basis for the formulation of questionnaires for the collection of data was created through a literature review. It was apparent that a literature review would be insufficient to collect the required data for the purpose of an objective analysis of the study, hence, the questionnaire survey that was completed by youth from various provinces.

Although there seems to be a vast improvement in junior ranks in critical posts, however, for example engineering, combat and technical environments, there seems to be little improvement as whites continue to over-represent these environments (refer to 3.5). Female's component is also under-represented. The failure to address representivity in critical posts jeopardises every effort to achieve a representative SA Navy that complies with government imperatives. It needs to be understood that the SA Navy is a high-tech institution as it operates sophisticated systems and hardware in the form of ships and submarines. The primary function of the SA Navy is to fight, to win and to be unchallenged at sea. It is for this reason that the majority of personnel in the SA Navy are expected to be seagoing members who should ensure that the vision and mission of the SA Navy is achieved at all times.

Chapter 4 of the study discusses in detail the career management process in the SA Navy. Here the definition of career management was discussed and the career management process in the SANDF as well and the SA Navy in particular were alluded to. The conduct of the career management process within the SANDF and the SA Navy is clearly outlined in regulatory frameworks such as the *Constitution of the Republic of South Africa of 1996*, the *Public Service Act, (Act 103 of 1994)*, the *Defence Act, (Act 42 of 2002)*, and the *White Paper on the Transformation of the Public Service of 1997*, amongst others.

Although the abovementioned regulatory framework explicitly confirms the required state of affairs as far as the career management in the SANDF and the SA Navy is concerned, there are, however, socio-political factors that impact on sound career management processes in the SA Navy. These factors need thorough re-appreciation and alignment of the career management process to ensure an operational and effective and ready naval force, capable of protecting the South African maritime resources and also the territorial integrity of the Republic. *Chapter 4* concluded with the author proposing a career management model for the SA Navy to ensure that there is alignment as far as this concept is concerned. A proactive approach towards career management is, therefore, required in the SA Navy.

Chapter 5 of the study dealt with data presentation and an analysis of the survey questions. Although there are affirmative action and equal employment opportunity policies in South Africa, it seem likely that little is done within the various high schools to encourage the learners to study and comprehend these policies. It is only through an understanding of these policies that the youth would be able to re-appreciate the future implication thereof. Career guidance tutors are, therefore, encouraged to teach students or expose them on the implication of these policies for the country.

In terms of the background that black youth have on the SANDF, specifically the SA Navy, the study revealed that youth are ignorant on the subject. This could probably be the main reason why black youth are not considering careers in the SA Navy, resulting

in the current equity gap in terms of race and gender within critical skills. More attention should be given to expose the youth in South Africa of the role and functions of the SANDF and in particular, the SA Navy, and to encourage them to follow careers in the defence of their country.

Pertaining to the biographical data obtained, it was confirmed that there are sufficient black youth (both male and female) within various provinces with the required potential, aptitude and attributes to fill the various positions within the SA Navy. These candidates should be targeted and recruited for possible career opportunities in the SA Navy. Musterings requiring Mathematic and Physical Science as subjects in Grade 12 can also be accommodated, as it was demonstrated in the data obtained in the study that there are reasonable number of Grade 12 learners undertaking these subjects. This could reduce the over-representation of whites in the seagoing musterings, should these candidates be targeted for entry in the SA Navy.

The study indicated that the majority of the respondents are not aware of available careers in the SA Navy. Approximately 54,38 percent of black youth confirmed their lack of knowledge on possible career opportunities in the SA Navy. Something drastic need to be done to address the ignorance in order to ensure that the South African black youth are exposed to the SA Navy and its careers. The most important factor, and a request made by the youth, was that they require information in respect of possible career opportunities in the SA Navy. This important request should be taken as a positive step towards minimising the ignorance of black youth with regard to the existing career opportunities in the SA Navy. Effective recruitment drives need to be put in place by the SA Navy to target black youth for possible careers.

The majority of the respondents indicated that their parents would not be able to pay for their further studies after Grade 12. This is an ideal opportunity for the SA Navy to recruit these candidates to follow respective career opportunities within the institution, specifically those with Mathematics and Science related subjects. These candidates can be recruited for utilisation in the engineering, combat and technical domains.

Another positive side emanating from the study is that the majority of the respondents (52,42 percent) are interested in engineering and technical environments. With the current shortage of personnel in these environments within the SA Navy, this could imply the possible alleviation of the current shortages of scarce skills in terms of black youth, as they can be absorbed for appointment in the SA Navy.

The study also confirms that the majority of the respondents have little background on the SANDF and in particular the SA Navy. The positive side is that the majority of black youth require information about possible career opportunities within the SA Navy. Effective interventions and programmes need to be put in place by the SA Navy to target suitable black youth for possible appointment.

The study did not indicate any correlation between religion and the concept of gender equality. This means that although the majority of respondents regard religion as important, they believe everyone should be given equal opportunity in the work place.

From the findings it was apparent that the majority of black youth are unaware of available career opportunities in the SA Navy. The results presuppose that urgent intervention is required from the SA Navy to put in place effective strategies to market various career opportunities to black youth with the intention of recruiting and appointing them to various posts.

The value of the study was that it succeeded in identifying what could be the possible cause of the current equity gap in the SA Navy. The data presented in *Chapter 3* of the study, suggested that whites are over-represented in the SA Navy specifically in critical posts (combat, engineering and technical) and also in the top echelons of the SA Navy. This is to be addressed as a matter of urgency within the SA Navy to ensure representivity in the short to medium term. Failure to implement effective intervention would imply complete ignorance of policies.

6.3 Recommendations

The *Department of Defence Human Resource Strategy 2010*, which aims at ensuring availability of the right number and quality of human resources in the right place, at the right time, that are effectively, efficiently and economically managed and administered require pro-activeness with regard to the filling of critical posts in the DOD.

The SA Navy as part of the Department is expected to effectively put in place processes and strategies to recruit suitable candidates for critical careers in the institution. This implies that the current practices regarding recruitment, selection and appointment in the SA Navy need to be revisited. The preceding factors give rise to the urgent review and development of an effective personnel acquisition strategy for the SA Navy. Special recruitment interventions should be put in place to recruit competent black youth for careers in the SA Navy. The implementation of affirmative action programmes could assist in the process of transforming the SA Navy. The researcher is of the opinion that Black youth are unaware of available career opportunities in the SA Navy.

The recruitment and retention of suitable personnel are the life-blood of any volunteer force. Recruitment should encourage nation building and ensure a balanced mix of members in terms of race and gender. Pursuing the right calibre of people to volunteer and stay in uniform would be accomplished by offering an attractive, challenging and rewarding full-time military career. It is more economical to encourage people to stay in the military, rather than to find and train or re-train replacements from scratch. Hence, career management and development is becoming an essential strategic process in the DOD.

In order to achieve the required personnel, the training of managers in the recruiting processes should receive an urgent priority in the SA Navy. Timely and targeted recruitment practices need to be operationalised in the SA Navy to attract suitable candidates for naval careers. The human resource acquisition of the SA Navy should be a support strategy, with its desired end state being to ensure that the right quality

and quantity of human resources who also comply with government prescripts in terms of affirmative action and equal employment opportunities as mandated by the *Constitution of the Republic of South Africa of 1996* is available.

The *Human Resource Strategy 2010* of the DOD has identified several strategic issues that hamper the organisation to comply with operational commitments, some of which representivity and the health status of members were mentioned as strategic issues for consideration. It is from this perspective that the SA Navy's human resource acquisition efforts should be directed to recruit not only young, fit and healthy candidates, but also candidates who are equipped with skills and qualifications. The formulation of the SA Navy acquisition strategy should answer the more central question as to what should be done to address the current equity situation but at the same time, ensuring that the operational readiness of the SA Navy is not compromised. This strategy should then lead to the drafting of implementation plans that will harness the effective and efficient executing of the SA Navy acquisition function.

It is only through targeted recruitment drives by means of coherent school visits and career road shows at various provinces that knowledge, attitudes and deficiencies in the short and long term could be addressed in order to ensure quality, sustainable and continuous improvement of service in the SA Navy. Recruitment drives should also be linked to national objectives.

The SA Navy should also develop an all-inclusive marketing package that is culturally sensitive in order to popularise the institution. Advertising in the broader media (through radio, television, SA Navy website, newspapers and the like), the careers available in the institution could assist to attract suitable black youth for entry into the navy. The marketing package should also include information on the conditions of service and service benefits for members serving in the SA Navy.

In order to expose black youth to available career opportunities in the SA Navy to address the current equity gap with regard to race and gender, the recruiting team

should initiate consultation with the Department of Education. In order to attract personnel, the SA Navy should conduct focused recruiting drives and campaigns aimed at black youth. Youth Commissions and the Department of Education can be utilised to assist in the process.

All other stakeholders that can be of assistance to market careers to black youth should be identified and their support elicited to assist in the process of informing black youth about career opportunities in the SA Navy. Internal processes that could also assist includes establishing SA Navy acquisition satellites at institutions of higher learning as well as other schools to provide on a continuous basis, information about careers in the SA Navy.

The SA Navy should also involve Reserve Force members in the marketing and recruitment drives as they are more decentralised and could cover a wide scope of areas required for targeted recruiting. Other possible effective strategies to consider include utilising marketing and other exhibitions to expose the public to available career opportunities in the SA Navy.

Consideration should also be given to developing a recruitment plan (including role models) and market successes. The plan should consider the inclusion of role models on a rotational basis to form part of recruitment campaigns. Another strategy to be investigated should include possible geographical decentralisation of the current selection and assessment in bigger metropolies. The SA Navy should also investigate the possibility of forming partnerships with external stakeholders/departments to conduct assessments and selection of potential candidates across the country.

Importantly, the SA Navy should establish video marketing for different career opportunities and recruitment advertising. A concerted efforts should also be made to attend career exhibitions, shows and information sessions arranged throughout the respective provinces in order to market career opportunities in the SA Navy. This also involves the empowerment of marketing and recruiting personnel, to enable them to

respond to any questions in terms of career opportunities during marketing and recruitment drives.

The empowerment and education of the recruiting teams is regarded as a very critical and a major success factor in the marketing of careers opportunities to the youth for SA Navy. Members identified should also have a love for the career and the responsibility they are about to perform. It is expected that the initiatives mentioned above would assist in attractive suitable black youth for possible careers in the SA Navy.

For the SA Navy to address the current equity situation, there should be a commitment to promoting equal access to employment opportunities by the top structure, so that the workforce is representative of the demographics of the country in which it seeks to serve.

The SA Navy, like any government department, is compelled to transform into an agency that is coherent and representative of the South African society. It, therefore, should strive to achieve representivity to ensure that all its musterings are reflective of the entire South African society. Suitable black youth should, therefore, be targeted for employment in the SA Navy.

To ensure a representative navy in all its musterings, effective recruitment interventions and programmes should be developed and implemented in all provinces specifically within the rural areas, are to be targeted as a recruitment source for the SA Navy as the majority of blacks are located in these areas.

Effective recruitment interventions and drives should be put in place in all the provinces in the Republic of South Africa and all available media sources should be used to ensure that black youth are informed about available careers in the SA Navy. Consultation with the Department of Education in terms of recruitment of potential learners for careers in the SA Navy should take place. This is the central way, in which black youth would be exposed to available careers in the SA Navy. Recruitment teams

of the SA Navy should ensure their availability in all provinces and school visits to Grade 12 and to other institutions of higher learning, should form part of a recruiting plan to market respective naval careers to black youth.

6.4 Conclusion

Against this background, the research problem was described as the lack of representivity in the SA Navy, as spelt out in *Chapter 1*. This is as a result of the lack of knowledge on the part of black youth about available career opportunities in the SA Navy. It is through this background that flexible, progressive and output driven acquisition and career management strategies could be developed.

Chapter 2 explored the literature review to establish a conceptual framework that provides concepts such as affirmative action, equal employment opportunity and representivity in the public service and the broader DOD.

In *Chapter 3* the organisational structure and the functioning of the DOD was discussed in depth. The aim of the chapter was to provide the reader with a historical perspective of the DOD and also to orientate the reader on how the department is structured and functions.

Chapter 4 discussed the career management process in the SANDF and in particular the SA Navy. Environmental factors impacting on the career management process within the SA Navy were highlighted as well as the definition of career management was spelt out.

Chapter 5 presented findings of the research study, which was designed to answer the subsidiary questions. In this chapter an overview was provided and reflection was made on the biographical data of respondents, their knowledge on various policies relating to equity in the work environment and affirmative action policies as well as a background on the SANDF. The respondents were also expected in this chapter to

state if they were aware of available careers in the SA Navy and their subsequent interest to join the institution as a possible career opportunity provider.

Chapter 6 dealt with the findings, strategies and recommendations to improve representivity within the SA Navy. This chapter also provided conclusive arguments and made certain recommendations to the SA Navy on how to go about addressing the representivity gap in terms of race and gender in compliance with government prescripts on affirmative action and transformation within the public service.

For the SA Navy to address the current equity situation, there should be a commitment to promoting equal access to employment opportunities by the top structure, so that the workforce is representative of the demographics of the country in which it seeks to serve.

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