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APPOINTMENT OF DIRECTING STAFF AT THE SOUTH AFRICAN NATIONAL WAR COLLEGE

By

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ABSTRACT

The South African National War College is the highest military training institution of the South African National Defence Force. This institution has a mandate to train senior officers to prepare them for various appointments in the organisation, including that of staff officer, operational commanders and in leadership positions. The success of SANWC and the Joint Senior Command and Staff Programme relies on the appointment of Directing Staff who are able to provide training and development to these officers. Career managers are responsible for identifying and appointing members who have the potential to be Directing Staff. The most common criterion that is recognised and used for appointing these members is that a member should be JSCSP qualified at the rank level of a Lieutenant Colonel and a Commander in the case of the Navy. There are three sources of appointment that are used at the South African National War College: firstly, a member is identified by the Service; secondly, the Commandant of the College can identify potential candidates from the current programme; and thirdly, members are allowed to volunteer to be appointed as Directing Staff if they meet the two criteria with the approval of the Chief of the Service. Like any organisation, the appointment of Directing Staff is based on the Chief Human Resources instruction which stipulates what needs to be considered before a member is appointed in a Directing Staff post.

In addition to the two requirements above, the instruction highlights how this process should be handled and managed. It is clear on the issue of appointing people without the required criteria and it also specifies all the requirement to be in place prior the appointment of Directing Staff. This provides guidelines to career managers on what to consider when they identify a candidate for a Directing Staff post. However, these requirements are not always adhered to and concerns have been raised

from the highest echelons of the organisation where issues of incompetence have been identified from the graduates of the South African National War College. The study further established that career managers are not proactive in terms of managing the process. They play a minimal role in the appointment of Directing Staff, and appointments are made without following due process, resulting in a lack of compliance.

As a result, it is recommended that an academic board should be established to handle the appointment of Directing Staff for the College. This study further suggests that the appointment of Directing Staff must be conducted according to C HR instructions and that such instructions should be amended to include additional elements such as the identification of people who have academic qualifications. Career managers should take full responsibility for the process to avoid the appointment of Directing Staff who cannot deliver on the mandate of the South African National War College.

DECLARATION

I declare that this report is my own unaided work, except where authors have been acknowledged. It is submitted in partial fulfilment of the requirements for the degree of Master of Management in Security and Management to the School of Governance, University of the Witwatersrand. It has not been submitted before for any degree or examination in any other university.

Zoliswa Maila
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LIST OF ACRONYMS AND DESCRIPTIONS

APLA:	Azanian People Liberation Army
Cdr:	Commander
C DHRD:	Chief Director Human Resource Development
C HR:	Chief Human Resources
C SANDF:	Chief of the South African Defence
DOD:	Department of Defence
DOE:	Department of Education
DRC:	Democratic Republic of Congo
DS:	Directing Staff
ETD:	Education Training and Development
ETDPs:	Education Training and Development Practitioners
GOC:	General Officer Commanding
HR:	Human Resources
HRD:	Human Resource Development
HRM:	Human Resource Management
ILO:	International Labour Organisation
JSCSP:	Joint Senior Command and Staff Programme
Lt Col:	Lieutenant Colonel
MK:	uMkhonto weSizwe
MUE:	Military University Educator
NQF:	National Qualification Framework
SA Army:	South African Army

SAAF:	South African Air Force
SADC:	Southern Africa Development Community
SADF:	South African Defence Force
SAMHS:	South African Military Health Service.
SA Navy:	South African Navy.
SANDC:	South African National Defence College
SANDF:	South African National Defence Force.
SANWC:	South African National War College
SAQA:	South African Qualification Authority
SASSETA:	Safety and Security, Sector Education and Training Authority
TBVC:	Transkei, Bophuthatswana, Venda and Ciskei

CHAPTER I
INTRODUCTION TO THE RESEARCH

1.1. Introduction

The South African National War College (SANWC) is the education, training and development entity of the South African National Defence Force (SANDF), which is located in Pretoria. The mission of the War College is "To prepare selected senior military officers for the responsibilities of operational level of war leadership; Educate current and future leaders on the development and employment of land-power in a joint, multinational and interagency environment; Conduct research on national security and military at the operational level of war with a distinct overlap with the military strategic level of war".

The idea of establishing war colleges emerged during the World War II period when key service leaders identified the need for a common knowledge of national interest amongst future policy makers, and for training officers in joint and multinational operations. Consequently, a new education methodology was designed to alleviate conflict surrounding the roles and capabilities of the army and navy. The aim of the establishment of the war college was to train selected officers of the army and navy for command and staff duties with unified commands, and to develop methods and ideas for the most effective and unified employment of all arms and services to translate lessons learnt in the field into appropriate doctrines (Yaeger, 2005, pp. 36-37).

This idea has continued to grow, and almost all the militaries in the world now have established war colleges or staff colleges, including in the United Kingdom, the United States of America, China, Australia, India, Pakistan, Germany and Sweden. Some countries call their institutions a

'war college' while others refer to theirs as 'staff colleges'. In this study both terms will be used interchangeably. The focus of the training provided by these colleges is at an operational level which mainly deals with planning of operations. The Western concept of establishing war colleges has been used as the model for the African continent and a number of countries within the continent have established war colleges and staff colleges. Countries such as Nigeria, Tanzania, Kenya, Uganda, Ghana and Ethiopia, have fully fledged colleges. Within the Southern Africa Development Community (SADC) region, only seven countries have not established their own staff colleges. These are Malawi, Lesotho, the Democratic Republic of Congo, Mauritius, Mozambique, Seychelles, Swaziland and Namibia. Zimbabwe, Botswana, Zambia, Tanzania and South Africa have staff colleges. Almost all these colleges have adopted the British model of a staff college, similar to Shrievenham Staff College.

It became evident that teaching staff would be required to deliver training. Staff members appointed to deliver training at these colleges are recruited internally. Initially, personnel teaching at these institutions were called military instructors. A new concept of Directing Staff (DS) was then introduced specifically for war and staff colleges. The nature of the posts for DS is equivalent to the post of university junior lecturer. However, the DS are appointed on the basis of military experience, completion of a senior staff programme, and years of service in the system, knowledge of the strategic level of the organisation, external military deployment experience, and at least the first degree of the relevant academic qualification. It becomes a bonus to have members of a DS with a post-graduation qualification up to a PhD level. The establishment of war colleges was informed by the need to have versatile officers who, according to General Eisenhower, should possess abilities in leadership and a basic knowledge of the techniques of modern warfare as well as having a background of general knowledge similar to that possessed by leading universities (Massland & Radway, 1957, p.28).

Directing Staff who are recruited at Shrievenham Staff College are expected to have extensive knowledge of the strategic environment, such as the headquarters and joint operations; academic qualifications; and an instructor qualification, in that they should have been an instructor in their service junior staff college. Officers identified for a DS post are given an opportunity to attend a comparative study, as well as a senior staff course in more than two colleges internationally and regionally. According to Lt Col Brooking most Western countries such as the United Kingdom, United States of America, and Australia potential DS candidates are identify during recruitment and the member's career is channeled along those lines (Shrievenham 2011).

Part of the 1994 transformation process of the Department of Defence in South Africa was the amalgamation of different forces, such as the South African Defence Force (SADF), TBVC military forces (Transkei, Bophuthatswana, Venda and Ciskei), uMkhonto weSizwe (MK) and the Azanian People Liberation Army (APLA) into the South African National Defence Force (SANDF). However, all these forces had different ideologies and political backgrounds. This presented challenges as many people could not work together. The concept of a joint senior command and staff college was established to provide common ground for all these forces to function; as a result, a project team was established to develop the Joint Senior Command and Staff Programme (JSCSP) curriculum, conduct benchmarking, and develop training material. After the completion of the project and the registration of the qualification, the South African National War College became operational. The first Joint Senior Command & Staff Programme (JSCSP) was presented in 2004, comprising representatives from the South African Army (SA Army), South African Air Force (SAAF), South African Navy (SA Navy), and the South African Military Health Service (SAMHS) and Divisions.

Like any other education institution, the SANWC embarked on a programme to identify suitable candidates for the delivery of the programme. The same principle was applied to appoint DS from the same services as programme members. The appointment of DS at SANWC differs from that of other countries. South Africa's historical background played a significant role in appointing these DS, and included issues of representivity, qualifications, organisational needs, and knowledge of the programme content. Since the establishment of the SANWC in 2004, eighty percent (80%) of the DS component were members from former SADF dispensation white males. Therefore, former instructors' issues of representivity could not be addressed due to a lack of qualified DS from non-statutory forces. This created challenges amongst the DS as tensions emerged around perceptions and issues of trust. It is the view of the researcher that the fundamental requirement for a DS is to have a qualification in education.

1.2. Background to the study

The transformation of education, training and development entities was the government's priority after 1994. All training institutions had to transform and align their qualifications with the prescripts of the South African Qualifications Authority (SAQA) which focused on " creating a single ,unified system for education and training qualifications in the country, and creating the institutions to ensure that these qualifications are of a high quality" (2006, p.11). These changes were also applicable to the SANDF where all ETD service providers had to align their programmes with the SAQA principles to ensure that SANDF members receive a high quality qualifications.

The 1996 White Paper on Defence and the 1998 Defence Review emphasize the importance of professionalizing the defence force. According to the White Paper on Defence, "Education and training

programmes within the SANDF are a cardinal means of building and maintaining a high level of professionalism" (1996, p. 13). The same notion is encompassed in the Constitution of the Republic of South Africa, which states that all members of the SANDF, "shall be properly trained in order to comply with international standards of competency" (Section 226, (5)1). This principle was used as a premise for the establishment of the SANWC in order to train senior officers for staff officer and operational commander appointment. This notion is also addressed in the Department of Defence Overarching Human Resource Strategy (2009, p.22). Also the instruction on Overarching Policy for Education, Training and Development emphasises the need for SANDF members to be provided an opportunity to make use of training and development opportunities. The same policy emphasises issues of jointness and interoperability in the DOD and ETD being the platform used to ensure issues of jointness (2005, p.3). On the basis of these documents SANWC was therefore mandated by the Chief of the South African National Defence Force (C SANDF) and Chief Human Resources (CHR) to conduct training and development for senior officers from the four Service and Divisions to ensure that all these officers are exposed to issues of jointness.

When SANWC was established, part of the requirement for its registration as an Education, Training and Development (ETD) service provider with the Safety and Security Sector and Training Authority (SASSETA) was to have a DS component with the necessary qualifications, knowledge and skills required for the delivery of JSCSP. The appointment of DS in the SANDF is twofold. Firstly, a DS must be a qualified facilitator, assessor and moderator; secondly, they must have successfully completed the JSCSP. This is where SANWC's appointment of DS differs with that of other colleges. Most DS appointed at SANWC do not have the necessary qualifications as prescribed by SASSETA this is in contrary with the SASSETA accreditation requirement for SANWC to be a fully accredited institutions. CHR instruction states that "*the expertise of candidates,*

matches the post profile requirements" (2010, p. 6). Other colleges that have the same mandate as SANWC only appoint candidates that meet the required qualifications such as academic qualification and have passed a senior staff course with an average of eighty percent (80%) and above. Most of these DS are also part of the university teaching staff, as in the case of Botswana, Ghana and Zimbabwe.

DS tenure at SANWC is supposed to be three years as stipulated in CHR instruction. In their first year, the DS will spend three months away doing assessor and moderator courses; the duration of these courses depends on the service provider, as some take longer than a year to register a person to be qualified. According to the SANDF assessment policy members who are not qualified assessors cannot assess programme members and programme members have a right to decline to be assessed by those DS ( ). It is the view of the researcher that everyone who is identified to be a DS in SANWC must have ETD qualifications prior to their appointment. The importance of having such a qualification is to assist DS to have an understanding of the dynamics of teaching. The researcher has observed that out of the four members that have a teaching background which are also supplemented by the SANDF ETD qualifications perform better than the average.

The 2005 Department of Defence Instruction was mainly developed to address Education Training and Development challenges and to align DOD ETD programmes and training providers with the new education system as prescribed by SAQA. This instruction also highlights issues related to the appointment of Education Training and Development Practitioners (ETDPs) as a major challenge facing the DOD. According to this instruction, ETDPs, "shall be appropriately qualified and be competent in their specialist fields at the appropriate National Qualification Framework (NQF) levels. They shall be committed and fully understand the process of optimum facilitation of learning and assessment of

competencies" (2005, p.7). ETDP is the term used to include the whole spectrum of educators, trainers, teachers, facilitators, tutors, mentors, instructors, educational managers, lecturers, assessors, and others whose corps function can be described as ETD (adapted from SAQA Policy).

War colleges and staff colleges have a DS exchange programme where DS from various colleges in the continent and the Southern African Development Community (SADC) region are seconded to the SANWC, and SANWC reciprocates. All International Foreign DS seconded to SANWC have academic qualifications up to a Master's level, have DS experience, and extensive experience in various military operations which are conducted externally. This evident in the manner they interact with their SANWC counterparts and programme members on academic matters. As such these DS take a lead during the African combined exercise (CJAX) which is conducted by all SADC countries. In certain instances programme members prefer to be allocated in their syndicates.

There has been a shift more recently to undertake the appointment of DS in an ad hoc manner, in that most of the people appointed at the SANWC as DS have only a JSCSP qualification and are often people whose performance during the programme is below the accepted standard. The appointment of DS at SANWC is conducted in two ways, firstly, through normal staffing processes where services identify members to be appointed as DS. Secondly, a member is identified from the ongoing JSCSP as a potential DS, sometimes people that are appointed are non-performers. The motive for their appointment varies from being punished for misbehaving whilst on the programme, for defying orders from the Commandant or DS or criticising the system. The term that is normally used specifically by the Commandant is *"fixing the member"* The member completes the programme in November and is expected to report at SANWC in January the following year, to be utilized as a DS without the necessary field experience. Internationally, only programme members who

have achieved a pass mark of sixty-five percent and above are considered for such appointments. In the case of SANWC this is not considered and anyone can be a DS irrespective of the member's performance. Furthermore, DS in other countries are sent for comparative studies to other colleges prior to their appointment as DS.

1.3. Problem statement

The SANWC is the most senior military training college of the SANDF. The programme is designed for the rank group of Lieutenant-Colonel (Lt Col) and Commanders (Cdrs) who are either appointed as staff officers or operational commanders after the completion of the programme. The success of the JSCSP offered at SANWC depends on the competence of the DS, hence the appointment of the DS becomes critical. Several instructions and policies have been developed addressing the appointment of DS and instructors. The first instruction was issued by Chief Human Resources in 2005 followed by a further instruction in 2012. The human resource development training and development DOD policy specifies that the "DOD is committed to the development of highly skilled trained and educated officials. The training of officials remains critical to the functionality of the Defence Force" (2017, p.3). Accordingly, the human resource development training and development instruction issued in 2017 also refers to the appointment of DS. This policy stipulates that qualified and experienced instructors, directing staff and lecturers shall be utilised as training providers and the DS must be qualified at least one level higher than the programme they are presenting (2017, p. 13-14).

Laubscher (2012, p. 2) raises an issue with regard to the quality of training which, according to him, is "directly dependent on the quality of the instructors and directing staff utilised in the formal training of individuals". Furthermore, he acknowledges that the quality of instructors and DS has been degraded and he cites several reasons such as the lack of

departmental guidance and co-ordination on the management of instructors, and "dumping" underperformers into instructor or DS posts, which serves to overlook the profile requirements of the DS post.

On 29 - 30 September 2015 during the Chief of the SANDF communication period with the SANDF Commanders including the Commandant of the SANWC. The Chief of the SANDF raised a concern regarding the officers trained and developed at SANWC, specifically that these officers cannot function well at operational level. As a result South Africa and the DOD has been embarrassed because one of the graduates from SANWC failed to carry out his duties as an operational commander and was recalled to South Africa. This comment was followed by a question directed to the Commandant of the SANWC: "Commandant of SANWC, what are you and your DS doing, we need to revisit the appointment of DS." This is a significant statement that cannot be overlooked, particularly when raised by the C SANDF. He added that, "I have my reservations about the calibre of officers produced at SANWC, Commandant and your DS you need to pull up the game." There is a view that the non-availability of an appropriate appointment process of DS is a contributing factor to the non-performance of SANWC graduates. This is also observed by Esterhuyse (2007) who suggests that proper training and utilisation of DS should be considered.

Concerns have been raised within the organisation regarding the appointment of DS at SANWC; several instructions have been issued to address the same issue and the same topic has been central to all ETD forums, specifically within the human resource development environment (HRD). Despite all these efforts the appointment of DS at SANWC remains a challenge.

1.4. Purpose statement

The purpose of this study is to bring to the forefront issues related to the appointment of Directing Staff at SANWC and also to clarify how these issues have influenced the delivery of JSCSP and the image of the organisation. In order to identify the problem with accuracy, which is basically a management and leadership issue, management related theories will enhance the researcher's understanding of human resource management in relation to the appointment of DS.

The findings will be presented to the relevant SANDF Human Resource Directorate which deals with human resource aspects of the organisation. In addition to this, recommendations will be made to assist with the development of the appointment strategy for DS at SANWC. This study will potentially also benefit other SANDF Education, Training and Development providers such as Service Colleges and the South African National Defence College (SANDC).

This study seeks to identify the criteria applied in the appointment of DS at SANWC and also to establish what role the career managers play in this process. Finally, this study will encourage ETD providers and career managers to apply CHR Instruction 003/10 which outlines the guidelines to be considered, including the following aspects: the profile of the candidate, selection, appointment and training of DS and rotation of DS.

1.5. Research questions

The following research questions were addressed in this study:

- What is the role of career managers in the appointment of DS at SANWC?
- What is the criteria used for the appointment of DS at SANWC?
- What can be done to improve the appointment of DS at SANWC?
- What recommendations can be made regarding the appointment of DS at SANWC?

1.6. Objectives of the study

In order to address these questions, the following research objectives were developed:

- To describe the role of career managers in the appointment of DS at SANWC;
- To describe criteria used for the appointment of DS at SANWC;
- To explore possible solutions to address the appointment of DS at SANWC; and
- To provide recommendations.

1.7. Literature review

1.7.1. Introduction

The literature review that will be conducted for this study includes only studies within the HRM environment, covering various aspects related to the appointment process in general and specifically the appointment of DS at SANWC. When embarking on a study of any nature, one has to refer to the existing literature within the field of study and the discourse on a particular topic or field of interest. The purpose of the literature review is to identify the current issues and debates in relation to employee appointments within the DOD generally and specifically in relation to the Directing Staff. This area of study has not been addressed in the Department of Defence (DOD) since the inception of the Joint Senior Command and Staff Programme (JSCSP) in 2004.

According to Corpsy (2008), a literature review provides the researcher with an opportunity to explore other research studies conducted in the researcher's area of focus. A literature review is used in the contextualization of the study to argue a case and identify gaps that the

study could address (Henning, Van Rensburg & Smit, 2013, p. 27). Mouton (2012, pp. 86-97) points out that a literature review is the basis of every research study conducted and is an essential element of any study. He explains that when embarking on a study, the first step is to find out what has been done in that field of study. It is thus important for the researcher to start with a review of the existing scholarship or available body of knowledge to identify how other scholars have examined the research problem of the study. Furthermore, Mouton explains why conducting a literature review is important and why failure to conduct a thorough literature review may result in duplication or error. A preliminary literature review assists with the demarcation of the field of study by showing how other scholars have approached the object of the study in question (2012, pp. 86-97).

Kim (2015, pp. 1-3) suggests that it is important for the researcher to conduct a careful and thorough literature review, irrespective of the level of research. In his view, this is the first step to be taken by the researcher which he refers to as basic homework. This also serves as confirmation that the basics of research are not overlooked. He further postulates that a literature review not only surveys what research has been conducted previously on the topic but also encapsulates, appraises, compares, contrasts and correlates various scholarly books, research articles and other relevant sources that are directly related to the current research. The literature review helps create an understanding with the audience so that they can trust that the research is well informed and can be trusted. The literature review assists in the historical context of the research and identifies how the research is different from what has been done previously within the field of interest. The different forms of literature review are explained, such as argumentative review, integrative review, historical review, and methodological review, systematic and theoretical review.

1.7.2. Significance of the literature review in research

Creswell (2006) explains that a literature review helps to determine whether the topic is worth studying and provides insight into ways in which the researcher can limit the scope to a needed area of inquiry. Cooper (1984) as well as Marshall and Rossman (2006, as cited in Creswell) state that the purpose of a literature review is that it shares with the reader the results of other studies that are closely related to the study being undertaken. It locates a study within the larger ongoing dialogue in the literature, addressing gaps and expanding on prior studies (2009, pp. 22, 49). Creswell emphasizes that the research that is being pursued might not be the first study to be conducted, therefore the researcher needs to take cognizance of the outcomes of the previous research. This can be achieved and confirmed only if the researcher conducts a thorough literature review. Conducting a literature review for this study will serve two purposes. Firstly, the researcher needs to be familiar with other studies within the field of study, and secondly, it should avoid any duplication of the same study.

The literature review serves to highlight some of the issues related to the study in order to avoid duplication. In this case, all aspects related to HRM such as appointment and selection, career planning management, training and development, and others, are integrated into the study.

1.7.3. Theoretical framework

In discussing the appointment of DS it is important to identify the field in which the study is based. The main focus of this study is on appointment which is a management function. It is also important to understand the management theoretical framework. Silverman (as cited in Henning, Van Rensburg & Smit, 2013, pp.14; 25) defines theory as a statement about

how things happen as they do. Furthermore, Henning et al (2013) holds the view that theories assist in making sense of the world, provide guidance on how to behave in the world, and predict what might happen next. A theoretical framework locates the research within a discipline or subject and provides a lens through which the researcher views the world, as well as providing an orientation to the study.

Mouton states that the aim of theoretical and conceptual studies is to review and discuss the most relevant and appropriate theories, models or definitions of a particular phenomenon (2012, p. 92). According to Wright, Dunford and Snell (as cited in Sajeevanie, 2012, p. 706), Human Resource theories have evolved and no longer focus on resource-based theories. A good theory enables one to both predict what will happen when faced with a set of certain variables and to understand why this predicted value should result. An accurate theoretical model allows for better decision-making in conditions of uncertainty. These authors further argue that theoretical models allow for both predicting and understanding the effects of HR practices on organizational functioning. For this study, three theories have been identified that are closely linked to the study, namely the organisational behaviour theory, administrative theory, and contingency theory.

1.7.4. Organisational behaviour theory: Classical organization theory

Sarker and Khan (2013, pp. 1, 3) describes a classical approach to management as a set of homogeneous ideas on the management of organizations that evolved in the late 19th century and early 20th century. This perspective emerges from the industrial revolution and centres on theories of efficiency. The contributors of this theory are Brown, Dennison, Gulick, Urwick, Mooney, Reilly and Sheldon. However, the most notable contributor of this theory is Frederick Taylor (in 1917, as "scientific

management") who introduced the classical organisation theory known as Taylorism. Fayol introduced "administrative management" and Weber "bureaucratic management" (2013, pp. 1, 3). According to Griffin (2006), classical approach made a significant contribution to the development of management theories.

Studies on management were introduced by classical theorists. These emphasised rationality and making organisations and workers as efficient as possible and offered a convenient framework for the education and training of future managers (Certo & Certo, 2006). Fayol introduced the elements of management such as planning, organizing, commanding, co-ordination and controlling, and these principles are considered useful in contemporary management practices. In addition to the elements of management, Fayol also introduced the fourteen principles of management, namely division of work, authority, discipline, unity of command, unity of direction, subordination of individual interests to general interest, remuneration, centralization, scalar chain, order, equity, stability of tenure of personnel, initiative, and esprit de corps (Sarker & Khan, 2013, p. 3).

The classical view was criticized by Mayo (1933) and Roethlisberger in the 1920s, when they introduced the neoclassical theory. They argued that the act of paying attention to employees in a friendly and non-threatening way was sufficient in itself to increase output. In their view, modern companies are struggling to apply Taylor's scientific management theory or his philosophy of 'production first, people second' which has left a legacy of declining production and quality, dissatisfaction with work, loss of pride in workmanship, and a near complete loss of organisational pride. The shortcomings of classical organisational theory linking motivation to economic rewards include that it created over conformity and rigidity, thus limiting creativity, individual growth and motivation (Walonick, 1993).

Taylorism focuses on the production rather than the people behind production. Economic reward is used to motivate employees and this lead to mass production and not quality. Employees focuses on what is required. This theory supports the view that employees are not capable of working without a reward and that an employee focuses on reaching the target so as to be rewarded for the job, irrespective of the quality. The DOD is a public organisation that is not profit driven and therefore employees are not enticed by rewards in order to do their job. As much as the DS are being paid overtime, it is awarded for that purpose and is not linked to any reward or used as a motivator. The issue of rewards as a motivator for SANWC DS is not part of their employment conditions. The positive aspect of this theory is the idea of getting the best equipment and the people. SANWC needs to focus on appointing the best people with appropriate qualifications as stated in the 2010 C HR instruction. The focus on employing the best people and acquiring the best equipment is the main aspect of this theory. However, the issue of providing rewards to motivate employees does not fit the business of SANWC and cannot be used in this study.

1.7.5. Contingency management theory

Contingency perspectives require that an organization needs to adopt specific HR policies and practices for different strategies. Contingency theory, also known as best fit HRM, suggests there is no universal prescription of HR. Contingency scholars have argued that HR strategy would be more effective only when appropriately integrated within a specific organizational and environmental context. Those who have advanced this theory include Schuler and Jackson (1987), Dyer (2005) and Mahoney and Decktop (2000). Thus, to be effective, an organization's HR policies must be consistent with other aspects of the organization. By having appropriate HR policies and practices in place, organizations can elicit employee behaviours that are consistent with an

organization's strategy. Schuler and Jackson (1987, p. 208) are the adopters of the contingency approach and underline the importance of a fit between the organisation strategy, related and expected employee role behaviour.

The best fit theory emphasizes the importance of ensuring that HR strategies are appropriate to the circumstances of the organization, including the culture, operational processes and external environment. HR strategies therefore have to take into account the particular needs of both the organization and its people. This theory emphasizes the need to develop a close link between strategic management and HRM, and integration between an organization's business strategy, policies and practices (Wagaijo, Mkuru & Kahiri, 2012, p. 65; Rose & Kumar, 2004, p. 19).

Even though this theory acknowledges that there are various ways that can be applied to arrive at the best solution depending on the nature of the problem, it fails to provide potential solutions for specific problems. Given the nature of this study, one of those solutions could address the issue of the appointment of DS. Managers and leaders apply different ways of approaching challenges. Opening up processes to various approaches can complicate the situation, and this is exactly the process that is being applied in recruiting DS. It is an open system in which everyone can decide who should be appointed as DS. It is the researcher's opinion that the appointment of DS is sometimes influenced by personalities and power, where those in charge use power in deciding to choose who shall be appointed. Such a system is flawed and detrimental to the individual's career. Therefore, this theory is not relevant for this study.

1.7.6. Administrative management theory

According to Olum (2004, pp. 10-12), management theories evolved during and after the First World War (1914 -1918) and the Second World War were formalized in the 1930s with the emergence of the Industrial Revolution, which brought the idea of mass production, specializing, and seeing people as critical resources, and this shift intensified the role of management. The main contributors to this theory were Mooney and Reilley (1931), Warwick, Barnard, Brown, Dennison, Sheldon, Gulick, Weber, Frederick and Gilbreth. All these theorists focused on different aspects of administrative management theories.

The main scholar who developed this theory further was Henry Fayol, in "General and Industrial Management", in which he introduced the concept of management. This theory emphasises the need to establish a universal set of management principles to all organizations with a focus on the total organization. Fayol introduced the fourteen principles of management, namely division of labour, authority, discipline, unity of command, unity of direction, subordination of individual interests to the general interest, remuneration, centralization, scalar chain, order, equity and stability of personnel, initiative and esprit de corps. General administrative management is considered the forerunner of modern organization theory, and was created to develop a broader theory associated with administrative management functions (Pindur & Rogers, 1995, p. 62; Tompkins, 2005). Fayol's theory essentially focuses on administration, such as personal duties of management, at a more regular level.

According to Tompkins (2005), the main purpose of this theory is to find a good balance between the structure of the administration and the mission of the organization. Central to this theory is the issue of organizational effectiveness and administrative efficiency. This can only be achieved if the lines of authority are defined and the top administration takes responsibility for the organization. Tompkins further states that in order to achieve administrative efficiency there must be a clear separation of

labour. The administrative theorist believes that it is beneficial to the organisation to focus on the organisational objectives and administrative structures, and ensure that all these are well developed before considering the human factor.

Among the scholars of administrative theory are Gulick and Barnard (1968), who expanded on Fayol, Mooney and Reilley's basic theoretical framework by adding their own conceptual distinctions. According to Gulick, government agencies can be departmentalized based on the process, individuals, place and purpose. The emphasis is on the importance of chief executives implementing closer supervision over administrative departments. The extent of interaction between government departments is high and proper co-ordination is necessary among these departments. For this to be effective, Gulick further proposes that separate departments be established. In his view, all organisations should divide labour no matter what their size or level of complexity. According to Gulick, Fayol's scalar chain fits well with such an arrangement, where an organisational chart is developed, highlighting the level of control for each manager and describes reporting lines within the organizational hierarchy (Tompkins, 2005, p. 110).

1.7.7. Conceptual framework

The conceptual framework for the present study is based on Fayol's administrative management theory, which has a direct applicability to the study. The appointment of DS at SANWC is a management issue, and the responsibility to recruit the right quality of person lies within the ambit of the HR environment. According to Schuler and Jackson (1987, p. 211), HRM practice entail six components: planning, staffing, appraising, compensating, and training and development. Organisations determine where to recruit, and the benefits of recruiting internally as opposed to externally. They further argue that recruiting internally means a policy of

promotion from within. This implies that officers recruited at SANWC stand a chance of being promoted at SANWC or elsewhere after their tenure at SANWC. This policy serves as an effective reward because it commits the organisation to providing training and career development opportunities if the promoted employees are to perform well

Fayol introduced the fourteen principles of management, including the four areas which are critical for HR managers and administrators. According to Tompkins (2005), the main purpose of this theory is to find a good balance between the structure of the administration and the mission of the organization. Central to this theory is the issue of organizational effectiveness and administrative efficiency. Gulick and Barnard (1968) refers to different departments within the organisation, with each department having a specific function. The way in which the different departments within the organisation should co-ordinate their activities aligns well with the process upon which the appointment of DS should be managed. The appointment of DS forms part of administration which is managed from different levels of the organisation. The scalar chain, as proposed by Fayol and supported by Gulick, forms part of the management and administrative processes of the SANDF.

SANDF management and administrative processes emanates from the highest authority to the actual entity. The management and administration of the appointment process of DS forms part of the management process from a different environment. The initial process of DS appointment was based on Fayol and Gulick's administrative theory of establishing a universal set of management principles and co-ordination of activities. The appointment of DS should be a co-ordinated effort by various entities involved and should not be an open process which is not co-ordinated and facilitated in a correct and professional manner. It is the role of a human resource manager to ensure that the organisation identifies the best skills, and the appointment of employees is based on the organisation strategy,

aligning the objectives of the organisation with the required skills. In this case, the top management needs to take responsibility and ensure that the policies are implemented. This notion is supported by the administrative management theory, which moves from the premise that there is a greater need to integrate organisational processes such as strategy, policy and structure. The appointment of DS should be linked to all these components and the internal processes. According to Tompkins (2005), superiors in an organization are the primary decision-makers.

The DOD Human Resource Strategy highlights the issue of disintegrated human resource management systems, where, "the absence of a single point of responsibility for the total spectrum of HR management (as is vested in the HR Directors of most major corporate organisations), as well as the apparent "fragmentation" of the DOD's HR management process, also contribute to the HR process being experienced negatively by many DOD personnel" (2010, pp. 21-22). The issue of the HR disintegrated process has had a negative influence on personnel, including the DS. Even though CHR Instruction provides guidelines with regards to the appointment of DS not only for SANWC but for all SANDF ETD providers there is a constant deviation from CHR guidelines as a result the appointment of DS is conducted in a haphazard manner.

1.8. Concept of human resource management

Organizational success depends on the calibre of human resources that are employed. This is supported by Stone (2002), who posits that Human Resource Management (HRM) focuses on managing people within the employer-employee relationship. It specifically involves the productive use of people in achieving the organization's strategic business objectives and the satisfaction of individual employee needs.

According to Noe, Hollenbeck, Gerhart and Wright (2004), human resource management (HRM) consists of an organization, people and practices (which includes the policies and systems that influence employees' behaviour, attitudes and performance). Human Resource Management and Development influences people who work for the organization and how those people work. The human resources, if well managed, have the potential to be a source of sustainable competitive advantage, and contribute to the basic objectives such as quality, profits and customer satisfaction (2004).

Human resource management practice could not form the basis of sustainable competitive advantage, but the human capital pool has greater potential to constitute a source of sustainable competitive advantage. Human capital pool means having skilful employees in the organisation. Jackson and Schular (2000, p. 37) explains that the effect of global economies and the rapid development in the importance of the human factor for the success of an organisation. They describe human resources as "the available talents and energies of people to an organisation as potential contributors to the creation and realization of the organisation's mission, vision strategy and goals (Sajeevanie, 2015, p. 2).

1.8.1. Human resource management in the SANDF

There are various structures that have been established to undertake all management and administrative issues of the organisation. Human resources management is also informed by the Constitution of the Republic of South Africa (1996), the Human Resource Development Strategy for the Public Service (2000-2006), the White Paper on Defence (1996), the Defence Review (1998; 2015), and the Department of Defence Human Resource Strategy (2010). In line with Fayol and Gulick (2010, p. 21), the DOD HR strategy mentions that the HR process must ensure that

personnel are competent to execute and support the military strategy, and personnel are managed in accordance with modern best practices.

The Defence Review (2015, p. 11) reiterates that the Defence Force cannot compromise on the education, training and development of its officers. Furthermore, it emphasises the need to develop competent men and women who will be placed in positions of authority. It also states that defence leaders will be subject to intensive education, training and development programmes. This is an indication of how the SANDF values the education, training and development of its members and DS play a critical role in ensuring that SANDF members get the best education. The appointment of DS must therefore be made accordingly, and only people with the necessary skills, knowledge and attitude should be appointed as DS. Teaching is a specialised skill and cannot be imposed on anyone as is currently done with the appointment of DS at SANWC. Out of the twenty five (25) DS at SANWC five (10) have expressed their dissatisfaction with their appointment as DS stating that they have no passion for teaching. DS are sourced from various environment such as hospitality, social work environment, logistics, nursing, human resources and a few component from training colleges.

1.8.2. Human resource appointment policies

Policies are developed and designed to manage organisation's activities at different levels. They guide all the processes and systems. There are various policies that deals with various sectors of the organisation such as management, financial, operational, logistic as well as others. Organisations cannot operate properly without these policies, specifically appointment policies, irrespective of how the organisation manages its appointment processes.

According to Itika (2011, p. 44), there are three reasons why organisations need to develop these policies. Firstly, human resource policies assist managers to ensure the effectiveness of people management and that it is in line with corporate values. Secondly, human resource policy is useful in judging the extent to which the consistency between the declared philosophy in people management at the strategic level and the day-to-day management of human resources in terms of decisions and activities at operational level is sustained. Thirdly, these policies ensure consistency with regard to decision-making, avoid issues of discrimination, and minimise inequality in the treatment of employees. He further avers that human resource policies facilitate decentralisation, delegation and local empowerment and policies can be used at the organization's lowest level, as they guard against poor decisions being made. He argues that issues of staffing can be handled at the lowest level of the organisation with the guidance of policy, and furthermore, that the human resource policy document becomes the source of power and authority for those entrusted with the execution of duties affecting an employee's work.

1.8.3. Concept of employee appointment

Decker (2012, p. 1) defines appointment as the process of attracting prospective employees and stimulating them into applying for jobs in an organization. Furthermore, appointment is the process of hiring the right type of candidates into the right job. Appointment is the discovering of potential candidates for actual or anticipated organizational vacancies. According to Decker (2012), the role of human resources is to identify the human resource needs of the organization. This is followed by the process of appointment or acquisition function.

1.8.4. South African National Defence Force appointment processes

SANDF appointment processes are the same as those applied in public and private organisations. There are established human resource directorates whose responsibility is to manage all human resource management and administration issues of SANDF personnel. Chief Human Resource is the overall overseer of all human resource management and administration. Added to this is the directorates that are responsible for different human resource aspects such as Director Acquisition, Director HRM, Director HR Renewal, and Director Implementation. The DOD human resource strategy addresses the DOD appointment processes (HR Strategy).

1.8.5. Appointment of directing staff

Appointment of DS is a function of HRM and should therefore ensure that the organization has an adequate supply of human resources at all levels. Human Resource Planning is defined by Kleinman (2000) as an HRM practice that assists managers to anticipate and meet varying needs related to the acquisition, deployment and utilization of its employees. In addition to Kleinman's' statement, Noe et al. (2004) states that the first step in human resource planning is personnel forecasting, which is a process that attempts to determine the supply of, and demand for, various types of human resources to predict areas within the organization where there will be labour shortages and surpluses. Decisions regarding professional qualification, appointment and employment of teachers (including access to vocational training, access to employment and to particular occupations, and terms and conditions of employment) should be made on the basis of professional competence (ILO, 2012, p. 10). The Department of Defence Instruction highlights issues that inform the appointment of DS such as the required qualifications (DOD, 2005).

1.8.6. Linking appointment of directing staff with SANDF strategy

Recruited members need to be empowered in order to function in their new areas of responsibility. DS recruited at SANWC come from different environments, and some of them may not have the required competencies. It is therefore the responsibility of the organisation to ensure that these DS acquire the necessary competencies. The development and training opportunities must be reflected on the organization's strategic plans. This also assists in identifying the required competencies, and only employees with the appropriate competencies can be afforded an employment opportunity (Saunders, 2002). According to the 2005/2007 Defence strategy, the SANDF is obliged to "educate, train and develop its soldiers in the essential knowledge and skills required to execute the tasks necessary to accomplish its missions" (p. 9).

1.8.7. Qualifications of Directing Staff (Educator)

According to the South African Schools Act (Act 84 of 1996), an "educator is any person, excluding a person who is appointed to exclusively perform extra-curricular duties, who teaches, educates or trains other persons, or who provides professional educational services, including professional therapy and education psychological services, at a school". They are required to have specified professional credentials from a college or university. The department of education issued a policy in 2011 on new minimum requirements for teacher qualifications. The minimum expectation is that all educators must be in possession of an advanced diploma, with honours being the highest qualification.

The appointment of DS at SANWC is not done in accordance with the department of education requirements. Esterhuyse (2007; 2013, p. 119) argues that, "the absence of postgraduate academic qualifications among the directing staff" is of great concern and further explains that the British Army only recruits officers with academic qualifications. Van Solms shares

the view that DS are appointed into DS posts before they are trained and it sometimes happens that their three-year tenure at the college ends before the DS does the ETD programme. In the view of Van Solms (2012), the DS status is equivalent to a university lecturer by virtue of the fact that the college is the highest military training institution in the SANDF. Two of the International DS at SANWC are working as university lecturers.

Human resource practices of this kind should be comprehensive in scope, integrating initial training; comprehensive professional development throughout a teaching career; employment practices which encourage the appointment and retention of well-qualified, highly motivated candidates, including (but not limited to) salaries comparable with those of similarly trained professionals; teaching and learning conditions that encourage quality learning; and teachers' participation in education decision-making by means of consultation and negotiation (ILO, 2012, p. 1).

1.8.8. Profile of a Directing Staff

There are specific processes to be followed in identifying and recruiting DS. According to Laubscher (2010, p. 6), a DS has to be identified for specific posts in such a way that the expertise of the candidate matches the post-profile requirement in terms of the intended functional utilization of the member in that post. He further mentions that vacant DS posts at the SANWC can only be filled by a candidate who meets the required profile, and the post cannot be used to promote and place a Lt Col. All DS candidates should be identified according to the post-profile requirements of Service, corps preference (if required), the required military and non-military qualifications, as well as an indication of the field of specialization and level of expertise that are required. He acknowledges the prevailing deficiencies in post-profiles which results in the omission of the required details that are not always available in the existing written post-profile. In his view the ETD Provider must make this issue visible to the candidate.

Information must be made available to career managers with regard to the place where the post is and its requirements in order to identify and appoint the correct candidate

Appropriately qualified, well-supported and remunerated, and highly motivated teaching personnel working in a stimulating teaching and learning environment are the most important element of any education system. The status of teachers and public esteem for the teaching profession are crucial to high-quality education delivery. International standards adopted in the 1960s emphasize that teaching is a profession requiring expert knowledge and specialized skills that are acquired and maintained through rigorous ongoing education and training, together with a sense of personal and collective responsibility for the education and welfare of programme members. Teachers who benefit from equitable and enlightened human resource management and policies deliver better education outcomes and stay in the profession longer, thus reducing staff turnover and the associated costs and problems for education managers (ILO, 2012, p. 1).

1.8.9. Education, Training and Development in the SANDF

The SANDF has developed several documents that deal with issues of education, acknowledging the fact that education is a government imperative. Amongst the documents that addresses ETD issues is the White Paper on Defence (1996), the Defence Review (1998; 2014), and the Department of Defence instruction on the overarching policy for education, training and development. Sammanasu (2013, p. 20) points out aspects where organizations benefit from training their employees: it "increases performance, reduces accidents, creates job satisfaction, lowers labour turnover, makes efficient use of technology, enhances mobility, standardization of procedures, and less supervision"

1.9 RESEARCH METHODOLOGY

1.9.1. Research strategy

According to Bryman (2012, p. 35), research strategy provides an angle through which the research is conducted, specifically social research. Welman and Kruger (2001, p. 18) observes that the purpose of research is threefold; to describe how things are, that is define the nature of the study object; to explain why things are the way they are; and to predict a phenomenon. This description provides an insight into the content of this study. It is a descriptive study which intends to describe the current situation related to the appointment of DS at SANWC. This study focuses on words rather than numbers, therefore the most suitable research strategy that will be adopted for the study is a qualitative research strategy. According to Myers, qualitative research entails the application of qualitative data collection methods such as interviews, documents and participant observation data to understand and explain social phenomena (Myers, 2009, p. 1). According to White (2003), qualitative researchers can adjust and adapt the design as determined by the situation. Leedy and Ormrod (2005) asserts that qualitative research design provides a good platform for the respondent to provide in-depth responses to questions.

1.9.2. Research design

Bryman (2012, p. 47) defines research design as a framework used for the collection and analysis of data. He further highlights various types of research design such as cross-sectional, survey, longitudinal, comparative, quasi-experimental and case study design. Stake (1995), as cited in Bryman and Smith (1978) and Henning, Van Rensburg and Smit (2013, p. 41) points out that case study research is concerned with the complexity and particular nature of the case in question such as an

individual, programme, event, group, intervention, community, school and family. Bryman (2001, p. 183; 2012, p. 46) and Welman and Kruger (2001, p. 183) describe a case study as a detailed and intensive analysis of a single case. Henning et al (2013, p. 41) provides a broader description of a case study design as being employed to gain an in-depth understanding of the situation and meaning for those involved. These authors further suggest that the interest is in the process rather than the outcomes in context rather than a specific variable, and in discovery rather than confirmation. Given all these types of research design and their purpose, the most appropriate research design for this study was considered the case study.

1.9.3. Population and Sampling

The population of this study comprised all the elements that meet the criteria to be included in the study. The study adopted qualitative research design; therefore, the appropriate sampling strategy was the non-probability strategy. The non-probability purposive sampling method was considered the most applicable method for this study. Sampling provides a high degree of accuracy and reliability (Khan, 2005, pp. 3-4; Bryman, 2012, p. 418). For the purpose of this study, respondents were selected from within the SANDF HR management of various services and SANWC training branch staff members (DS). All of these members were purposefully sampled (approximately 20 respondents): four (4) service career managers, eight (8) SA DS, four (4) International Fellow DS and four (4) JSCSP participants.

1.9.4. Data collection: Primary and secondary

There are two methods commonly used in research for data collection: primary data and secondary data. Both methods are applicable to this study. Interviews were the main source for primary data collection. Other

sources such as books, journals, articles and organisation policies were used as secondary sources. This study is rooted in a qualitative epistemological position that recognizes the importance of locating the research within a particular social, cultural and historical context (Khan, 2005, p. 6).

The collection of data was done through structured as well as unstructured interviews. Using both interview approaches assisted the researcher to probe for more information where the researcher identified that participants had more information to share. According to Bryman (2010, p. 209), structured interview is a prominent data collection strategy for qualitative research. A research schedule was developed and administered to all the participants.

1.9.5. Data analysis

Data collected through interviews was reduced into manageable "chunks of information" using a thematic data coding method. Thematic analysis is the process used by qualitative researchers for organising data. Qualitative data analysis consists of identifying, coding and categorizing patterns found in the data. The researcher is then "able to communicate findings in a simple and efficient manner" (Byrne, 2001).

1.9.6. Data presentation

Once the data was organised, analysis was undertaken and findings developed. The data will be presented to verify if the findings accord with the question of the study. The views of the respondents must take precedence during the presentation of qualitative data, where "interpretation should always be grounded in interviewees or respondent's contribution; sufficient data should be presented to allow the reader to clearly see the relationship between the data and the interpretation of the

data" (Anderson, 2010, p. 10). From the analysis and the presentation of data, the researcher must be able to draw conclusions and make recommendations on JSCSP relevance in the training and development of DS.

1.10. Validity and reliability

Validity in qualitative studies considers the manner in which researchers develop questions. It does that in two ways. Firstly, it validates whether researchers observe what they think they observe. Secondly, it validates whether researchers correctly perceive the meanings that they think they perceive. Validity of a qualitative research design is the "degree to which the interpretations and concepts have mutual meanings between the participants and the researcher" (White, 2003, pp. 114-115). Reliability and validity assist in ascertaining the "truthfulness, credibility and believability of findings" (Neuman, 2006, p. 188). The researcher's familiarity with the environment might unintentionally influence validity and reliability of data; however, during interviews the researcher will seek clarity on issues that are not clear.

1.11. Significance of research

The study is aimed at improving the appointment processes of DS at the SANWC which will ultimately result in improved delivery of the JSCSP. This will also ensure that programme members that go through JSCSP are adequately developed for their future appointments and also as future leaders. The absence of the appropriate DS appointment strategy impacts on the manner in which DS are appointed at SANWC, and as a result, people are appointed regardless of their background and the lack of required competencies. As indicated by some of the participants during the interviews that there are no interviews nor an induction process people just get appointed DS may be placed in situations where they lose their

credibility, integrity and respect. This has long term and negative impacts on their careers. This study is thus intended to be of benefit to the Human Resource Management and Development environment, including SANWC and the DS.

1.12. Limitations

This is the first such study to be conducted in the SANDF. There is little specific information related to this topic. The study relies heavily on primary data, hence the availability of key respondents is critical for the success of the study. There might be reluctance among the key officials in committing themselves to giving more information or even participating in the interview. An anticipated challenge is that participants may withhold certain information, such as interviews with key officials and access to official documents, which would have provided important insights in understanding the dynamics behind the appointment of DS.

1.13. Outline of the chapters

Chapter one provides the background to the study, identifies the problem statement that the researcher proposes to investigate, provides the purpose statement, research questions guiding the study, the significance of the study, and limitations of the study. It is in essence the overview of the study.

Chapter two provides an overview of previous research on the appointment of DS at SANWC, and the overview of the HR processes employed in the appointment of DS. Additionally, the development of the HR and the selection processes followed by HR will be discussed.

Chapter three explains the research design and instrumentation. The research design provides the basis for how the study will be conducted, as well as the collection of data and the processing of data.

Chapter four organizes, interprets and synthesizes data in accordance with related research guidelines, strategies and procedures. It leads to a systematic and meaningful analysis of data collected on the study.

The collected data is presented in chapter five in order to confirm if the research question and the objectives of the study have been adequately addressed.

In chapter six the researcher provides a summation of the findings relating to the research problems, draws appropriate conclusions and provides recommendations.

1.14. Conclusion

This chapter provided the background to the study, including purpose statement, research questions, objectives, literature review, and research methodology. The following chapters will be conducted as reflected to the outline of the chapters. Chapter two deals with the reviewing of the literature regarding the appointment of DS followed by chapter three, the research methodology, chapter four the presentation of findings, chapter five interpretation and analysis of findings and finally chapter six the conclusion and recommendations of the study.

CHAPTER 2
LITERATURE REVIEW

2.1. Introduction

The aim of this chapter is to explore the concept of the appointment of DS at SANWC. The specific literature that addresses this topic is limited. Issues related to the appointment of employees remain the responsibility of HR management. This chapter will be divided into three sections: the first section presents the theory on the concept of human resource management in general, in which the necessary reference will be made to the SANWC and DOD. The second section focuses on human resource management in the South African National Defence Force and the processes related to the appointment of DS at SANWC. The third section is the conclusion of the chapter.

2.2. Theoretical framework

Organisations depend on the human resources management environment to identify and facilitate the appointment of employees. Failure to identify suitable candidates can have a detrimental effect on certain aspects of the organisation, such as productivity and service delivery. According to Henning, Van Rensburg and Smit (2013, pp.14; 25), a theoretical framework positions the research in the discipline or subject in which the researcher is working. A theoretical framework is like the lenses through which the researcher views the world, and also provides an orientation to the study.

2.3. Conceptual framework

The process of appointments at the work place is managed and regulated through the human resource management environment, hence the conceptual framework of the study is based on the management theory.

2.3.1. The concept of management

The concept of management became prominent in the nineteenth century in England, France, Germany and the United States of America. According to Hodgetts (1979, p. 3)., the concept of management is not new, but has been practiced for thousands of years. Furthermore, he praises the concept for the role it played in raising the United States to a position of world dominance, as well in as the success of giant corporations. Kaufman (2007, p. 36) confirms that management goes back to the dawn of human history. Olum (2004, pp. 10-12) posits that this concept was popularized by scholars such as Mooney and Reilley (1931), as well as Warwick, Barnard, Brown, Dennison, Sheldon, Gulick, Weber, Frederick, and Gilbreth and Fayol.

Fayol played a significant role in developing the concept and is considered as the father of modern management theory. Fayol's approach to the concept focused more on the administration aspect, and with his first monograph entitled "Industrial and General Administration" he introduced the six groups of administration and the five management functions, namely planning, organizing, commanding, co-ordinating and controlling. In addition to these functions he also developed fourteen (14) principles of management, namely division of labour, authority, discipline, unity of command, unity of direction, subordination of individual interests to the general interest, remuneration, centralization, scalar chain, order, equity and stability of personnel, initiative and esprit de corps. Fayol's contribution to management theory cannot be overstated. He provided a

conceptual framework for analysing the management process (Hodgetts, 1979, pp. 21-22; 25). General administrative management is considered the forerunner of modern organization theory and was created to develop a broader theory associated with administrative management functions (Pindur & Rogers, 1995, p. 62; Tompkins, 2005).

According to Staude in Hellriegel, Slocum, Jackson, Louw, Staude, Amos, Klopper, Louw, Oosthuizen, Perks and Zindiye (2014, p. 7), management refers to the process of getting things done effectively and efficiently through and with other people. He further explains the terms process, effectiveness and efficiency. Process refers to the main activities that managers perform such as planning, organizing, leading and motivating; effectiveness refers to those activities that are going to ensure that the organisation fulfils its purpose and attains its goals; while efficiency refers to how tasks are done. Human resources managers form part of the organisation and are often responsible for all management of the organization.

2.4. The evolution of management

Management has evolved since its introduction and more concepts have emerged, such as human resource management. Modern organisations operate in a dynamic environment where change is a constant factor. Human resource management has expanded to include new concepts such as human performance, technology, knowledge management, knowledge capital, knowledge resources, knowledge assets, workforce management, talent management, people management and human capital management. In addition to these changes, more changes emerged such as technology and globalization, and have played a significant role in the expansion of human resources (Kaufman, 2007, p. 40). There is a greater need to focus on building strategic capability,

expanding its boundaries and managing new roles (Lengnick-Hall & Lengnick-Hall, 2003, pp. 1-2).

Similarly, Nel, Van Dyk, Haasbroek, Schultz, Sono and Werner (2004, pp. 4-7) confirms that scholars of human resource management are confronted by new developments, and these have influenced the teaching of the subject at tertiary institutions by placing more emphasis on application, thereby making the subject relevant for workplace experience. Additionally, these authors state that the scope of human resource management includes issues related to the external environment such as social, economic, environmental, political and technological aspects. All these aspects play a significant role in the day-to-day functioning of an organization. Peterson and Lane (1979, pp. 3-8) confirms that the concept of human resource management has evolved and its scope has expanded. These authors are of the view that the role of the personnel department has expanded and is broader and more complex.

2.4.1. Definition of human resource management

Nel et al (2004, p. 9) defines human resource management as a staff function with the aim of helping other functional managers to apply and utilise the most important production factor, human resources, as effectively as possible within the organisation. Gerber defines human resource management as a purposeful action aimed at assisting functional managers in the optimal utilization and employment of manpower available within the enterprise, in order to achieve the goals of the enterprise (1995, p. 23). According to Storey (1995, p. 5), human resource management is a distinctive approach to employment management which seeks to achieve competitive advantage through the strategic development of a highly committed and capable workforce, using an integrated array of cultural, structural and personnel techniques. Decker (2012, p. 1) states that the role of human resource management is to

identify the human resource needs of the organization. This is followed by the process of appointment or acquisition function.

2.5. Functions of human resource management

Human resource management functions have not changed since Fayol's time. According to Fayol, planning as the first function requires a forecast of events, which extends into the future as the needs of the organisation demands. Organizing as the second function entails the structuring of the activities, materials and personnel for accomplishing the assigned tasks. This requires the co-ordination of the organisation's resources. Commanding as the third function encompasses the art of leadership coupled with the goal of putting the organisation into motion. Furthermore, the fourth function entails co-ordination of activities to attain organisational goals. The organisation sets up co-ordination meetings to ensure that every aspect contained within the plan is addressed. Lastly, controlling is listed as the fifth function which ensures that everything is done according to the adopted plan which applies to all parties involved. According to Schuler and Jackson (1987, p. 211), HRM practice has six components, namely planning, staffing, appraising, compensating, and training and development.

Though Fayol's management functions remain the foundation, other factors have emerged which influence these functions, such as the internal and external factors which determine the day-to-day functioning of the organisation. Swanepoel, Erasmus, Schenk and Tshilongamulenzhe (2014, p. 18) and Nel et al (2004, p. 10) explain these new factors as being motivation and supervision of employees, job design, manpower planning, recruitment, selection, placement, orientation of new employees, compensation, performance appraisal, training and development, management which includes people resourcing, people utilization and empowerment, people care and reward, as well as talent retention and

diffusion. These functions have expanded to include affirmative action, which previously was not considered part of human resource management.

Swanepoel et al (2014, p. 19) refers to the two components of HRM, namely people resourcing and workforce planning. People resourcing refers to all that needs to be done in order for the organisation to secure the right work talent and capabilities at the right place and at the right time to help ensure organizational success. Workforce planning focuses on the types of available jobs, the number of people required to achieve organisational goals and its mission.

Helriegel et al. (2014, p. 89) refers to planning as one of the responsibilities of management. An HR manager is expected to conduct planning on an annual basis and conduct an HR audit to determine the staff requirements of the organisation. Once a need to appoint more staff members has been identified, the HR manager is entrusted with the duty to find suitable candidates. Lengnick-Hall and Lengnick-Hall (2003, p. 129) shares similar views as expressed by Swanepoel et al (2014) and Nel et al (2004), that human resource professionals are charged with the responsibility to obtain the right human talent and ensure that people are in the right place at the right time, able to perform the work that is needed as well as able to achieve the desired outcomes, and to rapidly deploy and redeploy human capital when and where it is needed. This notion is also captured in the SANDF HR strategy on the right quality of workforce.

2.6. Linking human resource management with organisational strategy

Gerber et al (1995, p. 19) describes strategic planning as the process of setting organisational objectives and deciding on comprehensive programmes of action which will achieve these objectives. According to

Staude (2014, p. 220), strategic planning is based on three critical questions: "Where are we now?", "Where do we want to be?", and "How are we are going to get from where we are now to where we want to be?" Swanepoel et al (2014, p. 208) argues that organisational strategy and policy are inseparable. A change in the one affects the other, therefore policy should be the culmination of the basic strategy planning process. Steiner (cited in Hodgetts, 1979, p. 82) defines strategic planning as the process of determining the major objectives of an organisation, the policies, and the strategy that will govern the acquisition, use and disposition of resources to achieve those objectives.

Wright, Boudreau, Pace, Sartain, Mckinnon and Antoine share similar views to Staude (cited in Helriegel et al, 2011, p. 42) that HRM plays a significant role in influencing the key business strategy. According to Wright et al, human resource managers act as a strategic advisor and should always strive to influence the strategy of the organisation. HRM must always ensure that human capital fits into the organisational strategy. HRM officers continuously engage with executive decision-makers.

The best fit theory emphasizes the importance of ensuring that HR strategies are appropriate to the circumstances of the organization, including the culture, operational processes, and external environment. This theory emphasizes the need to develop a close link between strategic management and HRM, and integration between an organization's business strategy, policies and practices (Wagaijo, Mkuru & Kahiri, 2012, p. 65; Rose & Kumar, 2004, p. 19).

The importance of linking the strategy to human resource is also captured in the DOD human resource overarching strategy, which states that the strategy is based upon strategic goals and objectives for the total spectrum of strategic human resource management. It further confirms that this strategy is designed to optimally execute the mandate and the

mission of the Department (2009, p. 4). Confirming the link between two concepts, Itika (2011, p. 36) states that human resource managers play a pivotal role in developing human resource strategies and policies that fit the organisation and business strategy. Human resource managers provide guidance to other managers and staff on the interpretation of personnel strategies and policies in various areas, which include human resource implications of organisational and business strategies.

2.7. Human resource policies

Organisations develop policies which regulate the implementation of human resource activities within the organisation. According to the Public Service Commission (PSC) (2010, p. 9), the public service has a high number of employees, and it is therefore important to have streamlined and standardized policies, systems and processes which outline the criteria and guidelines that determine how the public service recruits, selects, trains, remunerates, and disciplines its employees.

According to Swanepoel et al (2014, pp. 207-208), HRM is responsible for the development of HRM policies to assist management, employees and other role-players to align HRM practices with the strategic intent and choices made regarding the management of work and employees. These policies are used to set some baseline boundaries for behaviour and HRM practice in order to assist and facilitate strategy execution, and to promote equitable HRM throughout the organisation. Swanepoel (2014) further states that HRM policies help to set a framework for required performance standards in relation to HRM in the organisation.

According to Price (1997, p. 156), human resource policies must ensure the right mix and number of staff in the organisation, which is achieved by the processes of resourcing and development of employee competencies. The policies result in the four "Cs", that is commitment of employees to the

organisation's mission and values; congruence which links human resource objectives with the organization's goals; competence, which is the development of an appropriate mixture of skills, abilities and knowledge; and cost effectiveness, which includes delivering performance in a competitive manner.

Human resource managers in the SANDF are responsible for developing HR policies for commanders and managers and these policies should then be effectively communicated and understood at all levels. It is also expected that these policies be continuously revisited, be promulgated in a user-friendly manner, and be effectively communicated and executed within the DOD (HR Strategy, 2010, pp. 22-23).

2.8. Recruitment and selection process

This is one of the critical functions of human resources, and organisations rely on human resources to identify and appoint suitable employees. Cherrington (1995, p. 192, cited in Nel et al., 2004) defines recruitment as the process of attracting potential job applicants from the available labour force. He emphasises the importance of recruiting candidates who have the abilities and aptitudes that will assist the organisation to achieve its objectives Brewster, Dowling, Grobler, Hollard and Warnich states that organisations need to develop a recruitment policy which reflects the kind of workforce required in order for the organisation to obtain and retain a competitive advantage (2000, p. 150).

According to Swanepoel, et al. (2014, p. 18), human resources focus on finding and engaging the appropriate people through the recruitment, selection and appointment of employees. Heigrel et al. (2014, p. 89) explains that managers need to ensure that there are qualified candidates for vacant positions by recruiting internally or externally.

2.9. The role of human resource management in the SANDF

The role of human resource management is critical for the success of the organisation and is a partnership between management and the human resource department. Most human resource departments have similar responsibilities irrespective of the organisation. However, there are also differences in the manner in which HR issues are managed and the DOD is one of those organisations whose HR practices differ from those of a regular organisation.

Human resource management aspects of the DOD are addressed in the DOD Corporate HR Plan and the Department of Defence overarching human resource strategy. This strategy states that, "unlike many organisations whose human resource strategies primarily or even exclusively focus only on the generic human resource functions (recruiting, appointments, development, utilization, maintenance), the Department of Defence is uniquely positioned in South Africa with regard to its strategic human resource exposure, impact and interfaces. Not only must it strategically manage its generic human resource functions and address identified human resource strategic issues and risks, but it must also deal with very specific and unique defence and military human resource requirements posed by its mandate and mission" (2009, p. 2).

This is further confirmed in the DOD Corporate strategy which states that the DOD is a national department that is governed in terms of the Public Service Act (103 of 1994) and Defence Act (42 of 2002). The members and employees serving in terms of the two Acts constitute the HR component of the DOD. Military personnel functions differ compared to that of the Department of Public Service Act personnel (2014, p. 10).

Human resource management in the DOD is coordinated through different directorates and each directorate is responsible for the specific HR function and responsibilities. Chief Director Human Resource Management responsible for staffing, transfer and promotions, Director Acquisition responsible for external recruitment, specifically the Military Skills Development System (MSDS) and other internal appointments, Director Career Management is responsible for all senior courses nominations, and Director Human Resource Development which is responsible for all ETD related issues such as the development of the curriculum, policies, instructions and most instructions regarding the appointment of DS, are developed from this environment. However, each Service and Division has its own human resource management directorate which deals with service specific HRM issues, including the identification and appointment of candidates for various positions in the Service and outside the Service, including the appointment of DS.

2.10. SANDF appointment process

The Department of Defence human resource strategy provides clear guidelines to HR managers on what must be considered when staffing people. It emphasises the right quality of personnel, which means the DOD's personnel should be competent; possess the required knowledge, skills and attitude to effectively, efficiently and economically execute the DOD's mission of the functions and tasks of the post in which they are appointed. Furthermore, the strategy emphasises the need to staff and utilise personnel according to the organization's needs; therefore, an individual's profile should match the requirements of the posts in which they serve (2010, p. 5).

The SANDF employs different appointment processes and certain vacancies are filled by appointing internal people moving from one post to the other within the same environment or outside it. It is the career

manager's responsibility to identify suitable and qualifying members for the vacant post. Unlike other places where candidates undergo an interview process to determine the level of knowledge for the new job, in the DOD interviews are only conducted for external recruitment and for certain strategic appointments. Though this process is managed by career managers, the Service Chief has a final say; therefore, the advice given to the Chief by the career manager is important.

In the case of the Colonel and Generals, a special session is organized where the Chief of the Service submit a name list with possible candidates for promotion. This session is organized under the leadership of CHR. This process is mandated by C SANDF who has sole prerogative to authorize the promotion and transfer of senior officers.

2.11 The South African National War College

The SANWC is the highest military training institution in the SANDF focusing at an operational level of training in a joint environment hence the programme is designed specifically for majors. However, South Africa is the only country that presents JSCSP to Lieutenant Colonel and Commanders; this is a result of the backlog dating back as far as 1994. JSCSP is a promotional programme whereas the South African National Defence College is at a strategic level looking at issues of national security. There are seventy-two (72) South African officers from the South African Army, South African Air Force, South African Navy, South African Military Health Service (SAMHS) and all the Divisions that are trained at SANWC annually, including 8 (eight) international programme members from different countries.

The JSCSP is presented over a period of twelve months with four modules including national study visits to Cape Town, history staff ride, and local defence industries. The programme is accredited by the Safety and

Security, Sector Education and Training Authority (SASSETA). On completion of the programme, programme members are awarded a Diploma in Joint and Multinational Operations. The DS component represents the four Services eight (8) SA Army, four (4) South African Air Force, four (4) South African Navy and one (1) South African Military Health Service.

The levels of qualifications of members attending JSCSP vary with the group the majority are in possession of grade 12 qualifications. There are instances where there are programme members with tertiary qualifications, junior degree up to PhD level. In 2016 there was one (1) medical doctor, one (1) lawyer, twenty seven (27) programme members with a junior degree. In 2017 there was one (1) programme member with a P HD, one (1) medical doctor, one pharmacist (1) one (1) dentist and eighteen members (18) with a junior degree. Unlike in other colleges, graduates from SANWC are either appointed as staff officers or operational commanders of external operations in countries such as Burundi and the Democratic Republic of Congo.

2.12. Appointment of Directing Staff at South African National War College

SANWC applies a different appointment process compared to other colleges such as the United Kingdom, the United States of America, India, Australia, Nigeria, Zimbabwe, Ghana, Uganda, Kenya and Botswana. In these countries there is a high level of involvement in the process where even the president has a voice in who must be appointed as a DS. Only candidates who have completed the staff course with an average of sixty-five percent pass mark and above are considered for a DS post. Another consideration is that an individual must be in possession of the first degree, including both operational and strategic experience. Most staff colleges or war colleges adopted the British model of a staff college this is

based on the colonial influence the same tendencies are also prevalent with the Francophone and Lusophone states.

In other colleges, the DS stay at the college for three years and afterwards they rotate back, either promoted or deployed as an ambassador. This indicates that the DS role in the organisation is recognized and respected. Kelley and Johnson-Freese (2013, p. 1) concur that the War College specifically serves as a valuable and irreplaceable experience for senior military leaders.

The concept of establishing a joint staff college was influenced by the need to have a multi-skilled officer, unlike when officers attended the service-specific programme not having any insight into the responsibilities of other services. When SANWC was established in 2004, there were no DS at the college and the concept of a DS was not in operation, hence instructors were used to facilitate learning. This changed with the changes in education and the introduction of entities such as SAQA and Sector Education and Training Authorities (SETA) where programmes had to be registered and accredited, including the staff members. The instructor's post was transformed into DS posts with a different mandate this resulted into the resignation of experienced instructors leaving a significant gap which had a negative impact on the delivery of the JSCSP.

The 1998 Defence Review (1998. p. 83) acknowledges the shortage of instructors and mentions that a retention programme for instructors must be developed in order to avoid instructor turnover, and recognition for the skills and work load of instructors. Another important aspect captured in the Defence Review is that "the SANDF is to review its instructor training programme to bring it up to date with the latest developments in educational technology while ensuring that any instructor qualification accords with the standard set by the National Training Board."

According to the Chief Director Human Resource Development instruction, only those members who meet the necessary criteria can be appointed as DS. Firstly, a member has to be a Lieutenant Colonel; secondly, the member must be staff course qualified; thirdly, a grade 12 and/or academic qualification is required; and lastly an ETD qualification is needed. When the SANWC was established the appointment of DS was done appropriately, and only members who had the required education qualification, such as ETD level 1 from the College of Technical Education (COLET), was regarded as the highest education qualification for DS, and had worked as an instructor. When the South African Qualification Authority was introduced (SAQA) another criterion was added. All DS or instructors were required to upgrade their qualifications as facilitator, assessor and moderator, and register with the relevant SETA (2011). Members working at the SANWC were no longer called instructor because the mode of teaching changed and they were more involved with facilitation, hence the change from instructor to DS.

DS are appointed for a period of three years, after which the DS is either promoted or rotate back to the Services and can be utilised in any post that has been identified. However, this changed in 2006, and DS have stayed at SANWC for more than three years with a maximum of ten years, seven (7) SA Army , two (2) SA Navy, two (2) and three (3) from SAMHS. There has never been a full component of DS certain post are left vacant for a period of one to five years. As a consequence, people do not want to be appointed at SANWC as they are concerned that this might also happen to them. SANWC is regarded as a negative posting, and some people refer to their appointment as "a death sentence".

The appointment of DS is guided by various instructions that have been developed from the C DHRD environment; therefore, career managers have these instructions in their exposure as they are available on the Department's intranet. These instructions serve as policies, as Swanepoel

et al. (2014, pp. 207-208) explains that HRM policies help to set a framework for required performance standards. In relation to HRM in the organisation, instructions also provide a framework for how the appointment of DS should be managed.

The first instruction was issued in 2005 and it encapsulated all issues related to the appointment of ETDPs. This is the term used to include the whole spectrum of educators and trainers, teachers, facilitators, tutors, mentors, instructors, educational managers, Lecturers, assessors and others whose function can be described as ETD. This includes Directing Staff (adapted from SAQA policy). This instruction stipulates the conditions which regulate the appointment of ETDPs in the DOD. It states that "in accordance with the prescripts and requirements for accreditation and quality assurance, all DOD ETD providers shall ensure that ETDPs are adequately qualified with a SAQA registered ETDP qualification or other ETD qualifications(s) approved by the applicable Education and Training Quality Assurance Body (ETQA). It further states that the use of registered assessors is a requirement for all assessments leading to credits or qualifications registered on the NQF and ETDPs shall be appropriately qualified and be competent in their specialist field at the appropriate NQF levels. They shall be committed and fully versed in the process of optimum facilitation of learning and assessment of competencies" (2005, p. 7).

The DOD human resource development functional guidelines of the Financial Year 2013/14 Medium Term Expenditure Framework (MTEF) refers to the capacitation of Education Training and Development Practitioners (ETDPs) and that effective ETD is dependent on skilled and competent ETDPs who have both functional expertise and the skills to educate and train programme members. The DOD HRD strategy and plan address various issues, one of them being the management of trainers, which needs to be formalized to ensure effective development, utilization and management of training personnel. This instruction further refers to

establishing a coordinated system to manage ETDPs, particularly instructors and directing staff (2016, pp. 3; 8). It is the view of the researcher that the Department is apprised of the dilemma of educators in the Department and is committed to addressing the issue. It also acknowledges that there is no effective development of trainers in the Department.

Laubscher (2010, pp. 1-2) confirms that the quality of instructors and DS has been reduced in recent years. Some of the factors that led to this situation are pertinent issues such as the loss of skills in many functional fields, national and departmental transformation imperatives, overriding functional requirements during the staffing of members in DS posts, misinterpretation of the requirements and processes in the ETD field pertaining to the role and functions of DS, organisational ignorance of the national requirements and prescripts for accredited ETD. Furthermore, some DS posts are being misused for the personal interests of members, irrespective of the member's profile to be a DS, placing under-performers in DS posts outside Services and Divisions, disregarding the profile requirements of the DS posts, a general lack in focus during staffing processes on the critical requirement to have the best available personnel appointed in posts to train for the future of the DOD. There is also the lack of departmental guidance and co-ordination of the management of DS.

With regard to providing guidelines for the appointment of DS, the SANDF has issued various instructions; however, the issue lies with the implementation of these instructions. One of the issues highlighted by Swanepoel (2014, pp. 207-208) is that policies are developed to streamline process and enhance uniformity. He suggests that it has been a practice that managers and supervisors fail to implement these policies. This is evident in the manner in which the appointment of DS is conducted; what is supposed to be regulated by policy is influenced by diverse factors such as personalities, lack of interest, ill-discipline, and a

desire for power. This manifests in the outcome of the JSCSP, and while C SANDF has raised a concern with the product from SANWC, what he has failed to do is to engage those responsible for the delivery of ETD in the organisation. Commitment to making funds available to qualify members of the SANDF for entry into a mustering requires a diploma prior to the appointment and utilization within a chosen field of employment (Defence Review, 1998, p. 83). Training instruction issued in 2011 points out that officials involved in the delivery of accredited training are to be trained and qualified on a range of ETD specific skills sets. These skills include assessor training, moderator and registration with the approved SETA (2011, p. 15).

According to the researcher, there is a resistance within the higher echelons of the organisation to address this issue and ensure that SANWC is afforded the status it deserves, as stated by Kelley and Johnson-Freese (2013, p. 2). Furthermore, these authors share similar concerns with regard to the standard of Professional Military Education in the United States as well as how budget cuts have influenced the delivery of training at the War College. They make a plea to the government to recognize the War College as well as the best practices to be employed in order to achieve the stated goals. Metz (cited in Kelley and Johnson-Freese, 2013) raises an important factor that the civilian and military leadership seems to no longer view education as a priority. These authors raise three important questions to be considered; firstly, "What should be expected of the graduates of the institution?"; secondly, "What therefore should be taught?"; and lastly "Who should teach?" There seems to be a common pattern between the SANWC and the US Military War College as they both experience similar challenges which result in the deterioration of military training.

2.13. Profile and qualification of directing staff

In layman's term DS are equivalent to the university junior lecturer and by virtue of their appointment and job they are also regarded as educators or teachers. According to the International Labour Organisation (ILO) (2012, p. iii), teachers are recognized as individuals who are key to educational quality and success in any society's education system. It further states that appropriately qualified, well-supported and remunerated, highly motivated teaching personnel working in a stimulating teaching and learning environment are the most important element of any education system. Teaching is a profession requiring expert knowledge and specialized skills, acquired and maintained through rigorous ongoing education and training, and a sense of personal and collective responsibility for the education and welfare of programme members. Teachers who benefit from equitable enlightened human resource management and policies deliver better education outcomes and stay in the profession longer, reducing staff turnover and the associated costs and problems for education managers.

This notion is supported by the Department of Education in that teachers play a significant role in improving the quality of education and this can only be achieved with the right quality of teachers who are also motivated (2005, p. 7). Both the ILO and DoE capture the most essential elements with regard to the profile of a DS. It is the researcher's opinion that teachers not only focus on the education system, but that their role is bigger than that because they are the producers and developers of presidents, doctors, nurses, engineers, accountants, and others. Similarly, DS play a significant role in producing and developing senior officers of the SANDF.

Esterhuyse (2006, p. 15) in his article "Education for professionalism: a new military for a new South Africa", highlights several challenges facing the colleges. Amongst them, he mentions that there is a noticeable challenge that cannot be ignored, namely a lack of academically qualified

DS, and that most of the officers appointed as DS of educational institutions do not possess suitable post-graduate academic qualifications. He further avers that DS are engaged with administrative activities instead of doing what academics do, and this leaves them with no time for constructive research and development, which is considered the lifeblood of any academic institution. This argument was already put across in 2006, and the DS are still very involved with administration instead of providing classes that have good outcomes. This is not fair on the DS as they are not well versed with administration issues, yet these keep them heavily occupied. In most cases, the DS find it challenging to find the time to sit in class and listen to lectures.

The decision brief presented to CHR by the Commandant of SANDF College of Educational Technology (COLET) identified shortcomings related to instructor/DS training, in that instructors are being trained by civilian contractors using generic learning material, sub-standard training is provided by some of the civilian contractors, and there is a loss of military ethos, required by military instructors. He further states that all these are a result of the lack of suitable military accommodation in the Tshwane Metro, and other more important requirements like promotional courses prevent soldiers from attending relatively long courses and often non-promotional programmes, as well as the lack of subsistence and travel allowance (2015). Some of these aspects have no direct bearing on the appointment of DS, since if people could be identified earlier in their military career for DS appointment, training can be done to prepare them even outside the Tshwane Metro.

The DOD Instruction on the officers' learning path addresses a number of concerns but it also alludes to the need to have the current instructors trained on learning outcomes and in the proposed methodologies to be followed. Future instructors for the Service Colleges must be qualified one level higher than the course they present. It is also stated in this document

that instructors must be identified from units and corps schools, need to complete JSCSP, and only then can they be employed at the Service College for a period of two to four years before being rotated or promoted (2016, p. 1). If this Instruction could be appropriately implemented, issues related to the appointment of DS at SANWC could be resolved. People appointed at SANWC will have received adequate training and exposure as instructors and can function better as DS.

The available documents and arguments indicate that appointment of DS at SANWC is a challenge. The organisation has acknowledged these problems and almost all the instructions produced refer to the appointment of DS.

2.14. Link between the appointment of DS and the DOD strategy

According to the 2005/2007 Defence Strategy, the SANDF is obliged to "educate, train and develop its soldiers in the essential knowledge and skills required to execute the tasks necessary to accomplish its missions" (p. 9). As stated in the DOD Overarching HR Strategy, HR strategy supports the execution of the South African National Defence Force Military strategy. The DOD's HR Human Resource strategy is structured around three themes, namely human resource of the appropriate quality, quantity, composition and cost which relates to defence specific and military specific human resource imperatives and initiatives (2014, p. 10). According to the DOD HR strategy, all organisations depend on labour to attain their output, and HR are rightfully regarded as an organisation's most important asset (2010, p. 22).

Human resource issues are regulated by the Regulatory Framework and National Policy, and in the DOD, an environmental analysis is conducted to ensure that the new trends are included in the strategy. Furthermore, the Minister of Defence and Military Veterans approved the Department of

Defence Human Resource Strategy in 2010, which was submitted in 2003 and reviewed in 2007. The focus of this strategy is to "express the department's human resources strategic goals and objectives that must be achieved in order to improve the efficacy of the way in which the Department manages its people". This strategy serves as an overarching document for human resource management in the Department and provides the baseline for the development of derived HR sub-strategies, functional policies, human resource support plans and instruction. The aim of this strategy is to encapsulate all the essential HR components "to ensure an appropriately composed, empowered and managed Defence human resource complement to execute the Department's mandate and mission" The strategy vision is mission-ready human resources (2009, pp. 1-2).

Linking the appointment of DS at SANWC to the strategy becomes clear where issues of quality are emphasised. The quality of DS must support HR efforts to appoint the appropriate person to a position. Officers that graduate from SANWC must be of the quality required by the DOD to carry out its mandate and mission. DS thus play a pivotal role in producing JSCSP graduates who are competent in all facets.

2.15. Education, training and development in the SANDF

Education, training and development has been central in all the debates regarding the development of SANDF personnel since 1994. Issues related to ETD are captured in the 1996 White Paper on Defence, and the 1998 Defence Review. The DOD Instruction Trg/00002/2001 refers to regulatory framework and statutory prescripts which ETD is subjected to, such as the Defence Act (Act No. 41 of 2004) Government Gazette No. 24904, Public Service Act, 1994, Government Gazette No. 15791, SAQA Act (Act No. 58/1995) Government Gazette No. 16725, and the Skills Development Act (Act No. 97 of 1988). Chief Joint Training was appointed

as the Responsible Authority for the DOD ETD and among the responsibilities of CJ Trg which has subsequently changed to Training Command is to provide specification with which ETDPs are expected to comply in order to ensure that they are suitable, qualified and registered in accordance with national legislation. The final part of this instruction refers to both obligation to comply and non-compliance. Relating to compliance it notes that, "this instruction implements the appropriate prescripts in the DOD, every official of the department involved in the management as well as execution of ETD policy must ensure compliance with this instruction in his/her area of responsibility. Non-compliance with this instruction by an official of the DOD constitutes an offence that will lead to disciplinary action in terms of the Military and the Public Disciplinary Codes" (2005, p. 10).

According to Kahn (2005, p. 61), training is an investment because it improves employees' abilities, competencies, educational qualifications and skills. Kahn notes the various benefits of providing education, such as that it empowers employees to perform their duties and responsibilities, prepares them for senior appointments, improves employee self-esteem and self-confidence, and enables them to achieve self-actualization.

The White Paper on Defence refers to education and training as a cardinal means of building and maintaining a high level of professionalism. This is based on the Constitution that all members of the SANDF "shall be properly trained in order to comply with international standards of competency" [Section 226 (5)1. Furthermore, this paper states that education and training will also play an essential role in developing the political and ethical dimensions of military professionalism (1996, pp.13-14). Sammanasu (2013, p. 20) explains how organizations benefit from training their employees. It "increases performance, reduces accidents, creates job satisfaction, lowers labour turnover, promotes efficient use of

technology, enhances mobility, standardizes procedures, and reduces the need for supervision".

2.16. Conclusion

The purpose of this chapter was to review the understanding and findings of other HR scholars and also to establish whether a gap exists in the literature regarding HRM practices in general and more specifically HRM in the DOD. HRM plays a critical role in providing the organisation with the best quality of human capital. The first part of this chapter focused on the general human management concept, while the second part focused on HRM matters in the DOD by reviewing all the primary sources such as policies, instructions and strategy documents. The appointment of DS as a component specifically managed through HRM and what influence HRM has on the appointment of DS was discussed. The study is about the appointment of DS at SANWC as an HRM function, and aims to examine issues related to their profile, education, quality and impact on the future of the organisation, what kind of officers are produced at SANWC through the appointment of DS and whether the quality of these officers aligns with what is required by the DOD. DS are a special and unique component, therefore this appointment cannot be given to anyone except the people who meet the required criteria.

Chapter three discusses the research methodology used for this study. C HR Instruction 003/10 provides a detailed profile of a DS and what has to be implemented to ensure that DS have the necessary qualifications and correct profile.

CHAPTER 3
RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter presents the research methodology process and explains how the research will be conducted for the study of the appointment of DS at SANWC. It encompasses all the steps followed in preparation for data collection, research approach or strategies, research design, population, sampling strategy, validity and reliability, research instruments, administration of research instruments, data analysis, and ethical considerations.

3.2. Research methodology

According to Amiel and Reeves (2008), research methodology is planned, structured and executed in order to reach the research goal. On the other hand, Wigston (2013, p. 37) states that the concept of methodology within the context of research is a coherent group of methods that complement one another and that have the goodness of fit to deliver data and findings. Henning (2009) states that research methodology is a group of methods for data collection and analysis, while Mouton (2012, p. 56) observes that research methodology focuses on the research process and the kind of tools and procedures to be used.

According to De Vos, Strydom, Fouche and Delport (2014, p. 63), there are two approaches to research, namely the qualitative and the quantitative. The researcher needs to decide which of the approaches will be best suited for the research to be undertaken. In other instances, researchers may use both approaches, and this is known as a mixed methods approach. This approach has its own purposes, method of

conducting the enquiry, strategies for collecting data and criteria for judging quality. Whittaker (2012) also refers to the two types of research methodology (quantitative and qualitative) from which the researcher can choose.

3.3. Research approach

Babbie (2013) explains that the study makes use of logic reasoning as part of an argument linked to reaching a logical conclusion. Christie (2010) points out that the research approach consists of three components to be considered when developing theory, namely synthesis, derivation and analysis, working either inductively or deductively. He further states that a research approach is a set of procedures designed to answer the research questions.

3.3.1. Qualitative research approach

According to White (2003, p. 12), qualitative research approach is based on a post-positivistic philosophy which assumes that multiple realities are socially constructed through individuals and collective definitions of the situation. Qualitative researchers do not believe in the ideas of an external objective reality. Their aim is to understand reality by discovering the meanings that people in a specific setting attach to it. He further notes that for the qualitative researcher, the only reality is the one constructed by the individuals involved in the research situation and that multiple realities exist in any given situation – that of the researcher, those individuals being investigated and the reader or audience interpreting the study.

Shuttleworth (2008, p. 1) on the other hand claims that qualitative research can be used for complex situations. In his view, qualitative research is the most convenient approach as it is easy to plan and execute. He highlights that qualitative research is open to personal opinion

and judgment. Leedy and Ormrod (2010, p. 135), as well as Lee (1999, pp. 27-28) posit that qualitative research is used extensively in many academic studies such as education, medicine, psychology, sociology, history and biology. Lee adds that qualitative research fits well with organizational settings as it allows for an interaction between the researcher and the respondents.

Gubrium and Holstein (1997), cited in Bryman, Bell, Hirschsohn, Dos Santos, Van Aardt and Wagner (2014, p. 41) observes that there are four traditions of qualitative research. Naturalism seeks to understand social reality in its own terms "as it really is", and provides rich descriptions of people and interactions in natural settings. Ethno-methodology seeks to understand how social order is created through talk and interaction as a naturalistic orientation. Emotionalism is concerned with subjectivity and gaining access to "inside "experience, and is also concerned with the inner reality of humans, but has not become the focus of a significant stream of research. Post-modernism emphasises sensitivity to the different ways social reality can be constructed. Bryman et al (2014) further outlines the eight steps followed in qualitative research. The first step that the qualitative researcher follows is to decide on the topic and general research question(s), conduct background literature review, choose qualitative research design, select relevant site(s) and subjects, do initial data collection, analyse and interpret data, do the conceptual and theoretical work, refine research questions, undertake further data collection and finally, write the report.

Leedy and Ormrod (2010, pp. 135-137) states that qualitative research has two things in common: it focuses on the phenomena that occur in natural settings in the real world and it involves studying those phenomena in all their complexity. Qualitative researchers rarely try to simplify what they observe; however, they do acknowledge that the subject they are studying has many dimensions.

Qualitative research is the most commonly used research approach and can be applied in various disciplines. The nature, questions and the objectives of this study fit well with the description of qualitative research; hence, the researcher chose the qualitative research approach. Most of the information required is derived from primary data, such as through interviews which allow the researcher to have an interactive session with the participants. In order to gather more qualitative data, collection tools and specifically interviews, can be adjusted.

Qualitative research starts with general research questions which help to collect verbal data from a small number of participants. The nature of this study relies heavily on the data provided by the participants in the form of interviews. It is therefore reasonable to suggest that the most appropriate research design for this study is the qualitative research design. The aim of this study is to provide an opportunity for the researcher to interact with the participants. The researcher therefore used interviews for data collection. The data collection instrument was developed in the form of interviews schedule. The information gathered was analysed and interpreted to draw conclusions about the appointment of DS at SANWC.

3.3.2. Quantitative research approach

Bryman et al. (2014, pp. 31-32) states that unlike qualitative research, quantitative research emphasizes quantification in the collection and analysis of data. It adopts a deductive approach to the relationship between theory and research, in which the emphasis is placed on testing theories, incorporating the practices and norms of the model of the natural sciences and of positivism in particular, and which embodies a view of social reality as an external objective reality. Quantitative research undergoes eleven stages as presented by Bryman et al. (2014). The first step is the development of theoretical/conceptual framework, followed by

the definition of a specific research question and hypothesis, selecting a research design, devising measures of concepts, selecting research site(s), selecting research subjects or respondents, administering research instruments/collecting data, processing data, analysing data, developing findings and conclusions, and finally writing up findings and conclusions. According to Amiel and Reeves (2008), quantitative methodology is appropriate in scientific research where the emphasis is on explicit, exact and formal procedures. Whittaker (2012) confirms this by stating that quantitative research methodology follows generality and is in the numerical form.

3.3.3. Comparison of qualitative and quantitative approaches

Table 1 below depicts the differences between the two research approaches.

Table 1: Comparison between qualitative and quantitative research approaches

Ser	Qualitative Approach	Quantitative Approach
01	Researcher's choice and actions determine the design.	Researcher's choice and actions are determined by design.
02	It is cyclical.	It is linear.
03	Suitable for a study of phenomena which are conceptually and theoretically well developed; seeks to control phenomena.	Suitable for a study of a relatively unknown terra; seeks to understand phenomena.
04	Data are obtained systematically and in a standardized manner.	Data sources are determined by information richness of settings, types of observation are modified to enrich understanding

05	Methods utilize deductive logic.	Methods use inductive logic.
06	No concern with regard to measurement.	Focus is on measurement.
07	Artificial setting.	Natural setting.
08	Behaviour.	Meaning.
09	Macro.	Micro.
10	Researcher is distant.	Researcher is close.

Adapted from White (2003), Vos et al (2008), Bryman (2012)

3.3.4. Qualitative research design

Mouton (2013, p. 56) refers to research design as the way in which the research is conceived and executed, and how findings are eventually put together. Mouton further explains that research designs are tailored to address different kinds of questions. Kruger and Welman (2001, pp. 46-47) explains that the research design assists in planning and identifying research participants and collecting information from them. The researcher provides details of what the role of the participants will be, and how their role will influence the conclusion of the study. These authors highlight some of the important aspects that must be specified in the research design, such as identifying the number of groups that will be used, whether the groups will be drawn randomly from the population or whether they should be assigned randomly to groups, and what exactly should be done with them.

Msweli (2011, pp. 58-59) defines research design as a plan which specifies the sources from which data will be collected, and how will it be analysed. She further differentiates between deductive research design and inductive research design. Deductive research design is applicable for questions such as how, what, where, how many, and how much. On the other hand, inductive research uses the same questions but differently.

Furthermore, for the inductive approach, the questions are used to generate data that provide well grounded, rich descriptions and explanations of processes. Goddard and Melville (2014, p. 32) shares similar descriptions of inductive and deductive research design, describing induction as a formulation of general theories from specific observations, whilst deduction is the derivation of a new logical truth from existing facts. Babbie (2010) refers to research strategy as the different steps and phases in a research project (2010).

Leedy and Ormrod (2010, pp. 137-143) identifies five common qualitative research designs: the case study, ethnography, phenomenological study, grounded theory study, and content analysis. According to these authors a case study is used to study a particular individual, programme or event. Furthermore, a case study may be suitable for learning more about a little known or poorly understood situation, and it may also be useful for investigating how an individual or programme changes over time as a result of certain circumstances or interventions. They add that primary and secondary data are both used for a case study because it allows the researcher to collect extensive data. According to Mouton (2014, p. 149), case studies are usually qualitative in nature and aim to provide an in-depth description of a small number and the key research questions are exploratory and descriptive.

Babbie and Mouton (2001, p. 281) identifies four types of case studies: the individual case study, community case study, social groups, studies of events, roles and relationship, and study of organisations and institutions. These authors define the latter case study as a study carried out for a specific group, typically in management, a company or a trade union and relating to issues such as policies, best practice implementation and evaluation, human resource practices, management and organisational issues, organisational culture and processes of change which may become the focal point of case studies (2003, pp. 68-69).

Given the nature of this study and the description of a case study as discussed by Babbie and Mouton (2014), the study of the appointment of DS at SANWC relates directly to Babbie and Mouton's description of a case study. The appointment of DS is a management issue which relates to policy, practice and organisational culture issues. The impact of all these aspects has a fundamental influence on the appointment of DS and the delivery of the JSCSP.

3.4. Data collection

For the purposes of this study, data was collected from both primary and secondary sources. According to Diamantopoulos and Schlegelmilch (2000, p. 5) 2003, p. 70), and White (2003, p. 70), there are two main data collection sources– primary and secondary sources. Mouton states that data may be gathered using a variety of data collection methods such as observation, interview, testing, selecting and analysing text (2014, p.104).

3.4.1. Primary data collection

According to Msweli (2014, p. 63), data can be drawn from people, objects, textual materials, audio-visual and electronic records. Diamantopoulos and Schlegelmilch (2000, p. 5) points out that primary data is collected with a specific purpose in line with the research project. These authors further state that there are various methods that can be applied to collect primary data such as experiments, observations, or by carrying out surveys which are conducted face-to-face, over the telephone, or via mail.

White (2003, p. 70) describes the primary sources of data as those items that are original to the problem under study; these include written and verbal testimony provided by actual participants. Documents that are

considered as primary sources include manuscripts, laws, archives, official minutes, records, files, letters, memoranda, memoirs, biography, official publications, wills, newspapers, maps, diagrams, magazines, inscriptions, recordings, transcriptions, log books and research reports. Aspects related to the appointment of DS at SANWC are addressed in the Department's instructions, policies such as the White Paper on Defence and the Defence Review including HR Strategy and HRD strategy. These were the main primary sources that were used to collect data.

3.4.2. Secondary data collection

The difference between primary and secondary data is that secondary data comprises information that was collected for other purposes. Thus, Diamantopoulos and Schlegelmilch (2000, p. 5) describes secondary data as the data that has not been gathered expressly for the current study but for some other purpose, even though such data might be of relevance for the current study. Furthermore, they explain that secondary data is normally found in a library, and can be in the form of published statistics for government departments, annual reports, academic journals, periodicals, newspapers, books, or computerized information. For the purposes of this study, secondary data sources included human resource management books, research articles, published and unpublished theses and journal articles.

3.4.3. Target population

Different authors provide various definitions of what population in a research study consists of. According to Diamantopoulos and Schlegelmilch (2000, pp.12-13), a population is part of the totality of entities in which there is interest, a collection of individuals, objects or events about which inferences will be drawn. (Khan (2005, p. 1) further defines a population as a complete group whose characteristics are

determined through sampling, such as a family, organisation or, for example, a group of housewives within a certain area. Another definition, as provided by White (2003, p. 179), is that a population is a collection of events or individuals with common characteristics. Cooper and Schindler (2008) defines a population as a subject in which the measurement is being taken or a unity of study Burns and Grove (2009) defines the target population as the entire set of individuals who meet the sampling criteria.

Bryman (2012, p. 187) defines the population as the universe of units from which the sample is to be selected, such as nations, cities, regions, organisations, firms and institutions. Goddard and Melville (2014, p. 34) states that a population is any group that is the subject of research interest. They further explain that it is often not possible to conduct a study for the whole population, and in such cases a study can be based on the subset of the population. Accordingly, Msweli (2011, pp. 63-64) defines a population as a group of individuals or entities about whom the study results generalize.

Given the definition of a population as provided by the researchers mentioned above, the population for this study is the entire Defence Personnel inclusive of the Regular and the Civilian component. The study can only be conducted to a certain component of this population, hence Goddard and Melville (2014) explains that it is impossible to conduct a study which involves the entire population. DS are a fraction of the Defence personnel; therefore, conducting a study that includes the entire population with its complexities will be a fruitless exercise.

3.4.4. Sampling methods

Diamantopoulos and Schlegelmilch (2000, pp. 12-13; 2014, p. 34), Goddard and Melville (2012, p. 187) and Bryman and White (2003, p. 77) describe the sample as a subset or a segment of a given population. ,

Accordingly, Dixon, Bouma and Atkinson (1987, pp. 134-135) states that researchers need to ensure that the sample is an accurate reflection of the whole population. Burns and Grove (2009) defines a sample as the steps taken in obtaining information from a subset of a larger group which is the universe or population. A sample was drawn from the four Service HR Directors and SANWC DS. Cooper and Schindler (2003, p. 179) argues that the idea behind sampling allows the researcher to select some of the elements in a population which the researcher can use to arrive at the conclusion of the study.

According to Diamantopoulos and Schlegelmilch (2000, pp. 12-13), there are two types of sampling, namely probability and non-probability sampling. Both probability and non-probability sampling cover a wide range of sampling strategies. These authors further state that with probability sampling, each element in the population had a known, non-zero probability of being included in the sample. Probability sampling also consists of simple random, systematic, stratified, cluster and multi-stage sampling strategy (2000, pp. 12-16). Msweli (2011, p. 64) states that with the probability method the probability of any one of the population being selected is known, whilst Bryman asserts that probability sampling is selected by using random selection to ensure that each unit in the population has a known chance of being selected. According to Bryman (2012, pp.187, 190), there are various types of probability sampling strategies, namely simple random sample where each unit of the population has an equal probability for of inclusion in the sample; systematic sample where units are selected directly from the sampling frame; and stratified random sampling where the population is stratified by a criterion.

Bryman (2012, pp. 187, 201- 203) describes non-probability sampling as a sample that has not been selected using a random selection method, implying that some units in the population are more likely to be selected

than others. Non-probability sampling also has various sampling strategies, namely the quota, convenience, and snowball. Convenience sample is simply available to the researcher by virtue of its accessibility. Snowball sampling allows the researcher to start with a small group of people who are relevant to the study and request those people to make more referrals. (Msweli (2011, p. 64) states that with regard to non-probability sampling, the probability of selecting a member from the population is not known.

The sampling strategy employed in this study was the non-probability purposive sampling. Bryman (2012) defines purposive sampling as a non-probability form of sampling in which the researcher cannot generalize to a population and explains that the goal of purposive sampling is to sample cases or participants in a strategic way so that those sampled are relevant to the research question. Bailey (1994) explains that with purposive sampling the researcher can use own judgement about which respondents to choose and only choose those who best meet the purpose of the study.

Given the above definitions, purposive sampling is the most suitable sampling strategy for this study. Hence the sample of this study comprises the two key elements, Career managers who are instrumental in the appointment of DS, and the DS. Four (4) HR Career Managers; Directors from the four Services (SA Army, SA Air Force, SA Navy and the South African Military Services) representing the Service Chiefs whose responsibility is to ensure that all HRM functions are managed including the appointment of DS for SANWC; eight (8) SA DS, comprised of four males and four females of all racial groups and Service representatives; four (4) International fellow DS who are all males; and four (4) JSCSP participant Service representatives.

3.4.5. Structured and semi-structured interviews

In order to gather information for this study, one-on-one interviews were conducted with the DS at SANWC and Directors from HR as participants. Atkinson and Silverman (1997) cited in Henning (2013, pp. 50 -51) explains that interviews have become a way of life in the modern society and the main aim of interviews is to draw attention to what individuals think, feel and do and what they have to say about it in an interview by giving their subjective reality in a formatted discussion which is guided and managed by an interviewer and later integrated into the research report. De Vos et al. (2014, p. 342) concurs that interviewing is the predominant mode of data or information collection in qualitative research and the interview is a social relationship designed to exchange information between the participant and the researcher.

Bjerke (2003) and Goddam and Silverman (2014, p. 49) share the view that interviews have many different purposes such as eliciting information from the respondents or understanding the opinions and beliefs of the respondent. According to Denscombe (1998), semi-structured interviews are used to keep the interviews flexible so as to allow researchers enough structure to deepen their understanding in certain predetermined topics as well as to allow researchers to be able to follow up with questions regarding the new information that emerges during the interview

Bryman (2012) concedes that interviews are a prominent data collection strategy in both qualitative and quantitative research, and notes that a standard interview schedule where all interviewees are given exactly the same questions will ensure that interviewees' replies can be aggregated. The questioning style is usually informal and the phrasing and sequencing of questions varies from interview to interview. While semi-structured interviews cover a wide range of contexts where a series of questions is administered to the interviewer, the questions are more broadly framed than the structured ones. However, the interviewer is able to ask for clarity. Bryman argues that interviewer should be fully conversant with the

schedule (2012, p. 2017; 2014, p.216). Bordens and Abbott (2008, p. 264) recommends the use of both methods beginning with the structured interview and followed with unstructured interview. In-depth interviews provide both the interviewee and the interviewer with an opportunity to probe beyond the given statement. It also provides an opportunity to clarify issues that the interviewee is not certain of and will also allow participants to express their views and perceptions.

To collect information for the study, an interview schedule was developed which was used during the interviews. The questions on the schedule were designed for structured interview; however, during the interviews the researcher was compelled to divert from structured to unstructured in order to gather more information from the participants. De Vos et al (2014, p. 348)
confirms that for most qualitative studies researchers find themselves diverting from structured to unstructured interviews.

This is the first study that has been conducted in the SANDF specifically addressing the appointment of DS at SANWC. The researcher aimed at collecting more information by allowing interviewees the liberty to share issues that were not addressed in the interview schedule. Face-to-face interviews were conducted specifically with the DS at SANWC, although the researcher would have preferred the same with HR managers but engaging personally with them was not possible. In such instances, telephonic interviews were conducted. Prior to the interviews, respondents were informed that the information was specifically for the study and would not be used for any other purpose. Permission was requested to use a tape recorder during the interviews, but all interviewees refused, and no recordings were made.

Smith cited in De Vos et al (1994, p. 175) states that tape recording is the best way to capture the entire interview session as compared to taking

notes. Due to the absence of tape recording, the researcher took notes during interviews. The duration of the interview per participant was between twenty (20) minutes and forty (40) minutes at SANWC. This was the most convenient length of time for interviews when the DS were not engaged with programme members. According Goddard and Melville (2014), one of the advantages of interviews is that the researcher is able to probe for more information and ask further questions in order to get clarity from the participant, with the same being applicable to the participant. The participant can ask for clarity and be allowed to expatiate on his or her response. Bailey (1994) argues that there are various disadvantages of interviews, amongst them that interviews are often lengthy and may involve travelling and the interviewer can only manage to interview a few people a day

3.5. Data analysis

After the completion of the interviews, qualitative data analysis was used to organise data into manageable content. Data collected from the participants was then reduced into smaller manageable groupings and thoroughly analysed. It is important to note that during interviews, respondents refused the use of a tape recorder and the researcher took written notes. Hesse-Bieber (2011) provides information on what needs to be done during data analysis, noting that the value of data analysis is to analytically reduce data by producing summaries, abstracts, coding and memoirs, drawing conclusions and testing validity. Furthermore, data analysis reduces large amounts of data into manageable chunks, and this is done by searching for commonalities which leads to categories known as codes or themes. According to Msweli (2011), data analysis and data interpretation for qualitative studies are closely interwoven with the data collection process. The thematic categorisation and transcribing of the data was used to develop themes out of the data which allowed the researcher to organise the data and create themes for analysis and

findings. Bailey (1994, p. 339) refers to coding as the data reduction process.

3.6. Reliability and validity

There are similarities in the way in which qualitative and quantitative researchers use the terms reliability and validity. According to Masson (1996) cited in Bryman et al (2012), reliability, validity and generalizability are important measures of the quality, rigor and wider potential of research which can be achieved by following certain methodological and disciplinary conventions and principles. Reliability is concerned with the question of whether the results of a study are repeatable, whilst validity is concerned with the integrity of the conclusions that are generated from a piece of research. Measurement validity has to do with whether or not a measure of a concept really measures the concept it is intended to measure. Face validity is established by asking other people, possibly those with experience or expertise in a field. LeCompte and Goets (1982) cited in Bryman et al (2012) highlights four issues with regard to reliability and validity in qualitative research, such as external reliability, which refers to the degree to which the study can be replicated; internal reliability which means members of the research team agree about what they see and hear; internal validity means whether or not there is a good match between the researcher's observations and the theoretical ideas they develop. The argument is that validity tends to be a strength of qualitative research and external validity refers to the degree to which findings can be generalized across social settings (2014, pp. 24, 38, 43, 44).

According to Goddard and Melville (2014, p. 41), reliability means that the measurements made are consistent, that is, if the same experiment is performed under the same conditions the same outcome will be obtained. On the other hand, validity means that the measurements are correct, that is, the instrument measures what it is intended to measure and that it

measured this correctly. According to Msweli (2011, p. 65), measurements are reliable to the extent that they are repeatable or consistent under the same conditions. Therefore, different researchers should be able to obtain the same results with the same measure. Issues of reliability are to be addressed during the developing of the measurement instrument. For this study aspects of reliability and validity were addressed by developing an interview schedule during which the participants were given the same questions, although they provided different responses.

3.7. Ethical considerations

In choosing the instrument for data collection, the researcher should be mindful of ethical consideration issues. Researchers are faced with the challenge of identifying relevant people for the data collection process and people are not always willing to participate in a research study. Thus, Kvale (1996, pp. 109-118) cited in Henning (2013, pp. 73-74), explains that the ethical consideration process can only start once the interview plan has been finalised. Henning further states that respondents can only participate once they have given informed consent. It is the researcher's responsibility to inform respondents about what the study entails and what their involvement will be. Respondents need to be assured that the information will be used for the study and that it will not have any negative influence on their work. Clarity on issues of sensitivity, privacy, anonymity and what will happen to the information afterwards forms part of the discussion between the researcher and the respondents. For a study that is conducted outside the researcher's environment, approval is required from the institution or organisation, and the consent letter has to be accompanied by a letter in which the organisation also consents to the use of their sites and name. Of importance, Henning points out that the responsibility to ensure ethical quality of the inquiry remains the responsibility of the researcher.

Goddard and Melville (2014, p. 49) mentions that collecting data from people raises ethical concerns, and this includes taking care to avoid harming people, having due regard for their privacy, respecting them as individuals and not subjecting them to unnecessary research. In order to avoid harming people the researcher must guard against psychological and physical harm by taking into consideration that people have a right to privacy. Participants are individuals and deserve to be respected. The researcher must take responsibility and ensure that the information collected from the participants is kept confidential. The information collected must not be identifiable by people who are reading the report. Bryman (2012, p.140) also suggests that participants should be provided with consent forms prior to the commencement of the interview. The advantage of the consent form is to make the participants aware of the process and the implications regarding their involvement in the study. Accordingly, Creswell (2013) states that ethical consideration issues in research adhere legalistically to rules and regulations to create self-awareness in a researcher about those elements that impact on human values in representing realities and the meaning of things about the phenomenon or phenomena under investigation.

Bryman (2012, p. 217) notes that interviewers need to be conversant with the interview schedule. The researcher discussed with the participants why the study was important for the researcher and what their involvement is. This was also done to allay any concerns or suspicions. The detailed information was presented to them outlining the procedure, time-frames, venue for the interviews as well as the ethical considerations. The researcher was allowed by the Chief Instructor (CI) of SANWC to address the DS and a special session was scheduled. However, this was an open forum where DS were given an opportunity to seek clarity on certain issues regarding the interview. This interaction yielded positive results. DS agreed to participate in the study on the basis of anonymity and that no

tape recording would be permitted. However, in the discussion with the group, the researcher did not divulge who would be selected for interviews amongst DS in order to protect them from potential harm and victimisation. It was easy to work with the International Fellow DS at SANWC as they were keen to participate in the study due to their experience and their willingness to share their experiences and to make a contribution to improving the process of DS appointment at SANWC. It was the responsibility of the researcher to ensure that all ethical considerations were adhered to during the interview process.

3.8 Conclusion

This chapter explained the research methodology and how data collection was conducted. It presented aspects of the research methodology such as the research approach, research design, population, sampling, data collection, primary and secondary data, interviews, data analysis and ethical considerations.

The next chapter will focus on qualitative data analysis and presentation.

CHAPTER 4
PRESENTATION OF FINDINGS

4.1. Introduction

This chapter presents research findings gathered from participants using qualitative unstructured open-ended interviews as explained in the previous chapter. The presentation of the findings was based on the research questions, and the objectives of the study including the theoretical framework as discussed in chapters one and two. The study aimed at obtaining a deeper understanding of the appointment of DS at SANWC.

The presentation of the findings is structured according to the sample; thus the first section focuses on the presentation of findings from the Service career managers who are the custodians of human resource management in the Department of Defence; the second section focuses on the presentation of findings from the SANWC DS; and the third section presents findings from the International fellow DS. The findings were aimed at addressing the research questions and objectives below:

- What is the role of career managers in the appointment of DS at SANWC?
- What are the criteria used for the appointment of DS at SANWC?
- What can be done to improve the appointment of DS at SANWC?

Subsequently, the objectives of this research study focused on the need:

- To describe the role of career manager in the appointment of DS at SANWC.
- To identify the criteria used for the appointment of DS at SANWC.

- To explore possible solutions to address the appointment of DS at SANWC.

4.2. Profile of the participants

Twenty (20) participants were interviewed, comprising four (4) Service career managers from the South African Army, the South African Air Force, the South African Navy and the South African Military Health Services. All these career managers are responsible for human resources functions in their respective Services, including the appointment of DS. Eleven (11) South African Directing Staff were interviewed, of which seven (7) of these DS have been at SANWC for five years and above whilst three (3) have been there for more than three years and two (2) for one year. Five (5) International Fellow DS were interviewed, of which two (2) have been at SANWC for two (2) years and three (3) for one (1) year. DS at SANWC represents the four Arms of Services including the Divisions. In order to maintain the principle of anonymity and confidentiality, no names were attached to any individuals and all interviewees were referred to as participants. A number was allocated to each participant in order to maintain privacy. The responses have been classified and coded as follows for Service career manager (P 1-P 4), SANWC DS P (P 1-P 11) and IF DS (P 1-P 5). Table 4.1 below indicates the profile of the three groups of participants interviewed in the study.

Table 2. Profile of participants

Participants	Career managers	SANWC Directing Staff	International Fellow Directing Staff
Number of participants	4	11	5

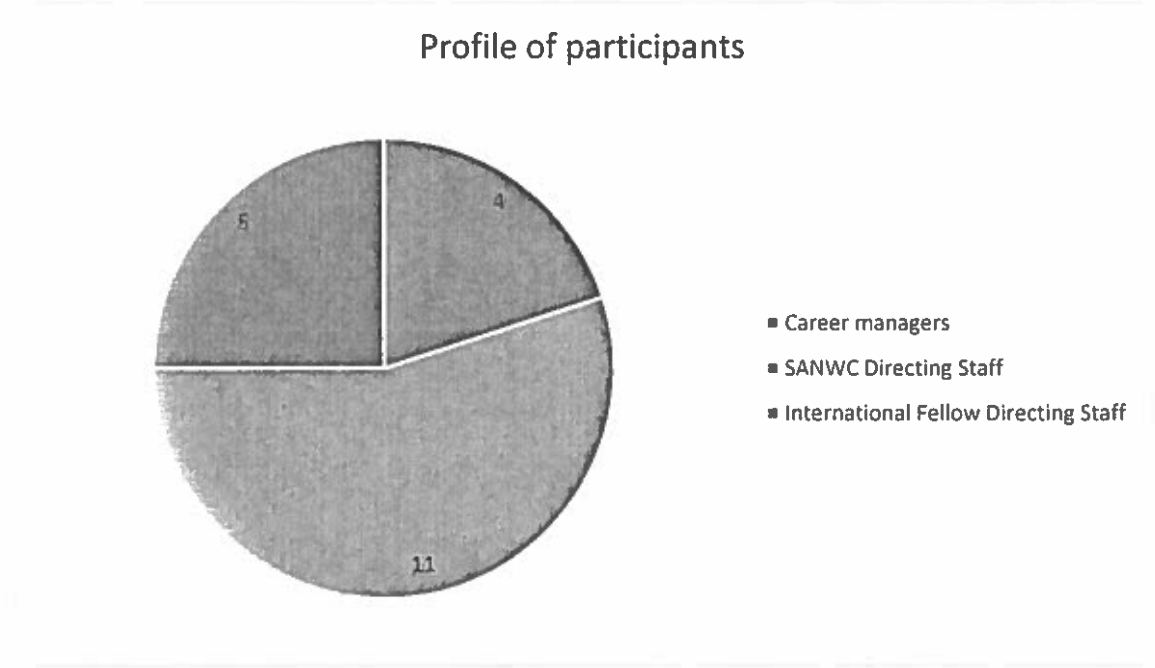


Figure 1. Appointment of Directing Staff at the South African National War College

4.2.1. Profile of career managers

Table 3. Service Career Managers

Gender	Brigadier Generals/Admiral	No of participants	Period in post
Female	1	1	1
Male	1	1	3
Male	1	1	3
Male	1	1	2

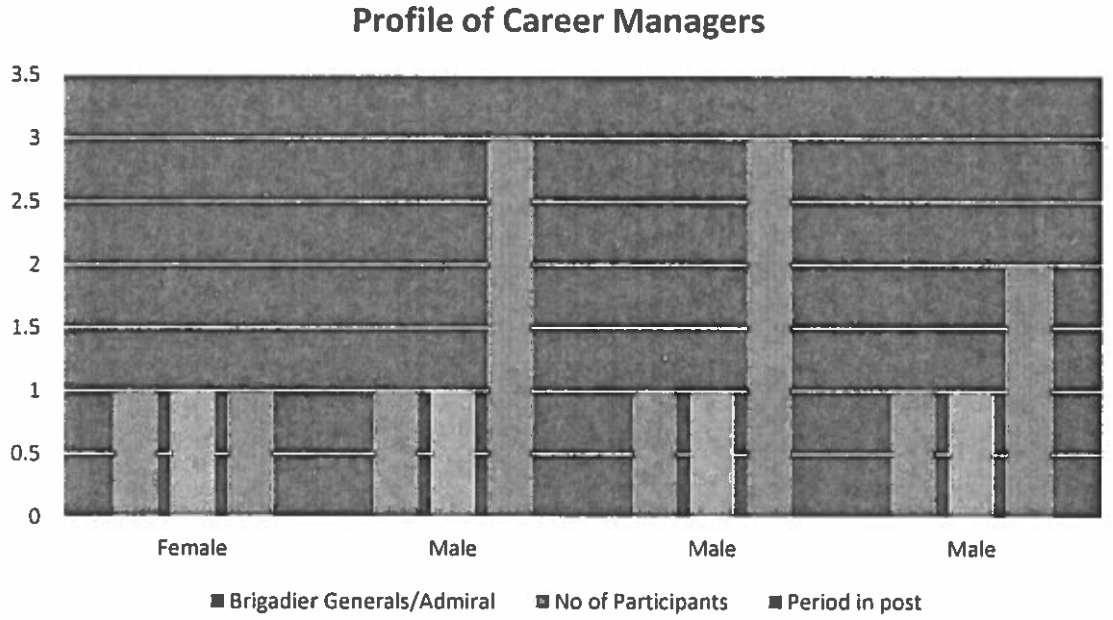


Figure 2. Service career managers

4.2.2. Profile of the South African National War College Directing Staff

Table 4. SANWC Directing Staff

Gender	Lieutenant Colonels/Commanders	Period in Post
Female	1	7
Male	1	1
Male	1	6
Male	1	4
Female	1	5
Male	1	1
Male	1	3
Male	1	6
Male	1	11
Female	1	4
Male	1	10

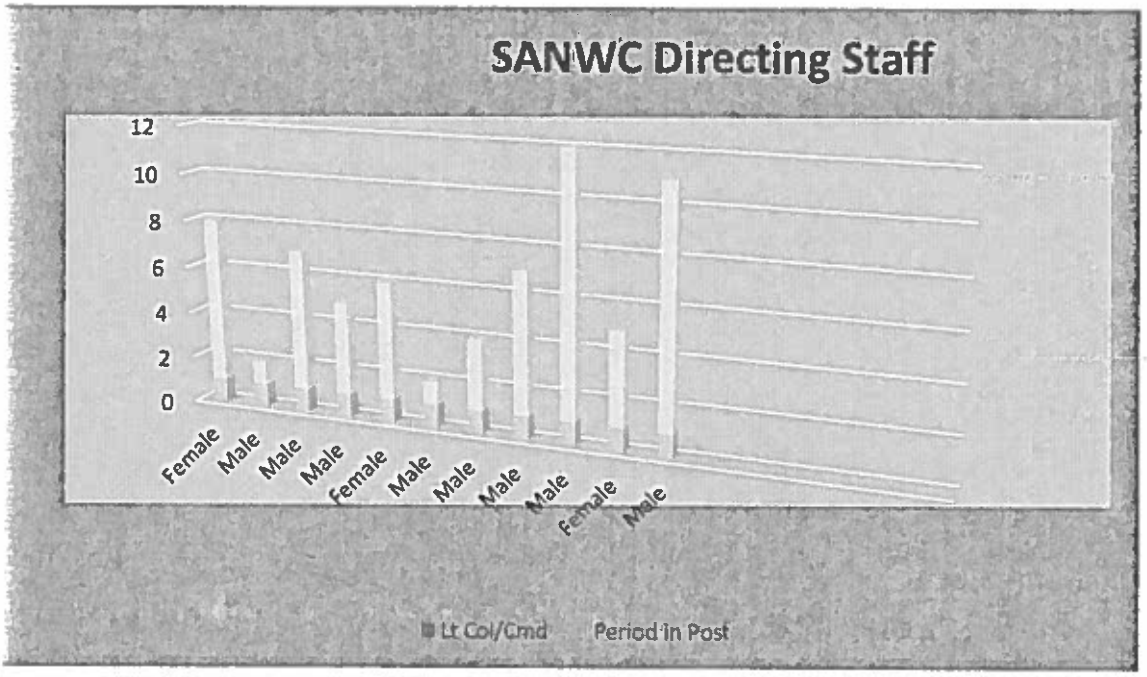


Figure 3. Profile of SANWC DS

4.2.3. Profile of the International Directing Staff at SANWC

Table 5. International Fellow Directing Staff at SANWC

Rank Group	Male	Period at SANWC
Group (Capt)	1	2
Lt Col	1	2
Lt Col	1	1
Flight Commodore	1	1
Lt Col	1	1

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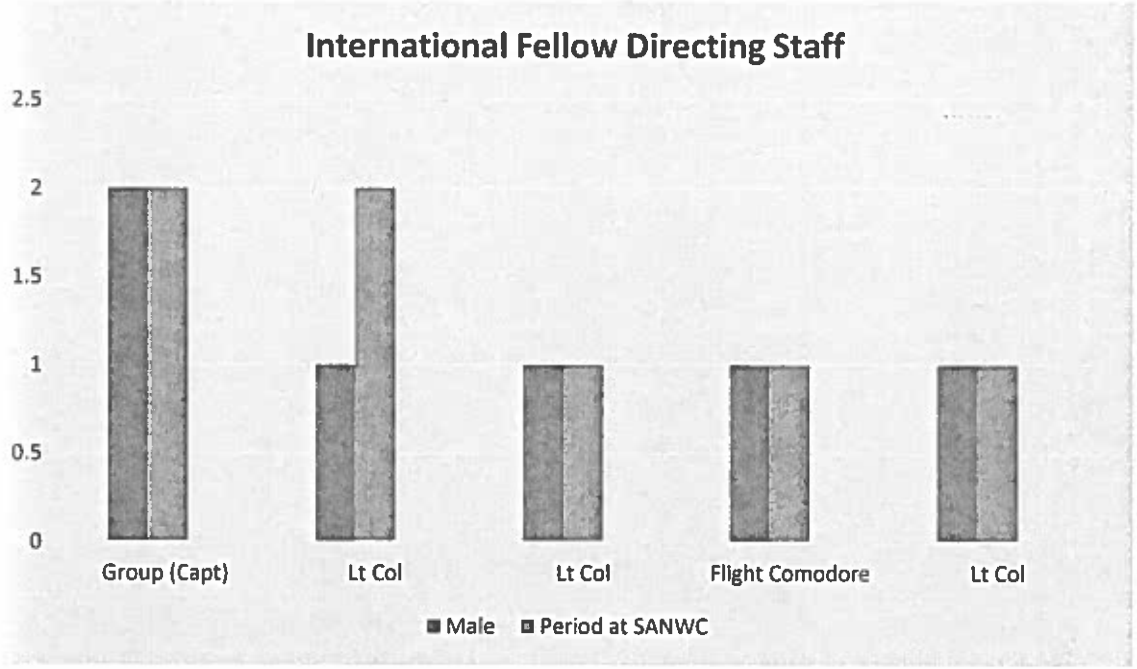


Figure 4. International Fellow DS

4.3. Presentation of qualitative key findings

The findings presented below were derived from career managers and generated into themes after the completion of the data analysis process:

4.3.1. Interviews with career managers

4.3.1.1. Theme 1: Role of career managers in the appointment of DS at SANWC

Participants 1 – 4:

On the response to the question on the role of career managers in the appointment of DS at SANWC, all four participants concurred that human resource management within the respective Services falls within the domain of the career managers. Equally important was that all the participants agreed that the responsibility to identify DS for SANWC is part of their responsibility. They all raised a similar view, that the appointment

of DS should be a co-ordinated effort between SANWC and the Services. All participants confirmed that the Commandants request a specific individual to be appointed at SANWC and while sometimes this request is approved, there are also instances where it is declined. However, these participants also indicated that only a Chief of the Services can authorise these appointments. With regard to the number of years that DS spent at SANWC, they commented that it is a challenge to find a suitable replacement or a promotion post for DS, hence their members stay longer at SANWC. Of interest is that these career managers agree that they find it difficult to conduct career interviews with DS at SANWC due to the expectations of the DS such as promotion and replacement. They pointed out that it is their responsibility to conduct yearly interviews with DS at SANWC and to ensure that their careers are managed. Participants (1) and (2) mentioned that this is one process that career managers avoid because DS expect positive news with regard to their movement and promotion prospects. According to this assertion raised by participant (3), the process applied in the appointment of DS in his environment is based on the **"good riddance approach let us send the member to the college".** All these participants indicated that the main criteria considered by Services and Divisions for the appointment of DS is the JSCSP qualification and only Lieutenant Colonel and Commanders (SA Navy).

Participant 1:

"DS is a unique dispensation - it is sometimes difficult to find suitable candidates for SANWC - as such this process is not only managed in the office of the career manager. This is done in liaison with the Commandant who sometimes gives different criteria and the Service find it difficult to meet the Commandant's criteria. In the absence of criteria we only consider members who are JSCSP qualified and Lt Cols including the members who qualified from abroad. As a result, one of our members who qualified from abroad requested to be appointed as a DS at SANWC. Career managers are responsible for the finalisation of the process

including the movement authority after it has been approved by the Chief of the Service. Members are appointed for three years but can stay longer than three years. Their movement depends on the availability of the replacement. Career managers conduct career interviews with DS at SANWC to discuss their career progression on a yearly basis. These people are working away from the Service and most of the time they are neglected and any opportunity that is created for them they use it to the fullest by demanding answers pertaining to their promotion and rotation. This is the most challenging task - career managers avoid this engagement. The Service also consider members who attended senior staff courses abroad as potential DS."

Participant 2:

"Human resource aspects are managed through various systems within the DOD, units have an HR component as well as Divisions and the headquarters as the highest authority. DS are identified by the Service on the request of SANWC and mostly Lt Col who have completed JSCSP. The career manager presents the request to the Chief of the Service. The career manager can only recommend but cannot authorise; only the Chief authorises appointments including that of DS. The Service DS serving at SANWC were requested by SANWC. The career manager oversees the whole process including the development of the movement authority. The Service try to rotate these members but due to a lack of replacement these members can be at SANWC for more than the stipulated period which is three years. The Service promote some of these DS to be Senior Directing Staff at SANWC. Career managers are expected to conduct career interviews with the DS at SANWC as a Service: **"we avoid this process we don't want to make false promises and sing the same song on a yearly basis".** Considering the fact that these are the members who have been at SANWC for a longer period, sometimes the Commandant initiates the process by setting up dates for the four career managers to visit their DS at SANWC".

Participant 3:

"Career managers are responsible for human resource management of the Service but the Chief of the Service is very much involved with career management activities - as such it becomes a **"top-down approach"**. The career manager gets instructed on who to appoint in which post and the same approach is applied with the appointment of DS. Sometimes the members that are identified and appointed as DS at SANWC are the worst performers in the Service and no one wants them in their environment: **"the good riddance approach is applied"**. These members are likely to stay at SANWC for a long time in the same rank as Lt Col. As a career manager it is my responsibility to ensure that all HR processes are executed according to policy and only members who have completed JSCSP are considered for DS appointment. It is better when the SANWC Commandant identifies members and requests them to be appointed at SANWC to avoid the appointment of people who do not qualify to be DS at SANWC. The Chief approves and gives authority and if the names are not approved the process starts all over again; this can be a tedious process to get people who qualify. The Service has the least number of DS due to these delays and disagreements on replacements of names. Once members are appointed at SANWC they fall under Chief Human Resource; there is not much that a Service can do in terms of the member's promotion. However, as a Service we try to secure posts for these members".

Participant 4:

"Career managers are responsible for all human resource aspects of the Service ranging from recruitment, appointment, staffing, promotion and development of the members of the Service. Appointment of DS is in two-fold; it is either done by the Service or the college identifies suitable candidates. Members can also request to be appointed as DS at SANWC. Members from the Service junior college as instructors are the most targeted members. Once they complete JSCSP and there is a vacant DS

post they get appointed to that post which is more of a promotion for them in terms of the level and the status of the college but the rank is that of a Lt Col. The Commandant sometimes request that a member be nominated for JSCSP for a possible appointment as a DS this can only be approved by the Service Chief. It is the responsibility of the career manager to find a replacement for DS at SANWC or promote the member in an SDS at SANWC or in the Service. Though there are various processes followed in the appointment of DS, career managers play an important role to ensure that the process follows all HR requirements. This participant highlighted that members who are interested to be appointed at SANWC are also considered and if the Chief of the Service agree and there is a vacant DS post the Service can approach the college on behalf of the member and request the appointment of the member in a DS post".

4.3.2. Interviews with South African National War College Directing Staff

4.3.2.1. Theme 2: Criteria used for the appointment of Directing Staff at SANWC

Participants 1 – 11:

All eleven participants indicated that all human resource issues in the Department of Defence are managed by Service Chiefs and career managers. Chief Human Resources being the custodian of these processes including the appointments, staffing, development and promotion as well as the appointment of DS at SANWC. All eleven agree that a JSCSP qualification is the main criterion considered for the appointment of DS at SANWC. Ten participants mentioned that it was after their appointment that they got to know about criteria other than JSCSP qualifications, such as facilitator, assessment, moderation and registration with SASSETA for the SANWC qualification (Diploma in Joint and Multinational Operations).

Participants (1), (3), (6) and (7) were appointed by their Services. However, Participants (1) and (6) had discussions with their career managers prior to their appointment to SANWC. Participants (5) and (11) volunteered to become a DS at SANWC. Participants (2), (3), (4) (8) (9) and (10) were identified by SANWC (Chief Instructor and the Commandant). Participants (2), (3), (7) and (8) confirmed that they have no passion for ETD while Participants (3) and (4) argued that they do not have ETD knowledge. Participants (3), (4), (6) and (9) indicated that they do not have any academic background. Furthermore, these participants expressed different views with regard to the criteria used in the appointment of DS. Participant (10) referred to the lack of appointment policy for DS.

There were also contrasting views from DS about the criteria used for the appointment of DS; thus Participants (2), (4), (7), (9) and (10) shared a similar view with regard to the appointment of DS which they referred to as, "**hijacking, get him out anywhere where you can find something for him**" "**dumping ground, "out of sight out of mind**" "**condemned**" "**stigma**" **and** "**authoritative process**". Participant (11) brought a different perspective that for him to be a DS is more like a "**calling**". Participant (8) mentioned that DS are humiliated in front of the programme members, hence DS avoid going to class because they do not want to expose themselves to humiliation and disrespect. All these aspects affect the morale of DS and for them going to class becomes a nightmare.

Participants (3) and (10) pointed out that performance is not considered, hence Participant (3) was appointed even though he failed the campaign planning process and had to repeat it, but that did not deter him from being appointed as a DS. Most programme members are more qualified than DS, hence DS avoid arguing with programme members and just pass programme members: **"pass one, pass all approach".** Participant (4)

suggested that vetting and interviews can assist in identifying and ascertaining the individual's potential. Participants (3) and (9) mentioned the issue of professionalism as a big challenge amongst the DS. Participant (10) suggested that majors should be considered for DS posts for them to be appointed as DS will be a promotion to a Lt Col rank. Participant (11) argued differently, that the process of appointing DS cannot be left to the Commandant as it must be an integrated process.

Participant 1:

According to this participant, "DS are identified and appointed by Service career managers with the authority of the Chief of the Service. The participant's appointment to SANWC was initiated by the Commandant and the Chief Instructor. The career manager informed the participant of the plans to appoint her at SANWC after the completion of JSCSP because she was from the ETD environment and will be able to work as a DS. This participant had all the ETD qualifications: facilitation, assessor and moderator including skills development registered with ETD SETA but not SASSETA. She registered with SASSETA and received the assessment registration but has since been waiting for moderator's registration. She also had academic qualifications to a level of Masters. DS are recruited mostly from the current programme. The participant has observed that the three Commandants she served under applied various appointment criteria besides JSCSP qualification varying from social, political, associates, acquaintances, power, position, one Service dominating others, people who are afraid to challenge authority etc".

Participant 2:

This participant was approached by the Chief Instructor to remain at SANWC after the completion of JSCSP to assist with the campaign planning process (CPP). The participant refused the offer because he felt staying at SANWC will jeopardise his chances of being promoted. He has been in the rank of a Lt Colonel for nine years and going to SANWC for

another three years meant he will remain in the same rank for another three years. The participant mentioned that there are people that have been at SANWC for a long time without any promotion there is no career progression for DS. SANWC has only one post of a Colonel and all the DS from the Service are competing for it. He was appointed against his will and has never been happy since the time of his appointment. The participant mentioned that career managers only facilitate the movement of people to SANWC and there is no follow up on the careers of DS at SANWC. The participant also mentioned that the situation was made worse when he was informed that he had to do assessors and moderator's course and register with SASSETA. He confirmed that his attitude towards ETD and SANWC has never changed and he has no passion for ETD. SANWC has become a "**dumping ground**, out of sight out of mind".

Participant 3:

This participant does not even know how he was identified and appointed at SANWC as a DS nor does he know the criteria that was used. Unlike other participants he was not identified whilst on the JSCSP but the Service appointed him as a DS after three years. His appointment came as a surprise considering that he failed the CPP which is the most critical module for JSCSP and had to redo the module the following year. Coming from a Human Resource environment with no knowledge of ETD, no facilitation and teaching experience is a challenge. In the first year the participant was informed that he need to do assessor and moderator course and register with SASSETA for assessment purposes. No DS is allowed to asses without these qualifications. It took two years for the participant to get an opportunity to do assessors and has not done moderators course. The participant mentioned that DS who do not have the required qualification, skill and knowledge are frustrated and the majority of programme members are more qualified than DS and sometimes they challenge DS. The participant observed that most DS avoid going to class or even syndicate they are afraid to engage

programme members because programme members argue with them when they are not satisfied with the outcome of the assessment as such it becomes **"pass one, pass all"**. There are programme members that DS are scared to engage like the learner with the **"PhD"**. DS are intimidated by his status. Most DS at SANWC are more comfortable doing administration than going to class. This participant suggested that there is a greater need to provide DS at SANWC with an opportunity to attend developmental programmes in order to keep up with current trends and boost their morale and confidence, and thereby improve professionalism. It serves no purpose to appoint people with no academic qualifications, no teaching experience and no presentation skills and expect a good output.

Participant 4:

This participant noted that it takes a phone call to appoint a DS at SANWC, specifically those members from the Army and the infantry in particular. Once the Commandant and the Chief Instructor identify a member, a call is made and the member is informed that he or she has been identified to be a DS after the completion of JSCSP. The same process was applied with his appointment. He was informed that the Chief has agreed that he "should be appointed as a DS no questions asked it is more like a command". After reporting at SANWC he was informed that he needed to do assessor and moderator courses and register with SASSETA to be able to conduct assessments. The participant mention that there is no consistency in the manner in which DS are appointed at SANWC. Appointment of DS is more like **"hijacking"**. The participant points out that only the Service Chief authorises the appointment and movement of personnel - that is why it is not easy for the SANWC Commandant to manipulate other Service Chiefs like he does with his Service Chief. The participant also mentioned that he does not have any ETD background nor does he have academic qualifications. Standing in front of 103 programme members is a nightmare that no DS wants to be exposed to. The participant suggested that people must be **"vetted and**

interviewed prior to their appointment to determine their potential. The current process and criteria exposes the DS to unnecessary criticism and pressure".

Participant 5:

This participant volunteered to be appointed as a DS at SANWC after completing JSCSP. The participant mentioned that he had wanted to study and thought SANWC was the right place. DS are recruited from the current programme. The current Commandant filled all the vacant DS posts with Army people, claiming that the Army is the majority in the programme. JSCSP is a joint programme and the issue of who has more slots was never an issue with the previous Commandants; this affected the morale of the DS. Most DS have no passion for ETD but people are forced to take up DS posts against their will. There are DS who have never facilitated any lectures and they are afraid to stand in front of the programme members and prefer to do administration. There are DS at SANWC who have never been utilised as DS because the leadership at SANWC say they are not competent. Commandants apply different processes to recruit DS. If the Commandant is from the Air Force, more Air Force people are recruited and it is the same with the South African Navy and the Army. Other DS have been appointed on the basis of friendship, corps and political affiliation. The participant mentioned that there is no professional approach applied for the appointment of DS. Appointments are made on the basis of filling positions, not individual and organisational needs. In other countries, DS are also lecturers at University. DS need to be provided with an opportunity to develop, as Grade 12 and military courses cannot be accepted as a qualification for DS.

Participant 6:

Like Participant (1), this participant was also appointed by the Service after the completion of the JSCSP. Unlike Participant (1), Participant (4) had discussions with the career manager prior to his appointment. The

participant is JSCSP qualified with no academic qualifications. According to the participant, who is a human resource specialist, human resource processes were not applied during the participant's appointment as a DS at SANWC. The participant mentioned that there are no interviews conducted and people are appointed irrespective of their potential and interest. The participant observed that people who are appointed as DS are Lt Col; some of them have been in the same rank for over five years and he has been in the same rank for almost ten years with no promotion.

Participant 7:

The Service appointed the participant to take up an exchange DS post in one of the neighbouring countries. This happened after five years since completing JSCSP and working at Joint Operations. The participant explained that this was more like **"get him out anywhere where you can find something for him"** The participant was shocked when he was informed about this decision because he had never worked as a DS nor an Instructor, and did not have knowledge of ETD and teaching experience. According to the participant, this was the most difficult two years of his career. His DS counterparts are highly qualified with the highest academic qualification being a PhD while he had JSCSP and Grade 12. DS at SANWC are supposed to have academic qualifications and can have the same status as the MUEs at the Military Academy. On his return he was appointed as a DS at SANWC. The participant noted that he was not aware of the criteria used by the Service to appoint him as an exchange DS. For his appointment at SANWC it was both JSCSP and his external DS experience from another college. Like the rest of the DS he was informed that he still has to do assessor and moderator courses for him to be able to assess programme members and has to register with SASSETA. Since his appointment he had done the assessor and moderator courses and submitted the qualifications for registration at SASSETA but had not received his registration certificate although he is used as an assessor.

Participant 8:

This participant mentioned that it was after the negative office orders that he was "**condemned** "to be a DS. He explained that he wants to follow his career and not ETD and has no passion for ETD. He made the point that he does not go to classes and syndicates as an attempt to show management that he has no interest to be a DS but kept himself busy with administration and other tasks. He noted that, "**Commandants humiliate DS in front of the programme members" and that is his worst fear.** There are people who have the correct profile and knowledge and those are the people who should be appointed as DS. There is no policy or document that explains the criteria used for the appointment of DS. People are informed of the additional requirements after reporting at SANWC such as assessor and moderator tests and registration with SASSETA. If these requirements are shared as criteria, there would be fewer people who would qualify to be at SANWC, since most DS only did these courses after their appointment. Some of the DS had completed the assessor course but not the moderator course. The absence of the selection board resulted in the appointment of people who do not have the necessary qualities to be a DS. This participant mentioned that the basic qualification for a DS should be at least a teaching diploma or a degree and then JSCSP.

Participant 9:

Nominated by the Service to attend a staff course abroad, on his return he was appointed as a DS at SANWC. He completed a Master's degree as part of the staff course as the College offered an opportunity to those students who qualify for admission to the Master's programme. At SANWC he completed assessor and moderator courses while already working as a DS. All DS at the staff college the participant attended had academic qualifications and the Commandant held a PhD. DS are at the same level as teachers and military university educators (MUE) and therefore need to

have similar qualifications and recognition. Most programme members at SANWC have academic qualifications, whilst SANWC had three DS with academic qualifications to a level of Master's degree and all of them have been transferred out of SANWC. There are challenges that DS experience at SANWC including knowledge gaps, competence levels, professionalism and standards, which all impact on the delivery of the programme, since some DS lack these skills. **"Some of the DS at SANWC are not DS material"** but were forced to be DS. Since 2012 there has been an exodus of competent DS at SANWC. Some people refer to SANWC as a **"dumping place"** and as a result people resist coming to SANWC because of this **"stigma"** and also due to the absence of upward mobility which affects DS.

Participant 10:

This participant was identified and recommended to be a DS at SANWC by the Commandant. The Commandant informed her that she fitted the profile of a DS because she once worked at the Service College. However, the participant had worked as an administrator at the college and not as an instructor. During the career interviews, the career manager informed her that SANWC has identified her to be a DS at SANWC and the Chief had authorised her appointment and movement to SANWC. The participant said it was not fair for members who have been in the same rank for more than five years to be appointed as DS at SANWC as this is a **"career limitation and stagnation"**, and they miss out on promotion opportunities. Most DS at SANWC have been there longer than the three-year period. The posts at SANWC should be used to appoint and promote young majors as DS and not senior Lt Col. Qualifications of DS should be considered as most DS have a Grade 12 certificate which is very low compared to the number of programme members with academic qualifications. The international fellow (IF) DS are more qualified than South African DS and perform much better than most of "SANWC DS". The JSCSP is not adequate to prepare DS. Some of the DS at SANWC

cannot communicate and present information properly. The Commandant does not have the authority to decide on the appointments. A selection board should be established based on the required criteria and interviews should be conducted in order to provide candidates with an opportunity to express their own views and also to assess their ability to be DS. Members are forced to work at SANWC and it is more like an **"authoritative process"**. The absence of an appointment policy and a selection board of DS exposes the process to manipulation, corruption and misuse. People are forced to be DS although they may have no interest and passion for ETD. Members are identified from JSCSP to be DS without establishing **"their teaching ability"** and not even their performance is assessed to determine their potential.

Participant 11:

This participant had volunteered to become a DS after completing an equivalent of JSCSP (staff course) abroad. This was an opportunity to give back skills and provide a different perspective to the JSCSP. This participant has been involved in all the modules presented at SANWC and is enjoying working as a DS. According to this participant, for him to be a DS is more like a **"calling".** He observed that the change of Commandants is a challenge because they always strive to outshine each and that impacts negatively on the flow of the programme and the morale and confidence of DS. With regard to the criteria used for the appointment of DS, this participant mentioned that he has observed many things happening around the appointment of DS. Various reasons have been given but above all, members appointed at SANWC as DS are JSCSP qualified across the board. He also mentioned that JSCSP prepares SANDF members for leadership positions, therefore DS that are appointed at SANWC should be in a possession of academic qualifications. The organisation must realise that not everybody can be a DS. SANWC has a limited capacity of DS with academic qualifications. This participant pointed out that DS who have no academic qualifications struggle to

communicate with programme members and to present and facilitate lectures as a result only few DS present lectures in Indaba hall. Most of the DS prefer to do administration either than doing their DS job. This cannot be blamed on the DS but the leadership at SANWC because the people at SANWC are mostly appointed on the recommendation of the Commandant. Leaving this process to the Commandant alone is detrimental to the organisation and the JSCSP. The participant mentioned that even the people who have passion for ETD are demoralised and want to leave SANWC. The Commandant increased the number of programme members from 80 to 103 which is a challenge as the ratio of DS is far less, leaving DS with more programme members to manage and mentor.

4.3.2.2. Appointment of Directing Staff at SANWC

There are various ways in which DS are appointed at SANWC, as indicated by participants and as depicted in Table 4.3.3 below. Five participants (1, 2, 4, 8 & 10) indicated that they were appointed by their Services while four participants (3, 6, 7 & 9) were identified by SANWC, and two participants (5 & 11) volunteered to be appointed as DS. The following table depicts different views as indicated by different participants on how the appointment of DS is conducted in the DOD.

Table 6. Appointment of Directing Staff at SANWC

SERVICE	SANWC	VOLUNTEERS
SANWC P1, P3, P6, P7, P9	SANWC P2, P4, P8, P10	SANWC P5, P11



Figure 5. Appointment of Directing Staff at SANWC

4.3.3 Interviews with SANWC Directing Staff

4.3.3.1. Theme 3: What can be done to improve the appointment of DS at SANWC

Participants 1 - 11:

According to these participants, the status of DS is concerning and the organisation needs to take cognizance of the challenges faced by DS. Furthermore, they expressed their concern with the lack of interest and support by the organisation. Amongst the issues highlighted by these participants is the lack of policy for the appointment and rotation of DS, lack of career management and career planning, a better remuneration package, recognition of DS, and development opportunities. Participants (1), (2), (7) and (8) share a similar view about the leadership and management style at SANWC, micromanagement, lack of trust amongst DS and management, and threats by the Commandant. Participant (4) referred to issues of favouritism and recognition of a particular Service above the rest of the Services; as a result the concept of jointness does not exist anymore at SANWC. This participant condemns the involvement of the Commandant on the appointment of DS at SANWC. Participants (3) and (5) expressed their concern regarding the appointment of the Commandant with no academic qualifications. Participant (10) reiterated what Participant (2) said about SANWC being a dumping place where DS are just left at SANWC for a longer period due to the lack of a rotation plan. This participant added that DS status must be improved to reach that of MUE at the Military Academy. With regard to the recognition of DS by the organisation, Participants (2) and (10) mentioned the statement made by the Chief of SANDF that the credibility of SANWC and DS is questioned because graduates from SANWC cannot perform staff duties and operational duties. Participant (2) mentioned that the bigger organisations see SANWC and JSCSP as a **"milling machine"** that pushes programme members through. According to Participant (6), the Commandant only

recognizes combat officers and has informed some of the DS that he requires combat officers. Participant (7) suggested that people identified for DS appointment must be "**the cream of the organisation**" and that "not everyone can be a DS".

Participant 1:

This participant mentioned that the DS profession is an attractive profession but the authorities and management at SANWC through their actions render it the most resented profession. DS are not free to express themselves as they are cautious of what they say to the programme members. The Commandant solicits information from the programme members of what other programme members and DS are saying or doing inside and outside the auditorium so as to **"have ears on the ground"**. Most of the time statements that are made by DS are interpreted out of context. The participant mentioned that he does not enjoy working at SANWC since the new Commandant was appointed in 2014 and introduced all the new rules that are diminishing the status of the College and that of DS. Only a select few are recognized by the organisation and the higher authority and not all DS. There is a lack of resources, poor career management process and lack of professionalism. To improve the conditions under which DS work, a criterion and a policy for the appointment of DS has to be developed and implemented. A remuneration package, retention strategy and career management need to be addressed. Quality assurance processes by an independent party should be undertaken on a continuous basis. The DS should be given time to study and develop their teaching skills.

Participant 2:

This participant mentioned that working at SANWC is more like **"serving a death sentence."** DS are continuously exposed to different management styles and personality clashes which poses a challenge. He also mentioned that the bigger organisations see SANWC and JSCSP as a

"milling machine" that pushes programme members through. SANWC lacks credibility because of the **"pass one-pass all concept".** DS deserve proper recognition, proper career planning and management, to be provided with foreign learning opportunities, a retention strategy, developmental programmes, and enough time for DS to study at state expense. Regarding the involvement of Services Chiefs and career managers at SANWC, the participant mentioned that the lack of resources, infrastructure and maintenance of facilities is the most frustrating thing at SANWC. DS deal with various issues such as working long hours, working away from home and management issues, and DS thus need psychological support. People must not be forced to be DS as it is a specialised skill that needs passion, and only the people with the right attitude and passion should be appointed as DS.

Participant 3:

This participant noted that, "in order to make the DS profession attractive, remuneration of DS needs to be addressed. He was not happy with the long working hours and also the absence of the retention strategy for DS is a concern. He explained that DS continue to seek out posts outside SANWC for upward mobility. DS stay longer in the rank because they come to SANWC as Lt Col already. There is no proper management of DS careers. A lack of respect and recognition of DS by the Commandant and the entire organisation needs to be addressed. The appointment of a Commandant with academic qualifications above the DS has to be considered to avoid embarrassing moments, as some DS are more qualified than the Commandant and their inputs are not valued.

Participant 4:

This participant observed that the "involvement of the Commandant with the appointment of DS is not an appropriate way, as **"he cannot be a player and a referee".** These appointments are to be conducted by the College board with all the relevant parties with the General Officer

Commanding of training Command as a chairperson of that board. Leaving this process to the Commandant of SANWC has been a disaster since 2014 because only a certain Service has been recognized and all the opportunities and privileges are given to the members from that Service. The concept of jointness does not exist anymore at SANWC and it needs to be reinstated so that other Services can be recognized and respected. In order to address DS remuneration, an occupation-specific dispensation (OSD) system has to be established. Factors that affect the status of DS at SANWC include seniority, level of qualifications, lack of subject matter experts, rotation plan, recognition by career manager Service Chiefs and Divisional Chiefs. Retention strategy needs to be approved by a senior authority for implementation.

Participant 5:

This participant observed that he "enjoys working at SANWC as a DS but there is no proper career planning and management of DS. A proper DS corps function must be established to manage all DS issues". The participant noted that there is a lot that the organisation needs to do to improve the status of DS such as a better remuneration package, retaining the best skills, conducting career interviews, recognition of DS, establishing an ETD dispensation to manage all ETD and DS issues since currently ETD is not coherent and it is thus difficult to manage ETD issues. Furthermore, Commandants must have academic qualifications and understand ETD processes. Issues of favouritism need to be addressed as this affects the morale of other DS.

Participant 6:

Participant (6) did not "enjoy working at SANWC. There is a lot of favouritism; other people are given more opportunities like foreign learning opportunities. I am always reminded that I am not a **"combat officer - I need combat officers"**. The participant further noted that there is a lot of discrimination and favouritism at SANWC and other DS are given

opportunities to attend foreign learning opportunities and even sent out of the country as exchange DS. It is a challenge to claim for overtime and yet DS work long hours. DS careers are not taken care of, and some DS may stay at SANWC longer than three years without interacting with career managers, and with no visits from the Service. DS retention strategy needs to be approved for implementation.

Participant 7:

This participant noted that he enjoyed "working as a DS - the only challenge is leadership and management style". In the time he had worked at SANWC he had been subjected to three different leadership and management styles which makes the job of the DS difficult due to changing routine and activities. Management and leadership need to provide DS with space to do their work, as there is a lot of interference. More needs to be done to improve the status of DS at SANWC since currently DS are not recognized and respected. There is no career management for DS and the Services and Divisions leave DS to the detriment of the SANWC management. Members appointed as DS must be the best performers, in other words, the "**cream of the organisation**" The DS job is a specialised job which requires certain skills and attitudes, and not everyone appointed at SANWC fits the profile of a DS. DS at SANWC stay longer than the three years which indicates that a rotation plan is required.

Participant 8:

This participant noted that he "does not enjoy working as a DS at SANWC. There is a high level of micromanagement by the Commandant, interference and politics are an order of the day, who is affiliated with what political organisation". Other challenges included a lack of trust of subordinates by management. DS are set up and work against each other. DS career management needs to be taken seriously, and more resources

for SANWC are required, in order to provide learning and development opportunities for DS.

Participant 9:

This participant explained that, "the participants enjoy the job but the environment is not conducive, there are a lot of uncertainties, DS live in constant fear as they are always threatened by the Commandant that their careers depend on him because they are busy "**profiling themselves**". Furthermore, it was explained that the Commandant used rumours to discredit DS and threatened them. The Commandant humiliated DS in front of the programme members and juniors. DS dignity has to be restored internally before even talking about the recognition of DS in the organisation and DS should be provided an opportunity to develop their careers. This requires that a proper DS corps is developed to take care of DS issues such as development programmes, development of a remuneration package, and rotation plans. The involvement of the senior management on SANWC activities is required. An appropriate site should be identified for SANWC as the current location is not suitable for military purposes. Only those people who have potential and the correct profile should be considered as DS.

Participant 10:

This participant noted that she has never enjoyed working at SANWC, as the Commandant is making the lives of DS difficult with his interferences and interactions with students. DS are scared to interact with programme members in case they speak to the wrong ones (informers). This strains DS-learner relationships and DS to DS relationships. Career management of DS is a serious issue that needs an urgent intervention. DS remain in the same rank for a long time while their colleagues and programme members get promoted as there is no career progression for DS. Service and Division should stop using SANWC as a "**dumping place**". Appointment criteria should be developed and implemented in order to identify and appoint the right people. A proper DS remuneration package must be developed to make the profession an attractive one, with alignment of DS qualifications to that of the MUE and recognition of DS

like the MUE. Foreign opportunities should be given to DS unlike what is happening which is that people outside SANWC are given an opportunity to take up foreign learning opportunities and only certain DS are given an opportunity to attend foreign learning opportunities. SANWC is under-resourced and yet quality output is expected even though the credibility of SANWC DS is questioned. Statements made by the Commandant such as the kind of officers that graduate from SANWC are embarrassing the organisation due to their poor performance should not be permitted. The Commandant had noted that the Chief of the SANDF had even commented about the performance of the officers in question. Retaining members longer at SANWC also sends the wrong message to career managers who may well believe that they are doing their best. An effective rotation policy and plan must be designed and implemented. There are DS who have been at SANWC over a period of seven to ten years while others have retired at SANWC. For example, one Service asked the Commandant to keep the member until retirement as they did not have any future plans for the member.

Participant 11:

This participant volunteered to be a DS because it is an attractive profession, with a lot of exposure, regional and international study visits and overtime. There is much that needs to be done to elevate the DS status and recognition. A proper career planning and management of DS needs to be addressed, and foreign learning opportunities should be open for all to attend, and not only **"the chosen few".** Implementation of retention strategy for continuity and professionalism is required. It is unreasonable for DS to stay at SANWC for more than three years as they lose momentum, interest and focus whilst watching their students being promoted as Colonels whilst they are stuck at SANWC. DS must be given an opportunity to attend conferences and seminars, and continuous development programmes to keep DS current. An exit strategy needs to be developed. For those instructors that have been recruited from Service

College a selection board must be established to assess their competence and to align these competences with JSCSP since the levels are not the same and **"a primary teacher cannot be expected to teach at high school".**

4.3.4 Interviews with International Fellow DS at SANWC

4.3.4.1 Theme 4: What is the criteria used for the appointment of Directing Staff in the colleges?

The IF DS at SANWC represent various countries and have staff colleges where most of these DS have worked prior to their secondment to SANWC. In order to establish whether there is a criterion or criteria used for the appointment of DS and also to learn if they have different criteria to that used at SANWC, the same question was used for IF DS.

Participants 1 - 5:

All these participants confirmed that all DS at their colleges must be in possession of an academic qualification in any field of study. They observed that DS are appointed by the College board unlike in the case of SANWC. According to Participant (2) the board includes the Minister of Defence, the Secretary of Defence, Service Chiefs as well as academics. Participant (5) mentioned that the appointment of DS is managed through the Chief of Personnel and Administration Office. All five participants mentioned that DS are appointed for a period of two years and three years in certain instances. There are various DS exit mechanisms applied to all five colleges. In the case of Participant (1) there are two exit mechanisms – DS either seconded as an exchange DS to another college, or attending staff course for comparative study in another college. DS that are not nominated for such programmes remain at the college for three years and exit with a promotion. According to Participant (2) DS exit through promotion or external deployment, whilst for Participants (3) and (4) it is

promotion. In the case of Participant (5) it is promotion and appointment as a defence attaché. All DS appointed at the colleges are majors and promoted to the rank of a Lt Col at the college. They all mentioned that DS undergo intensive interviews prior to their appointment to the staff college. According to Participant (3), command and instructional abilities form part of the criteria for the appointment of DS. Participants (3) and (5) mentioned that their colleges present Master's programmes in conjunction with the local universities; therefore DS must have an academic qualification.

Participant (5) further said some of the DS are university lecturers. In the case of Participant (4), members also undergo a psychometry process and must be in possession of a secret security clearance, and a completed senior staff course with a distinction. Participant (4) highlighted that other DS get promoted to a higher rank such as the Senior Directing Staff (SDS) within the college, the Chief Instructor and the Commandant of the College. The Commandant is expected to have a minimum of Master's degree and above qualification and extensive operational and staff work experience. Participant (5) explained that included in the appointment criteria is a good conduct and performance report and general behaviour. According to Participant (5), in his country people compete to be appointed as DS. DS are regarded as the most important component of the Defence Force, they are well looked after by the organisation, they are provided with military housing, vehicle and the state pay for their studies. Participant (5) further mentioned that the President officiates during the opening and the graduation ceremony.

Participant 1:

According to this participant, DS are posted to the college by the Chief of Personnel and Administration, from Headquarters, on written instruction from the Office of the Joint Chief of Staff. The College academic board endorses the appointment of DS. DS must be senior staff course qualified,

the rank of a Major promoted to a Lt Col, operational and staff officer experience, and **academic qualification in any field of study**. The Commandant might request someone with a specific skill above these qualifications. In this case the Commandant can request the Chief of Recruitment and Training to identify suitable candidates, and a request is sent to the units. Joint Chief of Staff authorises the chief of personnel and administration to facilitate the transfer. The college also **presents academic programmes.** DS should be able to facilitate knowledge transfer through accredited academic programmes. Appointing DS without qualifications is counter-productive, and could result in some developing an inferiority complex, since most programme members attending staff courses have good academic qualification. DS are posted for a period of two years. On completion of the second year, the DS is awarded a dagger to symbolize successful completion of his or her secondment to the college and could move from college to another staff course (comparative course) in another country to broaden his or her knowledge and exposure or be sent for exchange programmes to other colleges in the region, continent and internationally. Not all DS get this opportunity in such a situation. Some DS remain at the college for an additional year and on completion of the third year the DS gets promoted. The participant mentioned that no DS is allowed to stay at the college for longer than the two-year period and three years is the maximum in unforeseen circumstances.

Participant 2:

The DS are appointed on the College's board recommendations Candidates are identified by the college and presented to the board. The board comprises high-profile members such as the Minister of Defence, the Defence Secretary, Chief of Defence and Service Chiefs and academics. The main requirement for the appointment of a DS is a senior staff course, operational tour experience, academic qualifications in any field of study, having "**worked as a DS in the junior college** and **good**

conduct report" which is compiled throughout the member's career in the Defence Force. Included in the requirement is the recommendation that the member has the **"ability to teach"**, equal representation of all corps, and gender balance. Academic qualifications are a prerequisite in order to provide professional guidance to students. DS are seconded to the college for two years and they exit with a promotion or external deployment. The participant further observed that "SANWC should lead the process of identifying DS based on the reports and performance since "just admitting all and sundry on the strength of having completed JSCSP should be avoided if optimum results are to be obtained."

Participant 3:

This participant explained that DS are appointed through a publication by the Military Secretary at the General Headquarters. This is done in consultation with the various services (Army, Navy and Air Force Secretary) to ensure that Services have input into the human resource base of their faculties in the College. The basic requirement is that the DS should have an academic qualification in any field, while rank level of DS at a senior college is Lt Colonel. They must **have completed the senior staff course with the highest grading**, and should have been assessed during the senior staff course as having **"command and instructional abilities".** A career progression report (confidential report) accrediting him/her to have **"the right moral and ethical standards"** should be provided. To be appointed at the senior college one should have **directed at the junior staff college for at least a year**". The **"college also presents academic programmes; that is why it is important for the DS to have academic qualifications"**. The likelihood of producing below average staff qualified officers is high when non-qualified DS are appointed. The DS is graded above his or her colleagues who have not served as a DS when it comes to career progression; most DS are promoted after two years.

Participant 4:

This participant explained that the appointment of DS is a matter that is taken very seriously. The process is managed by the College Board and the Commandant. Once the candidate has been identified, the Commandant and the Service Chief present the candidates to the Chief of Defence, the Secretary, and the Chief of Joint Operations. Members undergo a "**psychometry assessment and must be in a possession of a secret security clearance.**" Members who have been identified as possible candidates for the College undergo interviews where most senior personnel are present. Once the selection is completed members are informed officially of their appointment and a signal is released. Members are recruited from various places such as the Joint Operations, junior training colleges, and staff course programme members. Members must have an "**academic qualification, external operational experience**", and must have served in various strategic posts and **completed a senior staff course with a distinction**. DS are appointed for two years depending on the requirements of the College. Some DS are promoted within the College from the DS to the Senior Directing Staff (SDS) where they serve for another two years at a higher level. Other members move within ranks from a "**DS to the College Commandant**" based on the experience and qualifications. The qualification of a College Commandant is the minimum of Master's degree and extensive operational and staff work experience.

Participant 5:

The appointment of DS is managed through the Chief of Personnel and Administration Office. The Commandant identifies potential DS officers from the staff course and anywhere in the organisation depending on the requirements of the College. Programme members are informed in the beginning of the programme that some of them will be recruited to join the staff college. Programme members are observed throughout the duration of the programme as to their "**behaviour, leadership qualities and**

performance". The names are forwarded to the Services and are processed through to the headquarters. The College Board which includes the highest-ranking personnel and academics conducts interviews. The names are presented to the Chief of Defence and to the Minister of Defence for approval. DS are appointed for a period of two years. There are two exit strategies that have been developed for DS– it's either "**promotion or posted out of the country as a defence attaché**." The college is regarded as the **pool for DA appointments.** Amongst the required qualifications are "**academic qualifications"** in any field, senior staff course, and experience in external deployment. Furthermore, "**good conduct and performance and general behaviour"** forms part of the criteria used in the appointment of DS. The participant mentioned that in his country people compete to be appointed as DS. DS are regarded as the "**most important component of the Defence Force",** they are well looked after by the organisation, provided with military housing and vehicle and the state pays for their studies. "**The college also provides a Master's degree in partnership with the local university"** where some of the DS are part-time lecturers. Programme members are presented with an option to do a Master's and as the college programme takes place in the morning, in the afternoon programme members go to university or lectures take place at the college. "**The guest lecturers are senior government officials, former ambassadors and captains of industry". The President officiates during the opening and at the graduation ceremony the President knows every DS by name**". The participant had observed that there is a minimal involvement of DOD senior officers and government officials at SANWC whilst in his country every parliamentary member is expected to pay a visit to the college. In his country the college belongs to the President and all his visitors visit the college. This participant suggested that SANWC must identify people who have the potential and be able to impart knowledge, teaching skills and best performers. The Commandant must consider the needs of the organisation above his own needs. Currently the decisions with regard to

the appointment of DS is managed by the Commandant and those that are close to him. An academic board must be instituted encompassing all the relevant role-players and not only the Commandant. "**I have observed that SANWC uses a variety of DS appointment processes, as IF DS we sometimes get shocked when we see the calibre of people who get recruited and appointed as DS**". Therefore SANWC must develop criteria for the appointment of DS because the manner in which this process is managed is compromising the programme and the output. The Commandant has direct access to the Minister of Defence and the Chief and manages his own budget. "**Your country has a lot of bureaucracy and long lines of communication**", noted the participant.

4.4 Conclusion

This chapter presented the findings from all the participants. The Service career managers highlighted their roles and responsibilities with regard to the appointment of DS as human resource custodians within their specific Services. The SANWC DS clarified various aspects related to the appointment of DS whilst the IF DS explained how the process of the appointment of DS in their countries is managed. A third theme was included specifically for SANWC DS to provide their views on what can be done to improve the appointment of DS at SANWC.

The next chapter will provide the data analysis.

CHAPTER 5
INTERPRETATION AND ANALYSIS OF FINDINGS

5.1. Introduction

The previous chapter presented data collected from the interviews from the three groups of participants: the Service career managers, the SANWC DS and the international fellow DS. This chapter focuses on the interpretation and analysis of the findings in relation to the research questions and objectives of the study. The manner in which the interpretation and data analysis will be conducted will assist in making the recommendations for the final chapter and will also assist in checking consistency between the theory in chapter two and the data collected. The theory and the collected data will provide an understanding of issues related to the appointment of DS. According to Andrews (2003, p. 45), the subsidiary questions derive from the main question and the contributory questions contribute to answering the main question. In order to make the information manageable the coding system will be used for similar responses.

5.2. Research question

The data that was collected through interviews derived from the following three questions:

- What is the role of career managers in the appointment of DS at SANWC?
- What is the criteria used for the appointment of DS at SANWC?
- What can be done to improve the appointment of DS at SANWC?

5.3. Objectives of the study

This study aims to achieve the following objectives which were developed in chapter one and form the basis of the study:

- To establish the role of career managers in the appointment of DS at SANWC.
- To determine the criteria used for the appointment of DS at SANWC.
- To solicit ideas on what can be done to improve the appointment of DS at SANWC.

5.4. Problem statement

The SANWC is the most senior military training college of the SANDF. The programme is designed for the rank group of Lt Col and Cdrs who are either appointed as staff officers or operational commanders after the completion of the programme. The success of the JSCSP offered at SAWC depends on the competence of the DS; hence the appointment of the DS becomes critical. Several instructions and policies have been developed addressing the appointment of DS and instructors. The first instruction was issued by Chief Human Resources in 2005 followed by another in 2012. The human resource development training and development DOD policy points out that the "DOD is committed to the development of highly skilled trained and educated officials. The training of officials remains critical to the functionality of the Defence Force" (2017, p. 3). Accordingly, the human resource development training and development instruction was issued in 2017 also referring to the appointment of DS. This policy stipulates that qualified and experienced instructors, directing staff and lecturers shall be utilised at training providers and the DS must be qualified at least one level higher than the programme they are presenting (2017, pp. 13-14).

Laubscher (2012, p. 2) raised an issue with regard to the quality of training which according to him is "directly dependent on the quality of the instructors and directing staff utilised in the formal training of individuals." Furthermore, he acknowledges that the quality of instructors and DS has been degraded and he cites several reasons such as the lack of departmental guidance and co-ordination on the aspect of the management of instructors, dumping of underperformers into instructor or DS posts disregarding the profile requirements of the post.

In 2015 the Chief of the SANDF raised a concern regarding the officers trained and developed at SANWC, in that these officers cannot operate at operational level and as a result South Africa and the DOD had been embarrassed because one of the graduates from SANWC failed to carry out his duties as an operational commander and was recalled. This comment was followed by a question directed to the Commandant of the SANWC: "Commandant of SANWC what are you and your DS doing? We need to revisit the appointment of DS". This was a significant statement that could not be ignored, being specifically being raised by the C SANDF. He continued: "I have my reservations about the calibre of officers produced at SANWC, Commandant and your DS you need to pull up the game". There is a belief that the non-availability of an appropriate appointment process of DS is a contributing factor to the non-performance of SANWC graduates. Esterhuyse (2007) also highlighted an important issue in his paper that proper training and utilisation of DS need to be considered.

Comments and concerns from different levels of the organisation were raised regarding the appointment of DS at SANWC. Several instructions have been developed addressing the same issue and the same topic has been central to all ETD forums, specifically within the human resource development environment (HRD). Despite all these efforts the appointment of DS at SANWC remains a challenge.

5.5. Conceptual framework

The conceptual framework for the present study is based on Fayol's administrative management theory, which has a direct applicability to the study. The appointment of DS at SANWC is a management issue, and the responsibility to recruit the right quality of person lies within the ambit of the HR environment. According to Schuler and Jackson (1987, p. 211), HRM practice entails six components: planning, staffing, appraising, compensating, and training and development. Organisations determine where to recruit, and the benefits of recruiting internal as opposed to external. They further argue that recruiting internal means a policy of promotion from within. This implies that officers recruited at SANWC stand a chance of being promoted at SANWC or outside after their tenure at SANWC. This policy serves as an effective reward because it commits the organisation to providing training and career development opportunities if the promoted employees are to perform well.

Fayol introduced the fourteen principles of management including the four areas which are critical for HR managers and administrators. According to Tompkins (2005), the main purpose of this theory is to find a good balance between the structure of the administration and the mission of the organization. Central to this theory is the issue of organizational effectiveness and administrative efficiency. Gulick (1968) refers to different departments within the organisation, with each department having a specific function. The manner in which Gulick explains how different departments within the organisation should co-ordinate their activities fits in very well with the process upon which the appointment of DS should be managed. The appointment of DS forms part of administration which is managed from different levels of the organisation. The scalar chain, as

proposed by Fayol and supported by Gulick, forms part of the management and administrative processes of the SANDF.

SANDF management and administrative processes emanate from the highest authority to the actual entity. The management and administration of the appointment process of DS form part of the management process from a different environment. The initial process of DS appointment was based on Fayol and Gulick's (2010) administrative theory of establishing a universal set of management principles and co-ordination of activities. The appointment of DS should be a co-ordinated effort by various entities involved; it should not be an open process which is not co-ordinated and facilitated in a correct and professional manner. It is the role of a human resource manager to ensure that the organisation identifies the best skills, and the appointment of employees is based on the organisation strategy, aligning the objectives of the organisation with the required skills. In this case, the top management needs to take responsibility and ensure the policies are implemented. This notion is supported by the administrative management theory, which moves from the premise that there is a greater need to integrate organisational processes such as strategy, policy and structure. The appointment of DS should be linked to all these components and internal processes. Tompkins (2005) suggests that superiors in an organization are the primary decision-makers.

The DOD Human Resource Strategy highlights the issue of disintegrated human resource management systems, where "the absence of a single point of responsibility for the total spectrum of HR management (as is vested in the HR Directors of most major corporate organisations), as well as the apparent "fragmentation" of the DOD's HR management process, also contribute to the HR process being experienced negatively by many DOD personnel" (2010, pp. 21-22). The issue of HR disintegrated process has had a negative influence on personnel including the DS. The lack of

appropriate appointment strategies, specifically the DS, has resulted in the haphazard appointment process of the DS.

5.6. Role of career managers in the appointment of Directing Staff

Career managers are the drivers of the organisation within the four functions identified by Fayol, including planning which involves the planning of human resources to ensure that the organisation has the right people at all times. On the appointment of DS the DOD rely on the human resource environment to make sure the organisation has the right people in place. Regarding the appointment of DS, three aspects were identified with regard to the career managers, the role they play in this process, the criteria they use in the appointment of DS and the career management of DS whilst appointed at SANWC.

Any organisation has a human resource management function which deals with all the human resource aspects of the organisation and the DOD is not unique in that it has the same arrangements. The four services have career managers whose responsibility is to oversee all human resource aspects of the service such as staffing, career management, career development and placement including the appointment of DS. Part of their responsibility is to advise the Chief of the services on HR matters. All four career managers acknowledged this and confirmed that appointment of DS is part of their responsibility. The question that arises is about the extent of their involvement in the process of the appointment of DS for SANWC. It emerged during the interviews that their involvement is minimal in certain cases where the Chief of the Services makes a decision or nominates the candidate to be appointed as a DS. This is contrary to Decker's (2012, p. 1) explanation of the role of human resource management in an organisation which includes identifying the human resource needs of the organization. He further notes that once these needs have been identified the process of appointment or

acquisition function can commence. Accordingly, Schuler and Jackson (1987, p. 211) states that HRM practice comprises six components, namely planning, staffing, appraising, compensating, training and development.

Given the fact that DS have a similar status to that of teacher or educator, it stands to reason that not anyone can be a DS but only those members who have the right qualification and experience. These are all matters that career managers should deal with in the process of DS appointments. It emerged in the interviews that this process is not only managed within the HR environment but that the SANWC management is also involved, which presents a problem. As highlighted by some of the participants, the Commandant can identify the individual and forward the name to the respective service. It is incumbent upon the career manager to determine the feasibility of this nomination based on the individual and the organisational requirements. It also emerged during the interviews that in most instances members are not given any choice and the appointment is imposed on them specifically from the SANWC side, where other reasons than the potential of the member are used as appointment criteria. Of concern is the issue of appointing members that the organisation has no plan for or those regarded as "dead wood" or incompetent in the service. This raises a concern about the manner in which the organisation views the role of SANWC.

According to Storey (1995, p. 5), human resource management is a distinctive approach to employment management which seeks to achieve competitive advantage through the strategic development of a highly committed and capable workforce, using an integrated array of cultural, structural, and personnel techniques. Career managers have a significant role to play in the appointment of DS at SANWC as regards their involvement in ensuring that only people of the right calibre are identified and appointed as DS as this will have a positive impact on the JSCSP

output. This process cannot be managed outside the HR environment since it is not only career managers who must involve the members prior to their appointment, it was indicated by participants that in certain instances members are not informed properly of their appointment as DS. This process involves the member; therefore the member needs to be involved in the process deployment of people to a learning institution such as SANWC which cannot be completed without the member's involvement. Therefore, DS expressed their dissatisfaction with regard to their appointment as DS.

5.6.1. Criteria used by career managers in appointing Directing Staff at SANWC

Regarding the criteria used for the appointment of DS, all four career managers agreed that only two aspects are considered as the requirements JSCSP and the rank of Lieutenant Colonel and Commander in the case of the Navy. There are no other criteria applicable in their view, and issues such as the potential, capability, and knowledge do not seem to be considered. SANWC is the highest military training institution responsible for the development of the senior corps of the DOD, therefore the process cannot be handled haphazardly. According to C HR Instruction, "Instructors and DS are to be identified for specific posts in such a way that the expertise of the candidate matches the post profile requirements in terms of the intended functional utilisation of the member of that post. A vacant DS post at SANWC cannot be filled by just any Lt Col or Cdr; the candidate should be identified according to the post profile requirements, level of expertise, field of specialisation" (2010, p. 6). Though this is specified in this Instruction, in reality vacant posts at SANWC are filled without considering the potential of the candidate. There are participants who explained that they were not the best performers in the JSCSP and one has even failed one of the critical modules but he was

still appointed as a DS. Individuals are acknowledging themselves that they are not the right candidates for the job.

Given the manner in which this process is managed, there is a clear indication that this instruction has not been used as a guiding document in the appointment of DS at SANWC. DS at SANWC come from various environments such as logistics, human resources, chef, social work, intelligence, amongst others, and only a few come from a training environment and have worked as instructors or have teaching qualifications. There are a number of these Instructions available in the Department that can be used to guide the process and the criteria can be developed out of these documents.

Of interest is that none of the career managers referred to any document that guides the process. The manner in which this process has been managed without any policy guidelines has opened up an opportunity for the process to be flawed. Erasmus, Schenk and Tshilongamulenzhe (2014, p. 19) highlights two components of HRM such as people resourcing and workforce planning, where people resourcing allows management to identify and secure the right work talent and capabilities at the right place and at the right time to help ensure organizational success, whilst workforce planning focuses on the types of available jobs, and the number of people required to achieve its organisational goals and its mission. This kind of information can be established during the interviews which is another challenge regarding the appointment of DS. There are no job interviews even though this is the most important aspect in the appointment of employees. As indicated earlier, that DS come from various environments, where some do not even deal with ETD issues, in the absence of interviews the potential, required qualifications, personality, knowledge of the job, expertise and enthusiasm of an individual cannot be established.

Lengnick-Hall and Lengnick-Hall (2003, pp. 37; 129) shares similar views as expressed by Swanepoel et al (2014), that human resource professionals are charged with the responsibility to obtain the right human talent and ensure that people are in the right place, at the right time, able to perform the work that is needed as well as able to achieve the desired outcomes. Furthermore, it is the role of human resource management to ensure that the organisational human capital is available, capable and effective (2003, pp. 37; 129).

Focusing on the same criteria does not allow career managers to determine the ability of the people appointed as DS at SANWC. Appointment involves various activities such as interviews, assessments and selection, hence Cherrington (1995, p. 192) emphasises the importance of recruiting candidates that possess the abilities and aptitudes that will assist the organisation to achieve its objectives.Brewster, Dowling, Grobler, Hollard and Warnich (2000, p. 150) states that organisations need to develop a recruitment policy which reflects the kind of work force required in order for the organisation to obtain and retain a competitive advantage. These authors point out that without the appropriate recruitment policy it will not be easy to find candidates that have the required profile. The international directing staff fellows mentioned that not only JSCSP or senior staff course are considered as there are other requirements for one to be appointed as a DS such as the academic qualification, operational experience, conduct, highest performer in the JSCSP, and staff course.

5.6.2. Career management of Directing Staff at SANWC

Career management of DS forms part of the responsibility of career managers. This was confirmed by the four career managers, who agreed that they are aware that they are expected to conduct career interviews with the DS. However, they were honest in admitting that this is sometimes

ignored. Various reasons were put forward as to why career managers avoid these interviews. One of the reasons is that some of the DS have been there longer than the stipulated time and they expect to be promoted or replaced and most of the time career managers do not have answers for them. As honest as they can be, some DS have expressed their dissatisfaction with their appointment and this is also confirmation that career managers are not involved with the appointment of DS. One of the participants mentioned that DS careers are neglected and once DS are at SANWC they are not supported in their career advancement. He further acknowledges that the Commandant plays a significant role in ensuring that members are presented to their Service. Career managers are the custodians of this process as it is not the Commandant's sole responsibility, although the Commandant can provide inputs by submitting a report on the conduct and performance of the DS. According to one of the participants, SANWC has four senior directing posts which are Colonel posts representing the services and these are the posts that can be used to promote DS. This participant mentioned that career managers often appoint people outside SANWC when one of the posts becomes available whilst there are DS who are eligible for promotion and have been at SANWC for a long time and in the same rank for a longer period. Again, this confirms what a participant stated: that their careers are ignored and there is no career management for DS. This was also confirmed by career managers.

5.7. Directing Staff views on the criteria used for Directing Staff appointments at SANWC

In order to establish the criteria applied for the appointment of DS at SANWC, views were elicited from the DS at SANWC. This was formulated as one of the questions for the study. It also emerged from the interviews that the criteria indicated by career managers is the same that is applicable and recognised. All DS at SANWC are JSCSP qualified and are

Lt Cols and Cdrs from different environments. Some issues arose with regard to these appointments, namely the appointment process which varies from service to service, added qualifications, and career managers of DS.

5.7.1. Appointment of Directing Staff

DS indicated during the interviews that there are various approaches applied in the appointment of DS at SANWC. There are DS that are identified and appointed by their career managers, others are identified by the SANWC commandant and his staff, whilst there are those who volunteer to be appointed as DS. Irrespective of how these DS are appointed there are mainly two aspects that are considered for an individual to be appointed as a DS: the JSCSP qualification and the rank of a Lt Col and a Commander. It emerged during the interviews that once DS are appointed and report at SANWC they are informed that they can only function fully once they have acquired assessor and moderator qualifications as well as registration with SASSETA. Most DS appointed at SANWC are not familiar with this process and this poses a challenge for the individual and the college. Even though the post is filled and the individual has reported at SANWC, the member cannot fully function, thereby placing a burden on other DS who have to assess extra syndicates. If this is considered as a criterion it must be communicated to the career managers so that they provide an opportunity for their members to attain these qualifications prior their appointment and do not appoint members without these qualifications.

As stated in the C HR Instruction, only members whose performance is above the required standard should be considered for DS posts. However, this instruction refers to the fundamental requirement and a complementary requirement, in this case JSCSP, is a fundamental requirement which according to the participants is not adequate to prepare

members as DS, therefore the argument that DS must be at least at the same level does not work. The second option of having the DS a level above the current programme may be a solution to some of the problems that have been identified earlier (2010).

The issue of interviews prior to the appointment of DS also emerged, and DS expressed their frustrations that in the absence of interviews their views and concerns are suppressed. It is their feeling that during the interviews they will be able to express themselves regarding their knowledge of the job, their careers as well as the appointment. Due the fact that they are appointed without this process they then become victims and are insulted when their ability as a DS is questioned. DS are appointed without any consideration of their career aspirations and are compelled to undergo training on something that does not appeal to them. Some of the participants referred to the importance of conducting interviews to ascertain the level of competence of the individual. A further concern was that other qualifications required should be established as a formal requirement so that anybody who is identified to be appointed as a DS must already have these qualifications prior to the appointment.

These views are supported by Cherrington (1995, p. 192; cited in Nel et al., 2004) that interviews assist in identifying and attracting potential job applicants from the available labour force. He further emphasises the importance of recruiting candidates that have the abilities and aptitudes that will assist the organisation to achieve its objectives. Members are identified from JSCSP to be DS without establishing their teaching ability and not even their performance is used to determine their potential; some of the participants agreed that JSCSP is not adequate to prepare DS.

Another aspect that was raised by the participants is the absence of the recruitment policy which defines the criteria for the appointment of DS and other issues related to the appointment of DS, such as their career and

development. Included in this argument is also the establishment of a central recruitment process. In the absence of such a policy, other instruments are implemented to determine the potential of individuals. Of importance is the establishment of an academic board to manage the processes, including the appointment of DS. Brewster, Dowling, Grobler, Hollard and Warnich (2000, p. 150) points out that organisations need to develop a recruitment policy which reflects the kind of work force required in order for the organisation to obtain and retain a competitive advantage. Even with the interviews, the status of the DS could not be ascertained, and some of the participants argued that the status of the DS should be equated to that of the MUEs. However, one of the participants indicated that in the college he was seconded to, all the DS had a minimum of a Master's qualification and some had a PhD, which is not the case with SANWC.

Linking the argument that has been presented by some of the participants and the study itself, Esterhuyse (2007, pp. 109, 157-158) argues that "it is not clear on what basis the instructors at most of these colleges are selected." He further argues that DS do not have teaching skills and have little to contribute to the academic world. In his view all ETD institutions lack academically qualified DS and there are no suitable graduates. He further suggested that DS are more involved with administration instead of academic issues like other academics, and DS are more than "glorified administrators and bureaucrats". As early as 2007 the issue of DS appointments was raised and nothing has been done to rectify this situation. DS lack the knowledge and the enthusiasm to do the DS job such as research and facilitation and some prefer to be high-level administrators rather than lecturers, as explained by one of the participants during the interviews.

The argument that has been posed by Esterhuyse (2007, pp. 109, 157-158) on the status and appointment of DS is a clear indication that DS

status cannot be equated to that of the MUEs. DS are currently involved with administrative issues. Changing the name from instructor to DS was not a well thought through process and to date there are still arguments about the terminology. There are those members who strongly oppose the DS issue and advocate for the retention of the instructor dispensation. These arguments that are of lesser import contribute to undermining the purpose of identifying the correct people with the correct credentials for the job. However, DS are making strides to improve their status, hence most of the participants raised their concerns and wish to provide developmental opportunities to the DS in order to keep up with current ETD trends and boost their confidence and morale. Appointing DS with no academic qualifications affects the level of the required output. Esterhuyse (2007) argues that JSCSP prepares SANDF members for leadership positions, therefore DS that are appointed at SANWC should be in possession of academic qualifications.

There is also a growing tendency at SANWC where Commandants prefer to appoint only the people from their environment especially since 2014 with the appointment of the Commandant from the Infantry corps. SANWC became an infantry environment where almost all the posts are occupied by infantry members. Other DS have been appointed on the basis of friendship, corps and political affiliation. All these issues compromise the concept of jointness. Issues of qualifications also came up where DS confirmed that they were appointed despite the fact that they did not have ETD experience and even qualifications. DS are also appointed irrespective of their level of qualification; the majority of DS have a Grade 12 qualification except for IF DS, all of whom have academic qualifications. As a result of these disparities, programme members respect the IF DS more than the South African DS. This is exacerbated by the fact that some of the programme members have higher qualifications than DS. According to the C HR Instruction, the member must have proven expertise and experience in a particular field related to the DS post

and the member must have successfully applied his or her knowledge and skills in that particular field in the military environment (2010, p. 7).

The appointment of DS is defined by some participants as "hijacking". One participant mentioned that this was more like "get him out anywhere where you can find something for him". This participant mentioned that it was after the negative office orders that he was "condemned "to be a DS. SANWC is regarded as a dumping place and even the people who have potential do not want to come to SANWC because of this "stigma". According to this participant, for him to be a DS is more like a "calling", whereas a dumping ground is "out of sight out of mind".

There is a disjuncture between the aims of JSCSP and the academic level of DS at SANWC. The aim of JSCSP is to "develop analytical and broadening professional understanding of the JSCSP programme" (JSCSP curriculum, 2002, p. 6). This suggests that not every person will be able to execute this task, only DS with the right profile and academic qualifications and the skills, knowledge and attitude to perform this task.

5.7.2. Directing Staff views on their career management

During the interviews, DS raised similar issues regarding their careers, in that they remain in the same rank longer than their counterparts and even their programme members. SANWC seems to be a suitable place for people whose careers have been put on hold. In their view there is no career progression for DS and they are of the opinion that career managers are not doing much to ensure that there is a career progression for DS. One participant mentioned that there are DS that have been at SANWC. The argument put forward by the participant is that career managers do not concern themselves with the DS at SANWC once they are appointed. Their careers stagnate and they remain at SANWC longer than the stipulated time of three years. The participant explained that

people who are appointed as DS are Lt Col where some of them have been in the same rank for over five years. He himself had been in the same rank for almost ten years with no promotion or upward mobility. As a result, people are reluctant to accept DS posts. Unfortunately members are not given an option; once identified and appointed, one is obliged to report at SANWC.

A participant noted that members who have been in the same rank for more than five years should not be considered for any DS post unless it is the SDS. The posts at SANWC should only be used to appoint and promote young majors as DS and not senior Lt Col and Cmdrs. In essence, these DS are concerned about the manner in which DS careers are managed. DS are like any other member in terms of their responsibilities, therefore issues of career management of DS need to be addressed at the highest level of the organisation, and someone must be held accountable for the career managers of DS.

5.8. Approaches to improving Directing Staff appointments

In light of the findings on the appointment of DS, one of the questions of the study was developed to establish if there is something that can be done to improve the appointment of DS. Several issues were raised concerning the appointment of DS as well as the conditions under which DS operates. Some of the concerns raised included that different criteria are applied in the appointment of DS, management styles, recognition of DS, remuneration, career management, exit and retention strategy, development of DS, career opportunities such as external deployments, defence attaché, and exchange DS.

5.8.1 Improvements to Directing Staff appointments

All the participants indicated that there are various appointment processes that are followed, even though the most common criterion applied is the appointment of Lt Col and Cdrs who are staff qualified. This problem is compounded by the number of people involved in this process. It is not clear who the custodian of this process is, although in terms of the management theory, human resource function is responsible for the appointment of employees. One of Fayol's management functions is planning: plan for the required resources in order to identify suitable and appropriate candidates. If the appointment of DS is managed at different levels, the person who must take the responsibility to plan for the appointment must be identified.

The question that arises is how to ensure that the identified candidates understand the strategy of the organisation, and how will their potential and performance be assessed. Several participants highlighted a need to have an academic board as a custodian of the process, which is representative, and all appointments to be made according to the criteria which is approved and adopted by the members of the board. The establishment of the board will ensure that the right people are appointed: only the best performers, and disciplined, professional and committed people who also understand the objectives of the organisation. The job of a DS is a specialised job which requires specific skills and attitudes. The majority of DS appointed at SANWC do not have the right profile as stipulated in the C HR's Instructions. Instructors from service colleges also need to go through the selection board to assess their competence and to align these competences with JSCSP objectives, since "a primary teacher cannot be expected to teach at high school". The assessment and the moderation qualifications must be embedded in the criteria and DS must have these qualifications prior to their appointment at SANWC. According to the C HR Instruction, Services and Divisions are urged to identify and ensure that such members are qualified as ETDPs before being staffed as DS (2010, p. 8).

Some of the participants took this argument further when they mentioned that the Commandant's appointment must be linked to academic qualifications and an understanding of ETD and academic issues. This is something that senior officers need to consider. SANWC interacts with high level people such as defence attachés, ambassadors and other dignitaries; therefore the Commandant should be able to relate to these people . As indicated by fellow DS that all DS must have academic qualifications, the Commandant has to be at a level higher than the offered qualification.

5.8.2. Management styles

Commandants are appointed for a period of three years from various services and divisions and as already stated, there are DS that have been at SANWC for more than five years. This means they have experienced two different management styles. There are different management styles and at SANWC the DS are exposed to some of these styles. Commandants are appointed for a period of three years and they all introduce a new leadership style of their own. This is confirmed by some of the participants, that especially those that have served under three commandants have been exposed to three different styles from *laissez-faire,* democratic and conservative leadership approaches. Accordingly, the programme and the utilisation of DS id adjusted to suit the leadership style. Other DS are more privileged than the rest, resulting in favouritism, providing development opportunities to a certain group whilst others are denied such opportunities. DS have been exposed to humiliation, degrading behaviour and threats to their careers have been made. Management and leadership interference in the job of DS has been mentioned, and issues of micromanagement lack of trust have been raised. The concept of jointness does not exist anymore at SANWC and it needs to be revived so that Services can be recognized. Another aspect

mentioned by the participants is the change of management being exposed to different management styles which makes the job of the DS difficult. Managers change routines, activities and even some of the functions of DS. Some of the changes are not necessary and disrupt the programme and disorient the DS. DS need to be provided with space to do their work without interference.

5.8.3. Remuneration of Directing Staff

Esterhuyse (2007) argues that DS do not have the same status as that of the MUE, as DS might not have the same status in terms of the qualification but the amount of work DS do is more than that of the MUE, although they are not adequately remunerated. This issue has been discussed in all DS and ETD forums but has not been resolved. DS understand that their remuneration cannot be linked to qualifications. However, they argue that it can be linked to the rank even though they remain in the same rank, but the salary is at the scale of the higher rank. Another argument that has been forwarded and which also emerged during the interviews was that an occupational specific dispensation (OSD) system should be established for DS.

A proper DS remuneration package must be designed to make the profession attractive. Linked to remuneration is the development of the retention strategy; participants emphasised the fact that DS deserve proper recognition, career planning and management. DS should attend short developmental programmes, and sufficient time should be provided for DS to study at state expense. DS deal with various issues such as working long hours and working away from home. Given the fact that there is no specific ETD dispensation in the DOD to manage all ETD, this makes it difficult for certain decision to be made in relation to DS working conditions as ETD forms part of HR.

A further option to be considered for the remuneration of DS is to provide them with the opportunity to attend foreign courses. At the present time, people outside SANWC are given an opportunity to take up foreign learning opportunities instead of DS. DS should be afforded opportunities to attend conferences, seminars, and continuous development programmes to keep current.

5.8.4. Career management of Directing Staff

According to some participants, DS are not recognized for their contribution. While they are acknowledged for their contribution during graduation ceremonies, participants felt that DS should not wait for graduation to be acknowledged. As observed both career managers and DS, the career management of DS is something that cannot be overlooked and links to the need to improve the status of DS in general. DS remain in the same rank for a long time while their colleagues and programme members are promoted. Service and Division should stop using SANWC as an alternative for those employees who do not have a proper career path in place.

Interviews with DS indicated a high level of dissatisfaction which affects the morale of DS. Swanepoel (2014, p. 4) observes that organisations depend on the talent and energy of motivated employees. The organisation is unlikely to achieve its full potential if such an important component of the organisation is not content with the most important aspects of their careers. The organisation should engage people and optimally utilise, develop and retain their talents for organisational purposes.

5.9. Criteria applied by International colleges for the appointment of Directing Staff

Appointment of DS in the IF colleges involve the highest command of the military and in some instances, the Minister is also involved in the appointment of DS, as stated by all five participants. This shows the level of commitment, professionalism and understanding of the critical role of the DS in developing future commanders and leaders of their respective militaries. There is a stipulated criterion that is applied for the appointment of DS, which is that all candidates identified for DS appointment must have completed the senior course with acceptable grading, have extensive operational knowledge, and should have been assessed during the senior staff course as having command and instructional abilities. A confidential career progression report accrediting him or her as having the appropriate moral and ethical standards is also required. In addition, the member should have directed at the junior staff college for at least a year and must be in possession of an academic qualification up to a level of Master's degree. Members undergo a psychometry process and must be in possession of a secret security clearance. Academic qualifications are a prerequisite in order to provide professional guidance to students. Programme members are observed throughout the duration of the programme with regard to their behaviour, leadership qualities and general performance.

The process is managed by the academic board which comprises various role-players within the organisation. Academics and politicians handle all matters related to the appointment of DS. Candidates are identified from all environments. However, this differs from that of South Africa in the sense that these candidates are presented to the academic board and undergo the interview process. For SANWC, members are identified and appointed. The Commandant who is also a member of the board is allowed in certain instances to identify a member, a motivation and approval must accompany this request. Only with the approval of the board can a member be appointed. As regards recommendations, potential candidates are identified by the college and presented to the

board. This is done in consultation with the various services (Army, Navy and Air Force Secretary) to ensure that Services have input into the human resource base of their faculties in the college. Members who have been identified as possible candidates for the college undergo interviews where most senior personnel are present. Once the selection is completed, members are called in and informed officially of their appointment and a signal is released. Since the college programme is linked to the university, some of the DS are lecturers at the university, and it is thus important for DS to have academic qualifications. Given the nature of the JSCSP, universities are often reluctant to form partnerships with SANWC as most of the DS do not have academic qualifications, including the JSCSP cohort where only ten percent have academic qualifications. One of the IF participants observed that appointing DS without the appropriate qualifications is counter-productive, and may contribute to DS feeling that they are undermined, which will impact on their self-esteem, since most programme members attending staff courses have good academic qualifications.

There is no established board for the SANWC appointment process, and even the 'academic' board is not functional. It is comprised of the commandant who serves as the chairperson together with his five managers, the chief instructor and the four senior directing staff. Some participants referred to the need to establish a proper academic board chaired by the General Officer Commanding (GOC) and Director Human Resource Development (C DHRD).

5.9.1. Required profile for Directing Staff appointments

IF country colleges apply a different approach to that of SANWC and only accept officers who have completed a senior staff course which is equivalent to JSCSP. These officers qualify as majors and are then promoted to the rank of a Lt Col or a Cdr whereas at SANWC the

programme is designed for Lt Col and Cdrs who are appointed as DS with the same rank.

In addition to the senior staff qualification, a member has to have extensive experience on external operations. Of importance is that all DS are required to have an academic qualification in any field of study and as stated by the participants, some of these colleges also present academic programmes. The main requirements for the appointment of a DS include a senior staff course, operational tour experience, academic qualifications, work experience as a DS in the junior college and a good conduct report which is developed throughout the member's career in the Defence Force. Included in the requirements is the need for a recommendation that the member has the ability to teach, equal representation of all corps, the need for gender representivity, and the ability of the member to facilitate knowledge transfer through accredited academic programmes, which is not presently the case with SANWC.

5.9.2 Recognition of Directing Staff

DS are posted for a period of two years, and participant noted that no DS is allowed to stay at the college for longer than the two-year period, with three years as the maximum in extenuating circumstances. On completion of the second year, the DS is awarded a dagger to symbolize successful completion of his or her secondment to the College. From College the member may move to another staff course (comparative course) in another country to broaden his or her knowledge and exposure, or alternatively can be sent on an exchange programme to another colleges. The DS remains at the college for an additional year and on completion of the third year, the DS gets promoted. The DS is graded above his or her colleagues who have not served as a DS. In relation to career progression, there are two exit strategies that have been developed for DS, either promotion or being posted out of the country as a defence

attaches. The College is regarded as the pool for defence attaché appointments. The President of the country officiates during the opening and the graduation ceremony. The participant had observed that there is minimal involvement of senior officers at the two colleges in South Africa that he had visited, where he had not seen evidence of senior officials visiting the college. In his country, however, the college was seen as belonging to the President who invited his guests to visit the college.

5.10 Conclusion

The aim of this research was to establish the criteria applied in the appointment of DS at SANWC. Secondary and primary data were collected through structured and unstructured interviews with the service career managers, SANWC DS and IF DS. The data collected from these sources indicates that there are no established criteria used in the appointment of DS. Career managers indicated that there are only two issues they consider for the appointment of DS: the JSCSP qualification and the rank level (Lt Col or Cdr). On the other hand, SANWC DS revealed other criteria that are documented in the C HR instruction but are only applicable once the individual reports to SANWC, such as assessor and moderator qualification and SASSETA registration.

According to human resource management literature, the appointment of staff is an HR responsibility in any organisation including the DOD and career managers confirmed that part of their responsibility is the appointment of DS. IF DS gave their own perspectives on how this process is managed in their respective countries with the involvement of the highest authorities at a strategic level, unlike SANWC where the entire process is influenced and partly managed at the operational level.

The next chapter will provide the conclusions of the study and make recommendations.

CHAPTER 6
CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

6.1. Introduction

In the previous chapters different views were presented from both primary and secondary sources regarding the entire spectrum of the DS appointment. Management theories, specifically human resource management, informed the content of the study. This was done in comparison with how the DOD human resource management is conducted specifically with regard to the appointment of DS. Having collected and analysed data, this chapter provides the conclusion and the recommendations that may influence improvements in the process of DS appointment.

6.2. Purpose statement

The purpose of this study was to bring to the issues related to the appointment of Directing Staff at SANWC to the fore and to highlight how these issues have influenced the delivery of JSCSP and the image of the organisation. In order to identify the problem, which is a management and leadership issue, management related theories informed the researcher's understanding of human resource management in relation to the appointment of DS.

The findings will be presented to the relevant SANDF Human Resource Directorate which deals with human resource aspects of the organisation. In addition, recommendations will be made to assist with the development of the appointment strategy for DS at SANWC. It is expected that the study will also benefit other SANDF Education, Training and Development providers such as Service Colleges and the South African National

Defence College (SANDC). Lastly, the study will encourage ETD providers and career managers to apply CHR Instruction 003/10 which explains the profile, selection, appointment, training, and rotation of DS when appointing DS.

6.3. Summary of literature review

The study falls within the field of management, specifically the human resource management which is the central point in all organisations, both public and private. The DOD has its human resource management function which deals with the organisation's human resource aspects. There are documents that have been developed addressing human resources and all organisational aspects related to human resources are addressed in this document, mostly in the form of Instructions from the Office of the Chief of Human Resources as the custodian of DOD HR management. These documents formed part of the study.

On the academic side, management literature was explored which has been developing since the time of Fayol who made the subject of human resource management popular. Various scholars continued to develop the subject to align with changes in the management environment. The literature review focused on different human resource management theories exploring various aspects related to the responsibilities of human resource managers in an organisation, and specifically their role in the appointment of DS at SANWC. In discussing the appointment of DS, it is important to identify the field in which the study is located. The main focus of this study is on appointment which is a management function.

It is also important to understand the management theoretical framework. Silverman (as cited in Henning, Van Rensburg & Smit, 2013, pp.14, 25), defines theory as a statement about how things happen as they do. Furthermore, Henning et al holds the view that theories assist in making

sense of the world, and provide guidance on how to functionin the world, and predict what might happen next. Henning et al. (2013) explains that a theoretical framework positions the research in the discipline or subject in which the researcher is working. A theoretical framework is like the lenses through which the researcher views the world, and it also provides an orientation to the study.

Having explored all the theories, the most appropriate theory which relates to the study is Fayol's administrative theory. He introduced the concept of management placing people as a central feature in the organisation. This theory emphasises the need to establish a universal set of management principles for all organizations and is focused on the total organization. Fayol introduced the fourteen (14) principles of management, namely division of labour, authority, discipline, unity of command, unity of direction, subordination of individual interests to the general interest, remuneration, centralization, scalar chain, order, equity and stability of personnel, initiative and *esprit de corps*. The study endeavoured to link Fayol's management theory to the processes and criteria applied in the appointment of DS.

6.4. Research methodology

Research methodology underpins the study and the success of the study is influenced by the chosen methodology. There are two research methodologies in the social sciences– qualitative and quantitative research. Researchers have an option to choose between the two. The nature of the study determines which of the two methodologies best suits the study. For the purpose and the nature of this study, qualitative research methodology was utilised. Qualitative methodology provides rich descriptive data allowing the researcher to apply a variety of methods and instruments to collect data. According to Myers (2009, p. 1), qualitative research entails the application of qualitative data collection methods such

as interviews, documents and participant observation data to understand and explain social phenomena.

A combination of structured and unstructured interviews was conducted with the four service career managers, SANWC DS and IF DS. The selection of the participants was based on their role, understanding and to assess the impact of this process on DS and get more ideas on how this process is managed from other colleges that interact with SANWC within the SADC, the continent and internationally to obtain an international perspective and learn from their processes. Participants were selected using a non-probability purposive sampling method because it provides a high degree of accuracy and reliability (Khan, 2005, pp. 3-4; Bryman, 2012, p. 418). Four career managers, eight SANWC DS and five IF DS were chosen as a sample of the study.

6.5. Presentation of findings

The aim of the study was to investigate the appointment of DS at SANWC. After the collection of data through the interviews and the consolidation of the collected data, findings were generated and presented. The data was presented and illustrated through different forms such as tables, pie charts and bar graphs. The process applied in the appointment of DS such as how and by whom the DS were appointed ranged from the member's service, SANWC and individual's choice. The interviews indicated that five were appointed by their Services; four of them were identified and their appointment was based on the recommendation of SANWC; and two volunteered to be appointed as DS at SANWC.

Various issues were raised pertaining to the appointment of DS, such as the required qualifications other than JSCSP qualification, but also that assessor, moderator and SASSETA registration formed part of the process. Reasons behind the appointment of DS that are not in line with

the profile of a DS include personal issues such as power by the authority, and members being forced to be DS. Other aspects that emerged during the interviews was the role and involvement of career managers where all parties agreed that there is little support or management in relation to the careers of DS. Career managers confirmed their minimal role in the overall process.

IF DS shared the process applied in the appointment of DS in their respective countries, the status, recognition and the manner in which colleges are supported, as well as the qualifications of DS. The findings were presented in order to develop a clear picture of how this process is managed and how it affects DS and their careers.

6.6. Interpretation and analysis of findings

The data revealed that the process of DS appointment is not a well-regarded process. The HR department plays a significant role in ensuring that all HR processes are followed in detail as regards the appointment of employees. The DOD HR managers are appointed and given the responsibility to ensure that all entities within the organisation are provided with employees who will add value to the work of the organisation. It became evident from the data collected from the participants that management was not able to adequately manage the process of DS appointment. Appointment of employees is a two-way process in that the candidates are to be informed of the process rather than have the process imposed on them. The manner in which the appointment of DS is managed is that only the management is involved from the commencement of the process until its finalisation.

There are guiding documents that explain how to manage the process. Regarding the appointment of DS, the C HR Instruction stipulates all the processes and what is required prior the appointment of an individual into

a DS post. DS are appointed without certain qualifications that are required; some of the DS do not have the necessary expertise and hence there are statements that have been made that DS are not capable of doing their job. The data collected indicated a disjuncture between the process and the application and also limitations on the part of management, specifically career managers.

6.7. Recommendations

Drawing on the research and data in order to establish proper appointment systems for DS at SANWC, it was revealed that the process of appointing DS is not streamlined. In order to improve the process, the following recommendations are therefore presented.

6.7.1. Establishment of the Education Training and Development Directorate:

The DOD should consider establishing a section within the HRD directorate to deal specifically with all DS matters, not only for SANWC but for the South African National Defence College pertaining to their appointment, utilisation and careers.

6.7.2. Establishment of the Selection Board:

A diverse and well-represented selection board (Chief of the Services and Divisions, HRD, HRM and academic partners) should be established to manage and control the process and make it an open process where members identified for DS posts can contribute to how the process is managed. The establishment of this board will streamline and centralise the process.

6.7.3. Development of the Directing Staff Selection Policy:

In addition to C HR Instruction on the selection, appointment, training and rotation of DS, a policy should be developed addressing DS matters, including their appointment.

6.7. 4. Management of Directing Staff Slots at SANWC:

Services and Divisions should manage their slots at SANWC so as to develop a pool of DS. All members identified for DS posts will be developed and prepared prior to their appointment in order to make DS a profession.

6.7. 5. Exit and Retention Mechanism of Directing Staff:

In order to retain the necessary skills, a retention strategy needs to be developed so that DS have an option to remain or leave SANWC when their term is complete. A proper exit mechanism should be developed for those DS who wish to leave after serving their term. This will ensure continuity and retention of professional expertise.

6.7. 6. Career Management:

The culture of career interviews by career managers should be reinstated and monitored, and visits by Chief of the Services as well as other senior officials should be encouraged.

6.7.7. Sabbatical Periods:

All DS aspiring to be at the same level as the MUE who have shown interest in enquiring academic qualifications should be provided with an opportunity to attend development programmes. This will help to address the challenge of DS in not having sufficient time to discharge their DS duties while also completing their studies.

6.8. Conclusion

This study investigated the appointment of DS and how this process is managed. The first chapter provided the introduction, background, purpose of the study, problem statement, study questions and objectives, literature review, theoretical and conceptual framework, research methodology, significance of the study, validity and reliability, limitation, time management and outline of the chapters.

Chapter two focused on the selected theory of the study in the form of a literature review to establish the views of different scholars on the subject. Specific literature related to the study in the form of organisation documents formed part of the literature review in order to ascertain the role of the organisation in the appointment of DS at SANWC.

The third chapter explained the methodology for the study, the choice of the research methodology and the qualitative research methodology, research design, sampling, data collection, presentation of data and data analysis.

The fourth chapter focused on data presentation where the data was presented using pie charts, tables and bar graphs, while in chapter five the researcher analysed the data collected from the participants. Chapter six provided recommendations and conclusions.

The recommendations are intended for the information and consideration of the relevant directorates that are responsible for ETD and DS appointments. However, it is not the intention of the researcher to impose these recommendations and it remains for the various role-players to implement or disregard recommendations at their own discretion.

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APPENDIX

INTERVIEW SCHEDULE

TOPIC: APPOINTMENT OF DIRECTING STAFF AT THE SOUTH AFRICAN NATIONAL WAR COLLEGE

Instructions: Please read the questions carefully before answering them. Relax and apply your mind.

Responded No	
Interview date	
Time	
Place	

PART A: Career managers

1. What are the processes that inform the recruitment of Directing Staff at SANWC?

1.1 What is the criterion used in the selection of DS in the SANDF?

1.2. Does the SANDF have the policy addressing the recruitment of DS's?

1.3. Who is the custodian of this process?

1.4. Who is responsible for the recruitment of DS to be seconded at SANWC?

1.5. Who is responsible for the career management of DS's at SANWC?

1.6. How is this process managed between the Service career managers and SANWC?

1.7. What career development opportunities available for the DS's at SANWC?

1.8. How are the DS prepared for the recruitment at SANWC?

1.9. Do you think education and development of members is the organisations responsibility or the individual responsibility?

1.10. Is there a career progression for DS's seconded at SANWC?

1.11. What support do DS receive from their services?

1.12. How often do career interviews conducted with the DS's at SANWC?

2. How has this process been applied in the recruitment of DS 's at SANWC?

2.1. Is there a specific process used for the recruitment of DS's seconded to SANWC?

2.2. What are the guidelines for appointing DS at SANWC?

2.3. How often are these recruitments conducted?

2.4. Is the process of appointing DS's open to the SANDF members at large?

2.5. How long do members serve as DS at SANWC?

2.6. Are there any comments you would like to make, on any other issue related to these questions?

PART B: Senior Directing Staff and Directing Staff (SDS/DS)

3. Why is it necessary to appoint DS's that are a higher level qualified than the programme presented at SANWC?

3.1. Are teaching qualifications required for a member to be appointed as DS?

3.2. Where and when those qualifications are offered?

3.3. Why must they have academic qualifications?

3.4. Are these members given an opportunity to advance their education?

3.5. Is JSCSP not efficient as a qualification for a DS

3.6. What other programmes would you suggest that DS need to do to enhance their teaching skills and knowledge

3.7. Were the qualifications required when you were appointed as a DS

3.8. Did you apply for a DS posts if not how did you get the DS post?

3.9. How effective is the JSCSP in developing competencies of DS?

3.10. What qualifications do you have, If you have any did you get your qualifications before you were appointed as a DS?

3.11. How effective is the JSCSP in developing competencies of DS?

3.12. Do you think the Department of Defence leadership is concerned about the development of DS?

3.13. Was your recruitment as a DS discussed with you?

3.14. What do you think can be done to address the recruitment of DS 's at SANWC?

3.15. Are there any comments you would like to make, that were not addressed in the schedule?

PART C: International fellow directing staff

4.1. What are the processes followed in the recruitment of DS in your college?

4.2. Who is responsible for the recruitment of DS in your country?

4.3. Are there any specific requirements for the recruitment of a DS in your college if so what are they?

4.4. Who is responsible for career management of DS seconded to your college?

4.5. Do you think it is necessary for DS to have academic qualification, If so why?

4.6. How long do DS serve at the college?

4.7. What is the career progression of DS seconded to your college?

4.8. Was your recruitment as a DS discussed with you?

4.9. Are there any comments you would like to make, that were not addressed in the schedule?

I sincerely thank you for your participation in this research your input will be of much value in this research.

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