

# SELECTION AND THE DEVELOPMENT OF THE HUMAN RESOURCES OF THE SA DEFENCE FORCE FOR THE YEAR 2000

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## INTRODUCTION

In a series of articles (Eberlein, 1989; 1990; and 1991) an attempt has been made to describe the need for an integrated approach to human resources development in the SA Defence Force (SADF); the role of educational technology in that development; and the need for the professional development of trainers in South Africa. For the convenience of the reader who has neither the time nor the endurance to study those articles, the contents will be repeated synoptically here, with the necessary emphasis on the subject of this paper. Such repetition is not merely self-indulgence on the part of the author, but an essential element of the framework into which personnel selection fits.

In the last two years it has become increasingly obvious that momentous changes are occurring in South Africa. From all sides of the political spectrum, prominent and not-so-prominent figures are making announcements and pronouncements about a "new South Africa" and the conditions which will need to be met in order to realise that ideal.

While many of the changes are occurring outside the sphere of influence of the SADF, nonetheless the SADF is being and will be affected by those changes. One has only to think of the effects of the implementation of United Nations Resolution 435 on the role and structure of the SADF; the change in the National Service system; the release of Mr Nelson Mandela; the ongoing re-organisation to provide for these and the changes in the image and perception of the SADF in the eyes of the public to realise the magnitude of the effects of those changes on the SADF.

At the same time, and for obvious reasons, the priorities allocated to

state functions and finances are changing. For many years defence was a high, if not *the* highest, priority of the State. Now other functions are coming to the fore and assuming greater importance and at the same time demanding a greater slice of the exchequer.

Primary among the newly emerging functions are education and training which, together with social upliftment are destined to play increasingly important roles in the development towards the new South Africa.

Education and training and their concomitant recruitment and selection have also been dragged into the political arena and have become another area of interest of the trade unions, with one of the major players COSATU (the Congress of South Africa Trade Unions) making increasingly strident demands of the state and the employer organisations (Bird, 1991:3).

The importance of recruitment and selection to the development of the human resources of any country, even the new South Africa, cannot be denied. Its importance needs however to be seen against the perspective of the organisation within which recruitment and selection is performed.

In this paper an attempt will be made to identify the role that selection will need to play in the development of the human resources of the SADF, to ensure an effective, combat-ready SADF for the future.

## STRATEGY FOR DEVELOPMENT

In an earlier paper (Eberlein, 1989) a strategy for the development of the human resources of the SADF for the year 2000 was proposed. As much of the relevance of selection is derived from that strategy, a brief resumé of the

arguments leading to it is appropriate at this stage.

The SADF, in common with other organisations and people in the Republic, is experiencing considerable upheaval and change in the four acknowledged power bases: socio-political; economic; technological and military.

The upheaval and change manifests itself in a number of ways, ways which are sometimes not perceived as being caused by change, unless one knows where to look and what to look for.

We are aware of some of these changes, their causes and probable effects but not of others. What has become obvious in recent times is that similar changes are occurring in many different countries around the world, and that while no comparison can be drawn between changes occurring in particular countries, this phenomenon of change itself has several common characteristics.

It has been realised that these changes impinge upon and will impinge upon the ability of the personnel in the SADF to perform their tasks effectively, and consequently upon the ability of the SADF as an organisation to meet its primary and secondary objectives, unless steps are taken to counter or to manage the effects of change.

Faced by all this change, one needs therefore to ask:

**"Will the personnel management policy and practice of the SADF (which includes personnel selection and evaluation) be able to meet the needs of the organisation and its members in the year 2000?"**

To answer this question, one needs to consider the nature of some of the changes occurring, and some of their implications.

## **PREDICTED AND EXISTING CHANGES**

### **Accelerating Rate of Change**

This country, indeed the world, is in a state of change. The fact of change is generally appreciated, but the fact that

the rate of change is increasing (or accelerating) is not generally realised.

This accelerating change has a number of side-effects. Too-rapid change brings with it instability, impermanence, a feeling of transience and stress (Toffler, 1970:238). Outwardly people may not change, but in their behaviour towards others, the attitudes to their jobs and the environment, they do change and these changes can be distressing to all. Without skilled assistance people in an organisation are unable to cope with rapid change and their performance and the effectiveness of the organisation is bound to suffer.

### **Demographic Change**

The basic facts of South Africa's demographic situation are well-documented (Gerber, Nel and Van Dyk, 1987:31 et seq) and statistics reveal that the total population of the Republic will grow from approximately 32,1 million in 1985 to approximately 44,8 million in the year 2000. The Black population will provide about 11,1 million of this growth, while the remaining 1,6 million will come from the remaining population groups, to make up the growth of approximately 12,6 million. This growth will need to be educated and absorbed as far as possible into the available job market.

If one considers the shortage of managerial, executive, clerical and technical skills in the Republic and that a large proportion of the relevant jobs presently require a degree or diploma qualification, then a predicted shortage of 65 000 graduates and 37 000 diplomates by the year 2000 is a cause for concern. More concern is needed when one considers that there will be a surplus of more than 3 million in the educational category Std 8-10 (Ibid: 41). The majority of these matriculants will be academically-trained in a world demanding an increasing number of technically-skilled workers. When one considers the criticism levelled at the quality of the matriculation qualification of the majority of the black population, the importance of selection and appropriate education in the new South Africa becomes more visible, as does the potential effect on the SADF.

## Technological Change

Technology may be defined as that amount of information and/or skills and experience developed for the production and utilisation of goods and services. It may include the following:

- a. Scientific and technical knowledge
- b. Engineering knowledge
- c. Managerial knowledge,

used in the specification, design, development and application of the technology (Australian Government, 1980:3).

Technological change is therefore, change in the technology (the processes, materials, machinery or equipment) which has an effect on the way the work is performed. This change also affects the people in the organisation.

The SADF has been involved in a war in which highly-sophisticated technology (hi-tech) plays a major part. Some of the equipments ranged against us in the past (and, in all likelihood, in the future) were so new and advanced, that the military people of the West had not yet had experience of them. Such hi-tech equipment calls for high levels of (especially) technical education for its development and maintenance, while lesser skills may be demanded for its operation.

The rapid decline in the credibility of Communism, the subsequent changes in East-West relationships and the changes occurring in South Africa have so reduced the potential for conventional conflict that there is no perceived threat at this stage and none foreseen for the next ten years. Despite this the SADF of the future will need to be able to handle a hi-tech (probably conventional) threat demanding high levels of technical expertise in a relatively small select group; and a lower technology (probably unconventional or anti-terrorist) threat demanding much lower skill levels in much larger groups of people. The latter type of threat is exemplified by the activities that the SADF is en-

gaged in support of the SA Police attempts to curb the violence sweeping the country at present.

Significantly, the greater portion of the skilled designers, maintainers and operators in the hi-tech area come from the White population, and a very small portion from the Black population (ibid:34) with no predicted change coming.

The increasing sophistication of the weaponry needed to survive will demand higher and higher skills of the maintainers of the equipment, whose skills will become more and more essential. At the same time, economic development in the country, also essential for survival, together with technological change will place even greater demands on the very limited skilled manpower available. In some way, this need will have to be met, in a very short time, from the other population groups whose educational development does not at this time match the requirement.

## Economic change

Of course, a great deal depends on the economic viability of the country. Should the present ultra-low economic growth continue (Adonisi,1989:6), skills migration might occur, in which the higher skilled either leave the country, or migrate to lower-skill occupations in order to survive economically. The European Economic Community phenomenon of graduates driving garbage-removal vehicles might replicate itself here! Indications are that the unemployed (ie those at the bottom of the skills migration chain) will consist mostly of unskilled Blacks (ibid).

## Change in Attachment to and Involvement with the Organisation

An accepted norm among the majority of long-serving members of the SADF is long-term attachment to the organisation (career-orientation, or long-service) and involvement with or commitment to the aims and objectives of the SADF (loyalty).

It is increasingly becoming evident that a large proportion the younger mem-

bers (and potential members) do not subscribe to either of these norms. Occupational mobility has grown to the extent that five to six different jobs in different organisations in a working lifetime, is the norm (Toffler, 1970: 106). This "serial-career pattern" has significant implications for an organisation whose primary recruiting, selection and administration pattern and reward system is based on long-service.

Of further significance is the growing tendency of the individual to be loyal to his **own** needs and desires, and not to the aims and needs of the organisation, **unless** these happen to coincide. The trades union movement too makes use of this tendency in extending its influence into areas, such as the SADF, previously immune to their activities.

### Productivity

South Africa is known for a relatively low level of productivity, and several programmes for improving such productivity are on the go now, especially in the SADF.

Improving productivity is a complex procedure, especially when coupled to a working population with a work ethic which does not necessarily meet Western norms. Suffice it to say that in this context recruitment, selection, education, training and development play a vital role.

### Change in Organisational Structure and Design

"An armed force is a body of men organised to achieve its ends irresistibly by co-ordinated action" (Downey, 1977:62). Cohesion and the need for good organisation are so demanding that the armed forces of the world have often been in the forefront of developments in organisational science.

The multiplicity of roles for which an armed force is compelled to cater is reflected in the organisation structure. In the SADF for example apart from preparing for conventional warfare on land, in the air and at sea, counter-revolutionary warfare, action in support of the SA Police, aid in case of civil

disaster and so on are ongoing actions needing a organisation which is exceptionally strong but nevertheless flexible.

Over the decades an organisation structure has evolved which is both functional and modular in design and which is directed towards the man in the front line in order to motivate him, train him, equip him, and to direct his actions (Downey, 1977:66).

Economic pressure, a drive to reduce the size of the SADF, changes in the management and leadership style needed in a future SADF and other factors are however combining to bring about changes to the traditional military structure and the way in which the SADF functions. The nature of the changes, which are ongoing, could well influence the recruitment, selection and evaluation patterns of the future.

### Changes In Organisational Culture

While the concept of organisational culture is difficult to define, it is generally accepted that such a thing exists. In all organisations there are deep-set ideas and beliefs about the way an organisation should be structured, the way people should be led and managed, the way authority should be exercised, the way people should be rewarded and disciplined, the way they should dress and act, the terminology (or language) used and so on. These things make up the culture of the organisation. It reflects a pervasive feeling of life, or a set of norms (Schmickl, 1988:65).

An organisation's culture (especially that of a large organisation with a long history) changes only slowly. As the leadership projects its own assumptions about the cultural norms and embeds them gradually and consistently in the purpose, structures, objectives and working procedures of the organisation, so the culture will change (Schein, 1987:317).

In the private sector from whence comes the bulk of present SADF personnel (ie the National Servicemen and Citizen Force personnel), changes in the culture of organisations and the values of individuals apparently have been taking place more rapidly than in

the SADF. In the future, with larger numbers of people of what used to be termed other population groups with different cultural norms being absorbed into the SADF the impact of cultural differences is bound to become more visible. Where these cultural values differ from those of the SADF, and are not changed to meet those of the SADF, conflict occurs.

Such conflicts of culture and values have adverse effects on the effectiveness and efficiency of the SADF. These conflicts divert attention and effort from achieving the primary objectives of the SADF to resolving the conflicts instead.

The very nature of a defence force with its role of providing stability to the state, demands a stable and unique culture. Such a stable and unique culture becomes the "protective blanket" of its members, and enables them to function effectively in their role, protected from the distracting effects of change and instability in the civilian sector. In its turn, this military culture demands certain characteristics of its members, and increases the importance of correctly selecting members who wish to join the organisation. Incorrect selection could not only jeopardise the individual's well-being, but ultimately the stability of the military culture.

### **Change in Leadership Style and Management Philosophy**

Leadership style is seen as being the way in which the management philosophy is applied in practice (Gerber, Nel and van Dyk, 1987:100). This has an important impact on the motivation, commitment, adaptability and satisfaction of employees.

Literature on the subject boasts a wide variety of approaches to leadership, or a classification based on the theory applicable to a particular style of leadership. Schilbach (1983:183) concludes that the situational approach to leadership propagated by Hersey and Blanchard, is the most useful to explain effective leadership. The situational approach is seen to be particularly useful in the complex environment of South African enterprises for the very

reason that it is so flexible. The SADF has advocated the application of the situational approach since 1976, and is in the process of establishing it as a core skill at all leadership and managerial levels.

Allied to this, is management style and philosophy. Participative management and a philosophy based on creating an harmonious balance between the needs of the individual and those of the organisation are coming to the fore. Properly adapted to the culture and needs of the SADF, they will play significant roles in the future.

An aspect needing consideration though, is the emergence of an African management style, unique to the needs of the sub-continent (van der Merwe, 1991:7).

## **CHARACTERISTICS OF A SUCCESSFUL ORGANISATION**

Much of the recent literature devoted to organisations emphasizes the need for them to manage the changes occurring in the external and internal environments and to adapt the organisation to these changes in order to be successful.

The term "successful" is used here to describe an organisation which is both effective and efficient in achieving its objectives (van Dyk, 1987:17). This term includes the meaning ascribed to "excellence", a term also popular in the literature (Peters and Waterman, 1982:8).

In their studies of the success of organisations world-wide, Peters and Waterman (1982:13) and Peters and Austin (1985) identified the following characteristics as leading to success:

- a. **Leadership**
- b. **Innovation**
- c. **People Orientation**
- d. **Objectives**
- e. **Commitment**
- f. **Action Orientation**

**g. Culture and value base**

**h. Simple organisation, lean staff, decentralised execution.**

In their deductions they are supported by research done on South African companies, as spelled out by Ball and Asbury (1989:3).

**CHARACTERISTICS OF THE SADF AS AN ORGANISATION**

From a study executed for the SA Navy (van Dyk, 1987), the characteristics of successful organisations listed above, and the known characteristics of the SADF organisation, it was deduced that the SADF appears to have positive leadership but a less-than-satisfactory, almost punitive human resources support system. The organisation appears to be a strong bureaucracy (which has certain advantages for a military organisation, but which limits innovation and achievement in certain areas) wherein performance tends to be commensurate with perceived norms and the reward system.

**THE REAL PROBLEM**

The **real** problem, in answer to the question posed earlier and deduced from the foregoing, and therefore the challenge for the future is to use the positive characteristics and strengths of the SADF to reverse the negative ones, to get:

**"A leadership style and management philosophy;**

**an organisation culture and value-set; and**

**Human Resource Management competencies**

**and skill-levels which will lead to success in the year 2000."**

**PROPOSED PLAN OF ACTION FOR DEVELOPING THE HUMAN RESOURCES OF THE SA DEFENCE FORCE FOR THE YEAR 2000**

After consideration of a variety of factors and alternatives, a plan of

action was derived to enable the SADF to meet this challenge. Code-named Project SUPERSTAR the action plan appears in simplified form at Table 1. Table 1 is a diagrammatic representation of the steps considered necessary to execute the action plan for human resources development in the SADF of the year 2000. This action flow diagram is a representation of the systems approach, and depicts the action at the first level of detail. Each of the blocks (1.0; 2.0 etc) can be analysed into greater detail as the plan develops. The lines joining the various blocks have the direction of action flow shown by the position of the arrow near the junction of the lines. The final arrow at block 17.0 indicates the start of a feedback and evaluation loop, requiring the next action to be taken at block 1.0 ie the start of the system.

The strategy consists in essence of:

- a. Developing a vision of the organisation structure and culture of the SADF of the future;
- b. Identifying the types of individuals and groups who could become members of that SADF;
- c. Adjusting the human resources management policies and practices to meet the needs of the future SADF and its members;
- d. Selecting the key future leaders and developing in them the leadership and human resources competencies needed to create the SADF of the future;
- e. Placing these leaders in positions of influence in the SADF and tasking them to develop the individual and the team competencies and the human resources policies and practices necessary to guide the SADF into the future.
- f. Evaluating constantly the success of the individual, the team and the organisation in achieving its objectives.

An examination of the strategy contained in the action plan and the description above will reveal the significant role to be played by selection

(Steps 3.0;6.0;8.0 12.0 )in achieving the objectives. In addition, the evaluation process allied to selection, is present in Steps 9.0 and 15.0. Because of this importance the other steps in the strategy, which have been dealt with adequately elsewhere, will be ignored for the purposes of this paper, and attention paid only to the aspect of selection and evaluation.

## SELECTION AND EVALUATION CHALLENGE

The nub of the selection and evaluation challenge facing the SADF lies in the steps in the action plan covering:

- a. Identifying and selecting individuals and groups suited to the SADF of the future;
- b. Selecting future leaders for development and deployment.
- c. Evaluating the success of those involved in the development of the future SADF.

When one considers the nature and size of the target population, their educational levels and their cultural differences, together with the types of competencies which are to be developed in them, the magnitude of the problem becomes evident.

The reader who is familiar with the history of selection in the SADF over the past three decades might be tempted to say, "There's no problem. Just look at what we've done in selecting junior leaders and pilots, to say nothing of divers and submariners".

Such a reader would be quite correct in his gentle boasting. He would however be forgetting several things:

- a. The SADF has indeed produced and is producing excellent results using the present psychometric selection systems, but these tests and systems are standardised on "white" norms, which are not likely to be applicable to the bulk of the future members of the SADF.

- b. The selection process suffers more than any other from the vicissitudes of life in the SADF. At times the resulting recommendations are accepted as gospel, at others almost as blasphemy. A great deal is dependent on the knowledge of and acceptability of the process and the results to senior line management.

- c. External pressure is being brought to bear on the SADF (and other organisations) to do away with "biased and unfair" psychometric selection processes (Bird,1991:3).

A closer look at the circumstances under which selection has been done indicates that the SADF:

- a. has been the prime user of manpower in the Republic over the past two or more decades; a manpower source which has been relatively homogenous, stable and well-educated;
- b. has enjoyed a high priority in having its financial needs met;
- c. has had a relatively stable environment and clear objectives;
- d. has had a relatively constant growth rate (and therefore promotion rate), despite a high labour turnover;
- e. has concentrated on selecting, training and developing the lower echelon for immediate and short-term employment in the combat and support situations;
- f. has developed specialist selection techniques largely limited to specified leadership and combat skills areas (such as pilots and junior leaders);

and now

- g. experiences critical shortages in the lower and middle management cadres, as well as in the technical skills arena;
- h. is experiencing downsizing and rationalisation together with limited career growth and mobility;

- i. is functioning in an unstable environment, with an unclear role and unclear objectives, both of which impact upon the motivation to serve and the morale of those serving;
- j. must of necessity select its future personnel from a more heterogeneous population with different educational and cultural backgrounds and a (possibly) different work ethic.

One is forced to deduce from this that the existing selection and evaluation system although functioning well, is far from being optimally applicable to the future and is in need of drastic revision!

Where then does the SADF go from here in terms of selection and evaluation?

### SELECTION AND EVALUATION: SADF PRIORITIES

Roodt (1991:52 *et seq*) in a recent survey of the management and research priorities in the field of human resource management in south Africa for the decade 1991-2000, made certain deductions concerning these two aspects. The SADF participated in this survey. The results reflect the needs for South Africa as a whole, but can be applied to the SADF with an acceptable degree of accuracy. Transposing the management and research deductions into selection and evaluation needs one can deduce those areas needing priority attention in the SADF, as indicated hereunder.

**Professional personnel.** This category includes but is not restricted to the statutory professions, and encompasses groups such as engineers, doctors, teachers, management accountants (and military practitioners). The selection and evaluation priorities are:

- a. Recruiting, selection and training of those categories of professional personnel critical to the survival of the organisation.
- b. Development of the criteria and tests for the selection and absorption of other population groups into the professional category. An

important criterion appears to be the ability to develop and implement strategic planning.

- c. The development of methods for assessing the ability to acquire and apply management skills before such professional personnel move into managerial posts.

**Managerial personnel.** This category covers those engaged primarily in managerial tasks at top-, senior and middle-management level. They may be of any functional grouping. The concept of functional grouping is related to the structuring of organisations according to certain common tasks eg personnel, financial, operations (or sales), production and so on. The selection and evaluation priorities are:

- a. The development of criteria and tests for the selection of personnel of all population groups for training as managers, in order to alleviate the anticipated shortages at middle-, senior- and top-management levels. Some of the important criteria are:
  - i. Inter-cultural skills (which includes the ability to handle minorities).
  - ii. Negotiating ability.
  - iii. Communication ability.
  - iv. Conflict handling ability.
  - v. Ability to manage and cope with change.
  - vi. Ability to apply a managerial style suited to the "new South Africa", in order to accommodate a form of Africa socialism.
- b. Development of the criteria and methods for assessing the effects of change (including change in organisation culture) on individuals and organisations, and for assessing resistance to change.

**Highly skilled personnel.** This category includes personnel such as technicians



## ACTION FLOW DIAGRAMME OF HUMAN RESOURCES DEVELOPMENT PLAN

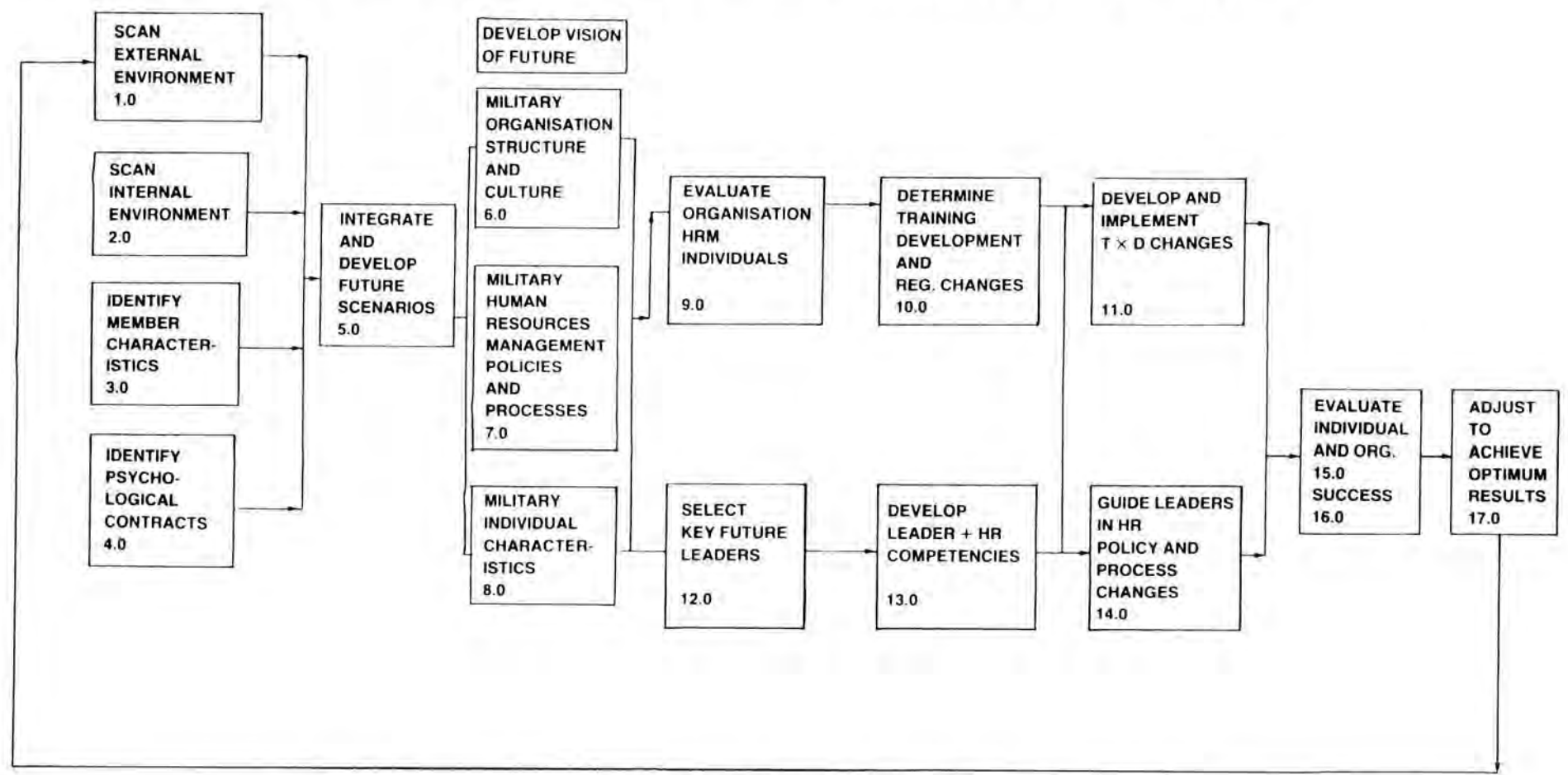


Table 1. A diagrammatic representation of the steps considered necessary to execute the action plan for human resources development in the SADF of the year 2000.

and technical assistants. The selection and evaluation priorities appear to be:

a. The development and application of criteria for the selection of highly skilled personnel of all population groups in order to provide for future manpower and technological needs. Some important criteria appear to be:

- i. The ability to accept or develop a more productive work ethic.
- ii. The ability to think and act creatively and innovatively.
- iii. The ability to develop and apply management and supervisory skills in a fast-changing socio-political environment.

b. The development of criteria and methods for assessing the optimal use of highly skilled personnel.

**Supervisors and Foremen.** This category includes all functionally trained personnel, employed in a supervisory capacity. The selection and evaluation priorities appear to be:

a. The ability to accept changes in values, attitudes and norms in order to acquire greater inter-cultural co-operation.

b. The ability to apply managerial and supervisory skills, with special reference to handling minorities and personnel at the workplace. Some important criteria appear to be:

- i. handling discipline and
- ii. conflict handling.

**Skilled personnel.** This category includes apprentices, tradesmen and specialist operators of all population groups. The selection and evaluation priorities appear to be:

a. The development and application of criteria for the selection of personnel for development into the skilled category. Some of the important criteria appear to be:

- i. The ability to accept changed values, attitudes and norms so as to bring about greater inter-cultural co-operation.
- ii. The ability to be trained in more than one skill area (multi-skilling).

**Semi- and unskilled personnel.** This category includes all those personnel with some skills but not sufficient to be regarded as being in a recognised higher skills category, and those with no marketable skills. The selection and evaluation priorities appear to be:

a. Development and application of criteria for determination of trainability. Some important criteria appear to be:

- i. Ability to develop literacy and numeracy skills.
- ii. Cognitive ability related to recognised skills categories.
- iii. Ability to accept and implement a more productive work ethic and culture.

## TESTING AND EVALUATION: QUO VADIS?

Without for one moment wishing to trespass in the specialist field of the psychologist concerned with the development and application of selection and evaluation, it is nonetheless necessary to consider, in layman's terms, the possible effects of the changes and pressures previously discussed on selection and evaluation.

Consider:

- a. The questionable validity of conventional selection tests used on (especially) Black job-seekers (Bird, 1991:3).
- b. The need to integrate the concepts and application of fairness in testing into the organisation's approach to selection (Taylor, 1991:1).
- c. The pressure for and against "affirmative action", or compensa-

ting of those individuals or groups who have been prejudiced by the socio-political system by giving them preferential treatment (ibid:3).

- d. The inadequacy of the educational system which results in the shortage of literacy and numeracy skills in certain population groups, the lack of job-applicable learning, and critical thinking (Roodt,1991:13).
- e. The need to retain standards and increase productivity (ibid:8).

Consider at the same time:

- a. The move in the business sector away from traditional performance evaluation towards competency-based evaluation, especially of managers' performance (Spangenberg:1990:x).
- b. A similar move in the education and training fields to the use of competency-based training (Blank, 1982:4) (van Staden, 1986:33), examples of which already exist in the SADF.
- c. The contribution that competency-based training can make to the improvement of productivity (ibid:1).

These considerations make the use of competency-based testing and selection a proposition to consider as an alternative or as a supplement to traditional testing and selection procedures. Spangenberg (1990:x) indicates that the inadequacy of the ad hoc use of psychological tests is probably the main reason for the increasing use of assessment centres (or simulation) to assess potential. Jansen (1991:1) indicates that in the SADF this technique can be used in the selection of leader groups.

### The concept of competency

Boyzatis in Spangenberg (1991:3) defines job competency as "an underlying characteristic of a person which results in effective and or superior performance in a job."

Effective performance is the achievement of specific results (ie outcomes) required by the job, and required to be achieved within the framework of certain policies, procedures and conditions of the organisational environment (ibid). From this it should be clear that a competency is more than just a skill, or knowledge; it is generic and it is a cause of effective performance, and not a synonym for it.

In case all this sounds confusing, a few examples may clarify the situation. In the management field three levels of competency can be identified ie entry level, basic, and high performance competencies (Schroder in Spangenberg,1990:6).

**Entry level competencies** (also called individual characteristics) emerge from general education and other forms of socialisation. They comprise:

- a. Knowledge
- b. Abilities and skills eg literacy, numeracy
- c. Motivation ie achievement and power orientation
- d. Values
- e. Styles

**Basic competencies** are the task-related (or functional) knowledge and skills such as planning, organising, interacting and so on related to management. In the area of training Van Staden lists as one of the competencies required of an instructor "ability to handle group processes" (1986:78). At the operator level Blank (1982:142) lists for a cosmetologist "curling and straightening hair".

**High performance competencies** are those which lift the individual or the group up from the norm to the level of superior performance (ibid:7), and include competencies such as cognitive ability, motivation, directing ability and achievement motivation.

### Utilisation of competency-based testing

Taylor (1991:1) makes it clear that information used to make selection

decisions should be job-related, objective and (preferably) quantifiable. Jansen (1991:2) in his paper on the use of simulation in training supports this and adds that the effective application of simulation depends on certain principles. These include:

- a. Comprehensive post, work or task descriptions.
- b. Identification of observable dimensions.
- c. Establishment of relevant success criteria.
- d. Establishment of a reliable form of simulation.
- e. Purposeful selection and training of observers.
- f. Valid and reliable integration of data into the selection process.

In discussing the functioning of assessment centres Spangenberg (1990:136) indicates that individuals simulate tasks that relate to the job for which they are being assessed. They are observed by trained assessors, the results of which are integrated under the guidance of an administrator into an overall assessment report. Assessment centres are used for a wide variety of purposes including selection, placement, identification of management potential, promotion, development, career management and training. The validity of assessment centres (and therefore simulation) is generally accepted (ibid).

Jansen lists the advantages of using simulation evaluations as being:

- a. Less sensitivity to cultural effects than psychometric tests.
- b. Applicability to a wider range of potential source of manpower, than the more limited psychometric tests.
- c. More acceptable to candidates.
- d. Greater flexibility (1991:8).

Application of competency-based testing

One can deduce from the foregoing that:

- a. Competency-based testing in the form of simulation could remove selection from the field of conflict into which it seems to be heading.
- b. Competency-based testing offers a cheaper, more quickly produced and valid method of testing a wide range of potential candidates for a variety of competencies than do existing psychometric tests.
- c. Used at the correct levels (especially at entry level) and being more acceptable to the candidates, competency-based tests could assist in overcoming the antipathy of certain political organisations toward psychometric tests; and at the same time provide the basis for fair testing. This in itself might remove the need for some forms of affirmative action, and ensure the retention of standards.
- d. Competency-based testing could be used at the high performance competency levels in conjunction with conventional psychometric tests. At this level it is unlikely that the bias against the latter would receive much support.

It would seem therefore, that the SADF ought to embark upon a concerted drive to develop those competency-based tests needed to address the problems faced in the selection and development of the human resources of the SADF for the year 2000.

## CONCLUSION

The strategy for the development of the human resources of the SADF formed the basis for a discussion of the role of selection and evaluation. Here the effects of predicted and existing changes on the SADF especially its organisation, culture and success were mooted.

The need for the SADF to develop a leadership style and philosophy, an organisation culture and value-set, and

human resource management competencies and skill-levels which would help to ensure that it became a successful organisation in the year 2000 and beyond, was then derived.

The plan of action developed to guide the development of the human resources of the SADF into the next century was based on the strengths of leadership, training and development and regulations extant.

Attention was focused on the challenge facing the SADF with respect to the selection and evaluation of those involved in the implementation of the strategy.

The SADF priorities for selection and evaluation were then derived, and the problems facing the use of conventional testing procedures outlined.

From this it was deduced that the use of competency-based testing (and where applicable psychometric tests) could provide the solution to developing acceptable selection and evaluation procedures for the future.

### A FINAL WORD

Neither selection, testing nor development can proceed independently with the meeting of the challenges which face them. All three are interdependent and interactive. Developments into the future must be integrated with one another and with the ultimate objectives of the SADF.

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# KAN DIE MILITÊRE STRATEEG BAAT VIND BY BEMARKING?

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## INLEIDING

Bemarking en bemarkingsdenke vind hul oorsprong by die problematiek van die ekonomiteitsbeginsel soos gesien uit die perspektief van wins-georiënteerde ondernemings wat fisiese produkte vervaardig. Dié aanvanklike eng beskouing het egter nie lank onbevestigte gebly nie. Sommige bemarkers het die rol en toepassing van bemarking in breër konteks beskou. Phillip Kotler en Syd Levey (1969) was van die eerstes wat van die eng 'fisiese produk vir wins' benadering weggebreek het deur te argumenteer dat enige onderneming wat funksioneer om menslike behoeftes te bevredig eintlik bemark. Dat die onderneming ter wille van wins funksioneer is nie as relevant beskou nie. Kotler & Levey (1969) het in die lig hiervan gepleit dat die toepassingsveld van bemarking uitgebrei moet word om nie-wins ondernemings in te sluit. Individue, idees en dienste kan ook bemark word, was hul redenasie.

Soos wat verwag kon word is Kotler & Levey (1969) se mening nie universeel aanvaar nie. Luck (1969) het byvoorbeeld so 'n benadering as te breed beskou en daarom nutteloos. Sy uitgangspunt was dat die fokus van bemarking die handelstransaksie (koop en verkoop) moet wees. Nie-wins ondernemings is dus, volgens Luck (1969), per definisie, uitgesluit van die toepassingsveld van bemarking.

In die daaropvolgende jare het bemarking inderdaad weg beweeg van die vroeëre eng definisie, deur sy invloedssfeer na nie-wins bemarking, die bemarking van dienste en sosiale bemarking uit te brei.

Daar word dikwels beweer dat nie-wins ondernemings soortgelyke geleenthede en bedreigings as privaatsektor

ondernemings trotseer - maar dat hulle ook met unieke uitdagings te kampe het.

Hierdie artikel analiseer die toepaslikheid van bemarking en bemarkingspraktjke in 'n nie-wins instelling, naamlik die Suid-Afrikaanse Weermag.

## BEMARKING IS 'N RUILPROSES

Bemarking is die menslike aktiwiteit wat daarop gerig is om behoeftes en begeertes deur ruilprosesse te bevredig (Kotler, 1986 : 4). McDonald (1990 : 1) som die sentrale doel van bemarking op as "... a matching between a company's capabilities and the wants of customers in order to achieve the objectives of both parties." Bemarking is dus in wese daarop ingestel om, deur middel van 'n ruilproses, behoeftes en begeertes te bevredig.

In die daaglikse handelsverkeer vergestalt hierdie ruilproses homself in die vorm van 'n koop/verkooptransaksie. In ruil vir sy geld ontvang die verbruiker 'n produk of diens met bepaalde eienskappe en voordele. Die vernaamste voordele wat die verbruiker of gemeenskap ontvang in sy "transaksie" met die Weermag is vrede, stabiliteit, orde, geregtigheid, 'n toekomswaarborg, ensomeer. As teenprestasie ontvang die Weermag die samewerking, vertroue, lojaliteit en ondersteuning van die gemeenskap, en uiteindelik 'n meer stabiele gemeenskap, vry van onnodige konflikpotensiaal.

Beide partye (die Weermag en gemeenskap) vind dus baat by hierdie "transaksie". Dit is inderdaad 'n belangrike voorvereiste vir effektiewe bemarking.

Diagramaties word die ruilproses soos volg voorgestel: