



**VIEWS AND PERCEPTIONS OF NON-COMMISSIONED OFFICERS REGARDING
THE EFFECTIVENESS OF THE CAREER DEVELOPMENT POLICY IN THE
NAMIBIAN DEFENCE FORCE: A CASE STUDY FOR THE WINDHOEK
DEFENCE FORCE HEADQUARTERS**

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MATHEUS ALUEENDO

200743082

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SUPERVISOR: **DR. G. LIKANDO**

CO-SUPERVISOR: **DR. E. M. AMUKUGO**

Abstract

The debate about the need for a clearly defined policy on career development/progression in the Namibian Defence Force (NDF) has been widely discussed in the NDF since its inception in 1990. Although there is already an existing policy, issues related to career development/progression among the Non-Commissioned Officers (NCOs) in the NDF has not been clearly articulated. In light of these observations, a research study was initiated to explore and examine views and perceptions of the NCOs in the Windhoek Defence Force Headquarters (DHQs) regarding the effectiveness of the career development/ progression in the NDF. Furthermore, the existing disparities/variations in the levels of educational background, training, qualifications as well as appointment and promotional criteria in the rank band of NCOs prompted the need for such a study in the NDF. In addition, there was a need for a thorough examination of issues pertaining to career development and progression of NCOs in the NDF, seeing that, the study of this nature so far has not been undertaken.

In an attempt to understand NCOs views and perceptions regarding career development and progression in the NDF, this study has adopted theories that recognised the humanistic approach to learning. These include Vygotsky's social constructivist theory and lifelong learning theory.

The research design that was adopted in this study is based on qualitative approach due to the nature of this study. The target population of the study included all NCOs in the Windhoek DHQs. Purposeful stratified sampling technique was used in the

sample selection of 45 respondents from the rank band of NCOs representing fifteen percent (15%) of the population sample. An interview schedule was used as the main research instrument supported by observations in the data collection process.

To ensure trustworthiness of the research instrument, a pilot study was undertaken prior to the actual data collection.

Overall, the findings of this study have created an understanding of NCOs' views and perceptions regarding the significance of an effective policy on career development/progression in the NDF in several ways; first is that it could assist policymakers in the Ministry of Defence when identifying the need for revision of the existing policy and programmes; second, help the NCOs to conceptualise the need for education and training in relation to career progression in the NDF; and finally contribute to the existing literature on career progression in the military.

The study has come up with recommendations based on the research findings that inform the policymakers, researchers and other stakeholders dealing with career development and progression in the public service in general and NDF in particular. Furthermore, it is expected that this study would gear benefits towards improving the conditions of service of NCOs in the NDF, once the MoD/and DHQs management and officials have made interventions on key issues identified as challenges, barriers or shortcomings on career development and progression as identified in this study.

Acknowledgement

I would like to thank the Lord Almighty for guiding me through out this study, it was through his blessing that I managed to cope with emotions and other challenges during the process.

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I will fail in my duty if I forget to convey my heartfelt appreciation to the main participants and respondents themselves [NCOs], who were freely willing to participate in this study

Equally, I wish to submit my salutation to the management, senior staff and officials of the Ministry of Defence and the Namibian Defence Force in particular, more

meticulously in the name of the Chief of the Namibian Defence Force Lieutenant General Martin Shalli; and distinguished Generals; Major General S Amukwaya, Brigadier General P Heita, and Brigadier General A Chimwandi respectively, for their valuable time and opportunity they accorded me to complete my studies.

Dedication

This thesis is dedicated to my family; my wife, Aina; my son Penda; and my two daughters, Teggah and Olgah, for the kindest support and encouragement. When under pressure they immensely provided love and care.

Declarations

I, Matheus Alueendo, declare hereby that this study is a true reflection of my own research, and that this work, or part thereof has not been submitted for a degree in any other institution of higher education.

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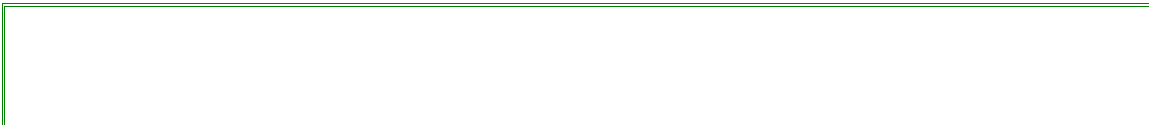
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ABBREVIATIONS AND ACRONYMS

AS	-	Able Seaman
AFQ	-	Air Force Headquarters
AHQ	-	Army Headquarters
Brig Gen	-	Brigadier General
C-in-C	-	Commander -in- Chief (Head of State/President)
CDF	-	Chief of the Defence Force
Col	-	Colonel
COS	-	Chief of Staff
CPL	-	Corporal
CPO	-	Chief Petty Officer
CR	-	Confidential Report
CSC	-	Command and Staff College
DHQs	-	Defence Headquarters
DSSC	-	Defence Services Staff College
Gen	-	General
GIS	-	Geospatial Information System
GPS	-	Global Positioning System
HR	-	Human Resources

HQs	-	Headquarters
ICT	-	Information Communication Technology
J-NCOs	-	Junior Non-Commissioned Officers
Lt Col	-	Lieutenant Colonel
L/CPL	-	Lance Corporal
LS	-	Leading Seaman
Maj	-	Major
MASSS	-	Master of Art Degree in Security and Strategic Studies
MDC	-	Military Disciplinary Code
MoD	-	Ministry of Defence
NAMCOL	-	Namibia's College of Open Learning
NDP-3	-	Namibia's Third National Development Plan
NCOs	-	Non-Commissioned Officers
NDF	-	Namibian Defence Force
NHQ	-	Navy Headquarters
NQA	-	National Qualifications Authority
NQF	-	National Qualifications Framework
PC	-	Personal Computer
PERS	-	Personnel
PO	-	Petty Officer
SANDF	-	South Africa National Defence Force
Sgt	-	Sergeant

S/Sgt	-	Staff Sergeant
S-NCOs	-	Senior Non-Commissioned Officers
SPSS	-	Statistical Package for Social Sciences
SSC	-	State Services Commission
SWAPO/PLAN-		South West Africa People's Organisation/and its military wing – People's Liberation Army of Namibia
SWATF	-	South West Africa Territorial Force
TACS	-	Terms and Conditions of Service
UNAM	-	University of Namibia
WO	-	Warrant Officer
WO2	-	Warrant Officer (2 nd class)
WO1	-	Warrant Officer (1 st class)



CHAPTER 1: INTRODUCTION

1.1. Background of the study

This thesis is the result of the qualitative research and interviews with uniform members of the Namibian Defence Force (NDF) undertaken in 2008. The fact that the NDF was then established after Namibia's independence in 1990, there are many out there in the society who have little idea about profession in the military sector. This study explored the views and perceptions of Non-Commissioned Officers (NCOs) in the Windhoek Defence Force Headquarters (DHQs) regarding the effectiveness of the policy on career development/ progression in the NDF. The researcher further reviewed reports on disparities/or variations in levels of education, training and qualifications as well as appointments and promotional criteria for NCOs. Furthermore, it sought additional information from official documents that set policy guidelines, terms and conditions of service in the NDF. These documents include inter alia: the Ministry of Defence Revised Personnel Policy (2007); Namibia's Defence Act (Act, No. 1 of 2002); NDF Military Discipline Code (1992); NDF Operational Training Doctrine/Training for War (1995); and Namibia Public Service Act (1995), for an in-depth analysis.

Literally, when the term “career development” is defined it is referred to as a synonym to “progression”, a process of capacitating/or empowering human resources in a distinctive class of learners, practitioners, intellectuals and scientists towards attaining high level of competencies and self-efficacy in one’s life, through education, training and creativity (Hanna, 1998). To achieve this objective, it requires a well articulated policy, strategy and commitment of all actors involved in the process of career development. On this note, it appears that there is no universally agreed definition of the terms career development and progression.

Sharma (2006) noted, “... definitions of the term career development/progression varied along a continuum that originate from the context of traditional vocational approach focusing on immediate educational and occupational/or employment choices towards a broader approach that also included the development of long-term career management skills that could be applied over a lifetime”. The traditional definition of career development is focused on the goal of preparing for the world of work (Sharma, 2006). It is seen as encompassing the development of the whole person, but places a critical emphasis on gaining the skills and experience for work in order to find one’s profession in life (Sharma, 2006). In other words, the primary goal of this approach is directed at improving efficient and effective service delivery. Sharma (2006) further suggests that career development/ progression can also be understood as a lifelong process of becoming aware of, exploring and experiencing factors that influence various aspects of a person’s life. It can therefore be said that career development/progression is part and parcel of lifelong learning. In that sense, career progression constantly change

and expand in relation to ethical and professional considerations (Armstrong, 1998). This statement is in line with Knapper and Cropley's (1998) findings in their study entitled: "Lifelong Learning and Higher Education", where they argued that lifelong learning has the potential of contributing to the achievement of higher level of competency (self-actualisation), which arises directly out of education, training and creativity. This implies that personal development occurs throughout the entire life span with education, training and creativity playing a central role in shaping human development.

Consistent with this study, Nonaka (cited by Denton, 1998, p. 25) compares career development/ progression with knowledge-based skills. He argues that "*knowledge*" is a key antecedent for lifelong learning. According to Denton (1998, p. 23), Francis Bacon in the 15th century was the first author who coined 'knowledge as power', and this has never been more true than in today's career development process. These studies seem to emphasise the value of knowledge and skills gained through a career path in determining one's progression. It goes without saying that education plays a major role in this process.

Article 20 of the Namibian Constitution (1990) reaffirms that "... *all persons shall have the right to education*" (p. 12-13). Therefore, in terms of this provision, education and training have been the priorities of the Ministry of Defence since its inception in 1990 (Namibia's Statement on Defence Policy, 1993). On this note, it can be profoundly stated that career development is an obligation of the NDF for empowering the servicemen to maintain a force that is well trained, competent and professional (NDF Operational Training Doctrine/Training for War, 1995). Prior to independence, Namibia

did not have an Armed Force of its own. The Namibian Defence Force (NDF) was established in 1990. The NDF's mandate and mission is granted for under the statutory provisions by:

- Article 118 of the Namibian Constitution (1990).
- Defence Act (Act No. 1 of 2002) as amended.
- Namibia's Statement on Defence Policy enacted by the Parliament (1993).

The President is the Commander-in-Chief of the NDF (Namibian Constitution; Article 27, Section (1). The President appoints the Minister of Defence (Namibian Constitution; article 32, Section (3) (i). The Ministry of Defence (MoD) has the responsibility of laying down policies as well as terms and conditions of service for personnel who join and serve the NDF. The NDF terms and conditions of service are complementary to the Public Service Act; (Act No. 13 of 1995) and the Defence Act; (Act No.1 of 2002) as amended.

The NDF consists of the Army, the Air Force and the Navy (Namibia's Statement on Defence Policy, 1993, p. 10–11; and the Defence Act, 2002). The president as Commander-in-Chief appoints Chief of the Defence Force (CDF) in terms of the Namibian Constitution, Article 32, Section (4) (c) (aa). The CDF shall make provision for a balanced structuring of the defence force and have the executive power to make suitable appointments to the defence force, to cause charges of indiscipline among members of the defence force to be investigated and prosecuted, and to ensure efficient administration of the defence force in terms of Article 119, Section (2) of the Namibian Constitution. The mission of the MoD and NDF (cited in the Constitution, Article 118; and Namibia's Statement on Defence Policy, 1993, p. 5) is to:

Defend the territory and national interests of Namibia. Meet adequately defence needs: namely by guaranteeing territorial integrity, safeguarding against external attack, conventional or non-conventional, and to prevent violations of Namibia's land, sea and airspace. Operate effectively in support of the civil authorities if required; undertake peacetime operations; provide challenge and opportunities for employees utilising and enhancing skills, abilities and creativity; develop a defence organisation with which the people of Namibia will identify and in which they will take pride; and operate safely and with respect for the environment.

Among other things, the Ministry of Defence (MoD) has the responsibility of formulating policies and design terms and conditions of service for personnel who join and serve the NDF. As spelt out in the Namibia's statement on Defence Policy, 1993, p. 3, national defence is a key element in the Government's foreign and security policy and is decided collectively by the Cabinet. The Defence Policy presents policy guidelines for the development of the MoD and the NDF, sets out their principal roles and outlines programmes for their development, consistent with the policy.

From the outset of its establishment in 1990, the NDF management has been committed to develop the institutional capacity through training, education and personnel career development as well as enhancing expertise in the use of combat equipment and

armament (Namibia's Statement on Defence Policy, 1993, p. 10–13; Ministry of Defence Annual Report 1998-99, p. 17). The NDF is therefore obliged to maximise its operational effectiveness, mould and retain a professional force comprising of men and women who wish to pursue a profession in military career. Besides these central obligations, specific management and operational requirements were also identified and implemented to shape the force level, refinement of policies and the provisions of equipment.

It is therefore within these objectives and vision that the NDF embarked on enhancing professional and technical skills in career development and progression. However, the problem eventually shared by many government departments in Namibia, including the NDF, is not only shortage of skilled workforce in professional career, but also lack of a policy on improving and ensuring greater accessibility to quality and competitive education, training and technocratic skills. In fact, this is a legacy that the country inherited from apartheid system (Katzao, 1999).

In the case of the NDF, this problem is compounded by the fact that, to this day the force is still struggling to address the provision of adequate training infrastructure and the training of qualified personnel within the limits and capacity of available resources (NDF Operational Training Doctrine/Training for War, 1995). This concern is also highlighted in the Minutes of the 17th Annual NDF Training Conference of 2007. At this Conference, disparities/variations in professional skills and competencies among NCOs holding same ranks and same appointments in all the three Arms of Service (Army, Air Force and Navy) was observed as an issue that needs urgent attention.

Some of the perceived contributing factors to this situation include: lack of proper defined career progression benchmarks for each and every rank in same rank categories, lack of standardised training programmes that cut across all three Arms of Service, and the absence of clearly defined policy regulations on personnel career development (Minutes of the 17th NDF Annual Training Conference, 2007). It is against this background that, this study intends to investigate the views and perceptions of NCOs on the effectiveness of the policy on career development in the NDF. Not only does the study intends to unravel the perceptions and views of NCOs on the effectiveness of career development policy in the NDF, but it also provides pertinent recommendations. It is assumed that the recommendations will provide an impetus to institute measures and strategies aimed at making the NDF efficient and effective in providing career development to the NCOs.

The personnel policy in place provides the regulatory mechanism for effective implementation of the Defence Act and other relevant laws applicable to the Defence Force. It prescribes the conditions of service which entails the criteria for recruitment, appointment, promotion, remuneration, duration and responsibilities attached to each and every rank group. However, in relation to career progression, the Personnel Policy is silent and it has not clearly articulated how career progression and career benchmarks would be applied in the ranks and files of the Defence Force personnel. This is one of the perceptions this study is intending to investigate by interrogating some of the beneficiaries, (for example NCOs under investigation), analysis of documents and other related statutory laws and regulations of the MoD and NDF. The research findings will to

a large extent contribute significantly to the existing literature on career development and progression in the military.

1.2. Statement of the problem

According to Best and Kahn (2006, p. 6) the most difficult and most crucial step of the research process is the identification of the problem that is to be investigated. The 17th Annual Conference on career progression in the NDF observed that there are disparities/variations in levels of educational background, military training, qualifications as well as appointment and promotional criteria despite the existing policy that regulates personnel career development and progression (MoD Revised Personnel Policy, 2007). To date, no study so far has been conducted to ascertain the effectiveness of the existing policy on career development/ progression in relation to terms and conditions of service in the NDF. Although the policy (MoD Revised Personnel Policy, 2007) stipulates that NCOs in various ranks shall be assisted to successfully complete prescribed training and specialist courses appropriate to their ranks, there is no articulation in terms of specific levels of career benchmarks in relation to the ranks of NCOs. Although in general terms the policy recognises merit as one of the criterion for promotion among other criteria such as; seniority in the ranks, age, suitability for employment, and special qualifications, it is still not certain how the majority of NCOs view the effectiveness of this policy on career development/progression in relation to their needs in the force. It is against this backdrop that this study aims at investigating views and perceptions of NCOs regarding the effectiveness of career development and progression in the NDF.

1.3. Significance of the study

In the Windhoek DHQs where this study has been undertaken, the researcher found it useful to ascertain the effectiveness of the existing policy on career development/progression in relation to the needs of the NCOs. Seeing that there has never been a study conducted on this specific topic, it is expected that the findings of this study will be of value to the policymakers, the education/training programme developers, as well as the NCOs in the NDF in various ways:

- First, it will create an understanding of NCOs' views and perceptions regarding education and training programmes in relation to career progression in the Namibian Defence Force.
- Second, the findings of this study will assist policymakers in the Ministry of Defence when identifying the need for revision of the existing policies and programmes regarding career progression in the Namibian Defence Force.
- Third, it will help the NCOs in terms of conceptualising the need for education and training in relation to career progression in the Namibian Defence Force.

- Finally, it will contribute to the existing literature on career progression in general.

1.4. Research questions

The following questions have been addressed:

- How effective is the existing policy on career development/ progression in responding to the career needs of NCOs in the NDF?
- What are the views and perceptions of NCOs regarding the effectiveness of the policy on career development/progression in the NDF?
- What are the barriers to career development/progression among NCOs in the NDF and how can they be mitigated?

1.5. Limitations of the study

There are several possible limitations in conducting any research study. In the context of this study there were a number of constraints that could serve as possible limitations:

- Ideally this study could have been conducted to cover all the NDF's Arms of Service Headquarters, but due to limited time prescribed to complete the research study, it was confined to the Windhoek DHQs only, for the purpose of a thorough and in-depth investigation.
- Accessing useful information from various stakeholders could be perceived as a limitation since key informants could withhold useful information and documents required in this study.
- In addition, it has been considered that individual attitudes or reactions from respondents could have been a possible limitation especially during the data collection process.

These possible limitations and the research ethical issues discussed in Chapter 3, research methodology, paragraph 3.11, if not cautiously premeditated could have an effect on the results of this study. To reduce uncertainties caused by these possible limitations, the purpose of this study was explained and clarity made during the data collection process and informed consent was gained from all participants. Furthermore, permission to access the territory of research was granted from the concerned stakeholders before administering the research interviews.

1.6. Delimitations of the study

Due to the perceived limitations delineated above, this study was confined to the Windhoek DHQs only; hence it has excluded other defence force's locations across the country for the purpose of a thorough and in-depth study. In this context, an in-depth research study was necessary as it was assumed that this case-study is the first of its kind to be undertaken within the organisational setup of the NDF. Therefore, the views expressed in this investigation are useful in understanding the perceptions of the target population in Windhoek DHQs and might not necessarily represent the broader views of the entire NCOs in the whole organisational setup of the NDF. This caution should be taken into consideration in relation to the conclusion and recommendations of this study.

1.7. Clarification of concepts and terms

This section describes concepts and terms that will feature prominently in this study.

- **Arms of Service:** In this study refers to the three components of the NDF, namely the Army, the Air Force and the Navy, as outlined in the Defence Act No. 1 of 2002.

- **Career Development/Progression:** In this study denotes the process of improving knowledge and skills in academic and professional qualifications.
- **Commissioned Officers:** In this study refers to officers in the Defence Force officially commissioned under the Act of Commission by the Commander -in-Chief and hold officers' ranks from Lieutenants upto the Generals.
- **Commissioned Officers' Corps:** In this study refers to the club or rank category of commissioned officers.
- **Military Discipline Code:** In this study denotes military norms, etiquette, orders, rules and standing regulations as stipulated in the NDF's Military Discipline Code of 1992.
- **Non-Commissioned Officers:** In this study refers to the rank category of members of the NDF who are holding the rank below a Commissioned Officer and above an Ordinary/or Private Soldier. Hence, it includes Warrant Officers (Class 1 and 2), Staff Sergeants, Sergeants, Corporals and Lance Corporals in the Army and Air Force. While in the Navy, it includes Warrant Officers (Class 1 and 2), Chief Petty Officers, Petty Officers, Leading Seaman and Able Seaman, as articulated in the Defence Act, No. 1 of 2002.

CHAPTER 2: REVIEW OF RELATED LITERATURE

2.1. Introduction

According to the literature survey conducted by the University of Madras (2002) there are several reasons why literature review is being conducted. In the context of this study, the reasons for conducting a thorough literature review are six-fold: 1) to ascertain the relevance of the topic in relation to the identified research problem, 2) to provide a conceptual and theoretical context of the topic, 3) to identify the gaps and try to find ways on how to fill them, 4) to understand the problem from a philosophical or historical perspective, 5) to identify new ideas and approaches that will help in the process of developing the research study, and 6) to critically evaluate and complement the new findings with those already known.

At present there is very little research that has dealt extensively with the subject ‘career development’ in the military, in Namibia. The available literature only scantily sketches on the defence policy and military regulations (MoD Personnel Policy, revised

in 2007; Namibia's Defence Act, No. 1 of 2002; MoD Statement on Defence Policy, 1993; and Military Discipline Code, 1992). Despite much attention given to this issue, the researcher has not come across any study so far that has been carried out in the area of career development/progression in the NDF. The above stated documents have not specifically addressed views and perceptions of NCOs on the effectiveness of career development policy in the force. Although the provisions in these documents are useful in informing us about the Namibian situation in this area, they can only form a foundational background for this study. This is due to the limited nature of these provisions in terms of addressing the topic under investigation.

Other previous related studies that have been reviewed in the broader context of career development sought to explore the theoretical understanding and conceptual models such as lifelong learning; organization of learning and effectiveness, performance appraisal; and career development/progression (Gravett, 2005; Denton, 1998; Crive, 1985; and Armstrong, 1995, 1998). Therefore, it is imperative to underline that these studies form the core parts of the reviewed literature in this study.

2.2. Perceived views/ perceptions on the effectiveness of career development policy in the NDF

Despite the fact that there is no literature that have dealt with views and perceptions on career development/progression with specific reference to the NDF, it is however worthy noting that, other related research studies conducted in other countries such as New

Zealand have indicated that there are several factors that influence public servants' views and perceptions regarding the career development/progression in the public service in general. It appears that, many countries and governments to date have limited resources to motivate and improve conditions of service in the public sector. Some of the factors alluded in the New Zealand case-study might be relevant to compare the views and perceptions of NCOs' in relation to this study. The New Zealand Government Career Development/Progression Survey conducted in 2005 has revealed that the public servants' views perceived the working environment in the public service as lacking conditions of attracting career development/progression among government employees (New Zealand's State Services Commission, 2005). The most prominent conditions that have direct bearing to this study are highlighted in the subsequent paragraphs.

Findings of the New Zealand case-study of 2005 on the impact of career development/progression in the public service, discussed that most of the public servants were less than satisfied with the availability of career development/progression opportunities in the public sector (New Zealand's State Services Commission, 2005). It was further revealed that most of the public servants were lacking necessary technical expertise and qualifications, and were dissatisfied with their access to study leave, bursaries, training courses and opportunities to demonstrate their skills and abilities (New Zealand's State Services Commission, 2005). It also identified some grey areas needing attention by the government institutions to meet the growing views and perceptions of public employees. These include financial assistance, career development opportunities, performance management, evaluation and performance feedback, good relationship

between managers and staff (New Zealand's State Services Commission, 2005). In addition, important conditions of service such as motivation, rewarding, promotion, coaching and mentoring have been highlighted as needing attention to improve career development/progression in the public service (New Zealand's State Services Commission, 2005).

In summary, the New Zealand case-study appears to be a common trend in the public service of many countries, and Namibia is not an exception. This scenario is therefore valuable to this study for comparison and analysis of the situation of NCOs regarding their views and perceptions on the effectiveness of career development/progression policy in the NDF. Although many of these factors cited above are empirical for comparative study, others are yet to be explored and examined in the case of NCOs' views and perceptions in relation to the research problem of this study.

2.3. Policy guidelines on training/ education programmes in the Namibian Defence Force

The personnel policy provides the guidelines that regulate terms and conditions of service (TACS) including criteria for recruitment, promotion, appointment, remuneration and retirement for both military and civilian posts (MoD Personnel Policy, revised 2007), while, the NDF Operational Training Doctrine (1995) deals with military training only. It was observed that there is no provisional benchmarks stipulated on the above mentioned policy documents regarding career development and progression in the NDF. Yet,

Article 20 of the Namibian Constitution (1990) cited earlier, states that “*All persons shall have a right to education ...*” which provide a statutory obligation for the NDF members to be empowered in terms of their professional duties. In the light of this situation, appropriate policy interventions are therefore necessary in responding to the various needs of career development/progression in the NDF.

A research report presented to the Commandant of the Nigerian Command and Senior Staff College entitled; ‘Upgrading Career Development Training of NCOs in the Nigerian Armed Forces’, it was reported that educational qualifications should be made a provisional benchmark in the Manning Regulations and Terms and Conditions of Service in the Nigerian Army, to ensure that soldiers’ promotional criteria is purely based on merit (Nigerian Command and Senior Staff College, CSC/401/G, 2002). It further states that, most of the soldiers are not motivated about improving themselves educationally. This situation seems to be a common challenge not only in Nigeria, but also in other countries where there are no clear educational benchmarks enforced.

In South Africa, for instance, the South African National Defence Force (SANDF) introduced Human Resources Strategy 2010 (HR Strategy 2010) to address issues pertaining to human resources’ career progression and development in the SANDF over a period of 7 years, which rolled into action from 2004 and it is projected up to 2010, to build up defence force members and bind them towards its vision, mission and strategy [Department of Defence, 2004]. The HR Strategy 2010 is one of the SANDF corporate business strategies, which aim to ensure the availability of the right quantity

and quality of skilled and professional personnel in the right places at the right time, which are effectively, efficiently and economically managed and administered. The driven objectives of the SANDF's HR Strategy 2010 lay down the following goals: 1) rejuvenate SANDF members professionally and capabilities to meet its mission and vision; 2) achieve an affordable HR composition aligned to the vision; 3) adequately utilise the available active and reserve HR economically; 4) replace the current SANDF service system with a new service system that will reduce personnel expenditure and optimise force level flexibility; 5) attain a broader level of representivity in all occupational classes; 6) improve service delivery; 7) attain equity in the management and administration of personnel; and lastly, 8) retain professionals and required operational and functional expertise. In attaining the HR strategy, specific projects and programmes were designed and adopted with necessary policy interventions to support the strategy and to ensure HR development is realised as predicted.

In the final analysis, it was noted that the Nigerian and South African case studies recapitulated above can probably serve as an eye opener to Namibia in reshaping the defence strategies pertaining to human resource development and career progression in the NDF. These scenarios, for example relate very well to this study in terms of comparing the environment surrounding the needs of NCOs regarding their participation in the career development/progression in the NDF. The observations cited above present valuable and useful information on lessons learned in addressing the needs of NCOs in the context of the NDF.

2.4. Perceived barriers to career progression in the Namibian Defence Force

The New Zealand case-study has revealed that most common known barriers include: financial constraints; lack of access to quality education/training; lack of career development opportunities; lack of performance management; lack of evaluation and performances feedback; lack of good relationship between managers and staff; and lack of motivation and mentoring (New Zealand's State Services Commission, 2005). In the case of the MoD and NDF, this problem seems to be rooted in the apartheid education system which denied quality education to the majority of Namibians. Consequently, plenty of former ex-combatants who constitute a large percentage of NDF members today fall under this category of those who did not get the opportunities for quality education and those who did not attend formal schooling at all during the colonial period. Comparatively, the barriers drawn from the New Zealand case study seem to be a common phenomenon not only in New Zealand, but also in Namibia, due to the silence of the MoD Personnel Policy on career development/progression benchmarks in the NDF. Given this scenario, there is a need for an investigation in order to revamp the existing policy to thoroughly address the educational needs of NCOs in the force.

Gravett (2005) in the study of adult learners, noted that "... in designing course content policymakers should undertake a thorough needs' analysis through research" (p. 13). This needs' analysis should not only address the felt needs of learners, but it should also cater for the needs across the organizational structure (Gravett, 2005). In the case of this study, a needs' analysis might cater for a wide range of categories of participants, for

example; NCOs, Instructors, Trainers, Facilitators as well as Commanders, Staff Officers and Senior Managers. Therefore, the strength of a needs' analysis is a vital tool in the career measurement and cannot be overemphasised as it links all actors involved in the process of career development/progression, and also identifies gaps between actors and courses/or programme contents (Gravett, 2005).

2.5. Theoretical and conceptual framework

The importance of a theoretical or conceptual framework in understanding the need for education and training on career progression can not be overemphasised in our attempt to fully understand the NCOs' views and perceptions on the effectiveness of the career development policy in the NDF. The theoretical framework behind this study is the '*Constructivist Theory*', embedded in the '*Humanistic Approach*' and '*Lifelong Learning*' theory (Rogers, 1996; Hanna, 1998; Gravett, 2005; Knapper and Cropley 1985; Crive, 1985; Foy, 1994; Linda, 1997; Samuel, 1983).

With reference to this study, it is imperative to have a theoretical base which recognises adults educational needs, social and life contexts in terms of career development/progression not just education. The humanistic approach could be useful in this regard. The essence of a humanistic approach concerns the freedom, dignity and autonomy of an adult in the process of learning (Rogers, 1996). In other words, the humanistic approach is concerned with the development of the whole person with a

special emphasis upon the emotional and affective dimensions of the personality (Rogers, 1996). Generally, well known theories are Vygotsky's *constructivist theory* (Gravett, 2005), and the concept of lifelong learning (Knapper and Cropley, 1985).

2.5.1. Vygotsky's Constructive Theory

The Vygotsky's *constructivist theory* gives prominence to social factors in learning. This is contrast to Piaget's individual or *radical constructivism* in which more emphasis is placed on the mental processes of the individual than on the context in which individuals learn (Gravett, 2005). Unlike Piaget who stresses the cognitive mechanisms of learning, Vygotsky locates the knowledge of individuals in a dynamic social context. It is argued from the assumptions of Vygotsky philosophy that, "as people develop and mature, they build a frame of reference that act as a perpetual filter through which they observe experiences and evaluate events" (Gravett, 2005, p 14). This connotes that learning is a process of constructing meaning derived from the learners' action (e.g. the NCOs in this case-study) and participation in career development and progression.

The importance of the constructivist theory on the one hand, as an underpinning theoretical framework is premised on three principles: 1) knowledge is driven from an individual's interaction with social processes and contexts; 2) knowledge could be seen as a creative construction in which the individual learner is an actor; 3) the way in which people construe meaning can change overtime on the basis of gained expertise (Gravett, 2005).

The implication here is that adults learn for a purpose, among others; to further their education skills and improve their social status. Thus, the *constructivist* theory has been adopted in this study as the appropriate theory in understanding why the NCOs in the NDF would decide to participate in any organized training programme in relation to career progression in the force.

In essence, the strength of Vygotsky's (1962) constructivist perspective is its emphasis on accumulated experience as significant in the process of learning. It is argued from the constructive perspective that; as people develop and mature, they build a frame of reference that act as a perpetual filter through which they observe experiences and evaluate events (Gravett, 2005). In this process, learning is a way of constructing meaning derived from the learners' action in the humankind. Similarly, the new contextual sub-theory of pragmatic "social constructivists" correspondingly involves the ability to adapt to and shape the environment so that it fits better with one's skills, interests and values (Gravett, 2005, p. 2). The hypothesis here is that, adult learners are not passive, being that they respond to 'stimuli' (an idea held firmly by the behaviourists). Learning is therefore an active process of constructing meaning and transforming understanding in interaction with the environment.

In this case it is plausible to argue that adult learners, for instance, NCOs; learn through social interaction and collaboration. In this context, Vygotsky refers to the role of language, dialogue and shared understanding as elements of culture that shapes the

process of learning. It is for this reason that Vygotsky gives prominence to social factors in learning. Consistent with Vygotsky's philosophy, Gravett (2005, p. 21) admits; "social constructivists assert that the meaning-making activities of the individual do not take place in isolation, instead are shaped by the context, culture and tools in the learning situation". As such, negotiation is a key factor in the process of learning and serves two important functions, both of which aim at the development of a learner (Gravett, 2005, p. 25). These theories are perceived to:

- Establish norms of interaction that may govern how the learners of the group relate to one another, and
- Help learners, by means of reasoning together, to move towards the view of reality shared by those who are viewed as experts in the field of inquiry.

Implanted in the constructivist theory is the Malcolm Knowles' concept of '*andragogy*' cited in Gravett (2005, p.70) which refers to the 'art and science of teaching adults'. The concept of andragogy rests on six core principles namely; 1) a person moves from dependency to self-directed learning; 2) maturity bring accumulating experience and becomes increasingly rich for learning, 3) readiness to learn; 4) orientation to learning and problem solving; 5) the learners' need to know; and, 6) motivation to learn.

Therefore, the lesson that can be drawn from this “andragogy theory” is that when the policymakers or facilitators are designing education and training programmes for adult learners such as NCOs, they are cautioned to consider the aforesaid principles. These principles are likely to contribute to the learners’ efforts to succeed in their studies. Pedagogy assumes that experience is of little worth as a resource for learning. In this context, the experience that counts is that which involves interaction amongst the teacher, the learner and the textbook.

Since this study deals with NCOs who are mature, ready to learn, motivated, self directed (Gravett, 2005), take control of the goals and the purpose of learning and empowering them will create ownership of the process. Andragogy as a methodological approach is appropriate in understanding NCOs’ psychology of learning. Rogers (1999) relates the debates on learning to Baltes’ et al., (cited in Gravett, 2005) argument who distinguished the differences between the “mechanics” and “pragmatics” of intelligence. The mechanics of intelligence is confined to the childhood and teenage years, while the adult years generally see continuing growth in the pragmatics of intelligence. In the light of the earlier discussion on understanding the need for learning, it can be deduced that NCOs, for example, have a remarkable ability to learn more especially if the new learning materials relate to their fields of expertise.

These observations have been considered relevant to this study in understanding views and perceptions of NCOs from a theoretical point of view regarding the effectiveness of career development and progression policy in the NDF. From the

military point of view, a proper understanding of these theories would facilitate the management and officials in the defence force to strategise the way forward to mitigate challenges that desist the pace of career development and progression in the force. The *constructivist theory* as advanced by Vygotsky (Gravett, 2005) urge that adult learners learn through social interaction and collaboration, it is therefore recommended that policymakers, in designing course content for career development should consider the role of dialogue, language and shared understanding as elements to be included in their course programmes.

2.5.2. The concept of lifelong learning as applied to career development and progression

The notion of ‘lifelong learning’ on the other hand, strives to meet the practical and intellectual demand of our ever more sophisticated professions with recognition of the importance of education and training programmes in meeting the life demands (Knapper and Cropley, 1985). Lifelong learning is seen as constructive response that transcends through the concept of fostering learning throughout life. Of particular interest here are the psychological factors that influence the NCOs’ willingness to engage in the process of career development/progression as part of lifelong learning. The willingness and capacity for lifelong learning depend greatly upon what might be called personal competencies or study skills (Knapper and Cropley, 1985, p. 41). According to Knapper and Cropley (1985, p. 20) lifelong learning has the following distinctive characteristics: 1) it is intentional – learners are aware that they are learning; 2) it has a defined specific

goal, not aimed at vague generalisations; 3) the goal is the reason why the learning is undertaken; and 4) the learner intends to retain what has been learned for a considerable period of time.

In the same vein, it can also be argued that lifelong learning has the potential of contributing to the achievement of higher levels (self-actualisation), which arise directly out of the notion of lifelong learning, and it is part and parcel of humanistic approach to education (Knapper and Cropley, 1985, p. 18-19). This implies that personal development occurs throughout the entire life span with education playing a central role. In other words, lifelong learning and humanistic approach conceptualise valuable theories that recognise the importance of career development/progression in society. In the context of this study, these conceptual frameworks provide useful scenarios in understanding the views and perceptions of NCOs regarding the effectiveness of career progression in the context of the NDF. Therefore, the theoretical concepts embedded in the humanistic approach and emphasised in the lifelong learning and constructive theory have formed the fundamental cornerstone of this study.

More importantly, in the reflections of lifelong learning emerge the principles of education, support and counseling (McCalman and Paton cited by Rollinson et al., 1998). According to Rollinson's et al., (1998) studies on education and training programmes may need to be organised in order to give knowledge and allow employees (NCOs in the case of this study) to learn new skills which are necessary for systems in career development and progression. In addition, it has been stressed that counseling or

awareness programmes may be necessary to help employees that include defence force members to cope with the stress and challenges created by change; for examples the evolution and transformation of skills required in mastering new emerging tools and equipment such as advent military technology in the environment of military domain. Notwithstanding the above, it is important to note, first, that these processes should involve the people concerned in the process, for example the defence force members, to be specific NCOs; with secondary reference to Rollinson's et al., (1998) argument, caution should be exercised when using education and training not to lecture about change.

The same studies (Rollinson et al., 1998) revealed that organisation development for instance in the defence, relies heavily on information from organisational behaviour and, more specifically, from conditions of motivation, personality and learning theories, and research into group dynamics, leadership, power or capability and organisation design. In this regard, the authors referred to above, identified five key characteristics of 'organisational development':

- A focus on interdependencies and on not the individual, which means that teamwork, is encouraged;
- A climate for change and development is sought, rather than imposing change unilaterally;

- Organisational development builds on inter-personal relationships using behavioural science techniques such as role playing and problem solving exercises;
- Organisational development builds set goals relating to communication, decision making, and problem solving in wide range of areas including human resources development and conditions of service, (to cite an example how this argument relates to career development and career progression in the context of this study); and
- Organisational development builds' value system is humanistic and it is aimed at maximising development and progression, and ultimately encouraging open relationships, productivity and efficient service delivery in the organisation.

By implication, Rollinson et al., (1998) point to the idea that employee developmental strategies are considered as being important to organisational effectiveness.

Organisational development plans often concentrates on transforming skills and craft-competencies that the organisation can adopt and require to improve its capabilities in terms of material and human resources relevant to its operational environment. Some of the main developmental strategies and interventions suggested by Rollinson et al., (1998) and literally interpreted and unpacked by the researcher are; 1) sensitivity training; 2) survey or research feedback; 3) process consultation; and 4) team building and inter-group development. In sensitivity training unstructured group interaction provides a ground for individuals to change behaviours with the aim of achieving improved listening

skills, greater openness, increased tolerance of individual differences, increased ability to empathise with others, and improved professional skills. Survey or research feedback aims to identify the discrepancies or variations in the employee perceptions and view organisation-wide morale and attitudes, this information is then used as a basis for devising strategies on a mission driven towards objectives to effect changes. Process consultation on the other hand is focusing more concerted efforts at the managerial level, to try to help managers understand the processes in the organisation more objectively, with the help of other stakeholders and skilled partners in the management cycle. Team building and inter-group development are self explanatory and seeks to maintain wide interactions, group discussions such as seminars, workshops, rehearsals, group in-service training, negotiations, which reviews areas of concern and eventually enhance cohesion to achieve set goals and strategies.

Consequently, the organisational development builds is a term covering a variety of strategies, all of which are aimed at the development of individuals, groups and organisation as a total with the main focus to enhance competencies and professionalism in achieving the organisational goals efficiently and cost-effectively. These assertions would probably help to provoke the intelligence of the military strategists and think-tanks of the Ministry of Defence and DHQs in visualising and strategising career developmental needs of NCOs as a concern of this case-study.

Conversely, action research stresses the necessity for an in-depth analysis of the present situation regarding career needs which centres the processes of scanning environment,

planning, developing and implementing new organisational strategies and reforms, such as learning organisation.

It is not always clear how the form and content of early learning influence the capacity and conditions of learning later in a change process but it is important to have a clear understanding of the learning process to appreciate the intricacies involved as results of planned or unplanned learning” (Rollinson et al., 1998, p. 265).

The former implies individual learning as part of planned objectives, such as training programmes on communication skills or planning; whereas unplanned learning occurs when individuals interact with and experience new systems without prior training programmes. In addition, Nicholas and Stephen (2001) further agree that as we move from one stage to the next stage in career progression process, often with some difficulties periods of transition, we learn and mature in the process. This implies that we have to plan and prepare to overcome the existing barriers in the transitional periods/ or paths of career development and progression. This seems to be a warning to the managers and policymakers in the planning process and implementation stages of the policy process, career development and progression policy in this case.

Against these milieus, a learning organisation is one which career development and progression can take place continuously, and these organisations share certain

characteristics which enable the organisations, their teams and individuals to learn constantly. Indeed, in learning organisations, individuals are encouraged to learn and the organisation provides support and resources in order to increase individual desire for craft-literacy (theoretical knowledge), (Rollinson et al., 1998). As such they are capable of adapting to rapidly changing environments. In supporting this argument, Jones cited in the study of Rollinson et al., (1998) interjected three strategies to enhance organisational learning; 1) listening to dissenters which is brought about by surrounding oneself with people who hold different and opposing points of view; 2) converting events into learning opportunities; and lastly - 3) experimenting which involves generating new ideas and testing out the validity of old ones.

In other words, Rollinson et al., (1998); Nicholas and Stephen (2001), relate this debate on learning and education to Knapper and Cropley's (1985) theory, which cautioned that 'learning organisation' creates a building block in the process of lifelong learning and encourages continuous learning in the professional career. But, this can only be achieved if there is a willingness to learn and conditions for encouragement by the organisation for people to learn, together with support and resources for education and training. In a nutshell, learning and support for education is an organisational responsibility, and it should not just be placed on the shoulders of individuals.

2.6. Summary

Chapter 2 reviewed some of the vast amount of available literature focusing on the theories and concepts of career development and progression to understand the problem from the philosophical and historical perspectives and identified new ideas and approaches that would help visualise effective strategies for overcoming perceived barriers and shortcomings encroaching on enhancing career needs of NCOs. The chapter also examined previous case-studies on human resources management systems regarding career development/ progression, practices and analysed research into how these processes can inform future policy decisions about the nature and depth of information that is needed in order to address the challenges which impinge on career development and progression in the NDF. This Chapter furthermore, contextualised research into career development and progression in a broader frame in the public and corporatesectors, due to the limited amount of publications available in Namibia especially on career development and progression in the security sector in general and defence in particular.

The study identified four key themes from the literature that will be used to inform future strategies and decisions about the nature and depth of information that is needed in identifying the salient factors in order to address the challenges of career development and progression of NCOs; these themes cover: 1) education; 2) training; 3) development; and 4) support. These four themes are embedded in the well known theories of “Vygotsky’s Constructivist Theory” (Gravett, 2005); and “Lifelong Learning” (Knapper and Cropley, 1985), which recognises adults educational needs, social and life contexts in terms of career development/ progression, not just education.

It was conceptualised that these theories provided appropriate theoretical base for understanding views and perceptions of NCOs on issues affecting career development and progression, while at the same time informing policymakers and officials in the Ministry of Defence and Defence Headquarters to devise strategies proponent to overcome the perceived challenges and shortcomings to career development in the force.

The constructivism and lifelong learning theories perceive the personal construction of knowledge as always occurring through the intersection of culture, tools, context and people; suggesting that learning is an action of constructing meaning and transforming understandings and interaction with environment (Gravett, 2005; Knapper and Cropley, 1985).

CHAPTER 3: RESEARCH METHODOLOGY

3.1. Introduction

This chapter describes the research design, sampling techniques, collection procedures and the research instrument and techniques that were used in the process of data collection. It also further elaborates on the ethical considerations that were followed as guiding principles during the conduct of the research investigation.

3.2. Research Design

This study has adopted a descriptive qualitative approach due to the nature of the subject topic under investigation (Best and Kahn, 2006; Struwig and Stead, 2001). The subjective

views and experience of NCOs were perceived as vital in the understanding of the effectiveness of the policy on career development/progression in the NDF.

3.2.1 Qualitative Paradigm

The implication of this paradigm in this study is presented as follows: a descriptive qualitative study is an outcome of analysis and interpretation of collected facts, evidence and behaviours of the target population under study. The advantage of the qualitative approach rests in its interpretive character that of discovering the meaning events have for individuals who experienced them (Bell, 1987). Fireston (1987) concludes that the interpretive approach holds the view that “reality is socially constructed through individual or collective definition of reality” (p. 16).

By adapting the qualitative approach the researcher generally seeks to understand the subjective reality from the perspective of an insider, as opposed to the outsider’s perspective that is predominant in the quantitative approach (Henning, 2004). In the case of this study, the researcher attempted to understand the subjective views and perceptions of NCOs on the effectiveness of the Career Development Policy in the NDF. Furthermore, how the NCOs perceive the importance of this policy on career progression and promotion. “Qualitative research offers opportunity for conducting exploratory and descriptive research that uses the context and setting to search for a deeper understanding of the person(s) being studied” (Best and Kahn, 2006, p. 247).

Best and Kahn (2006) further narrates that qualitative research uses different forms and methods of data collection from those used in traditional non-qualitative research methods, which implies that the researcher plays a more central role in the elucidation and interpretation of the behaviours observed. In the same process, the participant observational techniques results in a more natural approach than the tests, surveys, and the alike used in the more traditional quantitative research approaches. In a qualitative approach, the researcher initially has some ideas about the problem design but is open to change as the data are collected and analysed. Hence, the qualitative approach permits the researcher to make relevant corrections to adjust to new information and discoveries (Best and Kahn, 2006, p. 251). The design strategy of this study is thus aimed at understanding views and perceptions of NCOs from contextual and holistic perspectives. The logical paradigm in qualitative approach, on the other hand, purposefully pursues research findings that can be compared with other sources for in-depth analysis. Hence, this is obviously the antithesis of the quantitative result (Best and Kahn, 2006, p. 246-253).

3.3. Population

According to Best and Kahn (2006); “a population is a group of individuals who have one or more characteristics in common that are of interest to the researcher” (p. 13). The target population of this study includes all NCOs operating in the Windhoek DHQs, from the ranks of Lance Corporal up to Warrant Officer or equivalent in the same rank band.

3.4. Sample

As cited elsewhere in this thesis, the purpose of qualitative research as being ideally the driven objective of this study was to search for information rich subjects for in-depth and thorough investigation of the target population. The researcher needs a set of assumptions as a starting point to guide the qualitative research or to serve as a check on observations and insights (Knowles, 1986, p. 3). This implies that information rich subjects form the key sources of qualitative research or investigation, because it provides the researcher with a path to practice. Without any theory the purpose of qualitative research may be as aimless, as wasteful as the early wondering of the explorers in North America (Knowles, 1986, p. 3). From this background, it was felt that purposive stratified sampling technique be used in the process of sample selection (Best and Kahn, 2006, p. 247-251).

At least, 45 NCOs representing 15 % of the population stated above was selected using purposive stratified sampling to participate in this study. The advantage of using purposive stratified sampling is that it enables the researcher to build-up the required sub-sample size that satisfies his/her specific needs in a project from specific strata taking into consideration demographic characteristics (Robson, 1993; Alreck and Settle, 1995). In this study, for example; NCOs' demographic characteristics of occupational status and position in ranks were taken into consideration in the outline plan of the sample selection as further illustrated by Table1 below.

Table 1: Sample selection by Ranks and Arms of Service

RANKS	Windhoek DHQs NCOs			Sub-total	Percentage
	Arms of Service				
	Army	Air Force	Navy		
Warrant 1	02	01	01	04	100 %
Warrant 2	05	02	02	09	100 %
Staff Sergeant & Chief petty officer	06	02	02	10	100 %
Sergeant & Petty Officer	06	02	02	10	100 %
Corporal & Leading seaman	04	02	02	08	100 %
Lance Corporal & Able seaman	02	01	01	04	100 %
Grand TOTAL	25	10	10	45	100 %

3.5. Research Instruments

The research instruments adopted in this study resides within the qualitative dimension.

Qualitative research often uses multiple instruments and techniques of data collection (Best and Kahn, 2006). The use of multiple techniques of data collection is known as triangulation (Robson, 1993). Triangulation of data permits the verification and validation of qualitative data (Best and Kahn, 2006).

In the context of this study, an interview schedule supported by observations was used in the data collection process. The interview schedule contained closed and open-ended questions. These interviews targeted both junior NCOs from the ranks of L/ Cpl up to S/Sgt and equivalents rank categories in the Navy, and senior NCOs in the rank band

of Warrant Officers. The interview schedule was divided into four sections. The first section elicited background information, the second section elicited views and perceptions of NCOs regarding the effectiveness of the policy on career development and progression in the force, the third section elicited information on the existing barriers to career development/progression in the force, and the last section asked the NCOs their opinions on how the existing barriers could be addressed. However, the questions contained in those research instruments were informed by the research questions outlined in Chapter 1, paragraph 1.4.

3.6. Pilot Study

As further discussed in paragraphs 3.7 and 3.8 below, the aim of the pilot study was to test trustworthiness, consistency and credibility of the research instrument ('interview schedule') designed for data collection in addressing the requirements of this study. It was against this background that a pilot study was launched and conducted before the actual data collection process. According to Robson (1993, p. 164-65), there are three major reasons why it is important to conduct a pilot study before the actual research is carried-out. Robson (1993) points out that a pilot study is administered to establish whether there is; 1) any ambiguities in the research items; 2) to confirm the trustworthiness of the instruments of data collection; and, 3) to determine the exact data required in relation to the stated research questions.

The pilot study was undertaken in the DHQs in Windhoek targeting the similar population to the one used in the actual study. Six (6) prospective candidates from junior and senior NCOs which accounts for 13% of the sample were selected to participate in the pilot testing. The researcher piloted an interview questions with selected respondents drawn from different ranks of all three Arms of Service (the Army, the Air Force and the Navy). The purpose of the study was explained to the respondents and informed consent was gained from respondents.

3.7 Results of the pilot study

The results of the pilot study indicated that the research instrument (interview schedule) was valid for the study. The designed interview schedule's sub-items or interview questions were consistent with the perceived research problem and the main research questions in Chapter 1. Therefore, in light of the positive outcome of the pilot study; the designed instrument, which in this case an interview schedule supported by observations; and the research sampling technique were adopted and used in the actual data collection with minor modifications or changes on the interview questions and sampling technique which were supported by observations. The modifications of interview questions have been explained in paragraph 3.8, which discuss the refinement of research instruments.

3.8 Refinement of the research instruments

Results of the pilot study assisted in the revision and also assessed the reliability of the instruments (Robson, 1993). There were minor changes to the research instruments, for example the interview question 2.9 and question 3.4 were rephrased. Initially, question 2.9 was not clear to the target respondents. They tended to tick only one item instead of all applicable items under this question. There was therefore a need to rephrase the question so that the respondents would tick all the items applicable. Question 3.4 was also rephrased for similar reasons.

3.9 Data collection and sampling procedures

Permission to enter the territory of research and conduct interviews with selected respondents was obtained from the office of the Chief of the Namibian Defence Force before the data collection process commenced.

Furthermore, informed consent was gained from the respondents before personal interviews were conducted. The advantage of using personal interviews is that detailed qualitative and descriptive information can be collected, and that there is high response rate with high degree of reliability and accuracy (Alreck and Settle, 1995). Personal interviews were considered most suitable for NCOs because detailed information could be collected from the respondents. The researcher read questions to the respondents and

ticked the chosen response from the response sheet. In the case of open-ended questions, responses were written down verbatim.

3.10 Data analysis

In response to the research questions outlined in chapter 1, a number of data analysis was undertaken in the form of descriptive statistics, frequencies and percentages to determine the distribution of values (age, gender, level of ranks, level of qualifications and occupational status) through the use of “computer software”, Statistical Package for Social Sciences (SPSS). Content analysis, sometimes called documentary analysis was used to group responses from interviews into categories, themes or other key dimensions for analysis to determine the meaning of NCOs views and perceptions regarding career development/progression in the force. All collected data which was captured through personal interviews were subjected to thorough analysis, testing and interpretation for validation and authentication.

According to Best and Kahn (2006, p. 270) data analysis is a process that entails three sequential stages. The first step involves organising/or collation of information into a database. Once the data has been organised, the researcher moves to the second step which involves synthesis, evaluation and integration of data. The final and most crucial phase is interpretation in the form of drawing deductions and conclusions relevant to the existing facts or trends (Best and Kahn, 2006, p. 270-271).

3.11 Ethical considerations

A broader discussion on the issue of the ethics of practice in research have been widely debated (Gordon, 1997). Jarvis (1997) argues for the universal good of respecting persons as an overriding moral principle that should guide all educational practice including research. In this study, the researcher took into consideration the respondents' right to anonymity in the process of collecting data. The researcher ensured that informed consent was gained (Oliver, 2004). After gaining access to the territory of research, the purpose of the study was explained to the participants (NCOs) before interviews were conducted and observations made. Respondents were kept at ease and confidentiality assured that no information or identification would be revealed without the consent of the source.

Finally, in both instruments (interview schedule and observation check list) instructions were clearly outlined and explained to the respondents before interviews were conducted and observations made.

3.12 Summary

Chapter 3 set out the research design, population and sample of the study, sampling techniques, and instrument used in this study. It also outlined the methods and techniques

used in the data collection and analysis of collected information. This Chapter further defined the purpose for conducting a pilot with aim of testing the trustworthiness of the instrument used in the interview schedule, as well as the ethics to lead the researcher in the process of acquiring and handling sources and information.

Most importantly, the pilot study was successfully conducted before the actual data collection process to test the trustworthiness of the research instruments; notably interview schedule and observation technique. As already alluded to elsewhere in this study, the researcher undertook pilot testing on selected respondents, drawn from the Army, the Air Force and the Navy personnel. The researcher subjected respondents to interview questions with responses being indicated in the boxes or spaces provided in the questionnaire.

Despite minor changes made to items in the interview schedule, the result of the pilot study revealed that the instruments were valid for this study.

CHAPTER 4: PRESENTATION, DISCUSSION AND IMPLICATIONS OF THE RESULTS

4.1. Introduction

This Chapter presents, discusses and interprets the results of the study in relation to the research questions. Apart from providing possible implications for the career development/ progression policy in the NDF, it also summarises the results and findings of the entire study and setting the ground for Chapter 5 which draws conclusions and makes recommendations from this study.

4.2. Results of the study

In this section the researcher presents the report of the data obtained from respondents. The basic idea is to demonstrate the respondents' views and perceptions and discussion

of interesting issues and comments emerged from closed and open-ended questions of the interview schedule regarding the effectiveness of the policy on career development and progression in the NDF. The collected data consists of profiles of selected respondents amongst the junior as well as senior NCOs in the DHQs in Windhoek.

The data profiles of 45 selected respondents who took part in this study are discussed in the subsequent paragraphs. However, the collected data as analysed in this chapter was the outcome of the interviews posed to the respondents from both junior and senior NCOs, as outlined in the research instruments (see Appendix A).

4.3 Presentation of the results

The presentations of the results are grouped under the following subheadings.

4.3.1 Respondents' profile

Section 'A' of the interview schedule has looked at the biographical profiles (information) of both junior and senior NCOs selected as a sample population of this study. The prospective interviewees were asked to provide biographical information for statistical analysis and data interpretation. The questions and data obtained as answers from potential respondents in this section were properly coded, analysed, interpreted and collated using content analysis, graphical charts, tables, statistics and percentages.

4.3.1.1 Analysis according to gender

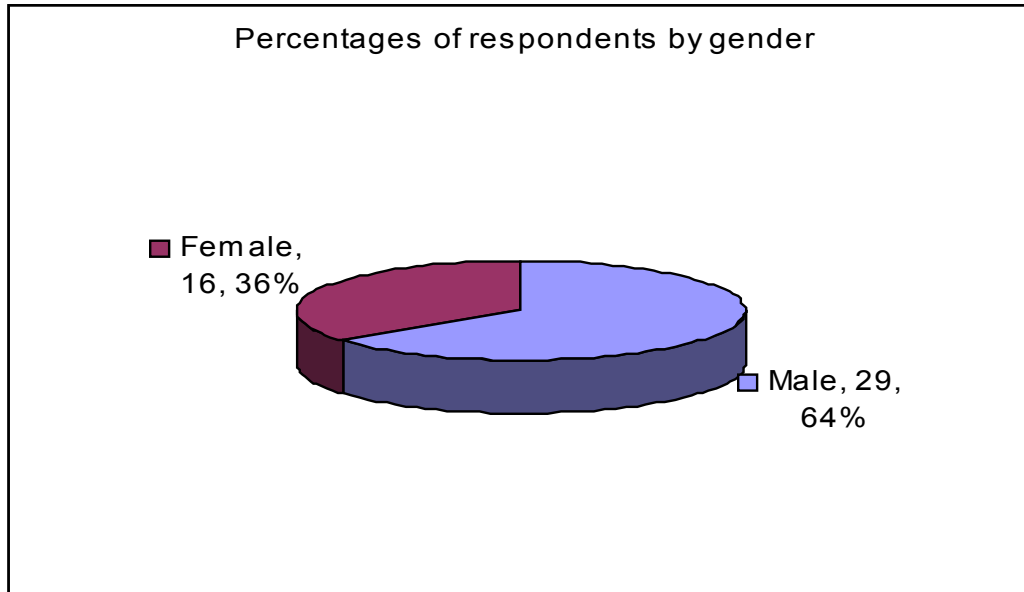
The respondents were asked to provide background information regarding their gender profiles. In response, out of 45 selected sample participated in the interviews, 29 of the respondents were males accounting for 64%, while 16 respondents were females accounting for 36% of the sample. The data illustrated in Table 2 and Figure 1 below reflects numbers and percentages of males and females participated in the interviews. Results regarding gender profile have shown that male participants were high by 64% compared to 36% of females. The sample seems to be biased in favour of males. This is best explained by the fact that there are more males than females in the ranks of junior and senior NCOs in the DHQs in particular and the entire NDF in general.

Table 2: Number of respondents by gender.

Rank	N of respondents					
	Male	%	Female	%	Total	%
WO1	4	8.9%	0	0%	4	8.9%
WO2	7	15.5%	2	4.4%	9	20%
S/Sgt & CPO	6	13.3%	4	8.9%	10	22.2%
Sgt & PO	6	13.3%	4	8.9%	10	22.2%
Cpl & LS	4	8.9%	4	8.9%	8	17.8%
L/Cpl & AS	2	4.4%	2	4.4%	4	8.9%
Total in N and %	29	64%	16	36%	45	100%

N = Number of respondents

Figure 1: Percentage of respondents by gender.



The findings on gender group suggest that 64% of the respondents were males, while 34% were females. The implication of the situation is that females may feel inferior in the force due to their numerical disadvantage. This inferiority complex may negatively affect their performance. It is important that NDF should become gender sensitive in its recruitment policy.

4.3.1.2 Analysis according to age

The selected respondents (both junior and senior NCOs) were asked to give their age profiles. The data in Table 3 below indicates that 20% of the respondents were aged between 20 - 30 years, 27% were between 31 - 40 years, 51% were from 41 – 50 years,

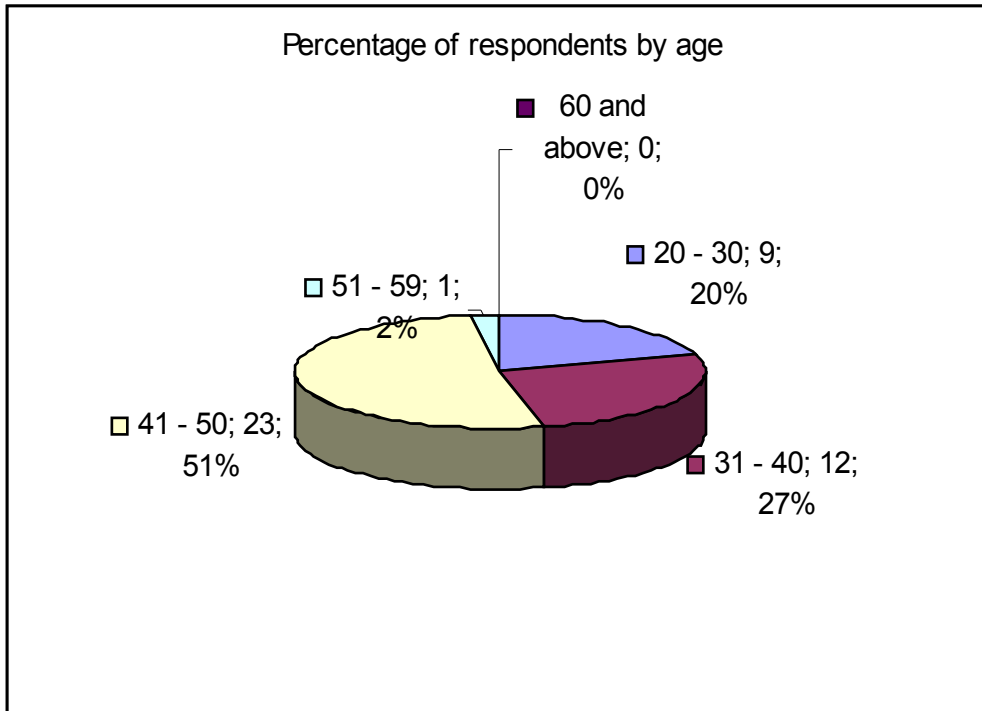
and 2% respondents were from 51 – 59. No response recorded from the age of 60 and above. As displayed by the recorded data on the age profile of the respondents who participated in this study, it has been evidently indicated in Table 3 and Figure 2 that the majority of the respondents were aged between 41 – 50 years. In terms of the rank category, the majority of the participants were Sergeants, Staff Sergeants and WO2 (see Table 2). It was noted that the oldest age group in this study according to the collected data is aged between 51 and 59 years old. Table 3 and Figure 2 below provides more detailed data in relation to the age profile of the participants.

Table 3: Number and percentage of respondents by age.

Age	N of Respondents	%
20 – 30	9	20%
31 – 40	12	27%
41 – 50	23	51%
51 – 59	1	2%
60 and above	0	0%
Total	45	100%

N = Number of respondents

Figure 2: Percentage of respondents by age.



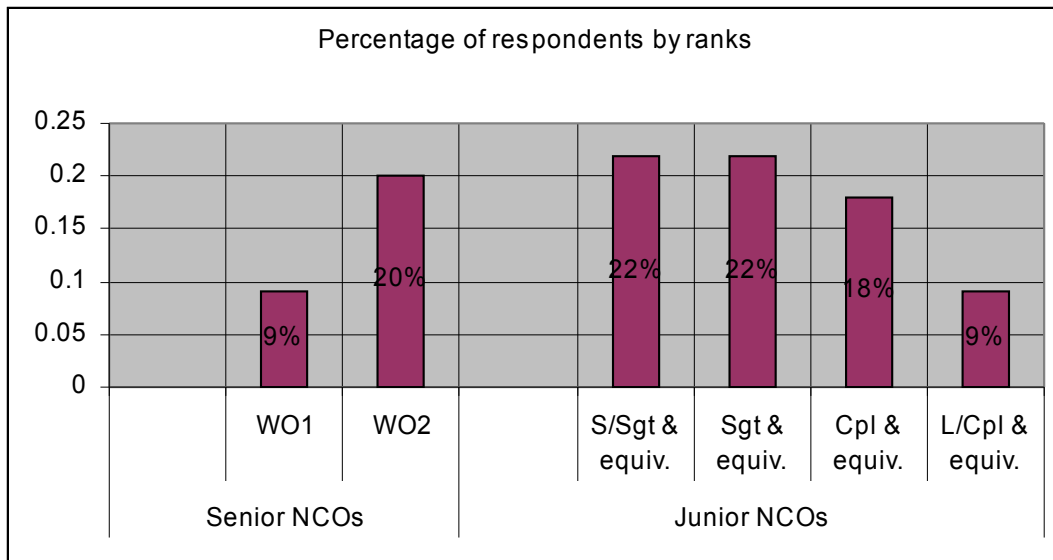
Analysis by age indicate that 20% of the respondents were between the ages 20 – 30, 27% were from 31 – 40 years, 51% were from 41 – 50 ages and 2% were from 51 – 59. The implication of this situation is that as times goes on the NDF will have few members who will be experienced and capable of assuming high ranks as only 20% of the respondents were between the ages of 20 – 30.

4.3.1.3 Analysis according to ranks

All forty five (45) selected respondents were asked to provide their rank categories. As shown in Figure 3, the results from the interviews confirmed that over two-thirds of the

respondents who participated in this study were from the ranks of junior NCOs which accounts for 71% of the sample compared to 29% of the respondents from the rank band of senior ranks of NCOs in the Windhoek DHQs garrisons. For example; among the junior NCOs; 22% were holding the rank title of S/Sgt or CPO; other 22% were in the rank title of Sgt or PO; 18% were in the rank title of Cpl or LS; while 9% were occupying the rank title of L/Cpl or AS respectively. The findings further confirmed that 20% of respondents from the rank band of senior NCOs were holding the rank title of WO2, while other 9% of the senior NCOs were holding the highest rank title of WO1.

Figure: 3: Percentage of respondents by ranks.



4.3.1.4 Analysis according to ranks and Arms of Service

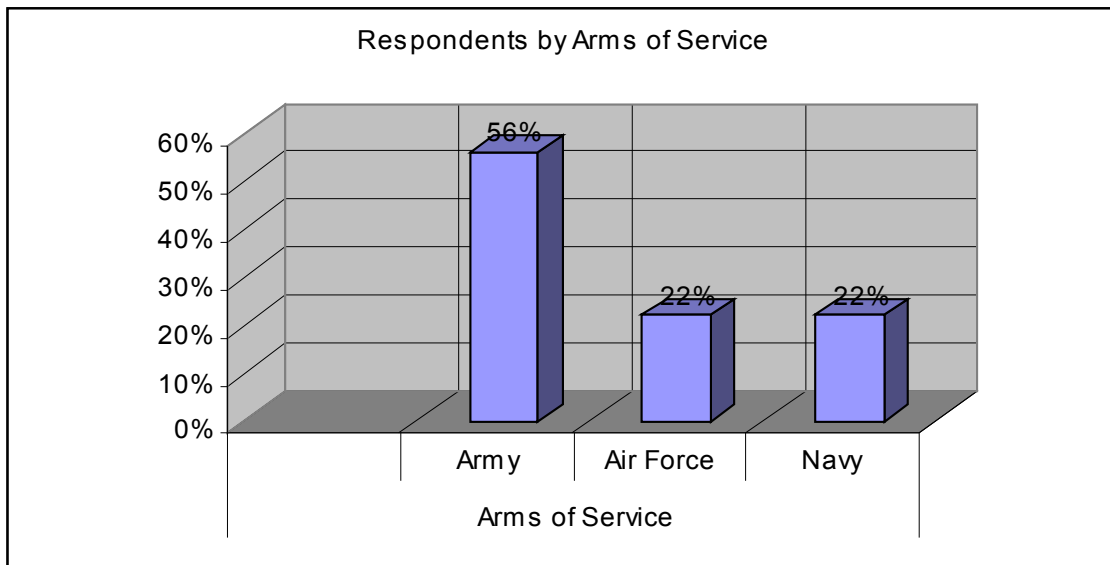
Besides their rank profiles, the respondents were further asked to indicate their professional Arms of Service to which they belong in the defence force's organisational setup. Results however have indicated that 25 of the respondents which accounts for 56% out of 45 selected population sample were professionally members of the Army, while other 20 of the respondents constituting 44% were professionally members of the Air Force and the Navy respectively, represented by ten (10) NCOs each from these two Arms of Service (see Table 4 and Figure 4 below).

Table 4: Number and percentage of respondents by professional Arms of Service.

Arms of Service	N and % by Rank Category						Total	
	WO1	WO2	S/Sgt	Sgt	Cpl	L/Cpl	N	%
Army	02	05	06	06	04	02	25	56%
	(4.5%)	(11%)	(13%)	(13%)	(10%)	(4.5%)		
Air Force	01	02	02	02	02	01	10	22%
	(2.2%)	(4.4%)	(4.4%)	(4.4%)	(4.4%)	(2.2%)		
Navy	01	02	02	02	02	01	10	22%
	(2.2%)	(4.4%)	(4.4%)	(4.4%)	(4.4%)	(2.2%)		
Total N and %							45	100%

N = Number of respondents

Figure 4: Percentage of respondents by designated professional Arms of Service



Results from interviews indicate 71% of the sample interviewed were junior NCOs, while 29% were from the rank band of senior NCO (Warrant Officers). This suggest that majority of the target population were holding junior ranks when compared to those holding senior ranks of the NCOs. The implication of this scenario is that the force may not have skilled personnel to assume senior positions within the rank band of NCOs. It is therefore imperative for the NDF to avail opportunities for career development which will see a sizeable number of junior NCOs rise to ranks of senior NCOs. This is seen as a powerful motivational factor and which in the long run will see the NDF turn into more professional and competitive force.

4.3.1.5 Analysis according to years of experience in active military service

In response to the question on years of experience in active military service, the collected data from respondents confirmed that 16 of NCOs (35.5%) out of 45 population sample (see Table 5), who were selected to participate in this study have track records between 16 years and above of active military service and most of them were holding positions of senior NCOs in the rank band of Warrant Officers in the Army, Air Force and Navy. Seventeen (17) NCOs (37.7%) among the respondents have track records between 11 and 15 years of active military service and most of them were holding positions of junior NCOs in the rank band from Corporal to Staff Sergeant or equivalent ranks in the Navy. Eleven (11) NCOs (24.4%) among the respondents have track records between 6 and 10

years of active military service and most of them were holding positions of junior NCOs in the rank band from Sergeant to Staff Sergeant in the Army and Air Force or equivalent ranks in the Navy. Only a single respondent (2.2%) indicated a track record between 1 and 5 years of active military service and holding a junior rank of Able Seaman (AS) in the Navy.

However, it should be noted that amongst the NCOs who served for more than 16 year in active military service, there are some members who are still holding junior ranks of Lance Corporal and Corporal, especially in the Army and Air Force. Interestingly, it has been further disclosed that some of the members referred above were above 40 years of age during this study, while some of them were claiming to have completed secondary education, holders of military qualifications and accrued necessary professional experience and working skills. The implication of this scenario is that quality of service might be compromised, when serviemen have long service with appropriate military qualifications and they are not recognised (not promoted). The MoD therefore should come up with a robust policy that ensures that members, in this case NCOs, with long service and who are holders of military qualifiactions are accordingly rewarded.

These observations require an independent investigation on the issues pertaining to long service in the military profession as well as on the accreditation and validation of military qualifications in Namibia with the National Qualification Framework (NQF) as regulated by Namibia's National Qualification Authority (NQA). From general

observations, these issues seem to be a common trend affecting members of the security sector (Defence, Police and Intelligence). Due to limited timeframe allocated for this study, these new questions were not interrogated in-depth; as such they provide a platform for further investigation, particularly with regard to impacts of military/professional qualifications versus conditions of service in the military in Namibia.

As noted above, correlated pattern of responses in years of active military service by ranks, numbers and percentages is summarised in Table 5 and Table 6 below. Furthermore, the responses in numbers and percentages of respondents by years of experience in posts currently held are illustrated in Figure 5 and Table 6 below.

Table 5: Number of years of active military service by ranks.

Rank	N of Respondents by years of active military service							
	1 - 5 yr		6 - 10 yr		11 - 15 yr		16 yr & above	
	N	%	N	%	N	%	N	%
WO (1 & 2)	-	0%	-	0%	3	6.6%	8	17.7%
S/Sgt & CPO	-	0%	2	4.4%	3	6.6%	4	8.8%
Sgt & PO	-	0%	4	8.8%	8	17.7%	2	4.4%
Cpl & LS	-	0%	3	6.6%	3	6.6%	1	2.2%
L/Cpl & AS	1	2.2%	2	4.4%	-	0%	1	2.2%
Total N & %	01	2.2%	11	24.4%	17	37.7%	16	35.5%

N = Number of respondents

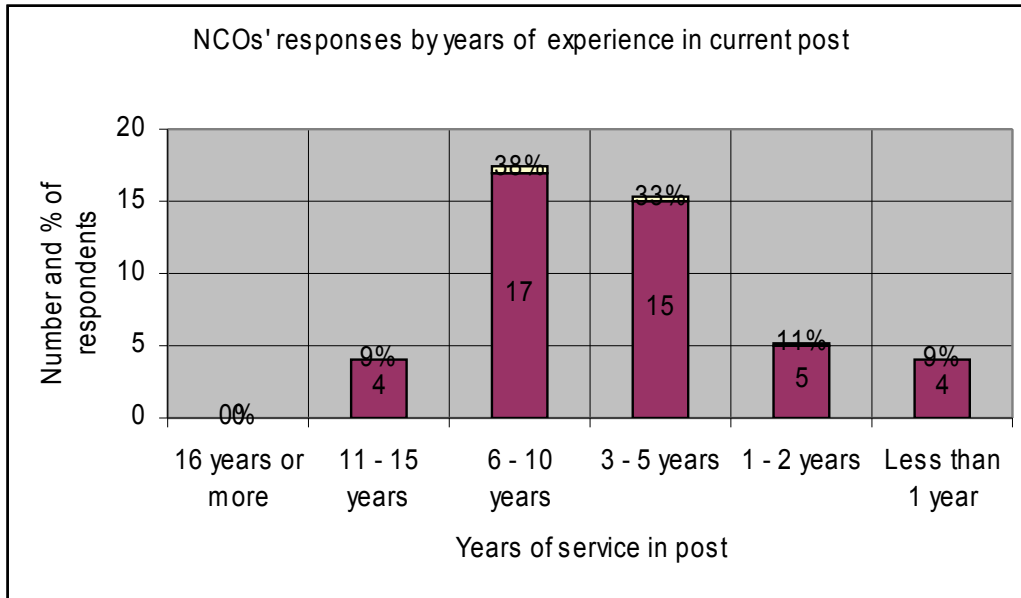
In addition, the responses to the question on how long have the NCOs served in their current positions have yielded the following responses as reflected in Table 6 and Figure 5 below.

Table 6: Number and percentage of respondents by years of experience in the current post

Years served in the current post	Respondents	
	N	%
16 years or more	None	0%
11 – 15 years	4	9%
6 – 10 years	17	38%
3 – 5 years	15	33%
1 – 2 years	5	11%
Less than 1 year	4	9%
TOTAL	45	100%

N = Number of respondents

Figure 5: Percentage of respondents by years of experience in the current post



In comparison, the data in Table 5, 6 and Figure 5 on the question regarding years of experience in posts held disclosed that none of the respondents have served in the same post for 16 years or more. Four (4) amongst the respondents which accounts for about 9% of the population sample from the rank group of S/Sgt and Sgt in the Army, Air Force and equivalent in the Navy have indicated 11 – 15 years accrued experience for serving in the same posts without being transferred or re-appointed in other positions.

At least seventeen (17) of the respondents which accounts for 38% of the population sample from the ranks of Warrant Officers (WO1 and WO2), S/Sgt, Sgt and Cpl from the Army, Air Force and equivalent ranks in the Navy, have indicated over 6 – 10 years accrued experience for serving in the same posts.

Almost fifteen (15) of the respondents which accounts for about 33% of the population sample from the ranks of WO1, WO2, S/Sgt, Sgt, Cpl, and L/Cpl from the Army, Air Force and equivalent ranks in the Navy, have indicated accrued experience over the period between 3 and 5 years of service in the same posts.

A group of five (5) respondents which accounts for 11% of the population sample from the ranks of WO2, S/Sgt, Cpl and L/Cpl in the Army, Air Force and equivalent ranks in the Navy has indicated 1 - 2 years accrued experience for serving in the same posts.

Another group of four (4) respondents which accounts for 9% of the population sample from WO1, WO2 and L/Cpl in the Army, Air Force and equivalent ranks in the Navy has indicated to have served in the current posts for less than a year.

The overall findings suggested that the majority of the respondents which accounts for 38% (see, Table 6 and Figure 5 above) gained professional experience for serving at least a minimum period of 6 years and maximum of 10 years in same positions or appointments.

However, the long serving members, according to the respondents which accounts for 9% (see, Table 6 and Figure 5 above), have indicated to have served in the same appointments or posts over the period ranging from 11 to 15 years respectively. The MoD should investigate and institute corrective measures to such situations where

members (NCOs) serve for such a long period without being recognised. In the view of the writer, such deserving members should arguably be promoted or being reappointed to other positions in the force where he/she could be economically used.

4.3.1.6 Analysis according to job description/ position

This question was asked to examine and determine the levels and professional skills of respondents based on their current appointments and positions held in the structures of the Defence Force. The finding in Table 7 below indicates that among the population sample of 13 senior NCOs interviewed during this study, it has been revealed that 23% of the respondents from the ranks of Warrant Officers (WO1 and WO2) indicated that they hold posts of Sergeant Major and appointed to serve in the DHQs' directorates, divisions and units in Windhoek district. Almost 31% of the respondents from the ranks of Warrant Officers indicated that they hold posts of Chief Clerk in the DHQs' directorates, divisions and units. A further 46% of the respondents identified their positions and appointments as more related to their professional qualifications and specialists, both military and civilian expertise, for examples; technicians, engineers, quartermaster general, specialists of various fields including medics, operations, financial accountants, paymasters and other support services.

The results further indicated that all senior NCOs interviewed during this study were holding positions and appointments relevant to their ranks and experience. In general, 46% of senior NCOs interviewed during this study indicated that their ranks

matched with their qualifications, appointments, duties and responsibilities (see table 7). However, of particular significance is that senior NCOs were of the view that unimproved conditions of service, for example; remuneration, promotional criteria and performance appraisal are some of the factors that triggered cases of resignation and mischief among service members. This implies that there is a need to consider re-introduction of “Confidential Report” for NCOs which serves as a measuring instrument in the processes of performance appraisal, promotion, appointment, posting and remuneration.

Table 7: Number and percentage of respondents (Senior NCOs) by job description/ appointment.

Job Description	Respondents	
	N	%
None	0	0%
Technician/Engineer/Specialist	6	46%
Instructor	0	0%
Senior Clerk	0	0%
Chief Clerk	4	31%
Unit Sergeant Major	3	23%
Formation Sergeant Major	0	0%
Arms of Service Sergeant Major	0	0%
NDF Sergeant Major	0	0%
Other (not specified)	0	0%
TOTAL	13	100%

N = Number of respondents

In the case of junior NCOs data in Table 8 below, reflect responses from 32 selected participants. It is reflected in Table 8 that 14 respondents account for 44% indicated that their appointments and posting were in line with their levels of training, qualifications

and fields of specializations, for examples; technicians, engineers, logistics and other specialists in various fields such as medics, military police, avionics, operations, financial accountants, paymasters, fire wards, to cite but few examples. Ten (10) of respondents accounting for 31.2% identified their appointments and posts as Junior Clerks serving under direct supervisions of senior NCOs and perform technical staff duties in the DHQs' directorates, divisions and units.

The finding further indicated that three (3) respondents accounting for 9.3% from junior NCOs hold the appointments and positions of assistant section leaders, another group of 3 respondents accounting for 9.3% indicated hold the appointments and positions as driver, secretary and receptionist, while 2 respondents accounting for 6.2% of the participants indicated that they were not assigned specific appointment or position that corresponded to their current ranks.

Table 8: Number and percentage of respondents (Junior NCOs) by job

description/ appointment.

Job Description	Respondents	
	Number	Percentage (%)
None	2	6.2%
Driver/Secretary/Receptionist	3	9.3%
Assistant/or Section leader	3	9.3%
Junior Clerk	10	31.2%
Platoon Sergeant	0	0%
Technician/Engineer/Specialist	14	44%
Instructor	0	0%
Senior Clerk	0	0%
Other (not specified)	0	0%
TOTAL	32	100%

N = Number of respondents

4.3.1.7 Analysis according to educational qualifications

The respondents were asked to indicate their educational qualifications in order to relate to the levels of academic competitiveness amongst junior and senior NCOs. The data collected during interviews (See Table 9 below) have indicated that the majority of the respondents (45%) who participated in the interview schedule have attained educational level up to secondary school qualification. About 27% of the respondents have accomplished certificates/or diploma at tertiary level. Eighteen percent (18%) have attained educational level up to primary education, while four percent (4%) of the respondents have achieved high diploma/or degree. Other four percent (4%) have achieved undergraduate degree/or diploma, while other two percent (2%) have achieved up to postgraduate degree level.

The overall results according to the data in Table 9 indicated that 27% of the NCOs who participated in this study have obtained tertiary certificates or equivalent diploma from institutions of high learning such as universities, polytechnics and others, while eighteen percent (18%) of the participants have obtained the lowest level of primary school qualifications. The majority of the participants (from both junior and senior NCOs) accounting for 45% have obtained secondary school qualifications compared to two percent (2%) of the respondents (from junior NCOs) who have achieved the highest level of postgraduate degrees.

Table 9: Number and percentage of respondents by educational qualifications and rank categories.

Response	Respondents				Total number of respondents by education qualifications	
	Rank categories					
	S – NCOs		J – NCOs			
	N	%	N	%	N	%
No formal education	-	-	-	-	0	0%
Primary school qualification	4	9%	4	9%	8	18%

Secondary school qualification	6	14%	14	31%	20	45%
Tertiary certificate/or equivalent diploma	1	2%	11	25%	12	27%
Partially/Completed high diploma or degree	2	4%	-	-	2	4%
Undergraduate degree or diploma	-	-	2	4%	2	4%
Postgraduate qualifications (degrees)	-	-	1	2%	1	2%
Other academic honors (as specified)	-	-	-	-	0	0%
TOTAL	13	29%	32	71%	45	100%

N = Number of respondents

4.3.1.8 Analysis according to military/ professional qualifications

The respondents were asked to indicate their military qualifications in order to relate to the levels of military competitiveness on technical and professional expertise amongst junior and senior NCOs. The findings in Table 10 below, suggests that the majority of the respondents accounting for 85% of the population sample have undergone career military training and obtained military/ professional qualifications in various fields of specialisations, while fifteen percent (15%) of the respondents have indicated that they

did not have military or professional qualifications, stating that they have not attended career progression courses ever since the accomplishment of the basic military training for the recruits.

Table 10: Number and percentage of junior and senior NCOs by military/ professional qualifications.

Response	Respondents				Total number of respondents by military qualifications	
	Rank categories					
	Senior NCOs		Junior NCOs		N	%
	N	%	N	%		
No military qualification	1	2%	6	13%	7	15%
Military certificate	12	27%	26	58%	38	85%
Other military honors	0	0%	0	0%	0	0%
Total	13	29%	32	71%	45	100%

N = Number of respondents

4.3.1.9 Analysis according to years of promotion

In order to be acquainted with the status of promotion and assess the assumed cases of disparities or variations in relation to the promotional criteria for both junior and senior NCOs, the selected respondents were asked to indicate the year in which they received

their last promotion. The results from the interviews as reflected in Table 11 below, revealed that a significant number of respondents accounting for 66.6% in total of the respondents indicated to have received their last promotions within the period between 2 and 5 years. It is imperative to note that 24.4% of the NCOs indicated that they did not receive promotions over the period between 6 and 10 years in their ranks. In addition, 4.5% of the respondents indicated that they also did not receive promotions over the period between 11 and 15 years in their ranks, while other 4.5% of the respondents indicated to have received their promotions in less than a year between 2007 and 2008 respectively.

Table 11: Number and percentage of NCOs by years of promotion

Number of Years	Respondents								Total N & %
	Junior NCOs					Senior NCOs			
	LCpl/AS	Cpl/LS	Sgt/PO	SSgt/CPO	Subtotal	WO2	WO1	Subtotal	
Less than 1 yr	-	-	-	1	1		1	1	2 (4.5%)
1 – 2 yrs	2	2	2	4	10	6	-	6	16 (35.5%)
3 – 5 yrs	1	2	5	2	10	2	2	4	14 (31.1%)
6 – 10 yrs	1	3	3	2	9	1	1	2	11 (24.4%)
11 – 15 yrs	-	1	-	1	2	-	-	0	2 (4.5%)
16 yrs & above	-	-	-	-	0	-	-	0	0 (0%)
Total	4	8	10	10	32	9	4	13	45 (100%)

N = Number of respondents

4.3.1.10 Analysis according to career progression courses attended

In order to determine the frequency attendance of professional courses by the target group and assess the effectiveness of the policy regarding career progression and development of both junior and senior NCOs , the respondents were asked to indicate the period (year) in which they last attended professional courses.

In response, the results as shown in Table 12 below, have indicated that 11% of the respondents consisting of four (4) senior NCOs and one (1) junior NCOs revealed that they have never attended career progression courses during their tenure of service, while two percent (2%) consisting of one (1) junior NCOs indicated to have attended career progression courses 16 years ago, which suggests that 13% of the respondents from both junior and senior NCOs have not completed career progression courses required in their professional duties.

Moreover, the majority of the NCOs, which according to the data in Table 12, accounting for 87% of the respondents, have indicated to have accomplished career progression courses in different timeframes over the last 15 years.

Table 12: Number and percentage of NCOs by years of attended career courses.

Response	Respondents			Total
	Junior NCOs	Senior NCOs	Sub-Total	N & %
Less than 1 yr	2	1	3	7%
1 – 2 yrs	11	2	13	29%
3 – 5 yrs	5	4	9	20%
6 – 10 yrs	7	3	10	22%
11 – 15 yrs	2	2	4	9%
16 yrs and above	1	-	1	2%
Never attended career progression courses	4	1	5	11%
TOTAL	32	13	45	100%

N = Number of respondents

Furthermore, respondents were asked to match or compare their qualifications with their current occupational status/ appointments with the view to determine the perceptions of NCOs regarding the disparities or variations in the levels of qualifications and appointments. According to collected data from interviews and observations regarding qualifications and appointments, the results have indicated that out of 45 population sample, eleven (11) of the respondents accounting for 24% were satisfied with their occupational status and have rated their qualifications as matching their appointments. However, nine (9) of the respondents accounting for 20% felt that their qualifications are higher than their current appointments; hence they were dissatisfied with their status

compared to the rest of the respondents. Out of 45 selected population sample, the majority (56%) of the respondents were fairly satisfied with their current occupational status and appointments although some have rated their qualifications into three different categories such as equivalent, fair and lower. Therefore, based on these observations, most of the NCOs who were interviewed appeared to be fairly satisfied with the conditions of service which encompass the provision of promotions and appointments.

4.4 Findings on the open-ended questions

This section looks at the different views and perceptions of both junior and senior NCOs regarding the effectiveness of career development/progression policy in the Namibian Defence Force (NDF). In this section, qualitative information and descriptions obtained from the population sample will be analysed and interpreted according to the corresponding themes using “qualitative analytical approach” as literally known or called “content analysis” (Best and Kahn, 2006).

4.4.1 NCOs responses on whether they were aware of the personnel policy which makes provision for recruitment, posting, promotion and other conditions of service in the Namibian Defence Force

The respondents were asked to answer to the question as stated above. As reflected by the data in Table 13 below, 23 of the respondents accounting for 51% indicated that they knew about the policy under discussion, while 22 of the respondents accounting for 49%

indicated that they did not know about this policy. Suffice to state that the Personnel Policy which stipulates general “terms and conditions of service” for the NDF seems to be not known by a sizeable number of NCOs. This implies that the policy is not widely publicized to all members of the defence force particularly among NCOs. The Table 13 below presents the data as emanated from participants’ responses.

Table 13: Whether NCOs are aware of the Personnel Policy which makes provision for recruitment, posting, promotion and other conditions of service in the NDF

RESPONSE	RESPONDENTS			%
	N of Senior NCOs	N of Junior NCOs	Sub-Total	
Yes	8	15	23	51%
No	5	17	22	49%
TOTAL	13	32	45	100%

N = Number of respondents

4.4.2 Responses on the effectiveness of the existing personnel policy in addressing career progression, training and educational needs of NCOs

The respondents were further asked to give their views and comments on how they perceived the level of effectiveness of the existing personnel policy in addressing career

progression, training and educational needs for the rank group. About 53% of the respondents described the personnel policy as not effective, while 24% were not sure whether the policy was effective or not with the reason that the policy is unknown to them, and only 23% of the respondents agreed that the policy is effective/and very effective respectively in addressing the career needs for NCOs (see Table 14).

As reflected by data in Table 14 below, the findings suggest that the majority (53%) of the respondents and 24% of those who were unaware of it, accounts to 77% of the participants who believed that the personnel policy was either ineffective or not in existence. This implies that, the Ministry of Defence's Revised Personnel Policy (2007) is not widely publicised among the NCOs. Table 14 below presents a detailed summary of the responses.

Table 14: Respondents' views by rank categories regarding the effectiveness of the existing personnel policy.

Rank Categories of Respondents	Responses				Total
	Very Effective	Effective	Not Effective	Unaware	
Senior NCOs	1	2	7	3	13
Junior NCOs	1	6	17	8	32
Total N & %	2	8	24	11	45
	5%	18%	53%	(24%)	(100%)

N = Number of respondents

Furthermore, as indicated above (see Table 14), the majority (53%) who described the NDF personnel policy as ineffective were further asked to give their views why they thought the policy was ineffective in promoting the career needs of NCOs. The results indicated that the MoD Personnel Policy's ineffectiveness is due to several factors. These include: lack of policy implementation, administration and management processes in the system itself. These predicaments as expressed by 53% of the respondents include, first, the selections for advance courses which are not offered to all NCOs who qualify and meet physical and professional requirements. In general, the respondents attached high priority to career development and progression opportunities and were dissatisfied with the process of how professional development opportunities and study bursaries were being handled and provided at the grassroots level. This can be further explained that there is a sizable number of NCOs who have never attended advanced or specialist courses required for their ranks.

The second predicament is the selection for promotion, posting and appointment of NCOs into substantive ranks of seniority which is not inevitably done or guided by the criteria and requirements being specified in the Personnel Policy. There is an impression that not all the criteria as defined in the policy are being implemented as stipulated, citing for example, the issues of promotions and appointments in ranks and posts which do not necessarily follow the policy. Of particular reference is, the period recommended for serving in a particular rank, qualification, training, merit, performance rating, just to mention but a few.

Lastly, the absence of implementing the ‘Confidential Report’ as recommended in the NDF Personnel Policy which serves as a yardstick for performance rating, renders inconsistencies in terms of promotion and posting of deserving members who served for several years without promotion (see Table 11).

4.4.3 Responses on the extent to which the existing NDF Personnel Policy is exercised in promoting career development and progression of NCOs

In response to the question whether the existing NDF personnel policy is exercised in promoting career development and progression of NCOs, the data in Table 15 below indicates that there was a general impression from the majority accounting for 44% of the respondents that the existing Personnel Policy has been exercised to some extent, while 29% of the respondents felt that it has been exercised to a lesser extent. Twelve (12%) of the respondents were optimistic that the policy has been exercised to a great extent, while other 15% indicated no response or comment because they were not aware of the existing NDF personnel policy. According to the general findings as shown by the data in Table 15, there was an impression from the majority (73%) of the sum total of those who

indicated to some extent (44%) and those who indicated to a lesser extent (29%) that the NDF Personnel Policy was exercised to certain degree. This implies that the existing NDF Personnel Policy is not prudently exercised in promoting career development and progression of NCOs only to some extent.

The fact that more than 24% of the population sample were unfamiliar (unaware) of the NDF Personnel Policy as indicated in Table 14 above, and 15% with no response (see Table 15) prompts the researcher to deduce that the NDF personnel policy is not effectively implemented by all the concerned players more particularly the officers and commanders in the positions of decision making. Thus, the expression of the majority of the respondents (see Table 15) is a clear indication that the NDF personnel policy is not positively responding to the needs and requirements of NCOs regarding career development and progression which caters across a wider spectrum of requirements, for example; academic education, technical and specialist training, career qualifications, promotion, posting, appointment, remuneration and other employment benefits. Table 15 below presents a detailed summary of the responses as provided by respondents.

Table 15: Responses on the extent to which the NDF Personnel Policy is being exercised to promote career progression.

Response	N	Percentage (%)
To a great extent	4	12%
To a lesser extent	10	29%
To some extent	15	44%
No response	15	15%
Total	45	100%

N = Number of respondents

4.4.4 NCOs' responses on whether their career development/ progression have advanced or improved their qualifications and/or professional skills, since joining the NDF

The respondents were asked to describe how they perceive their career qualifications and skills, and indicate as to whether their qualifications have improved since they joined the defence force. The data in Table 16 below reflects responses obtained from junior and senior NCOs interviewed.

Table 16: Whether career development/progression advanced or improved NCOs' qualifications and/or professional skills.

Responses	Respondents				Total Average	
	Junior NCOs		Senior NCOs		N	%
	N	%	N	%		
Yes	13	29%	8	18%	21	47%
No	16	35%	4	9%	20	44%
No response	3	7%	1	2%	4	9%
Total	32	71%	13	29%	45	100%

N = Number of respondents

According to the results as reflected in the data in Table 16 above, it is indicated that the percentage of respondents who indicated “yes” (47%) is almost equal to those respondents who indicated “no” (44%) to the question. While, 9% of the respondents which include both junior and senior NCOs indicated no response and reasons were not given.

With reference to the respondents (47%) who indicated ‘yes’ (see Table 16), their responses demonstrated that they have considerably gained and excelled profoundly in

technical, specialist and professional skills and expertise since they joined the NDF. The main career benefits, in which they improved and achieved include improved qualifications and specialists, completed training and courses, received promotion, improved working performances, improved educational level, and incentives (monthly income). Besides differences in responses received on this particular question, the majority (35%) among the junior NCOs (see Table 16) share the same sentiments that improvement of 'tertiary and academic skills' for NCOs need to be emphasised as a priority. There is a general feeling among NCOs especially among the junior ranks who are under the age from 20 to 40 years old (see Table 3), that the Defence Force should continue with the efforts of sponsoring and broadening the opportunities of career development and progression in various military academies and tertiary institutions of high learning in Namibia and abroad. This should be done to accelerate skills development and realisation of the grand national strategies and objectives envisioned under the Vision 2030.

Moreover, the respondents (44%) that indicated 'no' (see Table 16), have cited several reasons as issues that infringe on their career development and progression. For example some of the pertinent issues mentioned were; lack of advance and specialist training; lack of in-service training courses such as seminars and workshops; and lack of study opportunities. This group of respondents felt that the circumstances as described above have adversely contributed to most of them not gaining professional skills or qualifications required for their positions.

Taking into account the expressions of respondents (NCOs), it is plausible commenting that this issue should be noted as one of the backlog that should necessitate prudent policy intervention by the authorities in the Ministry of Defence to enhance access to career development and progression opportunities.

4.4.5 NCOs' responses on the successful completion of specialised courses required for professional duties, promotions and appointments

In response to the question on successful completion of specialised courses required for professional duties, promotions and appointments, respondents were required to qualify their responses. This question was asked to determine if there are disparities or variations in the levels of training, qualifications, promotions, appointments and performances amongst the NCOs in the same rank band. In return, the collected data provided valuable information on the levels of professional competitiveness and to whether the respondents holding the same rank have expertise that match their current ranks, appointments and duties. The data presented in Table 17 below, show the responses from junior NCOs and senior NCOs participated in the interviews.

Table 17: Whether NCOs successfully completed required specialised courses.

Responses	Respondents				Total Average	
	Junior NCOs		Senior NCOs		N	%
	N	%	N	%		
Yes	3	6.7%	10	22.2%	13	28.9%
No	10	22.2%	20	44.4%	30	66.7%
No response	-	0%	2	4.4%	2	4.4%
Total	13	28.9%	32	71.1%	45	100%

N = Number of respondents

The findings reflected by data in Table 17 indicates that 66.7% of the respondents (NCOs) did not successfully complete specialised courses or technical qualifications required for their ranks, promotions, appointments and professional duties. The data confirmed that 28.9% of the respondents have met the levels of specialists' training courses required for professional duties. While, 4.4% of the participants did not give any response or comment on this question and reasons were not given.

Further the findings suggest that the majority (66.7%) of the respondents have not completed required professional courses or technical qualifications, which prompted

the researcher to deduce that disparities/or variations in the levels of training and qualifications in career development and progression are in existence amongst the NCOs in different rank categories. There were positive expressions made by the minority (28.9%) as reflected in Table 17, who felt that by successfully completing professional and technical courses they have improved their qualifications and performance. Therefore, this group of the respondents accounting for 28.9% appeared to be satisfied with the conditions to which career development and progression is organised in the force.

In contrast, the majority (66.7%) as shown in Table 17, share the same sentiments and were dissatisfied with the conditions pertaining to career development and progression, citing; lack of training opportunities in professional and technical qualifications, lack of study bursaries, lack of adequate training facilities and lower education background that infringe on their career advancement, promotions and appointments as the main barriers. All these factors have serious repercussions on the levels of professional competitiveness, performances and have rendered the promotion/ appointment criteria ineffective. As a result, all these setbacks present an overall reflection of the ineffectiveness of the existing NDF personnel policy that regulates career development/ progression, education and training in the Ministry of Defence. This scenario suggests the need for revamping the existing Personnel Policy and responsive to needs of the NCOs given that 66.7% of the respondents indicated that they did not complete the required professional courses on technical qualifications (see Table 17).

4.4.6 NCOs' responses on whether successful completion of career development/ progression courses with regard to professional training and educational skills was a requirement for promotion and posting

The above question was asked to determine and ascertain whether successful completion of career progression courses, professional, technical and specialist qualifications have contributed significantly for promotion and appointment into senior posts within the substantive ranks of the NCOs. Table 18 below displays the responses from respondents on whether the successful completion of career development/ progression courses was a requirement for promotion and posting of NCOs.

Table 18: Whether the successful completion of career development/progression courses a requirement for promotion and posting.

Responses	Respondents				Total Average	
	SNCOs		JNCOs		N	%
	N	%	N	%		

Yes	5	11.1%	7	15.6%	12	26.7%
No	3	6.7%	11	24.4%	14	31.1%
Not aware	5	11.1%	11	24.4%	16	35.5%
No response	-	0%	3	6.7%	3	6.7%
Total	13	28.9%	32	71.1%	45	100%

N = Number of respondents

According to the results as reflected in Table 18 above, it has been indicated that 26.7% of the respondents who chose 'yes' as their answer were greatly satisfied with the successful completion of career specialist and technical courses that they undertook and also felt that their qualifications have positively impacted on their professional performances, promotions and appointments in their current ranks. In contrast, approximately 31.1% of the respondents who chose 'no' as their answer have expressed different perceptions, claiming that a successful completion of qualifying courses or qualifications had less impact on their promotions or appointments. For example, in many occasions as alluded by respondents (see Table 11), the selection for promotion particularly for junior NCOs which is traditionally conducted at lower levels in units were not necessary done based on promotional courses. This created an impression that promotional courses do not exist for NCOs. By implication, this group was the least dissatisfied with the process of selection and criteria employed for promotion. As shown by the collected data (see Tables 3 and 18), the responses to this question seem to be a unique concern particularly amongst the junior NCOs who have more expectations,

higher ambitions, and influenced by generations of advent technology and effects of globalization.

However, it is also interesting to note that the majority accounting for approximately 35% (see Table 18) indicated 'not aware', while the other 7% did not respond to this question. In both cases reasons were not given.

In general, the findings on this particular question supported by observations have shown that morale-boosting and motivation among the ranks and files investigated in this study appears to be a cumbersome factor besides improved conditions of service, which encompasses the provision of career progression, promotion and remuneration.

4.4.7 NCOs' responses on the availability of opportunities for advanced career progression courses

As stated above, the respondents were asked to indicate how often career progression opportunities were made available to them by selecting one appropriate answer from the answers provided. Furthermore, the respondents were further asked to provide reasons to support their answers. The objective was to determine if there were disparities or variations in terms of career progression opportunities amongst NCOs holding the same ranks in the same rank band, and further ascertain the extent to which individual NCOs are involved in training as well as the levels of expertise and competitiveness in their

professional careers. The data in Table 19 below reflects the responses captured during the interviews from junior and senior NCOs who participated in this study.

Table 19: Whether advanced career progression courses are readily available.

How often are the opportunities for advance career progression courses readily available in your service?						
Responses	Respondents				Total Average	
	Senior NCOs		Junior NCOs		N	%
	N	%	N	%		
Frequently	3	6.7%	4	8.9%	7	15.6%
Sometimes	5	11.1%	17	37.8%	22	48.9%
Rarely or never	5	11.1%	11	24.4%	16	35.5%
Total	13	28.9%	32	71.1%	45	100%

N = Number of respondents

The findings as reflected in Table 19 above indicate that the majority accounting for 48.9% of the responses suggested that study opportunities in career progression of NCOs is not always readily available because there are a number of constrains. Sharing similar sentiments, approximately 35.5% of the respondents felt that study opportunities in career progression for NCOs were rarely and inadequate. In contrast, a minority (15.6%) of the respondents suggested that advanced career progression courses in military courses were frequently provided through military training institutions in the country.

Following from the above, the minority (15.6%) who indicated that study opportunities were frequently available were exceptionally satisfied with the frequency at which courses are provided and conducted in line with their careers and fields of specialisation. Further, the minority (15.6%) also indicated their satisfaction with the opportunities provided for furthering academic skills through tertiary institutions of higher learning in Namibia and elsewhere abroad, where scholarships and bursaries for advance career specialists in military as well as academic studies were being provided to NCOs and other ranks in the defence force. In addition, the same respondents constituting 15.6% applauded the defence force for providing them with an opportunity to attend short-term career progression courses such as workshops, seminars, rehearsals, computer studies organised to cater for the training and educational needs of NCOs.

In contrast, the majority of respondents among the junior and senior NCOs constituting 48.9% and 35.5% respectively shared more or less similar sentiments of dissatisfaction, citing a number of constraints impinge on career development/ progression opportunities. These include among other things: 1) limited funds to offer bursaries and scholarship; 2) lack of enough training slots to cater for all the NCOs training needs; 3) shortage of adequate resources capacity in terms of qualified instructors/specialists and training facilities available in the country; and, 4) unfairness in the process of selection of personnel (NCOs) for undergoing career courses, (this is influenced by discrimination on the basis of: gender, age, seniority in ranks, qualification and favouritism of politics of patronage). An impression was also created that there is no

follow-up in-built data capturing mechanism within the system that takes care of the provision of personnel selection, monitoring and evaluating career development and progression courses continuously and effectively in the force, rather than random and spontaneous exercise undertaken.

4.5 Motivation for career development and progression

This section discusses the responses of NCOs on the kinds of motivation received in career development/ progression.

4.5.1 NCOs' responses on the kinds of motivation received

The respondents were asked in order to determine the kinds of motivation provided to NCOs to advance their career qualifications (technical, professional and academic) in the defence force.

The data in Table 20 below presents the kinds of motivation and other conditions of service provided to enhance career development/ progression and encourage professional skills and competitiveness among the ranks and files of NCOs.

Table 20: Conditions of motivation for career development and progression.

Response	N	%
Access to in-service training	22	49%
Access to mentoring and coaching	9	20%
Access to study leave	12	27%
Access to study bursary	9	20%
Access to advance professional courses	9	20%
Access to further academic studies	10	22%
Access to technical training	6	13%
Improves salary income	11	24%
None of the above conditions applied	4	9%

N = Number of respondents

According to the general findings shown in the Table 20 above, there is a high degree of motivation and satisfaction on in-service training provided to NCOs as reflected by 49% of the participants, as compared to other kinds of motivation given in this question.

Comparatively, there is an indication (see Table 20) that the respondents as reflected by 27% of the responses were not satisfied with access to study leave provided to the NCOs. Similarly, the responses indicated 24% on improved salaries (income) for NCOs as a motivating factor.

The findings further indicated (see Table 20), that access to further academic studies received 22% of the responses, while access to mentoring and coaching, study bursaries as well as advance professional courses both received 20% of the responses each.

As reflected by the data in Table 20, there was a least satisfaction on the access provided to NCOs for technical training as indicated by a few number of responses constituting about 13% of the respondents. However, about 9% of the responses indicated that none of the conditions of motivation that were given in the question did apply to them.

4.5.2 NCOs' responses on the level of support and encouragement on career development and progression

The respondents were asked to rate the level of support and encouragement received and data in Table 21 reflect the results. The objective was to ascertain the perceptions of NCOs regarding the level of encouragement and support provided in the system in the process of improving and attaining high level of career development and progression in the defence force.

Table 21: NCOs' perceptions on the level of support and encouragement on career development and progression in the NDF.

Rank Category	N of Respondents				Response	%
	Arms of Service					
	Army	Air Force	Navy	Subtotal		
Senior NCOs	-	-	-	-	Excellent	9%
Junior NCOs	2	2	-	4		
Senior NCOs	3	2	1	6	Good	35%
Junior NCOs	6	3	1	10		
Senior NCOs	1	-	1	2	Average	18%
Junior NCOs	2	1	3	6		
Senior NCOs	3	1	1	5	Poor	29%
Junior NCOs	7		1	8		
Senior NCOs	-	1		1	None	9%
Junior NCOs	1	-	2	3		
TOTAL	25	10	10	45		100%

N = Number of respondents

As indicated by the data in Table 21 above, the findings suggested that 35% of the respondents indicated the level of encouragement and support provided by the system as good, followed by 29% of the respondents indicating poor. At least indicated 18%

average, while 9% indicated excellent, and the other 9% indicated none, with the statement that there are no conditions of encouragement and support at all.

The majority (35%) of the respondents who rated the level of encouragement and support provided by the system as “good” have made the following observations: 1) the system is generally encouraging and supporting by mobilising resources to ensure service members are well trained professionally, technically and academically; 2) commanders and supervisors at various levels have ensured service members across the board undergo routine training in units and at the duty stations despite limited resources at their disposal; 3) the management at the MoD and DHQs have made sure that training facilities were timely and continuously provided to the NDF training institutions; 4) mentoring and coaching through in-service training was generally good; and, 5) the *esprit de corps* and teamwork in the force is generally good and commendable and serves as precondition for encouragement, support and link between service members, commanders, managers and policymakers. These results show that this group was satisfied with the conditions of encouragement and support provided by the system aimed at elevating the standard of career development and progression in the defence force. It is assumed that this group based their rating and preference on among other things, the prevailing medium to long term challenges to be overcome in the process of addressing career development and progression such as shortages of highly qualified personnel, technological capacity, training facilities and budgetary constraints facing the country and national defence force.

With a total of 35% (see Table 16) of junior NCOs being of the view that improvement of tertiary and academic skills should be given priority. This implies that policymakers should expand career development programmes to ensure that as many NCOs as are possible get much needed professional and academic skills for performance as well as promotional enhancement.

Approximately 29% of the respondents who rated the level of encouragement and support provided by the system in career progression as “poor” indicated the following reasons: 1) lack of incentives; 2) lack of financial rewards in terms of promotion and remuneration; 3) inadequate training and study opportunities to pursue professional, technical and academic expertise, (this has forced a number of NCOs to remain without qualifications or attending qualification courses); 4) shortage of financial support and scholarships to cater for the needs of all service members squarely across the board; 5) limited income and financial burden (some individuals who are enrolled at tertiary institutions for further studies on their own cost in line with the service duties, have experienced difficulties to complete their studies); 6) lack of synergy and harmonised system of frequent interactions between the lower ranks and the management which creates a gap between the lower echelon and the top hierarchy; 7) lack of advocacy for in-service training and education through mentoring, coaching, workshops and seminars; and 8) poor teamwork that have adversely affected *esprit de corps* and the general image of the national defence force. These responses show that this group was dissatisfied with the conditions and level of encouragement and support provided by the system to elevate the standards of career development and progression in the defence force.

Further, 18% of the respondents who rated the level of encouragement and support provided by the system in career progression as “average” advanced the following reasons as average: 1) the level of *esprit de corps* and teamwork; 2) packages of incentives that are provided by the system such as bursaries, allowances and promotion; and 3) quality of education and training offered in the career progression and development of NCOs (sometimes did not meet the required professional standards due to short period spent in the courses, lack of training facilities, the quality of the conveners - instructors and directing staff; as well as educational background of service members undergoing specific training programmes or courses). As a result of these observations, this group was less satisfied with the conditions and level of encouragement and support provided by the system to elevate the standards of career development and progression in the defence force.

The least (9%) of the respondents who rated the level of encouragement and support provided by the system in career progression as “excellent” gave the following reasons: 1) there are diverse types of training programmes conducted on annual basis at military and civilian training institutions in Namibia in order to enhance military and civilian qualifications; 2) the level of mentoring and coaching received from commanders and supervisors at duty stations is commendable; and, 3) the opportunity provided throughout the system to empower all service members of the Ministry of Defence across the board to specialize in various skills including; specialists, technicians, engineers, academic, computer studies and study bursaries (although not adequate caters for all

service members to widen capacity building and professionalism for the national defence force). For these reasons, this group was highly satisfied with the conditions and level of encouragement and support provided by the system to elevate the standard of career development and progression in the defence force.

Finally, 9% of the respondents did not rate the level of encouragement and support provided by the system in career progression and selected “none”, they gave the following reasons: 1) never nominated for career progression courses during their active term of military service; 2) no incentives or conditions of encouragement at all; and 3) unfair treatment in terms of offering training and career progression between the former combatants (former SWAPO/PLAN and SWATF) on the one camp, and the new blood (recruits) on the other, who joined the national defence force after independence from 1990, with the feelings that most of the former combatants who constituted the bulk of members in the ranks of the NCOs do not have required qualifications while some of them did not even complete or attend formal education up to secondary school level. Against this background, some respondents felt that these members who fall under this category (former Combatants) were marginalized in terms of furthering career progression and skills development.

4.5.3 NCOs’ responses on the standard of military training and educational programmes offered in military training institutions in Namibia

On the question of military training and education offered in military training institutions in Namibia, data in Table 22 indicate respondents' rating. This was done in order to determine the views of NCOs on how they perceived the level of training and educational programmes offered in military training institutions in Namibia (NDF's training institutions) in addressing career progression of junior as well as senior NCOs, the rating scale was used (see Table 22).

Table 22: NCOs' responses on the standard of military training and educational programmes.

Rank Category	Respondents				Response	%
	Arms of Service					
	Army	Air Force	Navy	N		
Senior NCOs	0	0	0	1	Excellent	2%
Junior NCOs	1	0	0			
Senior NCOs	0	0	0	3	Very good	7%
Junior NCOs	1	2	0			

Senior NCOs	2	3		14	Good	31%
Junior NCOs	5	2	2			
Senior NCOs	4	0	0	12	Satisfactory	27%
Junior NCOs	4	2	2			
Senior NCOs	1	0	1	10	Poor	22%
Junior NCOs	6	0	2			
Senior NCOs	0	0	2	5	Not aware	11%
Junior NCOs	1	1	1			
Total	25	10	10	45		100%

N = Number of respondents

According to the data in Table 22 above, the findings suggested that 31% of the respondents rated the military training and educational programmes offered in military institutions in Namibia as generally “good”; followed by 27% of the respondents who rated the military training and educational programmes offered in military institutions as “satisfactory”; 22% of the respondents rated the military training and educational programmes offered in military institutions as “poor”; 11% of the respondents rated the standard of military training and educational programmes offered in military institutions as “not aware”; 7% of the respondents rated the standard of military training and educational programme offered in military institutions as “very good”, while 2% of the respondents rated the standard of military training and educational programmes offered in military institutions as “excellent”.

The majority group constituting of 31% of the respondents (see Table 22) rated the average standard of military training and educational programmes offered in military institutions in Namibia as generally “good” shed light of their grading based on the following perceptions: 1) described the level of military training and educational programmes run by military institutions as credible and meeting the basic professional standards in military drills, however, it was felt that certification of military qualifications issued from military institutions in Namibia need to be recognised, accredited and validated by the National Qualifications Framework (NQF) vested under Namibia’s Qualifications Authority (NQA) for value addition in the public domain; 2) certification of specialist qualifications involving a wide range of professional, technical, engineering and scientific studies obtained through military training institutions are not publicly recognised as career professionals in Namibia at the moment, hence reducing the value/standard of military qualifications; 3) only members who successfully undergo thorough leadership training are often considered potential candidates for promotion on substantive ranks of their respective rank categories; 4) civilian recruits who receive thorough effective military training and educational programme run at military institutions are transformed into professional soldiers and this noble duty is successfully done in Namibia, which demonstrate the capacity of military training institutions in the country; 5) furthermore, the defence force has made considerable headway in empowering and capacitating training institutions in Namibia which were just established after Namibia’s independence from 1990. This group of respondents who constitute 31% indicated that the MoD plays an important role in empowering and capacitating human resources development, mobilising training requirements and attaining high standards of training

facilities and competitive professional qualifications in Namibia in convergence with medium term national objectives set forth in the National Development Plan (NDP-3) and the MoD Strategic Framework, 2008.

In addition, 27% of the respondents who rated the average standard of training and educational programmes offered in military training institutions in Namibia as “satisfactory” shed light of their grading based on the following perceptions: 1) there are numerous challenges for example; shortage of training facilities, shortage of qualified instructors, shortage of directing staff, shortage of some basic specialist training equipment, (computer laboratories, internet facilities and multiples all weather navigation devices); 2) they expressed concern about the issuing of military certificates which were not recognised by the NQA; 3) they felt that some of the instructors are not conversant with English which is the medium of instruction in Namibia, thus rendering instructions ineffective; and 4) they also felt that the level of education also had direct influence on individuals to absorb skills and knowledge during training. This seems to be a case regarding NCOs who do not have formal education up to secondary level.

Other respondents who constitute 22% rated the standard of training and educational programmes offered in military training institutions in Namibia as “poor” had the following perceptions: 1) the level of training was poor because of limited capacity of highly qualified instructors and training facilities; 2) training was not done frequently because of limited resources; 3) not all members had absorbed professional skills during

training, thus career progression in professional, technical and academic were not adequately addressed through military training institutions; and 5) none accreditation of certificates with the NQA also featured as a shortcoming that contributes to the low value of military training and qualifications.

At least 11% of the respondents were unable to give a rating on the average standard of training and educational programmes received from military training institutions in Namibia due to the following reasons: 1) they felt that although some of them have military ranks, they have never undergone military training in Namibia due to the nature of their qualifications and fields of specialisation, (among others, technicians, engineers and medical specialists); and 2) some of them have only attended basic recruit training when they joined the defence force. It come to light that most of the respondents who constitute 11% rated “not aware” of the standard of military training in Namibia were under the rank category of the junior NCOs, hence, they were not quite familiar with the conditions of training offered from military institutions in the country, since they claimed that they were not well informed of these institutions.

Further, the respondents (7%) who rated the average standard of training and educational programmes received from military training institutions in Namibia as “very good” advanced the following reasons: 1) there are quality training programmes for combat preparations in military drills and professional; 2) high standard of military etiquette has been strongly exercised to enforce ethics, culture and *esprit de corps* in military environment; 3) furthermore, it was felt that quality service in military

profession as often displayed by men and women in military uniform who served their country with pluck, loyalty and dedication is a clear testimony of well trained and skillfully prepared professional in order to overcome the emerging conventional and non-conventional military and security threats and challenges during peace and wartime.

Finally, 2% of the respondents who rated the average standard of training and educational programmes offered in military training institutions in Namibia as “excellent” had the following views: 1) soldiers especially NCOs received combat preparation to maintain high standard of combat readiness; and 2) soldiers are employed in specialist fields of mastering and expertise. On this basis, it was expressed from the perceptions of the minority of respondents (2%) that military training for NCOs in Namibia was excellent.

Given the respondents’ perceptions expressed in qualitative and quantitative analysis, the overall findings on this question as elucidated above have suggested an average of 17% in the rating standard of military training and training programmes, which falls far below 50% required as an average measurement of benchmarking.

4.5.4 NCOs' responses on computer literacy is a requirement in the Namibian Defence Force

In response to the question on computer literacy, Table 23 below shows respondents' answers, supported by reasons. The aim was to determine the NCOs' perceptions on the level of computer literacy as a requirement and its application amongst NCOs in the defence force, which are important tools for enhancing career development and progression in today's technological age. The data in Table 23 indicate respondents' answers to this question.

Table 23: NCOs' responses on whether computer literacy is a requirement.

Rank Category	Respondents by Arms of Service				Response	%
	Army	Air Force	Navy	N		
Senior NCOs	7	2	3	40	Yes	89%
Junior NCOs	15	7	6			
Senior NCOs		1	-	5	No	11%
Junior NCOs	3	-	1			
TOTAL	25	10	10	45		100%

N = Number of respondents

The data on Table 23 above reflect that 89% of the respondents indicated that computer literacy is a key requirement in the execution of their military duties and responsibilities, while 11% of the respondents believe that computer literacy is not necessarily an important requirement in executing their job. The findings suggested that the overwhelming majority which accounts for 89% of the population sample have commended the application of computer facilities and technical skills in this technological age as important equipment in the execution of conventional and non-conventional military duties and tasks both in the administrative roles as well as operational requirements.

Furthermore, the majority (89%) amongst the junior as well as senior NCOs who participated in this study indicated that since computer literacy is a key requirement a provision of accessing these facilities should be enhanced across all the structures in the military. Given the importance of computer literacy and the complimentary role it plays in enhancing Information Communication and Technology (ICT) military technology, it was felt that computer skills and the provision of these facilities should be taken as one of the priorities in the career development and progression and be made a prerequisites to all the junior and senior NCOs in their career professions.

It was further revealed that the majority (89%) of the respondents felt that computer facilities plays an important role in terms of equipping men and women in the military with technical skills necessary for: scientific research; procurement and technological development; communications and acquisition of information; and general

office administration, (ranging from managerial functions and technical applications at medium and lower levels of the organisation).

The minority views which account for 11% of the respondents (see Table 23) have suggested that the nature of their work does not necessarily require computer literate citing examples such as nursing and section leaders/commanders. Despite of the minority who have different views, it was overwhelmingly felt that computer literate is much needed to enhance career performances in the defence force.

4.6 **NCos' responses on other skills required to perform their duties successfully**

The respondents were further asked to state other skills required by NCOs to perform their jobs successfully. This question was asked in order to determine the NCOs need other skills to fulfill their career development and progression needs.

There is a general impression amongst the respondents on the need to increase training and educational awareness in some areas of technical and general skills to enhance career development and progression for junior and senior NCOs (see Table 19 on availability of advanced career progression courses; Table 21 on access to advanced professional courses; and Table 23 on computer literacy as a job requirement).

It was further revealed that the majority (89%) of the respondents (see Table 23) needed other training skills and educational programmes to enhance and complement NCOs' both technical and professional competencies by:

- Expansion of training programme on statutory regulations and military laws (e.g. military disciplinary code, laws of the armed conflicts, and public service act, and so on);
- Expansion of advanced training on computer literacy and information communication and technology (ICT), to cater for advanced computer programming, webs designs, technicians and engineers;
- Expansion of training on security awareness regarding combating health hazards and safety drills and be incorporated in the training instructions of basic routine training programme;
- Expansion of training on environmental protection; e.g. firefighting drill, risk control, search and rescue drills in the wake of floods and other natural calamities, prone to the condition in Namibia;
- Expansion of vocational and tertiary educational programmes to accommodate more NCOs, and further cater for mathematics and science studies;

- Expansion of training language proficiency communication programmes to accommodate more NCOs, and to include mastering in writing and speaking English, Portuguese, French, German, and all indigenous Namibian dialects;
- Training and rehearsing in deep sea-diving and river-crossing drills for the navy, marines and ground forces;
- Expanding the running of clerical courses, bookkeeping and administrative studies to accommodate more junior NCOs on annual basis;
- Training in advance managerial courses to accommodate more senior NCOs on annual basis;
- Enhancing training in technical specialists, mechanics and engineers in all professional services;
- Beefing up training in military topography and map reading and map marking for senior NCOs to include navigational equipment and night vision devices;
- Introducing studies on operational psychology and internal relations as part of the routine training for NCOs to embrace teamwork and *esprit de corps*; and
lastly

- Introducing advanced diploma' and bachelor degree' courses in military subjects geared for the level of senior NCOs.

4.7 Perceived discrepancies/ variations to career development/ progression in the NDF

The question aimed at determining the perceived barriers and possible shortcomings that might impact on the career development and progression of NCOs in the NDF. The results are presented as follows.

4.7.1 Responses on whether NCOs perceived discrepancies/ variations in the level of military, technical and professional qualifications as having an effect on career development and progression in the Arms of Service

The respondents were asked to confirm or deny whether the perceived disparities/ variations in the level of military, technical and professional qualifications exist and how they affect NCOs' career development and progression in the Arms of Service. The respondents included all categories of NCOs holding the same ranks and same positions in the Army, Air Force and Navy in the DHQs in Windhoek. The results are reflected in Table 24 below.

Table 24: Whether NCOs perceived discrepancies/ variations in the level of military qualifications

Response	Respondents									Average in %
	Arms of Service									
	Army			Air Force			Navy			
	Junior NCOs	Senior NCOs	N	Junior NCOs	Senior NCOs	N	Junior NCOs	Senior NCOs	N	
Yes	13	4	17	2	1	3	3	-	3	51%
No	2	2	4	3	2	5	2	-	2	24.5%
Not sure	3	1	4	2	-	2	2	3	5	24.5%
Total	18	7	25	7	3	10	7	3	10	100%

N = Number of respondents

Despite the fact that there are similar responses in terms of percentages of those who indicated “no” and “not sure” as their answers, the majority (51%) have indicated that there are cases of disparities and variations in the level of training, technical skills and professional qualification among the NCOs holding the same ranks and equivalent

positions in the three Arms of Service. According to the findings there was an impression that disparities and variations are linked to numerous factors. For example, there was a general feeling among the majority accounting for 51% of the respondents that some of the NCOs have not gone through the same level of intensive specialist military courses which creates variations in terms of qualifications, skills and performances of these NCOs despite occupying the same ranks and equivalent assignments. Other observed variations in the same ranks or positions were differences in salary scales, special allowances, promotions, posting and selection for advanced career training.

4.7.2 NCOs' responses on perceived discrepancies/ variations in the level of academic qualifications

In order to provide answers to the question on discrepancies/ variations in the level of academic qualifications, respondents were asked whether there are perceiving discrepancies or variations in the level of academic qualifications amongst NCOs holding the same ranks or same positions in the Army, the Air Force and the Navy (see Table 25). The data depicted in Table 25 below show the respondents' answers.

Table 25: Whether NCOs perceived discrepancies/ variations in level of academic qualifications by rank categories and Arms of Service.

Response	Respondents									Average in %
	Arms of Service									
	Army			Air Force			Navy			
	Junior NCOs	Senior NCOs	N	Junior NCOs	Senior NCOs	N	Junior NCOs	Senior NCOs	N	
Yes	9	4	13	2	-	2	3	-	3	40%
No	3	2	5	5	1	6	1	-	1	27%
Not sure	6	1	7	-	2	2	3	3	6	33%
Total	18	7	25	7	3	10	7	3	10	100%

N = Number of respondents

The results as reflected in Table 25 above show that the majority (40%) of the respondents (including all respondents from all three Arms of Service) believe that there are different levels of vocational and academic qualifications among NCOs in the same rank bands. As shown in Table 25, it is evident that discrepancies and variations among both the junior and senior NCOs holding the same ranks in all three Arms of Service do exist.

The data in Table 25, further indicated that 27% of the respondents have not noticed cases of discrepancies or variations in level of academic qualifications in the same rank bands of NCOs in the Arms of Service, while the other 33% of the respondents

have indicated that they were not sure if there are discrepancies or variations in level of academic qualifications.

According to the findings, the majority (40%) of the respondents who indicated that there were discrepancies or variations in level of academic qualifications in the same rank band of NCOs in the Arms of Service have further expressed that in some instances academic qualifications (for example diplomas or degree) were not treated differently from other achievements like technical or professional military qualifications, especially in cases where NCOs hold the same ranks or same appointments. Although the terms and conditions of service in the military are applied equally irrespective of qualifications, some of the NCOs felt the situation should not be treated the same.

Other sentiments that emanated from the research findings, are that there was no special treatment regarding academic qualifications at the level of NCOs except in some few specialised departments (for examples, registered nurses in the medical department and accountants in the finance department) whose academic qualifications are differently considered in terms of remuneration and other packages as stipulated in the Public Service Act (Namibia's Public Service Commission, 1995).

On this note, it was felt that irrespective of the importance of academic qualifications, there are few NCOs with tertiary and technical qualifications that are treated differently in terms of benefits. Thus, created dissatisfaction that resulted in resignations and frustrations amongst the NCOs especially those who felt that their academic qualifications were not considered in terms of remunerations. These

observations as reflected by the data in Table 25 above, clearly indicates that the majority of the respondents strongly felt that discrepancies in academic qualifications is in existence among NCOs in the same rank bands, compared to a small number of respondents in the Air Force and Navy.

4.7.3 NCOs' responses on perceived discrepancies/ variations in terms of promotions in the NDF

In response to the question on discrepancies/ variations in terms of promotions in the NDF, respondents were asked to state whether or not they perceived discrepancies in terms of promotions. The aim was to determine whether there were discrepancies or variations in the promotions of NCOs in the force. The data in Table 26 below, present respondents' views.

Table 26: NCOs' responses on perceived discrepancies/ variations in promotions in the NDF

Response	Respondents			%
	Junior NCOs	Senior NCOs	N	
Yes	25	7	32	71%
No	1	3	4	9%
Not sure	6	3	9	20%

Total	32	13	45	100%
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N = Number of respondents

As observed from the data in Table 26 above, the majority (71%) of the respondents who selected their responses as “yes”, have indicated that there were cases of discrepancies/ variations on how promotions of NCOs are handled. Some of the identified irregularities in the policy implementation is that promotional criteria as outlined in the MoD Personnel Policy was not strictly followed.

Other 20% of the respondents (see Table 26) who were “not sure” whether there were cases of discrepancies/ variations simply stated that they were not well informed or conversant with the promotional criteria outlined in the personnel policy which regulate promotions, hence they were unable to give comments on this question.

Further, as reflected by the data in Table 26, a marginal (9%) of respondents were satisfied with the process on how promotions were handled and stated that they never observed discrepancies/ variations on promotions of NCOs in the force. The minority group (9%) as reflected in Table 26, felt that unless in exceptional cases, NCOs earmarked for promotions are being selected by initiating officers in direct command

based on described promotional criteria as outlined in the MoD Personnel Policy, which looks at a number of requirements such as merit, performances, seniority, suitability and qualifications before recommendations that are submitted to the promotional board for further consideration and final decision through the channel of command. Only once satisfied with these criteria, the promotional board has the prerogative to effect or disprove promotions as deemed appropriate.

Furthermore, the majority (71%) of respondents who agreed that there were discrepancies on how promotions were handled in the force, identified some of the contributing factors among other things: 1) lack of implementing the confidential report (CR) on a quarterly basis as described in the promotional criteria for the NDF as set out in the MoD Personnel Policy. This serves as a yardstick (measuring tool) for candidates who qualify for promotion based on their performance records and achievements or qualifications; 2) lack of consistence in observing the promotional criteria as spelt out in the MoD Personnel Policy e.g. merit, suitability, performance, qualifications and seniority for long serving members in ranks at the lower level where the selection for the promotions of NCOs are initiated; 3) unfair treated to former combatants (ex. SWAPO/PLAN and ex. SWATF) in terms of promotion. They (former combatants) felt that young soldiers (new recruits) are being favoured. This has affected long serving soldiers' moraly, and has caused indiscipline in the force particularly among NCOs; 4) lack of exercising "checks and balances", through an effective mechanism such as a promotion register or database, has affected the force negatively. Cases of irregularities for example; favouritism,

nepotism and corruption which are common trends in many institutions and agencies including the security sector are evident; 5) finally, some of the senior NCOs (WO1) who are on the top ceiling of promotions and served several years in the same rank felt that they have slim chances for promotions. Based on these findings it can be deduced that there are discrepancies in the way promotions are handled. Thus, it is plausible to call for policy intervention and the revisiting of the MoD Personnel Policy as well as other relevant standing rules or regulations dealing with the terms and conditions of service in which promotion is stated as one of the benefits.

4.7.4 NCOs' responses on other common barriers and shortcomings observed regarding career development/ progression in the Namibian Defence Force

In response to question on other common barriers regarding career development/ progression of the NCOs, respondents were asked to state what they thought were barriers to progression in the NDF. Since the aim of this question was to solicit views and perceptions of NCOs, their answers were given in a form of discussion by identified common barriers on career development and progression of NCOs as reflected by the respondents.

The findings revealed several challenges facing the NCOs career progression and development. These challenges are directly or indirectly linked to a number of common

barriers, for example; historical, economic, social and technological barriers. It is also noted that there are other shortcomings related to the policy implementation process.

Notwithstanding the above, financial constraints as indicated by 48.9% of the respondents (see Table 19) is a major challenge that posed immense restraint on remuneration, training and education opportunities. As a result of budgetary constraints, a number of personnel to be selected for career progression courses have been affected in a way of limiting scholarship and bursary, improvement of the conditions of service, salary increments and other benefits to mention but a few. Therefore, it is notable that the provision of sufficient funds will have positive impact in addressing career needs in any public or private institutions; hence the Defence Force is not an exception. Without sufficient funds, the effort to enhance career development and progression is a futile exercise.

Low educational background (primary to secondary school levels) as indicated by 63% of the respondents (see Table 9) is another identified shortcoming that has slowed down the pace of career development and progression in the military. Some members among the NCOs fall under this categories with only lower primary and secondary education, while others in this category did not get opportunity for schooling before Namibia's independence in 1990. A part of the colonial legacy, the situation requires a sense of national commitment and adequate resources to mitigate. In addition, there is need for concerted efforts from all stakeholders to widen and expand learning opportunities in literacy education programme; computer studies; technical, and tertiary

educational programmes in the country and within the defence force training institutions in particular, in line with the Third National Development Plan (NDP-3) and the MoD Strategic Framework (2008 – 2012).

Shortage of technical capacities and logistics is another challenge of common concern. These include among other things; highly qualified instructors, specialist equipment, facilities, industrial complex of advanced technology and training institutions.

4.7.5 NCOs' general feeling about certain aspects pertaining to general conditions of service

The respondents were asked to state their feelings on aspects pertaining to general conditions of service provided in their professional career in order to determine the level of satisfactions amongst NCOs, and further identify to what extent the respondents agree or disagree with the general conditions of service provided to them. The information depicted in Table 27 below presents the perceptions of NCOs on the extent of satisfaction and dissatisfaction with the general conditions of service provided to them in the NDF.

Table 27: NCOs responses on general conditions of service as provided.

Response	Extent of Satisfaction & Dissatisfaction with the View								Total Participants	
	Very Satisfied		Satisfied		Very Unsatisfied		Not sure			
	N	%	N	%	N	%	N	%	N	%
Provision of training and learning opportunities	4	8.8%	11	24.5%	23	51.1%	7	15.6%	45	100%
Mentoring and coaching	1	2.2%	6	13.4%	21	46.6%	17	37.8%	45	100%
Study counseling	1	2.2%	6	13.4%	19	42.2%	19	42.2%	45	100%
Study leave	8	17.8%	13	28.9%	15	33.3%	9	20%	45	100%
Study benefits and supports	9	20%	13	28.9%	15	33.3%	8	17.8%	45	100%
Conditions of remuneration	9	20%	15	33.3%	18	40%	3	6.7%	45	100%
Performance management and feedback	5	11.1%	20	44.5%	18	40%	2	4.4%	45	100%
Relations with your direct supervisor/ commander	18	40%	15	33.3%	7	15.6%	5	11.1%	45	100%

N = Number of respondents

The information as shown in Table 27 above, indicates that majority (51.1%) of the respondents were very unsatisfied with the provision of training and learning opportunities received, followed by 24.5% who indicated to be satisfied. It is further evident in the Table 27, that in terms of mentoring and coaching 46.6% of the respondents were very unsatisfied, followed by 38.7% who were not sure, while 13.4% were satisfied and least 2.2% of the respondents very satisfied with mentoring and coaching provided by their supervisors.

In terms of study counseling 42.2% of the respondents were very unsatisfied, while the same percentage (42.2%) were not sure, followed by 13.4% who were satisfied, while 2.2% of the respondents were very satisfied with study counseling exercise.

As reflected by data in Table 27 above, 33.3% of the respondents were very unsatisfied with study leave, followed by 28.9% who were satisfied, while 20% of the respondents were not sure and least 17.8% were very satisfied.

In terms of study benefits and support, majority (33.3%) of the respondents were very unsatisfied, followed by 28.9% who were satisfied, 20% were very satisfied with the benefits, while 17.8% of the respondents were not sure.

On the conditions of remuneration 40% of the respondents were very unsatisfied, followed by 33.3% who were satisfied, while 20% of the respondents were very satisfied and least 6.7% were not sure.

As indicated in Table 27, the majority (44.4%) of the respondents indicated satisfied with the performance management and feedback, followed by 40% who indicated very unsatisfied, while 11.1% of the respondents were very satisfied and least 4.4% of the respondents were not sure.

On the case of relationship with their immediate supervisors, the majority (40%) of the respondents as reflected in Table 27 were very satisfied, followed by 33.3% who indicated satisfied, while 15.6% of the respondents indicated very unsatisfied and least 11.1% were not sure.

As reflected by the results of the finding (see Table 27), a negative impression was created on the general conditions of service that with exception of the relationship between the NCOs and their immediate supervisors (commanders), and the performance management and feedback where the majority of the respondents indicated very satisfied or satisfied with these provisions. It appears that the majority of the respondents were very unsatisfied with all the conditions of service, which include inter alia conditions of remuneration, study benefits and support, study leave, study counseling, mentoring and coaching as well as the provision of training and learning opportunities. These findings prompted the researcher to deduce that the NCOs were not motivated in terms of

conditions of service. Therefore, policy intervention to improve the conditions of service and retain well motivated professionals is required.

4.8 NCOs responses on the ways to mitigate of the existing barriers

In an attempt to find ways to mitigate existing/ identified barriers and shortcomings, the researcher has tried to solicit views and opinions of the NCOs on how to improve career development/ progression of NCOs in the NDF. The results are presented in the following subsections.

4.8.1 NCOs' views and perceptions on how career development/ progression of in NDF can be improved

The respondents were asked to propose best options on how to mitigate the existing barriers or identified shortcomings that impinge on the successes of career development and progression in the defence force.

In response to this question, several views were expressed by respondents which they felt needed intervention. Among other things, some respondents felt that the defence force should improve on the following key areas affecting career development and progression in the NDF, notably;

- As reflected by the findings, 35% of the respondents expressed the need to increase defence budget to cater for education and training opportunities. (See Table 19). This intervention requires medium to long term efforts, which can commence with the implementation of the Third National Development Plan (NDP-3).
- As further indication in the findings, 44% of the respondents observed that there was a need to revisit the MoD Personnel Policy to ensure all terms and conditions as outlined in the policy are effectively implemented and members are rewarded according to their performance and qualifications. (See Table 15). These calls for the enforcement of the quarterly “Confidential Reports” of each and every member which would serve as a measurement for performance appraisals, promotions and appointments.
- About 85% of the respondents expressed the need to seek recognition and accreditation of military qualifications with Namibia’s National Qualifications Authority (NQA). (See Table 10).

- It was further expressed by majority (89%) of the respondents that there is a need to provide adequate access to computers and internet facilities as part of career development on technological advancement. They also felt that the introduction of an automated (computerised) database for keeping, evaluating and tracking of personnel records needs urgent attention. (See Table 23).
- Lastly, there is a general views from junior and senior NCOs that call for a need to beef-up the provision of study bursaries and scholarships at tertiary institutions locally and abroad.

4.9 Discussions and implications of the results

This section discusses and interprets the results of the study in relation to the research questions. The discussion emanates from the results of the study as they relate to the reviewed literature on related theories and other relevant empirical studies. It also provides possible implications for the revision of the existing career development/ progression policy in the NDF.

The research findings of this study is set to respond to the designed research questions set forth in chapter 1, section 1.4, notably; to examine and analyse the effectiveness of the existing policy on career development/ progression in responding to the career needs of NCOs in the NDF; to ascertain the views and perceptions of NCOs regarding the effectiveness of the policy as stated above; and finally to look into barriers to career development/ progression among NCOs and how they can be mitigated.

4.9.1 Discussion of the respondents' profile

This study has attempted to explore the views and perceptions of NCOs regarding the effectiveness of the career development/ progression policy in the NDF. This study was carried in the DHQs' military premises and garrisons around the capital city, Windhoek. The respondents were asked to indicate their profile ranging from gender, age group, level of education, qualifications, years of active military service as well as their respective Arms of Service.

The study showed that 29 males and 16 females from both junior and senior NCOs in the DHQs have participated in this study, representing the Army, the Air Force and the Navy. Their ages were from 20 to 59 years old. When the age group was compared, it was found that the majority (51%) of the respondents were from age group of 41 to 50 years, while the oldest (2%) amongst the respondents were between 50 and 59 years old. (See Table 3). This scenario suggests the need for the MoD to revisit the recruitment policy take into account gender and age of prospective candidates.

The study further revealed (see Table 6 and Figure 5), that approximately 38% of the participants had working experience ranging between 6 and 10 years, while most of the senior NCOs had up to 15 years of military service. It could be further mentioned that the sum of 60% of the respondents have registered dissatisfactions for serving between 6 to 15 years without promotion, although the MoD Personnel Policy has made such a provision that promotion is part of the conditions of service in the NDF, which should applied to all members who meet the promotional criteria as outlined in the policy (MoD Revised Personnel Policy, 2007).

Literature showed that promotion is an important incentive in human resources management that encourage competitiveness and influenced aptitudes of organisational citizenship among public employees (Riruako and Hauanga, 2008). Therefore, it could be assumed that the NCOs who do not get promotion in time could be deprived of important incentives.

4.9.2 Discussion of the NCOs military qualifications

As given in Table 10 above, the study found that about 15% of the respondents which included some senior NCOs indicated that they did not have any military qualifications

and thus they did not have any chance to attend career development and progression courses during their tenure of service. In terms of civilian qualifications, it was found that a total sum of 63% of the respondents had educational level ranging from primary to secondary, while some members did not have chance to attend quality education; a legacy inherited from colonial system.

The implications of this scenario therefore is that a thorough investigation should be done to determine the number of NCOs in the NDF who will have not have had a chance to participate in qualification courses, those whose qualifications do not match their posts vice versa those that did not receive rank promotions over the period between 6 to 15 years and above. (See Table 11). Such internal investigation will thus necessitate corrective measures to be taken.

It must be noted that as given by the Ministry of Defence Revised Personnel Policy (2007) and the Namibian Defence Force's Operational Training for War (1995) when members of a given profession or ranks, in this case the NCOs, are not accorded the chance to attend career development/ progression courses, or when their qualifications do not appropriately match posts or when some members (NCOs) do not receive promotions in ranks over a prolonged period of time of serving 6 to 10 years or more, due to lack of military qualifications. As the findings (see Table 10 and Table 11) reflected, it seems to suggest that such members become demotivated, and they are unwilling to work or sometimes seek dubious means to augment their income since promotions and

qualifications go *hand in glove* with enhanced salary income and other employment benefits.

4.9.3 Discussion on the effectiveness of the MoD Personnel Policy and its implications on career development/ progression in the NDF

In Table 15 for example, where respondents were required to indicate whether the MoD Personnel Policy is being exercised to promote career development and progression, the findings were that 12% indicated to a great extent, while 44% indicated to some extent. These findings seem to indicate that the majority (44%) felt that the personnel policy is not being exercised to promote career development and progression to a full extent. This stands to reason that there is a need for policymakers to revisit the implementation of the existing policy. This will probably ensure that the policy (personnel) is exercised to a full extent so that it will be able to benefit the majority of the NCOs. The views of the researcher are that a policy which fails to serve the purpose for which it was designed renders an organisation ineffective.

Carl Von Clausewitz (cited in Howard and Paret, 1976), understood and warned that military strategists and leadership must always map out policies and strategies, that apt to attain success in the most efficient ways. These were the reflections of General Carl Von Clausewitz's theory and its relevance to the importance of career development and progression policy in 21st Century.

Therefore, in crafting (reviewing) a Policy that can be perceived effective, policymakers in the NDF should take all inclusive approach, that is, all stakeholders must be involved in the policy making process. NCOs should have equal opportunity to career development and progression, study bursaries and scholarships. Such a situation will provide fertile ground for NCOs to progress in their careers. As cited by New Zealand case study (2005) it is important that deserving public employees (such as the NCOs in this case) be provided with training opportunities because failure to do so will only serve to demotivate them.

The results as reflected in Table 16 on whether career development/ progression improved NCOs qualifications and professional skills, the findings show that 47% of the respondents were of the views that improved qualifications had enhanced career development opportunities. However, 9% seem to indicate that they do not know whether or not improved qualifications enhanced their career development opportunities. The implication of this scenario is that policymakers in the NDF should come up with realistic career development training programmes that are aimed at improving the qualifications of NCOs since advanced qualifications enhance career development opportunities. The MoD Personnel Policy shows the various categories of promotions and salary income that go along with improved qualifications hence the need for commanders and decision makers to workout strategies for the improvement of the NCOs qualifications.

La Pointe (1999) maintains that there is a need for organisations (such as the NDF in this case) to maintain a systematic (computerised) database for its personnel, NCOs in this

case, (showing employees' names, employees' reference number, identities number, qualifications, careers and others) so that deserving members are either sent for required career development/ progression courses or promoted at the appropriate time.

When the NCOs were asked to propose best options on how to mitigate the existing barriers or identified shortcomings that impinge on career development and progression, it was expressed by 44% of the respondents that poor or lack of implementation of the "Confidential Reports" as recommended in the MoD Personnel Policy brought adverse impact in the process performance measurement and rewarding of deserving members in promotions and remunerations (See Table 15). The implications for not having a proper implementation of the "Confidential Reports" is that deserving members (NCOs) may be left unnoticed and therefore not promoted or appointed in senior ranks. This situation calls for urgent intervention to be enforced. Such intervention will thus ensure that deserving members are recognised, sent to professional courses and subsequently timeously as outlined in the terms and conditions of service (MoD Revise Personnel Policy, 2007).

It is worthy noting that without an effective "Confidential Reports" which serves as measurement for performance, deserving members will not be recognised and therefore will lag behind in their career progression which includes the critical and most important issue of promotions in the defence force.

4.9.4 Discussion on availability of advanced career development/ progression opportunities in Arms of Service for advancing NCOs' careers

The findings as shown in Table 19, on whether advanced career development/ progression opportunities are readily available in Arms of Service for advancing NCOs' careers showed that 16% of the respondents said that they (development/ progression courses) were frequently available while, 49% showed that the courses were sometimes available. About 35% of the respondents showed that the career development/ progression courses were rarely or never available. The implication of these results suggest that advanced career development/ progression courses are inadequate in the NDF. It is important then, that decision makers within the NDF as an entity make adequate provision for the availability of advanced career development/ progression courses to the level of their (NCOs) qualifications and performances and subsequently their promotional prospects. The Namibian Public Service Act (1995) requires that improved qualifications should be rewarded. The same Act recognises that when the level of qualification is improved, competence in service delivery is also likely to improve.

As given by the Nigerian case study (Nigerian Command and Staff College, 2002) an attempt should be made by policymakers to address the disparities and variations in the provision of training and qualifications of the NCOs career development. This ensures equal opportunity to qualification enhancement within the rank bands of the NCOs which is a powerful motivating factor.

It was also emphasised in the New Zealand State Service Commission Survey (2005) that career development/ progression opportunities should include improving and availing training at job (in-service training) that serve as a strategy for motivating, attracting and retaining professionals in the public service. This finding is useful to this study as it informs the decision makers to devise retention strategy by enhancing career development/ progression opportunities to prevent frustrations, resignations and brain drain in the defence force which is a common trend in Namibia, particularly in the NDF whereby employees are resigning for the green pastures.

4.9.4.1 Access to in-service training

Results as illustrated in Table 20 showed that there is a high degree of encouragement, motivation and satisfaction on the conditions provided for in-service training as reflected by the majority (49%) in response to this question. These results created an impression that the provision of in-service training of NCOs in different duties and assignment is highly encouraging and enhanced career development and progression in specialist skills. The implication is that with a well trained and motivated NCOs at directorates and divisions or units (DHQs) are likely to perform well. However, it must be realised that while on the job training provided in the DHQs is paramount as indicated by the respondents (49%), it must be pointed out that other conditions of service should be provided like study leave, bursaries and recreation facilities (to mention a few) in order to boost the morale of the NCOs.

4.9.4.2 Access to mentoring and coaching

In relation to the question on access to mentoring and coaching, results in Table 20 showed that only 20% of the respondents indicated have access to these services (mentoring and coaching) in their working environments. These enlighten that these motivating factors or literally defined as pulling factors are not encouraged within the NCOs in improving their career professionals. Accessibility to coaching and mentoring force is essential as cited study by Riruako and Hauanga (2008) in which they state that these conditions (mentoring/ coaching) enforce interrelationship, communication, feedback and freedom to exercise own initiatives by public servants based on shared information required in successfully executing their job. Although, it goes without mentioning that the necessity of mentoring and coaching in the defence force go beyond strengthening of *esprit de corps*, synergizing coordination and co-operation to include enhancement of career professionalism and technical expertise for common goals.

It becomes imperative then therefore that commanders and supervisors of the NCOs should come up with mechanisms that encourage the NCOs adequately aspire for career enhancement and progression opportunities that include access to mentoring and coaching.

4.9.4.3 Access to conditions for enhancing professional and academic

Studies

Based on the analysis of views and perceptions on access to conditions for enhancing professional and academic studies, responses were grouped into categories such as: 1) access to study leave; 2) access to study bursaries; 3) access to advance professional courses; 4) access to further academic studies; and 5) access to technical courses (see Table 20).

In discussing respondents' views and perceptions on these issues, it should be noted that each of these issues were perceived differently. Statistically 73% of the respondents were dissatisfied compared to 27% who indicated were satisfied (see Table 9 and Table 20 as compared). This implies that a major component of the NCOs does not have access to advanced professional and academic courses that could see their professionalism enhanced. This again as already elucidated elsewhere in this research, means that NCOs career development and progression opportunities would be affected. The recommendation of the writer is that the authorities must come up with the realistic mechanisms to advance NCOs professionally and academically.

These findings as reflected in Table 9 and Table 20 have presented a challenge to the leadership (officials) and commanders of the MoD and NDF to accelerate progress in terms of enhancing career professionalism in the NDF. The implication here is that

without intervention from the leadership performance of the NCOs in this particular case will be lowered.

In support of enhancing career professionalism in the military, Clausewitz (1820) cited in The [DSSC] Triservice Professional Journal, 2002, stated:

Knowledge must get enhanced in time to become capability. Great things alone can make a great mind but at the same time the simplicity of the knowledge required in war should never be ignored (p. 39).

4.9.5 **Discrepancies/ variations in the level of military training and qualifications of NCOs**

According to the general findings of this study it has been established that there are reliable evidence or indicators to believe that there are discrepancies and variations in the NCOs' levels of training, education and qualifications.

The data as shown in Table 24 indicate that 51% of the respondents acknowledged that disparities and variations existed among the NCOs in the NDF. Based on these findings there is a perception among NCOs (Junior and Senior) that there are disparities in terms of military training although some of them hold the same rank in the military. The existence of such disparities had negatively affected NCOs career progression and competitiveness in the force.

It was also noted that some members (NCOs) constituting about 11% of the respondents (see Table 12) have never undergone any career progression courses since they joined the force. This finding points to the need for a rigorous policy framework to be promulgated to deal with these disparities and variations in the NCOs' levels of training, education and qualifications or rather revising the existing policy and make it responsive to the needs of NDF members in all Arms of Service. Such a move will undoubtedly enhance their (NCOs) career development and progression opportunities. These strategies to address disparities and variations in professional and academic qualifications were considered essential in retaining highly qualified personnel, NCOs in this case, in the defence force as advanced in the Third National Development Plan (NDP-3) and Namibia's Vision 2030 (Office of the President, 2004).

4.9.6 **Ways to mitigate/ address the existing barriers**

In response to this question, the respondents have suggested several options that form part of the recommendations of this study in addressing identified barriers and shortcomings that affected NCOs career development and progression in the NDF. These options or strategies as later discussed in detail under Chapter 5 (recommendations) were considered essential to enhance career progression, improve conditions of service, accelerate developments and ensure efficiency and professionalism among the NCOs in the defence force as rightly indicated in the goals and objectives of the Third National Development Plan (NDP-3) and Namibia's Vision 2030.

As already discussed in the foregoing section that dealt with discrepancies and variations in the NCOs' levels of education, training and qualification, both junior and senior NCOs critically focused their recommendations on enhancing technical and academic training, improved qualifications, enhanced technological advancement, harmonised military training courses and improved career development for the ageing NCOs (ex. SWAPO/PLAN and SWATF). Therefore, it should be stated here that this suggestions/ strategies have influenced the recommendations of this study.

Muloonga et al (2005) points out that discrepancies and variations in education and qualifications in military were observed in Sierra Leone after the conflict, where the founders of the Revolutionary United Front (RUF) were educated and some semi-educated soldiers. While in Ghana, supporters of former military leader Jerry Rawlings in the defence force were mainly high-school leavers (Muloonga et al, 2005). These observations indicate that the discrepancies and variations of the NCOs qualifications in the NDF is a common phenomena, not only in Namibia but elsewhere as suggested in the studies of Muloonga et al (2005). These studies relate to the findings among NCOs particularly in relation to former fighters' qualifications. This calls for a need to devise enhanced career development strategy to cater for the former fighters in the rank bands of the NCOs to improve their qualifications and expertise. In fact, the study of Muloonga et al (2005) did not suggest concrete solutions to this problem, although it contains relevant information on lessons learnt.

4.10 Summary

This Chapter presented a descriptive synopsis of the results obtained from interviews which assessed the views and perceptions regarding the effectiveness of career development/ progression policy in the NDF. It provided frequencies and demographic variables of NCOs.

Open-ended questions to both junior and senior NCOs enriched data obtained through structured questions. Furthermore, following the discussion and interpretation of the results, it emerged that the major setback in enhancing career progression in the NDF is lack of well articulated policy on career development and progression. The situation was compounded by lack of knowledge among NCOs on the existence of the policy on career development in the MoD. The next Chapter deals with the conclusions and recommendations.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This study was set to explore the views and perceptions of both junior and senior NCOs in the Windhoek DHQs regarding the effectiveness of the policy on career development and progression in the Namibian Defence Force. The major thesis of this study has focused on investigating the effectiveness of the existing career development/ progression policy in addressing education and training needs of NCOs.

The study further aimed at finding out variations in the ranks and files of junior and senior NCOs in terms of the levels of training, education, qualification, promotion, posting and appointment.

As already discussed, career development/ progression is a life long process. It aims at improving individuals' self-knowledge, and knowledge about the world of work (Sharma, 2006; Gravett, 2005; Ali & Graham, 1996), as well as to assess developmental needs, to clarify individuals' objectives and goals for the future, and to guide individuals to take appropriate action in order to implement these objectives. But, the history of career development in Namibia, particularly in the NDF, showed that preparing NCOs to enter the world of work is a challenge.

5.2. Conclusions

The study captured descriptive qualitative data from interviews with selected NCOs from Windhoek DHQs' premises regarding the effectiveness of the career development/ progression policy in the NDF. The study addressed the effectiveness of the existing policy on career development/ progression in responding to the career needs of NCOs, interrogated views and perceptions of NCOs regarding the effectiveness of the policy

under investigation, and identified barriers to career development/ progression and how they can be mitigated. Against this background, it was concluded that:

- The MoD Personnel Policy which provides the NDF's guidelines on career development/ progression was ineffective in guiding career developmental needs of NCOs in the NDF and promoting enhanced career development/ progression opportunities. As indicated in the research findings, the central challenges rendering the policy ineffective range among other things: budgetary constraints, lack of career development/ progression opportunities, lack of technological capacity to support training facilities, inconsistency in the process of policy implementation, lack of harmonised education and training programmes, and lack of well articulated career development/ progression benchmarks of NCOs in various rank bands in the three Arms of Service. It emerged from the findings that the policy is not effectively publicised especially among the NCOs that calls for intervention by the decision makers to redress the situation.
- Another conclusion that has emerged from the findings is the disparities and variations in the levels of education, training, qualifications, promotions, remunerations and posting in ranks of NCOs. These variations necessitated the recommendation to revise the existing MoD Personnel Policy to work out realistic strategies for the improvement of the NCOs' career development and progression.

- As indicated elsewhere in this research, the reviewed related literature in complementing views and perceptions of NCOs, identified existing barriers and shortcomings on career development progression centered around institutional (sectoral regulations), historical, economic and technological factors. These backlogs posed limitations on the NCOs' career development and progression in the NDF and subsequently affected their performances. To mitigate these shortfalls, the researcher has therefore suggested some recommendations.

5.3. Recommendations

Despite issues raised in the discussion, the findings of the study raised several significant recommendations for the improvement of the existing policy on career development and progression in the NDF. These recommendations emanating from the findings, discussion and implications of the results of this study; are divided into two sections. The first section makes recommendations for various stakeholders and policy makers and other relevant stakeholders in the MoD on how to improve the existing policy on career development/ progression. The second section makes recommendations for further research possibilities to improve on the findings of this study.

5.3.1 Recommendations to various stakeholders

Based on the research findings, the following recommendations are made for various stakeholders:

5.3.1.1 Recommendations for the Ministry of Defence (MoD)

The findings of this study indicated that standard of training and educational programmes in Namibia were inadequate in addressing career development and progression of NCOs. Citing, inter alia; the level of training was poor because of limited capacity of highly qualified instructors and training facilities and also that training was not done adequately because of limited resources. It is against this background that the following recommendations for the MoD are advanced:

- The Ministry should consider increasing the budget to create provision for career development/ progression opportunities for NCOs.
- The Ministry should consider increasing the provision of procuring advanced equipment to improve on the use of Information Communication Technology (ICT).
- The Ministry should consider revisiting of the MoD Personnel Policy to improve terms and conditions of service and put guidelines for its implementation by relevant stakeholders.

- The Ministry should consider developing local training infrastructure and acquiring adequate training facilities.
- Based on the findings that a total of 77% of the respondents believed that the personnel policy which makes provision for recruitment, posting, promotion and other conditions of service in the NDF was either ineffective or was not fully implemented (see Table 14). Against this observation, the researcher recommends here that the MoD Revised Personnel Policy be widely publicised. A more comprehensive personnel policy that suit the NDF with particular focus to NCOs should be developed.
- To ensure equity, the MoD should be gender sensitive in its recruitment policy, the observations of the reseracher was that there are more males than females in the ranks of NCOs in the NDF, 64% of the respondents were males while 34% were females (see Figure 1).

5.3.1.2 Recommendations to the DHQs Directorate of Personnel

The findings in this study showed that 51% of the respondents indicated that there are cases of disparities and variations in the level of training, technical skills and professional qualifications among the NCOs holding same ranks and equivalent positions in the military service. It is therefore recommended that the Directorate of Personnel should consider improving the existing Personnel Policy and put forward procedures for its effective implementation by relevant stakeholders in relation to the proposed guidelines:

- a) Enhancing training on career development/ progression programmes. This is essential for defence personnel to improve their qualifications and performances;
- b) Seeking recognition for accreditation of military qualifications with the National Qualifications Authority (NQA) to align with National Qualifications Framework (NQF). This will benefit the institution and defence force members for competing in the world of work and adjusting their income to match their qualifications;
- c) Sensitising defence force personnel (NCOs in particular) with the Personnel Policy through awareness programmes. This will enhance understanding of terms and conditions of service as outlined in the policy;
- d) Standardising and harmonising training syllabus for career benchmark of all ranks and qualifications for the Army, the Air Force and the Navy;

- e) Improving/or establishing an integrated and computerised Personnel Database.

This will enable the management in the defence for effectively monitoring, evaluating and tracking personnel records, performances, remunerations, appointments, qualifications and promotions. Ulrich (1998) and Gibson et al., (2002) agree that '*technology*' has made information systems management more accessible, accurate and effective;

- f) Enforcing personnel quarterly performance assessments (Confidential Reports). This will serve as a measurement for effective command and control functions.

5.3.1.3 **Recommendations for Senior NCOs in the NDF**

The strength of *constructivist theory* as advanced by Vygotsky enlighten that; “as people develop and mature, they build a frame of reference that act as a perpetual filter through which they observe experiences and evaluate events” (Gravett, 2005, p. 14). It is therefore imperative that the following recommendations for the senior NCOs are made to enhance status of qualifications and technical skills through active participation in training and educational programmes:

- a) Senior NCOs should be encouraged to improve their formal education qualifications through adult education programmes available at local institutions (for example; UNAM, Polytechnic of Namibia and NAMCOL);
- b) They should be encouraged to improve their computer literacy and ICT and resources should be provided by the MoD for this purpose;
- c) They should be motivated to effectively participate in career development/ progression courses offered by Ministry of Defence;
- d) Senior NCOs should be encouraged to acquaint themselves with the terms and conditions of service as outlined in the existing Personnel Policy through the channel of command;
- e) They should be motivated to adopt a culture of reading and research for knowledge and expertise through local libraries, publications, media electronic and internet facilities;
- f) They should be encouraged to enhance a culture of mentoring and coaching of subordinate junior NCOs;
- g) They should be motivated to enforce *esprit de corps* with subordinate junior NCOs.

5.3.1.4 Recommendations for Junior NCOs in the NDF

Similarly, based on the research findings that disparities and variations exist in the level of technical skills and professional qualifications among the NCOs and also the fact that the notion of *lifelong learning* encourages individuals to learn and acquire competencies (Knapper and Cropley, 1985; Nicholas and Stephen, 2001; Rollinson et al., 1998), the following recommendations for the junior NCOs are made to enhance status of qualifications and technical skills through active participation in training and educational programmes:

- a) Junior NCOs should be encouraged to improve their formal education qualifications through adult education programmes available at institutions (for example; UNAM, Polytechnic of Namibia and NAMCOL);
- b) They should be encouraged to improve their computer literacy and ICT and resources should be provided by the MoD for this purpose;

- c) Junior NCOs should be motivated to effectively participate in career development/ progression courses offered by Ministry of Defence;
- d) They should be motivated to adopt a culture of reading and research for knowledge and expertise through local libraries, publications, media electronic and internet facilities;
- e) They should be encouraged to acquaint themselves with the terms and conditions of service as outlined in the existing Personnel Policy through the channel of command.

5.3.2 **Recommendations for Further Research**

It is commendable to take notes that newly subject questions or issues that arise during the conduct of this study were not comprehensively addressed. Hence, the following recommendations for further research are provided:

- a) One of the limitations of this study was that there is lack of awareness among the NDF members about the existence of the Personnel Policy on career development. Further study should be done to thoroughly investigate to what extent this lack of knowledge impact on the defence force members' conditions of service.

- b) Another study should be conducted to investigate how the none accreditation of military qualifications to National Qualification Framework is perceived by defence force officers and to what extent it affects on their employment opportunities in Namibia and promotive in the NDF.

- c) Finally, the resercher also recommends that further research should be undertaken in relation to the implementation process of promotional criteria in the three Arms of Service of the defence force to findout how the perceived irreguralities had affected the morale and performance of the defence force personnel.

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Appendix A

Research Instruments

Part 1: Interview Schedule for Junior Non-Commissioned Officers (J-NCOs)

Introduction

Thank you for your willingness to take part in this interview. I wish to assure you that you will remain completely anonymous and no record of this interview will be kept for any purpose other than research.

Instructions

- There are neither right nor wrong answers to questions contained in this document. Please feel free to respond to questions as candidly as possible.

- To ensure confidentiality, you are not required to provide your name to the interviewer.
- I shall be very happy if you can find time to answer all the questions for me.

I wish to thank you in Advance

SECTION A: BIOGRAPHICAL INFORMATION

In this section I would like to know some information about yourself and the career progression programme you are involved in. **Mark with an (X) in the appropriate box or write an answer in the space provided where applicable.**

Female	
Male	

1.1. Gender:

1.2. Age:

20 – 30	31 – 40	41 – 50	51 - 59	60 & above

1.3. Rank:

L/Cpl & AS	CPL & LS	Sgt & PO	S/Sgt & CPO

Army	
Air Force	
Navy	

1.4. Arms of Service:

1 – 5	
6 – 10	
11 – 15	
16 & above	

1.5. Years of Service:

1.6. What is your current position/appointment?

None	
Driver/Secretary/Receptionist	
Assistant/or Section leader	
Junior Clerk	
Platoon Sergeant	
Technician/Engineer/Specialist	
Instructor	
Senior Clerk	
Other (not specified)	

1.7. How many years have you served in your current post

Less than 1 yr	1 –2 yrs	3 –5 yrs	6 –10 yrs	11 –15 yrs	16 & more

1.8. Which of these education qualifications, if any, do you have? (Mark with an X where applicable)

No formal education	
Primary school qualification	
Secondary school qualification	
Tertiary certificate/or equivalent diploma	
Partially/Completed high diploma or degree	
Undergraduate degree or diploma	
Postgraduates qualifications (degrees)	
Other academic honours (specified)	

1.9. Which of these military qualifications, if any, do you have? (Mark with an X where applicable)

No military qualification	
Military certificates	
Other military honours (specify)	

1.10. When was your last promotion?

Less than 1 yr	1 – 2 yrs	3 -5 yrs	6 –10 yrs	11 – 15 yrs	16 & more

1.11. When did you last attend career progression course(s)?

Less than 1 yrs	1 – 2 yrs	3 – 5 yrs	6– 10 yrs	11 – 15 yrs	16 or more yrs

1.12. How do you match/or compare your qualification with your current appointment?

	Higher	Equivalent	Fair	Lower	None
Qualification					
Appointment					

SECTION B: VIEWS ON THE EFFECTIVENESS OF THE CAREER

DEVELOPMENT/PROGRESSION POLICY IN THE NDF

In this section I would like to know how you view the effectiveness of the Career Development/Progression Policy in the NDF in relation needs of NCOs.

2.1. Are you aware of the Personnel Policy which makes provision for recruitment, posting, promotion and other conditions of service in the NDF?

(Mark with an X where applicable)

Yes	No	Unaware

2.2 In your views, do you think the existing Personnel Policy is effective in addressing career progression, training and educational needs of NCOs?

Very effective	Effective	Not effective	Not sure

2.3.If the policy is effective, to what extent it is exercised in promoting career development and progression of NCOs? (Mark with an X where applicable)

To a great extent	
To a lesser extent	
To some extent	

2.4. If the policy is not effective, give reasons for your answer:

.....

2.5. Do you think that your career development and progression have advanced or improved your qualification and professional skills, since you join the NDF? (Mark with an X where applicable)

Yes	
No	

Give reasons for your answer:

.....

2.6. Have you successfully completed all specialised courses required in your professional duties, promotion and appointment up to your current rank? (Mark with an X where applicable)

Yes	
No	

Give reasons for your answer:.....

2.7. Was the successful completion of your career development/progression with regard to professional training and educational skills a requirement for your promotion and posting? (Mark with an X where applicable)

Yes	
No	
Not Aware	

Give reasons for your answer:

2.8. In your professional experience, how often are opportunities of advance career progression courses readily available to you in your service? (Mark with an X where applicable)

Frequently	
Sometimes	
Rarely or never	

Give reasons for your answer:

2.9. In advancing your professional career development/ progression, what kinds of motivation have you received? (Mark all kinds of motivation with an X where applicable)

Motivation	
Access to in-service training	
Access to mentoring/coaching	

Access to study leave	
Access to study bursary	
Access to advance professional courses	
Access to further academic studies	
Access to technical training	
Improved salary income	

2.10. How would you describe the level of encouragement and support you received in your career development/progression in your service? (Mark with an X where applicable)

Excellent	
Good	
Average	
Poor	
None	

Give reasons for your answer:

.....

2.11. How do you rate the level of training and educational programme within our military training institutions in addressing career progression of Junior NCOs? (Mark with an X where applicable)

Excellent	Very good	Good	Satisfactory	Poor	Not aware

Give reasons for your answer:

.....

2.12. Does your job require you to computer literate? (Mark with an X where applicable)

Yes	
No	

Give reasons for your answer:

.....

.....

.....

2.13. What other skills do you require to perform your job successfully?

.....

.....

SECTION C: BARRIERS TO CAREER DEVELOPMENT/PROGRESSION IN THE NDF

In this section you are required provide information on perceived barriers to career development/progression among NCOs in the NDF.

3.1. In your profession, have you noticed discrepancies or variations in the level of military training, technical and professional qualification among NCOs holding same ranks and same positions in the three Arms of Service? (Mark with an X where applicable)

Yes	
No	
Not sure	

Give reasons for your answer:

.....

.....

3.2. In your profession, have you experienced discrepancies or variations in the level of academic qualifications of NCOs in the same rank or same position in the three Arms of Service? (Mark with an X where applicable)

Yes	
No	
Not sure	

Give reasons for your answer:

.....

.....

3.3. In your profession, have you experienced discrepancies or variations in terms of promotion of NCOs in the NDF? (Mark with an X where applicable)

Yes	
No	
Not sure	

Give reasons for your answer:

.....

.....

3.4. How do you feel about the following aspects in relation to your current rank and appointment? (Mark all aspects to match your feeling with an X where applicable)

	Very satisfied	Satisfied	Very unsatisfied	Not sure
Provision of training and learning opportunities				
Mentoring and coaching				
Study counselling				
Study leave				
Study benefits and supports				
Conditions of remuneration				

Performance management and feedback				
Relations with your supervisor/direct commander				

3.5. What are the common barriers or shortcomings have you observed regarding career development/progression of NCOs in your Unit?

.....



SECTION D: BEST OPTIONS TO ADDRESS THE EXISTING BARRIERS

4.1. Give additional comments/opinions on how career development/progression of NCOs in NDF can be improved.

.....

Part 2: Interview Schedule For Senior NCOs (Warrant Officers)

Introduction

Thank you for your willingness to take part in this interview. I wish to assure you that you will remain completely anonymous and no record of this interview will be kept for any purpose other than research.

Instructions

- There is neither right nor wrong answers to questions contained in this document. Please feel free to respond to questions as candidly as possible.
- To ensure confidentiality, you are not required to provide your name to the interviewer.
- I shall be very happy if you can find time to answer all the questions for me.

I wish to thank you in Advance.

SECTION A: BIOGRAPHICAL INFORMATION

In this section I would like to know some information about yourself and the career progression programme you are involved in. **Mark with an (X) in the appropriate box or write an answer in the space provided where applicable**

Female	
Male	

1.1. Gender

1.2. Age:

20 – 30	31 – 40	41 - 50	51 - 59	60 & above

WO2	WO1

1.3. Rank:

Army	
Air Force	
Navy	

1.4. Arms of Service:

1.5. Years of Service:

1 – 5	
6 – 10	
11 – 15	
16 & above	

1.6. What is your current position/appointment?

None	
Technician/Engineer/Specialist	
Instructor	
Senior Clerk	
Chief Clerk	
Unit Sergeant Major	
Formation Sergeant Major	
Arms of Service Sergeant Major	
NDF Sergeant Major	
Other (not specified)	

1.7. How many years have you served in your current post?

Less than 1 yr	1 – 2 yrs	3 – 5 yrs	6 – 10 yrs	11 – 15 yrs	16 or more

1.8. Which of these education qualifications, if any, do you have? (Mark with an X where applicable)

No formal education	
Primary school qualification	

Secondary school qualification	
Tertiary certificate/or equivalent diploma	
Partially/Completed high diploma or degree	
Undergraduate degree or diploma	
Postgraduates qualifications (degrees)	
Other academic honours (specified)	

1.9. Which of these military qualifications, if any, do you have? (Mark with an X where applicable)

No military qualification	
Military certificates	
Other military honours (specify)	

1.10. When was your last promotion?

Less than 1yr	1 – 2 yrs	3 – 5 yrs	6 – 10 yrs	11 –15 yrs	16 or more

1.11. When did you last attend career progression course(s)?

Less than 1 yr	1 – 2 yrs	3 – 5 yrs	6 – 10 years	11 –15 yrs	16 or more

1.12. How do you match/or compare your qualification with your current appointment?

	Higher	Equivalent	Fair	Lower	None
Qualification					
Appointment					

SECTION B: VIEWS ON THE EFFECTIVENESS OF THE CAREER

DEVELOPMENT/PROGRESSION POLICY IN THE NDF

In this section I would like to know how you view the effectiveness of the Career Development/Progression Policy in the NDF in relation needs of NCOs.

2.1. Are you aware of the Personnel Policy which makes provision for recruitment, posting, promotion and other conditions of service in the NDF? (Mark with an X where applicable)

Yes	No	Unaware

2.2. In your views, do you think the existing Personnel Policy is effective in addressing career progression, training and educational needs of NCOs?

Very effective	Effective	Not effective	Not sure

2.3 If the policy is effective, to what extent it is exercised in promoting career development and progression of NCOs? (Mark with an X where applicable)

To a great extent	
To a lesser extent	
To some extent	

2.4. If the policy is not effective, give reasons for your answer:

.....

2.5. Do you think that your career development and progression have advanced or improved your qualification and professional skills, since you join the NDF? (Mark with an X where applicable)

Yes	
No	

Give reasons for your answer:

.....

.....

.....

2.6. Have you successfully completed all specialised courses required in your professional duties, promotion and appointment up to your current rank? (Mark with an X where applicable)

Yes	
No	

Give reasons for your answer:

.....

.....

.....

2.7. Was the successful completion of your career development/progression with regard to professional training and educational skills a requirement for your promotion and posting? (Mark with an X where applicable)

Yes	
No	
Not Aware	

Give reasons for your answer:

.....

 2.8 In your professional experience, how often are opportunities of advance career progression courses readily available to you in your service? (Mark with an X where applicable)

Frequently	
Sometimes	
Rarely or never	

Give reasons for your answer:

.....
 .

2.9. In advancing your professional career development/ progression, what kinds of motivation have you received? (Mark all kinds of motivation with an X where applicable)

Motivation	
Access to in-service training	
Access to mentoring/coaching	
Access to study leave	
Access to study bursary	
Access to advance professional courses	
Access to further academic studies	
Access to technical training	
Improved salary income	

2.10. How would you describe the level of encouragement and support you received in your career development/progression in your service? (Mark with an X where applicable)

Excellent	
Good	
Average	
Poor	
None	

Give reasons for your answer:

.....
 .

2.11. How do you rate the level of training and educational programme within our military training institutions in addressing career progression of Warrant Officers? (Mark with an X where applicable)

Excellent	Very good	Good	Satisfactory	Poor	Not aware

Give reasons for your answer:

.....
 .

2.12. Does your job require you to computer literate? (Mark with an X where applicable)

Yes	
No	

Give reasons for your answer:

.....
 ..

2.13. What other skills do you require to perform your job successfully?

.....

SECTION C: BARRIERS TO CAREER DEVELOPMENT/PROGRESSION IN THE NDF

In this section you are required provide information on perceived barriers to career development/progression among NCOs in the NDF.

3.1. In your profession, have you noticed discrepancies or variations in the level of military training, technical and professional qualification among NCOs holding same ranks and same positions in the three Arms of Service? (Mark with an X where applicable)

Yes	
No	
Not sure	

Give reasons for your answer:

.....

3.2. In your profession, have you experienced discrepancies or variations in the level of academic qualifications of NCOs in the same rank or same position in the three Arms of Service? (Mark with an X where applicable)

Yes	
No	
Not sure	

Give reasons for your answer:

.....

3.3 In your profession, have you experienced discrepancies or variations in terms of promotion of NCOs in the NDF? (Mark with an X where applicable)

Yes	
No	
Not sure	

Give reasons for your answer:

.....

3.4 How do you feel about the following aspects in relation to your current rank and appointment? (Mark all aspects to match your feeling with an X where applicable)

	Very satisfied	Satisfied	Very unsatisfied	Not sure
Provision of training and learning opportunities				
Mentoring and coaching				
Study counselling				
Study leave				
Study benefits and supports				
Conditions of remuneration				
Performance management and feedback				
Relations with your supervisor/direct commander				

3.5 What are the common barriers or shortcomings have you observed regarding career development/progression of NCOs in your Unit?

.....

SECTION D: BEST OPTIONS TO ADDRESS THE EXISTING BARRIERS

4.1. Give additional comments/opinions on how career development/progression of NCOs in NDF can be improved:

.....
.....
.....
.....
.....

APPENDIX B

Telephone: (061) 2049111
Extension: 2015
Enquiries: **Lt Col M. Aluendo**

The Chief of Staff Personnel
Directorate of Personnel
Ministry of Defence
General, Sir

Ministry of Defence
Private Bag 13307
August 2008

**Subject: NDF's Facilitation of Field Research by Lt Colonel M. Alueendo,
MA – SSS Degree Candidate**

1. This letter serves to request the Chief of the Namibian Defence Force through the office of Chief of Staff Personnel to grant permission for the conduct of field research in the Defence Headquarters' premises in Windhoek with effect from August 2008.

2. The applicant is a Master of Art degree candidate in security and strategic studies at the University of Namibia. Hence, he is required to undertake a field research to collect information needed for writing the thesis for a partial fulfilment of the requirement for the degree on the approved topic entitled: "Views and perceptions of Non-Commissioned Officers regarding the effectiveness of the career development policy in the Namibian Defence Force – Case study for Windhoek Defence Headquarters".

3. General, Sir, the granting of necessary permit would immensely facilitate to this course.

.....
M. Alueendo

(Applicant, student number: 200743082)

APPENDIX C



NAMIBIAN DEFENCE FORCE

Tel: (061) 204 9111
Fax: (061) 204 2124
E-mail Address: cdefence@mod.gov.na

**Chief of the Defence Force Private Bag 13307
WINDHOEK**

Enquiries: Brig, Gen. A.Chimwandi

Ref: 600/15/3

Your ref

15 August 2008

RESEARCH PERMIT GRANTED TO: 17066455 LT.COL M ALUEENDO

1. Permission is granted to Lt.Col M Alueendo to conduct a research study in the MOD/DHQs, Suiderhof and Eros military premises wef 20 Aug to 20 Sept 08.
2. Lt.Col M Alueendo is pursuing an academic study under the aegis of the University of Namibia for the award of the Master of Art Degree in Security and Strategic Studies, hence required to conduct a research and write a thesis entitled: *"Views and Perceptions of NCOs Regarding the Effectiveness of the Career Development Policy in the NDF: A CaseStudy far the DHQs "*. This study is in commensurate with the research topics issued by the MOD for the students of Master of Art Programme (PS. Memorandum, dated 11 Mar 08).
3. The research study covers the ranks from L/Cpl up to WO1 in the Army/Air Force and equivalents in the Navy. Forty five (45) members will be selected as respondents.
4. The researcher will make formal arrangements with Officers/Commanders in charge of divisions/or units before interviews take place.

1

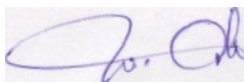
All Official correspondence must be addressed to the Chief of the Defence Force

5. To this cause, members are called upon to cooperate with the researcher. All enquiries should be directed to COS PERS, DHQs.

REPUBLIC OF NAMIBIA
MINISTRY OF DEFENCE

2008 – 08 - 15

CHIEF OF DEFENCE FORCE
P/Bag 13307
WINDHOEK



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Lt.Col M Alueendo

APPENDIX D



APPENDIX E

