

UNIVERSITY OF KWAZULU-NATAL

**A STUDY OF RECRUITMENT AND SELECTION PROCEDURES
OF SENIOR OFFICIALS INTO THE DEPARTMENT OF EDUCATION
IN KWAZULU –NATAL PROVINCE**

2006

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NATAL PROVINCE**

BY

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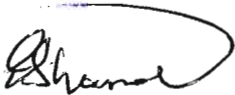
**Submitted in partial fulfillment of the Degree of Master of Education
(Educational Management) at the University of KwaZulu-Natal
(Edgewood)**

ACRONYMS

KZN	KwaZulu-Natal
CES	Chief Education Specialist
DCES	Deputy Chief Education Specialist
DD	Deputy Director
KZNDoE	KwaZulu-Natal Department of Education

AUTHOR DECLARATION

I hereby declare that A study of recruitment and selection procedures of senior officials into the Department of Education in KwaZulu-Natal Province is my work and that all sources consulted and quoted have been indicated and acknowledged by means of references.



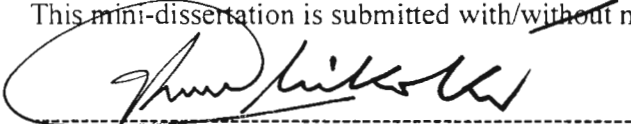
Signed

17 August 2006

Date

Statement by the supervisor:

This ~~mini-dissertation~~ is submitted with/without my approval.



Vitalis Chikoko

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- My parents who sacrificed a lot to me to be educated.

To you all, I sincerely convey my profound gratitude.

ABSTRACT

This study sought to investigate the recruitment and selection procedures of senior officials into the Department of Education in KwaZulu-Natal Province. The study argued that recruitment and selection of staff in KZN Department of Education is faced with a number of problems as posts are advertised, withdrawn, delayed or cancelled.

The study used interviews and document analysis as data collection instruments. Deputy Directors, Chief Education Specialists and Deputy Chief Education Specialists participated in interviews. Having investigated and correlated all the results, the researcher concluded that the problems pertaining to recruitment and selection, include: The contents of policies regarding recruitment and selection are not known by the officials. There is inconsistency between advertisement and short-listing. The interviewing committee is not properly constituted and the principles of objectivity and fairness are not adhered to.

The study recommends that the Education Department must ensure that workshops on policies and legislations are organized and conducted for all officials and educators. Job evaluation must be thoroughly done. The Human Resources Department must ensure that the requirements on the advertisements are in line with the set criteria for short-listing.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

This study investigates recruitment and selection procedures of senior officials into the KwaZulu-Natal Province Department of Education. Human resources are the most important and valuable assets in any enterprise. This is the case because the human resource can be developed and it has capacity to utilize all the other resources in the organization. O'Neill et al (1994:45) put it as follows:

Educational organizations depend for their success on the quality, commitment and performance of the people who work there. For this reason any recruitment and selection of staff must be conducted in a scientific and accountable manner.

Recruitment and selection of senior staff in KwaZulu-Natal Department of Education seems to be faced with a number of problems. Posts such as those of Chief Education Specialist Whole school evaluation- Learner achievement, Assessment, Quality of Teaching and curriculum Provision were advertised in the Human Resource Management Circular Number 34 of 2003. In the advertisement it was mentioned that only those applicants who had previous experience in Quality Assurance were recommended. The Unions saw that requirement as discriminatory and it was challenged. These posts were subsequently withdrawn, as the correct procedures were not followed when the

people who were acting on those posts were appointed, and all of a sudden they were given unfair advantage.

At the time of writing this report some of the posts advertised in other circulars had not been filled because of various pending disputes. Some of the alleged disputes are that candidates are eliminated for wrong reasons, the departmental officials are imposing those who should be short-listed even if they do not meet the set criteria, some of the documents such as candidates' certificates disappear, etc. In some instances these potential candidates even cite nepotism and favouritism as the order of the day. Some potential candidates are reportedly no longer applying for promotional posts, because they are not short-listed although they claim to have all the necessary qualifications and meet all the required criteria.

The Legislative prescripts such as the Constitution of the Republic South Africa Act No.108 (1996) the Employment Equity Act, 55 (1998), the Employment of Educators Act (1998), the South African Schools Act, (1996), the Labour Relations Act, (1995) and others make it mandatory for the Department of Education to apply recruitment and selection strategies that would achieve a diverse workforce based on the principles of objectivity, fairness and equity.

According to Anderson and Towers (1992:170)

if mistakes are made during recruitment and selection it is very difficult to reverse the process as incompetent, inexperienced people might be absorbed into the system. Thus the selection of staff is a key element in personnel management.

1.2 Purpose of the study

The scenario discussed above shows that there is disgruntlement among potential candidates. Against this background the purpose of this study is to investigate the recruitment and selection procedures followed in employing officials into the Department of Education. The study also intend to investigate the challenges the Department is facing in these recruitment and selection processes as well as the extent to which it is coping with such challenges.

1.3 Statement of the problem

This study investigates recruitment and selection procedures of senior officials into the KwaZulu-Natal Province Department of Education.

1.4 Sub-problems

The study revolves around the following research questions:

1. What do recruitment and selection of senior officials entail in the context of KwaZulu-Natal Education Department?
2. To what extent does the KwaZulu-Natal Department of Education adhere to stipulated recruitment and selection procedures in employing senior officials?
3. What challenges is the Department facing in these recruitment and selection processes?
4. To what extent does the Department cope with these challenges?

1.5 Assumption of the study

This study assumed that the problems pertaining to recruitment and selection procedures described above are on going. It also assumed that all the stakeholders were keen to solve these problems without any reservations. Thus it was further assumed that the respondents would provide adequate and genuine answers to the questions of the study.

1.6 Significance of the study

The selection of staff is a key element in personnel management (Anderson and Towers 1992; Southworth 1990). The study also aims to unearth some of the challenges faced by the Department of Education regarding recruitment and selection of officials to advertised positions. Adequate knowledge of the nature of such challenges may help in finding ways of addressing these challenges.

1.7 Limitations of the study

The findings of this study would have been more revealing if the researcher had had the opportunity to observe practical selection processes. However this was not possible since there were no such activities during the period of the study. Also, since the study was conducted in one province the findings may not be easily generalizable to the whole country.

1.8 Delimitation of the study

The study was confined to KwaZulu-Natal Province. Within the province, it was restricted to Deputy Directors, Chief Education Specialist and Deputy chief Education Specialist in districts and Regional offices.

1.9 Definition of terms

To facilitate sound understanding of this report, key concepts need to be defined in the context they were used in the study.

The Act: refers to the Employment Equity Act.

Black People: is a generic term, which means Africans, Indians and Coloureds.

Department: KwaZulu-Natal Department of Education.

Designated group: Means Black people, women and persons with disabilities.

Dispute: an alleged disagreement over a certain issue.

Employee: means any person who is employed in terms of the Public Service Act, 1994 as amended or the Employment of Educators Act, 1998 as amended.

Employment Equity: the elimination of unfair discrimination of specific measure to accelerate the advancement of designated groups towards the achievement of equality.

Senior Officials Employees of the Department of Education stationed at Provincial, Regional and District offices from Deputy Chief Education Specialist but below the director.

Senior Management: Employees of the Department of Education from director level upwards.

Stakeholders: are all those who have the right to participate in the process recruitment and selection

Unfair discrimination: refers to measures, attitudes and behaviours that unfairly obstruct the enjoyment of equal rights and opportunities in employment.

Z 83: A form that is used to assist any government department in selecting a person for an advertised post.

10. Organization of the research report

Chapter one describes the problem and it's setting. Chapter two reviews literature. Chapter three describes and justifies the research methodology. Chapter four presents and discusses obtained data. Chapter five presents summary of the research findings.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

1. INTRODUCTION

This study investigated the policies and procedures followed in the recruitment and selection of senior officials into the Department of Education in KwaZulu-Natal Province. These officials are employed in terms of the Public Service Act No 103 of 1994 as amended and Employment of Educators Act 76 of 1998. The study focused on Deputy Directors level 12 as well as Deputy chief Education Specialist level 4 and Chief Education Specialist level 5.

This chapter seeks to discuss the importance of effective recruitment and selection, looking at what literature suggests might be regarded as best practice in the management of these processes. Firstly, the chapter intends to do this by defining the key concepts. Secondly, by explaining the importance of recruitment and selection in an organization. Thirdly, by examining recruitment and selection processes.

2. KEY CONCEPTS

2.1 Recruitment

Cherrington 1995:192 defines recruitment as

the process of attracting potential job applicants from the available force. One can describe recruitment as those activities in Human Resource Management, which are undertaken in order to attract

sufficient job candidates who have the necessary potential, competencies and traits to fill the job needs and to assist the organization in achieving its objectives .

Middlewood *et al* 2003:127, contend that

if recruitment procedures are fair, they should go through all the measures to advertise vacancies and to allow as many qualifying candidates as possible to apply and be interviewed. By means of the recruitment process the organization aims to attract and retain the interest of the best suitable applicants. Recruitment is the process of attracting applicants who are available to fill positions in the organization. (2003:127).

Cooper *et al* (2003:257) , argue that

The emphasis on high quality personnel recruitment is fast becoming a key concern in today's business environment. Organizations are moving away from what was traditionally a lottery when recruiting staff, towards more complex procedures that aim to accurately predict employees' future behavior in the job .

Thus recruitment entails the process of attracting the relevant candidates for the job who also has the potential and the ability to perform and can deliver.

It is also clear that skills and knowledge required by companies have changed dramatically and there is much more competition for jobs than before. Furthermore organizations do not want to take a route of appointing people who are likely not to deliver at the end of the day.

2.2 Selection

Swanepoel *et al* (1998:311).defines selection as

The process of trying to determine which individuals will best match particular jobs in the organization context, taking into account individual differences, the requirements of the job and the organization's internal and external environments.

According to Gerber, Nel and Van Dyk (1992:325)

selection comprises the choosing from a number of candidates a person who, in the opinion of the selector, succeeds in meeting the required standards of performance.

This means that organizations have goals to achieve and they design their selection criteria on the basis of what they want to achieve. This has a great implication on the selection process. The selection process also depends on challenges, threats and weaknesses of the organization. The vision and mission of the organization should play a crucial role in the selection process.

According to Burgess (1985:77) selection is

basically a task of prediction. It presupposes a screening and sorting procedure in the course of which the candidates with the least potential are separated from those with the most potential. Selection is a complex procedure that comprises the following: the collection of information, coding, interpretation retrieval, integration of information and decision-making.

These procedures are very important and need to be followed so that the person who meets most of the requirements for the job is appointed. Anderson and Towers (1992:45) define selection as, involving the evaluation of candidates and development of systems, procedures and methods according to which sound selection decision can be made in order to ensure the addition of high-quality personnel to the organization concerned. When an organization designs an advertisement, it actually indicates to applicants that the selection process will be based on the kind of an employee envisaged for the delivery of the organization's task.

From the definitions cited above, selection can be defined as the process of choosing the best person for the job from a number of candidates, considering all the necessary requirements.

2.3 The importance of recruitment and selection in an organisation

Middlewood (1997:139) argues that

given that people are the most important resource in educational organizations, it is a truism to say that appointing such people is the most important task that managers undertake. In the task of recruitment and selection, managers may be described as encouraging the best people to apply and then choosing the best people for the jobs or task.

Therefore it is incumbent upon any organization to see that a person appointed in any post is someone who can deliver. None of the organization's goals would succeed if the Human Resource cannot help to translate promises into tangible results for its clientele. The quality of service will depend largely on commitment, motivation and capability of its members. In the context of the Department of Education this has to be addressed since most of the panels that interview the aspiring candidates are not specialist in that particular field. The interview is taken as the only way of selecting the person to fill the post. The track record of the short listed candidates is not verified and the referees are a formality, as they are not contacted. This might lead to false information being given.

Druker (1998) in Thurlow (2000:2) maintains that

the purpose of an organization is to enable ordinary human beings to do things. No organization can depend on genius, the supply of which is always scarce and unreliable. It is the test of an organization to make

ordinary people to perform better than they seem capable to bring out whatever strength there is in its members and use each person's strength to help the other to perform. It is the task of the organization at the same time to neutralize the individual weaknesses of its members. The test of an organization is the spirit of its performance.

In an interview of "Asikhulume Lets talk" conducted by Xolani Gwala held on the 17th of April 2005 on National Television channel 1 where the National Minister of Education, Naledi Pandor was part of the discussion, it was shown beyond reasonable doubt that educators are demoralized and want to leave the profession. This has been proven by their response, which was 91% saying they want to leave the profession and only 9% saying they are happy. So it is highly unlikely that these people will perform well.

Middlewood (1997:141) reviewed the arguments for structured approaches to recruitment and selection in educational organizations and reports on findings of three sources, one of which emphasizes an apparent lack of clear definitions of what was sought in USA school principals by the selectors, and two of which used the analogy of a 'lottery' to describe selection processes in England and Wales and the state of Victoria in Australia respectively. The Morgan study (1996:153) argued that selection procedures exhibited four main shortcomings:

- a) selectors had a meager knowledge of the job and used undeclared criteria,
- b) the roles of different groups of selectors were ambiguous,
- c) the selectors used a restricted selection technology,
- d) On-job-related factors dominated the decision

The recruitment and selection of educators by the parents has created problems in the past. It was a good idea to include parents in the appointment of educators, but it had proven that most of them lack the knowledge, the understanding of their roles and some of them are not learned as they were suppose to score candidates of which in some instances in a foreign language to them. The nature of the job to be performed needs experts and knowledgeable people in the field of education. The Department has a major challenge in involving parents during selection, which is why the study is relevant so that it could look at the possible strategies to be implemented.

According to Gerber, Nel and Van Dyk (1992:323).

people work for several reasons. They work not only for such reasons as earning a salary, but because work plays an important role in the development of self-respect and a sense of identity. People's jobs are important criteria by which they assess themselves and others and working satisfies the wide variety of human needs .

One of the reason cited by educators in the discussion of the 17th of April 2005 as to why they want to live the profession, is job security. An educators' job is no longer safe anymore because of Post Provisioning Norms and Rationalization and Redeployment of educators, which simple means that teachers can be redeployed where their services are required most or can be declared redundant. Educators are also saying that schools are no longer safe as teaching institution. Schools are no longer safe from both learners and community members because of drugs, crime and violence.

Riches and Morgan (1989:3) argue that

an employee's performance depends not so much on his or her innate ability rather on the extent to which the organization can enable him to perform at his best therefore it is important that for any recruitment and selection process to be successful, proper human resource planning should be done.

There are problems in the Department of Education as post are advertised and withdrawn, this suggest that the Human Resource Planning is not done properly which makes the study so important. The posts of chief Education Specialist and Deputy Chief Education Specialist which its closing date was supposed to be the 18th of March and were subsequently suspended, as the necessary audit was to be done of which that was the first step before advertisement. This clearly indicates that Human resource Planning was not done properly.

Middlewood and Lumby (1998:135), suggest that

there are three underlying issues, which need to be addressed in the management of selection, which they identify as an acknowledgement of technical and functional aspects of the roles of staff, the need for objectivity in a potentially very subjective process and the issue of equal opportunities.

Each of these issues has relevance in KZN Province and in South Africa in general. It is important to note that South Africa has a clear legal framework for recruitment and selection, which is provided by the Constitution of 1996, the Labour relations Act and the Public Service Act, which is used in connection with the Public Service Regulation of 2001.

The framework stipulates that, among other things, making the best use of human resources in education involves: Employing people through fair and effective procedures, including those for recruitment, selection, promotion and deployment. Rational appointments procedures, consistently applied, ensure the best use of the skills that are available to the system. Quality in selection based on merit and equity, essential to performance and morale. There seem to be a problem with this framework as it exists on paper but its implementation is not adhered to.

Middlewood and Lumby (1998) in Thurlow (2000:11) argue that

the process of selection is bound to be subjective since it is made up of various people with vested interest. Most of the people who are panel members know most of the people to be interviewed. These people meet in most meetings and conferences. In some instances they work in the same circuit, District or Region.

Some of these traditional practices are:

- Basic judgments upon intuition rather than facts
- Making ‘snap’ judgments.
- Insisting on a personal stereotype of what is a good candidate
- Comparing candidates with the pre-post-holder or with other candidates rather than the agreed criteria
- Preferring a candidate in one’s image

This is a possible problem in the KwaZulu –Natal Department of Education as there are disputes and grievances in all four regions of the Province. Many people who had applied for posts and interviewed cite most of these practices

as prevalent in the system. It is therefore incumbent upon the Education Department to look at the possible means of addressing these allegations whether are they justified or not. If all the necessary procedures were to be followed all senior or promotional post should be in line with the legislative prescripts as well as collective agreements.

2.4 Recruitment and selection processes

The selection process is a series of steps through which applicants pass. The first step in the selection process is a preliminary screening interview, followed by an evaluation of the application form or Curriculum Vitae. The question on application blanks must conform to the requirements of the Employment Equity Act. Application blanks are used to screen applicants for minimum job requirements. Ideally, the responsibility for the selection process should be jointly that of the human resources department and line employees, particularly line management.

McPherson (1999:139) in his research drew attention to limited understandings of the job on the part of selectors and the use of a very restricted selection technology, while a significant number of disputes over selection decisions declared in the KwaZulu-Natal provincial chamber of the Labour Relations Council suggest, at least, fairly widespread perceptions that non-job related factors had been allowed to influence selection decisions. McPherson drew attention to a unanimous agreement on the need for selector training which,

according to Middlewood (1997:139) is an important element in the canon or structured approaches to recruitment and selection.

O'Neill et al, (1994) in Thurlow (2000:12) suggest five key issues when considering the management of the selection process, these are

- ❖ Personnel –who shall be involved in the selection process?
- ❖ Criteria –Against which standards shall candidates, be assessed?
- ❖ Weighting –the relative importance of the different criteria.
- ❖ Instruments –how shall the candidate's performance be assessed?
- ❖ Matching –deciding on which person is best suited to the post?

The KZNDoE needs to polish up when dealing with most of the criteria in order to ensure the fault-free management of the recruitment and selection process.

Selection should be viewed as a two way process which means that one places emphasis on allowing candidates to determine that a post is suitable for them and on the organization being able to select the most appropriate person. An organization which puts pressure to accept an offer on the person whom it sees as the most suitable when that person has significant doubts, runs the risk of appointing someone who may quickly become demotivated.

Seeing that selection is very important, it is also necessary that knowledgeable people should handle it. It would be appropriate to introduce assessment

centers. Places like Wales, England, and the United States claim for their effectiveness. In South Africa there is one assessment centre, which is operated through the faculty of Education at the University of Orange Free State (Joiner 1998:113) in McPherson (1999:32) defines an assessment centre as, a variety of testing techniques designed to allow candidates to demonstrate under standardized conditions, the skills and abilities most essential for success in a given job.

According to Thurlow (2000:15) Assessment centres

involve candidates in a series of group or individual exercises observed by trained assessors. The major disadvantage of assessment centres is that of high cost in terms of money and time.

For any recruitment and selection to be successful the following processes need to be considered.

2.4.1 Planning

For any recruitment to be successful, a proper human resource planning should be done. Human resource planning is a process of systematically reviewing human resource requirements to ensure that the required numbers of employees, with the required skills, are available when they are needed.

Mullins (1999:757) maintains that

whatever the structure of the organization it has to be staffed with people of the right quality. Managers are likely to be faced with the frequent need to recruit and select staff. Managers and supervisors should have at least some say in the appointment of their own staff or those whose work they supervise.

In the KZNDoE immediate managers play a major role in the appointment of the people below them. The Department must be commended for that.

Procedures for recruitment and selection must themselves be put into an organizational context. Human resource planning provides the link between corporate objective and organization structure and is the basis of a personnel management action programme.

According to Mullins (1999:739), there are three important considerations which should underlie the recruitment and selection of staff:

Firstly, the context of the overall human resource plans. Secondly, how new members of staff will fit into the cultural and social structure of the organization and thirdly, full compliance with all legal requirements and codes of practice relating to employment and equal opportunities

The Department is lacking in these considerations, as newly appointed people are not given induction. As a newly appointed person one need to find your way to learn the culture of the organization. It is worse if one get a job where there was a competitor in the same department.

In order to select the best available staff and to retain them for a reasonable length of time, the need is for a planned and systematic approach to recruitment and selection. Central to such an approach is the process of job analysis from which is derived first, a job description, and then a person specification.

Damoyi and Tissiman, (1997: 35) maintain that

human resource planning is influenced by a number of external and internal factors which are goals of the organization, the organizational

style, the nature of the task, the work group, and the style and experience of the leaders and external factors as the intervention of trade union, government requirements and regulations, and economic conditions.

The Department must be commended for involving the unions or organized labour in all its stages of recruitment and selection . The role of the organized labour must be clearly defined as sometimes they end up interfering with the panel instead of observing and lodging disputes where candidates are unfairly treated.

Every organization must have the organization recruitment policy. It must reflect diversity issues and provide guidelines for the recruiter. Planning the workforce must be geared towards the skill and behavior that people understand the true nature of the job for which they are applying, if quality standards are to be upheld in the organization. For any position to be filled the following processes must take place (advertisement, sifting, short-listing, interviewing, appointment).

It is important to have a thorough knowledge of sources of labour and methods of recruitment. There are a variety of methods which can be used in selection. The choice, combination and application of methods should be appropriate to the nature of the organization, the vacant job and the number and nature of candidates. Whatever selection process is adopted, it requires careful planning and preparation.

One major problem in the Department of Education is Human Resource planning. There is no evidence of planning since in March 2004 there were still schools that were without critical subject teachers. Some schools had been promised posts at the beginning of the financial year, which is April and the first term.

2.4.2 Job evaluation

It is very important that before every job is advertised a thorough job evaluation or job analysis ought to be done. According to Mullins (1999:751)

job evaluation can be used for a variety of purposes such as identifying training needs, determining the health and safety aspects of jobs, producing a more rational and acceptable salary structure, annual staff performance appraisals and reorganizing the company workforce. It provides guidelines for the objective assessment of applicants.

The interview plan can be drawn from the person specification, including areas to be covered in assessing the candidate's willingness and ability to cope with the difficulties and challenges. Job analysis provides the basis for performance review and appraisal, training, reward systems, staff development and career progression, and design of working methods and practices. A carefully prepared person specification is a focus for describing the requirements of the job, the working conditions and the personal attributes and qualities necessary for successful performance.

Cooper *et al* (2003:33) maintains that

job analysis involves observing and questioning experienced workers and their managers to obtain an overview of all the tasks being carried out, as well as familiarization with the layout of the plant and the different types of machinery in use.

Observations are one of the most frequently used approaches to job evaluation. Provided the observers are well trained, this approach can furnish high- quality information, although it is labour-intensive and costly and suffers from some drawbacks. The analyst may record the observation incorrectly using words and concepts not readily understood by the jobholders making verification very difficult.

The reason for evaluating these posts is to ensure that first there is a need for the post. Secondly to make sure that the necessary provision for the post is looked after, like ensuring that funds are available to pay the person to be appointed, for instance a number of posts were advertised by KwaZulu –Natal Department of Education. Those posts were for the Whole School Evaluation only to find that the necessary provision were not made as not enough money to pay the people in that financial year and the appointment was delay and the appointment was implemented in the next financial year. This job evaluation practice is a very important and needed practice so that not many unnecessary posts could be created and that when people are appointed they get their pay in time. It is an embarrassment to the KwaZulu –Natal Department of Education whereby an educator take more than three months employed but not paid. This has lead to the Department social partners marching to district offices complaining about unpaid educators and other grievances.

It is important that a job must be properly analyzed before it is advertised. It helps to ensure that recruitment attempts are non-discriminatory and they take

place in accordance with the inherent requirements of the job. The person writing the advertisement should have a full grasp of the technical aspect of the job. The advertisement should be written in simple language and technical jargon should be avoided as far as possible not forgetting that it should also be appealing to the members of the profession and be error free.

Job evaluation is another problem in the Department of Education. Posts are advertised and subsequently withdrawn or cancelled. In some instances it is realized that there were not supposed to be advertised and sometimes the necessary provision for those posts were not done.

2.4.3 Advertising and other ways of attracting suitable applicants

It is clearly important to know where suitable applicants are likely to be found, how best to make contact with them and secure their application. This involves a thorough knowledge of sources of labour and methods of recruitment.

Mullins (1999:757), maintains that

the most appropriate means of attracting suitable applicants will depend upon the nature of the organization, the position to be filled and possibly the urgency of the need to make the appointment, among potential sources to be considered are: employment service job centres and agencies, career advisory offices, universities, colleges and schools, private employment agencies, professional and executive appointment registers, ex-service organizations, personal introductions and of course advertising. Another increasingly popular method is 'headhunting' or executive search. This involves direct contact with potentially suitable candidates, especially for senior or challenging appointments, to enquire about their interest in a particular job and where appropriate to attempt to elicit their application .

Vacancies may be advertised in the National and or local press, professional or trade journals and possibly on local commercial radio and television. Advertising is very expensive and it is important to be selective in the choice of media. Professional journals and bulletins in the case of education department have the advantage that they are likely to attract the right kind of applicant in terms of qualifications and experience. They may be expensive as well, and there is usually some delay between placing the advertisement and publication date. With some organizations especially those in public sector, it is customary to include an advertisement in the local press even for senior posts that are also advertised nationally.

The purpose of advertisement is to attract suitable potential applicants and it should therefore contain the necessary information to secure their attention and interest. The advertisement should produce a clear word-picture or template of the ideal candidate and should encapsulate the demands of the position and attributes of the person. Careful consideration should be given, therefore to its design, layout and contents. The advertisement might contain a named contact and telephone number of informal inquiries.

Specially designed, standard application forms and preliminary informal interviews must also be considered. Procedures might vary from organization to organization and possibly with the nature of the vacancy. Appropriate Curriculum Vitae may also be requested. The Department is in line with most

of the above-mentioned ways of advertisement, only if it can eliminate unnecessary mistakes that lead to posts being withdrawn or suspended.

2.4.4 Interviews

Interviews have been perceived to be unreliable predictors of performance, as they do not give a good indication of a candidate's potential.

Thomas (1993) in Thurlow (2000:10) cites the following prejudices that may occur during the selection process as well as human factors such as memory and connection:

- Interviewers often make up their minds about a candidate within the first five minutes of the interview and consciously or unconsciously spent the rest of the interview trying to justify their judgment.
- Interviewers' judgments of candidates can be affected by their appearance, speech gender and race either positively or negatively people tend to favour others whom they perceive to be like themselves.
- Research on memory shows that we remember information we hear at the beginning and end of an interview and thus tend to forget vital details and facts given in the middle.
- It is impossible for the human brain to concentrate at the same level over a prolonged period, thus if you are interviewing several candidates on the same day, they may not receive equal amounts of your attention

- Finally, the British Psychological Society has found that even well conducted interviews are only 25 percent better choosing someone by sticking in a list of candidates.

Middlewood and Lumby (1998) in Thurlow (2000:14) suggest that

effective management of interviewing acknowledge the following key principles.

- Interviewing is a two-way process since candidate can only be appointed on the basis of past performance and potential for future performance, it is important that they have the opportunity to relate to their performance to the proposed job ... to what is needed for the post available
- Consistency in approach by interviewers. This has management implication for choice of personnel involved, training of interviewers and clear organizational policy of selection.
- Interviewing involves specific skills. Since face-face interviewing is obviously a communication process, the skills involved are primarily those of communication.

It is clear that an interview is an artificial process that interviewers may be subject to logical error by which the assumption is made that anyone with one characteristic for example, politeness must be automatically have another for example intelligence. The interview is more often than not, the focal point of the entire selection process.

Despite its criticisms, the interview is usually the central and indispensable element of the selection process. A clear interview plan or checklist is necessary. If a panel or board interview is used the plan can serve as a basis for division of questioning among selectors. Interviews should at all times show respect to candidates, be honest and behave ethically. Skilled interviewers will know how to change their interview style and form of

questions according to the different behavior of candidates and the extent of their social skills

In most cases, a successful interview will contain a balance of open questions, direct or closed questions and reflective remarks or comments. Interviews should probe the candidate and ask meaningful, searching and practical questions. Interviewers should listen with care and note the way a candidate responds to a question. If selection decision is to be effective, good reporting as well as good interviewing is important. The use of a grading scheme, for example might introduce some degree of objectivity.

The Department must see to it that although the interview is one of the important way of selection, it needs to be complemented by other processes to ensure the authenticity of the information like contacting the referees to verify information given, check the previous track record of the applicant etc.

2.4.5 Weighting

Criteria relate closely to the job and person specifications and these might include: Biographical data e.g. qualification and experience, etc. Knowledge e.g. current legislation and policy Skills e.g. technical and managerial Attitude and values e.g. the extent to which the individual's values fit with personal ambition and loyalty. The Department needs to revisit weighting as a

process of recruitment and selection as not much is said about it in the recruitment and selection policy of the department.

Bush and Middlewood (1997:147) argue that

The weighting of the criteria cannot by its nature be precise but it does enable the criteria to be used consistently. It is easy to say that one task is more important than another but rather more difficult to give it a value. Weighting however is one way of reducing inconsistencies in the selection process.

2.4.6 Matching

The final stage in the process is that of selecting the candidate who matches best the criteria for the post. This involves the selectors in an assessment of the Performance of the candidates, using all the evidence derived from the variety of Instruments used. In this connection, Southworth (1990: 144) warns that

...The decision should not be based on the interview alone. The interview is merely one part of the process. While its intensity and proximity to the decision-making phase make it the most recent and, perhaps, most vivid stage, selectors should not allow it to negate or supercede all other information.

It is unfortunate that the Department rely heavily on the interview process as there are a number of good candidates who can perform well but not very eloquent in expressing themselves.

In relation to assessment of evidence, Southworth (1990:16) stressed the fundamental importance of applying the following three notions

- Adequacy (or how sufficient is it?)
- Integrity (or how truthful and accurate is it?)

- Appropriateness (or how relevant is it?).

Adequacy, integrity and appropriateness act as checks on the evidence. It is quite easy to take evidence 'on face value'. Sometimes candidates have been appointed simply because selectors failed to check, query or pursue the information before them.

Middlewood (1997:152) says that:

When an appointment is finally made, the selectors will inevitably feel that the process is complete. However, the satisfaction of a selection panel in reaching an agreed decision is not at all a measure of the success of an appointment.

It is however difficult to say that the appointment is a final stage in the Department of Education because it sometimes comes with surprise that triggers dissatisfaction and disputes thus delaying all process that the organization envisaged.

Cost is obviously a major consideration in any selection process. However, costs should be weighed against the costs of selection failure, the contributions from an efficient and effective selection process and benefits derived by the organization. should be taken into account. These benefits are not always readily apparent or easy to identify, but over a period of time some quantified measures might help to give a possible indication of the success of the selection process.

According to Southworth (1990) the final stage in selection process is 'after care'. New appointees need to be assisted in understanding the culture of their new place of work. Finally the last step is whereby application of notions of adequacy, integrity and appropriateness to the evidence.

2.5 Emerging issues

This chapter started by defining recruitment and selection. It discussed the importance of recruitment and selection procedures to be followed in an organization. It also highlighted the key issues to be considered in the management of the selection process. This chapter further established the need for assessment centres to be introduced in South Africa. The literature reviewed has highlighted that although line managers are often involved in the recruitment process, most of the recruitment process is the responsibility of the professionals in the human resource department. Recruiters must be aware of the constraints and the challenges offered in the organization's recruitment policy. They must be familiar with human resource and affirmative action plans. environmental conditions, job requirements, costs and possible incentives that can be used to induce recruits to become applicants.

The chapter argues that organizations are moving away from traditional ways of recruiting staff, but towards more complex procedures that aim to accurately predict employees' future behaviour in the job. For any recruitment and

selection to be successful a number of processes need to be followed e.g. Human Resource Planning, job evaluation, advertising, interviews, weighting, matching and other related processes. If KZNDoE want to be a leading Department, it must adhere to these processes not to be only on the policy but see to it that it is implemented.

The next chapter presents the research methodology of the study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Introduction

This study investigated the recruitment and selection procedures of Senior Officials into the Department of Education in KwaZulu-Natal Province. The focus of the study was to examine the extent to which laid down procedures are followed.

This chapter describes the methodology of the study. Second, the population and the sample are described and justified. Thirdly the research instruments are explained. Fourthly the data analysis procedures adopted is summarized. Finally the limitations of the study are explained.

3.2 Research Design

The study adopted the survey research design. According to Kallsbeek (1995:5) a survey is a method of gathering information from a sample of individuals. This sample is usually just a fraction of the population being studied. This means the probability of selection in which every person in the defined population, and has a chance of being selected. A survey design is a type of study where the researcher uses a sample to generalize findings to

population. Survey is useful in describing the characteristics of a larger population. No other method of observation can provide this general capability. They can be administered from remote locations using telephone. Survey is relatively inexpensive. Many questions can be asked about a given topic giving considerable flexibility to the analysis. Standardized questions make measurement more precise by enforcing uniform definitions upon the participants.

The study develops an understanding how the KwaZulu –Natal Department is operating regarding recruitment and selection. However because the target population was quite large, it was not possible to involve all of them. Therefore the survey approach was the most appropriate.

In this particular survey there are 3 groups of officials, namely Deputy Chief Education Specialist, Chief Education Specialist and Deputy Directors.

3.3. The Population and the sample

Busha and Harter (1980:3) describe a representative sample as an accurate proportional representation of population under study. In a bona fide survey, the sample is not selected haphazardly or from persons who volunteer to participate, but it is scientifically chosen so that each person in the population will have a chance of selection.

The population of the study was the office-based professionals of KwaZulu-Natal Department of Education: namely the Deputy Chief Education Specialist, Chief Education Specialist and the Deputy Directors. In the Province of KwaZulu –Natal there are 4 regions, namely: Ethekewini, Zululand, Pietermaritzburg and Ukhahlamba. Each region has 3 districts, which makes a total of 12 districts. Ethekewini region has Pinetown, Ilembe and Umlazi districts. Zululand has Ubombo, Vryheid and Empangeni districts and Ukhahlamba has Uthukela, Umzinyathi and Amajuba districts. In all these districts there are Deputy Chief Education Specialist, Chief Education Specialist and Deputy Directors only in the regional and provincial offices. All the districts and regions were represented in the sample.

The researcher used the table of random numbers to select the sample from each of the categories. Out of 433 Deputy Chief Education Specialist 22 of them were interviewed. Out of 119 Chief Education Specialist 6 were interviewed and out of 58 Deputy directors, 3 were interviewed. The total number of people interviewed was 31.

Data were collected from three groups of officials namely, Deputy Chief Education Specialist, Chief Education Specialist and Deputy Directors. The proportional representation was followed since the regions and districts are not of equal size, so the number of officials is not of the same number. This approach was chosen because the DCES are the people who are directly affected by the recruitment and selection Policies. The Researcher assumed

that the DCES knew the Recruitment and Selection Policy of the KZN Department of Education Policy. They would know whether or not the policies were suitably implemented.

The DCES are the ones who were interviewed for their posts. They are part of the Senior Officials of the Department. They also work with other senior officials and would know the flaws in the system and would come with meaningful recommendations.

Second, data were also collected from Chief Education Specialist. The Respondents were chosen because they are the immediate seniors to the DCES. They sit in the panel interviewing the DCES. They are entrusted with the implementation of the policy when it comes to the appointment of the DCES.

Third, data were also collected from Deputy Directors. They sit in most of the interviews. It had to be a manageable sample because of time constraints.

In this survey the respondents are never identified in reporting findings. All of the survey results are presented in completely anonymous summaries.

3.2.1 Data collection Instruments

The total number of people interviewed is 31. Data were collected from three groups of officials namely, Deputy Chief Education Specialist, Chief Education Specialist and Deputy Directors. The proportional representation was followed

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This study utilized a triangulation of three instruments, namely, interviews, and document analysis. This approach was adopted in order to gather as reliable information as possible. The reason for this choice being that according to Busha and Harter (1980:69)

Qualitative data gives a detailed description of situations, events, people interaction and observed behaviours, direct quotation from people about their experiences, attitudes, beliefs, thoughts and excerpts, or entire passages from documents, correspondence, records and histories.

The rationale for this strategy was that: The flaws of one method are often the strengths of a combining method. Observers can achieve the best of each, while overcoming the unique deficiencies, (Merriam 1998:69).

3.4.1 Interviews

The study utilized the face-to-face interviews. Those that were very far telephonic interviews were conducted. The aim of the interviews was to get from officials themselves their perceptions on the process of recruitment and selection. Questions were semi-structured in nature. This enabled for follow up questions where there was need. For an individual it took 15-20 minutes on average to be interviewed. At first I made an appointment with the officials from each districts. We had a meeting where we discussed the purpose of the interview. The main aim of the interview was to instill the relation of trust. I then secure the appointment with them at times that suit them in most cases at lunch-time and after hours. They were encouraged to communicate freely.

Jegade (1999: 130) and Sideman (1991: 56) advocate interviewing as one of the best instruments for data collection. This move was done in order to ensure confidentiality. Each participant was given the assurance that the information he would give would remain confidential and that his identity would be concealed (the cassettes were destroyed after use). The other reason for employing interviewing was to give each interviewee a chance to freely express his experiences without being influenced by outside forces.

An interview guide was used. It consisted mostly of open-ended questions and very few close-ended questions. The approach was meant to enable participants to relate their experiences in a narrative form. The order of questions was followed occasionally and only when the participant had covered some points. Participants were allowed to relate their experiences, as they preferred. This approach was employed in accordance to Sideman (1991: 69) who contends that

Some forms of interviewing depend on an interview guide. The interviewers arrive with preset questions to which they want answers or about which they want to gather data.

In-depth interviewing, however, is not designed to test hypothesis, gather answers to question, or corroborate opinions. Rather, it is designed to ask participants to reconstruct their experience and to explore their meaning. The questions most used in an in-depth interview follow from what the participant has said.

The interviews were tape-recorded. To work most reliably with the words of participants, the researcher has to transcribe those spoken words into a written text to study. The primary method of creating text from interviews is to tape-record interviews and to transcribe them. The other reason for interviewing participants was for the researcher to find out about the atmosphere that prevails within the region, district or circuit office. This would be studied from the participants' facial expressions, other body gestures and from their words.

3.4.2 Document Analysis

The second instrument was the document analysis. According to Burgess in Merriam (1998:107)

document analysis is a research instrument in which a researcher studies documents in order to learn more about how a system works.

Burgess in Merriam (1998:107) argues that

documents should not be used in isolation, it is the researcher's responsibility to determine as much as possible about the document, its origin and reasons for being written, its author, and the context in which it was written.

Policy Documents, circulars, Draft Documents, Minutes were received from the Provincial Head office's Human Resource Directorate. The rationale for choosing these documents was that they were relevant to the study. These documents are used by the Department of Education for recruitment and selection purposes. One could communicate with the Human Resource Department and obtain all the relevant policies related to recruitment and selection, so studying the whole range of documents was likely to clarify to the researcher how the Department in question implement the procedures set down in policies and whether they are accessible to all educators.

3.5 Data Analysis Procedures

The recorded interviews were transcribed. Results were recorded according to different themes and categories and were represented through discussions according to issues addressed. Notes were written about the documents to make meaning out of it. When dealing with observation notes were taken

during observation. There was continuous interpretation during observation. Themes were generated. This information was incorporated, where possible, with what was observed and what the documents studied revealed.

3.6 Summary

This chapter has described the methodology of the study. It has described and justified the design, the respondents, the instruments and the data analysis procedures. Finally, the chapter describes how the data collected was treated and interpreted.

The next chapter presents and discusses the findings of the study.

CHAPTER 4

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

This study aimed at investigating the recruitment and selection procedures of senior officials into the Department of Education in KwaZulu –Natal Province. Data were drawn from thirty-one office-based professionals of the KwaZulu-Natal Department of Education.

The key research questions of the study were as follows:

1. What do recruitment and selection of senior officials entail in the context of KwaZulu –Natal Education Department?
2. To what extent does the KwaZulu-Natal Department of Education adhere to stipulated recruitment and selection procedures in employing senior officials?
3. What challenges is the Department facing in these recruitment and selection processes?
4. To what extent does the Department cope with these challenges?

This chapter begins by presenting Acts that inform the Policy on Recruitment and Selection Processes of officials to the Department of Education. This is followed by responses regarding recruitment and selection processes as applied by the KwaZulu-

Natal Department of Education Province as well as the challenges facing the Province. Finally the chapter examines the extent to which the Department of Education copes with these challenges.

4.2 Policies relevant to recruitment and selection of officials in the context of KwaZulu-Natal Department of Education

The KwaZulu –Natal Department of Education has an Employment Equity Policy. If all the necessary procedures were to be followed all senior or promotional posts should be in line with the legislative prescripts as well as collective agreements. The policy is informed by the following Acts:

The Employees recruited in terms of the Public Service Act, 1994 (Act No 103 of 1994) as amended. The Deputy Directors are employed in terms of this Act, Act no.103 of 1994 as amended. All the Public Servants are directly bound by the decisions of this Act.

Employees employed in terms of the Employment of Educators Act, 1998 (Act No 76 of 1998) as amended. In the making of any appointment or filling of post on any educator establishment under this Act, regard shall be given to equality, equity and the other democratic values and principles which are contemplated in section 195(1) of the constitution of the Republic of South Africa, Act no.108 of 1996. This Act further states that: The Director General shall be the employer of educators in the service of the Department of Education in posts on the educator establishment of the said department for all purposes of employment and the Head of the Department shall be the employer of educators in the service of the

provincial department of education in posts on the educator establishment of that department for all purposes of employment. Apart from these two above-mentioned acts there are other enabling legislation that need to be consulted when employing senior officials of the Department.

The Constitution of the Republic of South Africa, 1996 (Act No 108 of 1996)

The policy contemplated in section 3 shall be directed towards the advancement and protection of fundamental rights of every person guaranteed in terms of chapter 2 of the constitution, and in terms of international conventions ratified by the Parliament, and in particular the right of every person to be protected against unfair discrimination within or by an education department or education institution on any ground.

South African Schools Act. No 84 of 1996 as amended. All Public schools in the Republic of South Africa are governed by this Act. This Act applies to school education in the republic of South Africa. Nothing in this Act prevents a provincial legislature from erecting legislation for school education in a province in accordance with the constitution and this Act.

Labour Relations Act. No 66 of 1995 as amended. To make the provision for the resolution of disputes relating to the implementation of this policy one has to consult this Act. Subject to the provision of this Act: to maintain and provide peace in educators, to prevent and resolve labour disputes in education

and to promote labour disputes resolution function in terms of section 51 of the Act.

Promotion of Equality and Prevention of unfair Discrimination Act, 2000. To establish structures and mechanisms to identify and eliminate barriers in the workplace that unfairly restricts employment and promotion opportunities of any person from the designated groups.

It is unfortunate that most of these acts / legislation are there on paper but most of the respondents interviewed seem not to be familiar with most of these legislation.

The Department may:

- Appoint an employee, provided that he/she meets the requirements of the posts.
- Fill a post as part of its programme of laterally rotating or transferring employees to enhance organizational effective skill.
- Absorb supernumerary and/or excess personnel of equal grading into existing vacant positions

4.3 Responses regarding the recruitment and selection process as applied by the KwaZulu-Natal Province

4.3.1 Job evaluation

In reading the documents and the policies, all newly created posts and existing posts at salary level 9 and above must be subjected to Job Evaluation before being advertised. A salary band/level refers to a set of salary ranges which are applicable to educators in a specific post level and with a specific Recognition of Qualification (REQV).e.g. The salary band applicable to an educator on post level 1 with a REQV 13, consist of salary ranges 6,7,8. The higher the ranges and post level the higher the salary. So all posts from firm education and above must be evaluated. The reason for evaluating these posts is to ensure that first there is a need for the post. Secondly to make sure that the necessary provision for the post is looked after, like ensuring that funds are available to pay the person to be appointed.

When respondents were asked how long did it take for a post to be filled after applying for it, one official of the Department responded as follows:

It took almost 9 months to be called for an interview. When someone called informing me about the interview I was not sure which post she was talking about, and she had to remind me. When I asked her why it took so long for a post to be filled, she replied by saying the Department did not have enough money to pay the officials for that financial year than it had to be delayed.

This seems to suggest that it took very long time for a post to be filled to such an extent that some of the applicants are not sure about the post they applied for because of this delay. It further suggests that job evaluation is not properly done, as all the necessary precautions need to be considered before advertising the post. For nine months for a post to be filled and candidates not even sure what post was it, seems to suggest that some of the applicant might have lost interest in the post and apply elsewhere

Another official responded as follows when asked if the Department carried out job evaluation properly:

I was surprise to see my post being advertised in the bulletin. The following details: the post level, the site and everything of a substantive post that I was occupying. When I enquired about it, the response was that it could have been a mistake, as they would have to update their records.

This seems to suggest that the record of the Department of Education is not updated in time and might cost the Department much money, as advertising is an expensive exercise.

The Department seems to be facing a challenge with regard to job evaluation. For instance a number of posts were advertised for whole school evaluation only to find that the necessary provisions were not made, as there was not enough money to pay the people in that financial year and the appointment was delayed and the appointment was implemented in the next financial year. This job evaluation practice is very important and

needed practice so that not many unnecessary posts could be created and that when people are appointed they get their pay in time. Findings regarding job evaluation suggest that this process is not properly done or there are some elements in the Department that are not doing what they are suppose to do. Posts are advertised, withdrawn and moratorium in some cases and post filled re-advertised, as the audit of post is not done properly. This must be very costly for the Department if not looked at sooner than later.

4.3.2 Advertising of post

The Policy on Recruitment and Selection Processes in the Department of Education document suggest that, all vacant posts must be advertised except in circumstances where such post can be filled in terms of parallel grading. The advertising of vacant posts will be undertaken as follows:

- Management Echelon (Manager and above) – Vacant posts on salary 13 and above shall be advertised in a National and Local Newspaper as well as Internal Circular. Salary 13. those are posts from Director upwards.
- Below the level Managers – These vacancies shall be advertised as follows: Simultaneously within the Department by way of a Circular and outside the Department in a Local Newspaper in respect of promotion posts. Simultaneously within the Department by way of a circular and outside the department by

way of an appropriate "Advertisement Notice" displayed at a prominent Public Area. example. Post Office or Municipality in respect of entry grade posts.

The policy on recruitment and selection further suggest that:

All advertisements must clearly specify the following:

- The inherent requirements of the job
- The relevant qualifications,
- The job title and key performance areas as identified in the job evaluation process.
- That the Department is an Affirmative Action Equal Opportunity Employer and that all posts will be filled with the intention of achieving the numerical goals of the Department as set out in the Employment Equity Plan.

Regarding the nature of the Advertisement whether it discriminates or not

One official had this to say:

Some posts of the Department are tailor made for certain individuals as one post requirement was that a person needs to be affiliated with a certain body which is outside the department and has nothing to do with the post. It was clear that the post was reserved for a particular individual. I had to subsequently challenge the advert via the correct channels and the post was re-advertised and the requirement was withdrawn as it discriminated against others, but eventually the earmarked individual did get the post. So you cannot stand on their way if they want to appoint a person they will end up appointing him whether you like it or not.

This seems to suggest that sometimes advertisements are not properly written as when some of the contents of the advert are challenged they are withdrawn. It further highlighted the perception thereof, which might be very difficult for the Education Department to address.

Still on the clarity of job-description. another official had this to say when he was asked a question whether he was clear about the job description of the post:

I thought I was clear but what I am doing now as I was fortunate to get the post is completely different from the key performance areas as identified in the advertisement.

This seems to suggest that some of the people are employed in certain positions claiming to know what they are supposed to do, but end up performing duties which are completely different from what the key focus areas suggested in the advertisement. It further suggests that because of the advancement in technology there might be unavoidable changes that institutions might face.

Advertising a post on national newspaper is a very good practice by the Department of Education, as the newspaper covers many places in the country, but it is equally important that bulletin should also be sent to all education institution in the country even though it is very expensive. So the Department must see that this is adhered to.

The Policy further mentions that advertisements must indicate that all applications must be accompanied by a detailed Curriculum Vitae supported by certified copies of all qualifications and other relevant documents. The following directives shall where applicable be included in all advertisements. All copies of documents must bear an original certification. The prescribed form must be completed in the applicant's own hand writing and must be forwarded together with supporting documents to the address indicated in the advertisement. Applications post marked after the closing date specified in the advertisement will not be considered. No faxed or emailed applications will be accepted. Non-compliance with these directives shall constitute fair and sufficient grounds to disqualify an applicant.

The Department is faced with a challenge of clearly indicating, the requirement of a Curriculum Vitae as many of the educators are not clear of the requirement, also the nature of the Curriculum Vitae is restrictive and it is not mentioned on the advert as to the headings of the C.V. for one's C.V. to be successful you are required to comment about these topics: according to Education Labour Relations Council. KwaZulu-Natal Chamber collective agreement No.2 of 2005.

- Leadership, Administrative, management and related experience
- Organisational ability and related experience
- Professional Development and Educational experience and Insight
- Leadership, Community related experience

A Curriculum Vitae is scored based on the above-mentioned requirement. The scores are out of seven points each and one and three is seven times two, which are fourteen each. If the C.V is not in accordance with these headings, one is not short-listed.

The documents further state that: All vacant posts must be filled as soon as possible but before expiration of three (3) months from the date of advertisement. Should the post not be filled within the prescribed period such post must be temporarily withdrawn and the necessary investigation be launched to determine the reasons for the delay and the need for the continued existence of that particular post.

On the issue on what they had to write on their Curriculum Vitae, one official reported:

It is very unfair because in the advert it is not mentioned that the criteria has to be under certain topics. What is mentioned are the key performance areas, and I only got short-listed when I was helped by one Union member who looked at my C.V. and advised me accordingly and now, I wonder how many people had suffered because of this discrepancy.

This seems to suggest that while at the stage of the advertisement the criteria regarding the topics under which the C.V. as a requirement is not explicit to tell candidates, and during short-listing it is considered. This seems to discriminate some of the aspiring applicants.

Regarding the contents of the C.V. another official said:

People could lie about themselves on the C.V. and it is well known that the C.V. is scored and will enable you to be short-listed and the Department does not verify the information given the C.V. Some people are occupying senior posts for being liars.

This seems to suggest that the authenticity of the information given by the candidates is not verified as they can lie and get away with. If this is not addressed it will also encourage people to lie about themselves and the Department will end up short-listing candidates on false information.

In the past the advertisement was explicit as to what type of person is needed for the post in terms of skills, knowledge, attributes and experience, and it was clear from the initial advert that you do qualify or not. If they need a post graduate degree they were going to put that in an advert but after negotiating with the teacher unions who felt that it will favour the previously advantaged group therefore the minimum requirement in every post were to be lowered to matric plus 3 years of training (m+3) and now it is creating problems during recruitment and selection as everybody seem to qualify for all the post and they end up eliminating people for wrong reasons.

The overall impression gathered is that there is inconsistency between advertisement and short –listing.

4.3.3 Acknowledgement of application

The documents pertaining to the acknowledgement of applications say: the Personnel Component responsible for filling of the post must upon receipt of the application acknowledge and record receipt of it in writing. This must be done within one month of the date of applications.

On the issue of Acknowledgement of Application One Deputy chief education Specialist had this to say:

I applied for the post in May and I received the acknowledgement for the post at the end of September.

This seems to suggest that in some instances it took 5 months for an applicant to be acknowledged. This is not in line with what the policy on recruitment and selection regarding the acknowledgement of application suggest.

Still on the issue of Acknowledgement of Application one official reported:

I was acknowledged for the post I did not apply for, and the one I applied for I did not receive the acknowledgement letter.

This seems to suggest that people responsible for acknowledging applications are doing many posts or it has been an oversight on their part if not that they are short-staffed. The acknowledgement letter states:

Kindly note that your application is receiving the necessary attention and it is envisaged that the post will be filled in due course. However should you not receive any response within three months, you must regard your application as unsuccessful.

It is not justifiable to get such a response as in some of the post one can wait for more than six months before the interviews. Therefore one can argue that the practice is not consistent with the policy.

4.3.4 Constitution of the selection committee

The documents suggest that, the member of the Selection Committee shall be appointed by the Member of the Executive Council (MEC) or his or her delegate, and shall consist of at least two members who are employees or a grading equal to or higher than the grading of the post to be filled and or suitable person(s) from outside the Department. In constituting the Selection Committee, due cognizance must be taken of the following and should be informed by the Employment of Educators Act 76 of 1998:

- The Chairperson of the Selection Committee shall be of a high grading than the post to be filled.
- In the event where the manager of the component within which the relevant vacant post is located, is graded lower than the vacant, such as a Manager may be member of the Selection Committee.
- At least one member of the Selection Committee must be fully familiar with the nature of the duties attached to the advertised post.

- An employee who is an applicant of the advertised post shall not be appointed as a member of the Selection Committee.
- The Selection Committee shall, where possible, include adequate representation of historically disadvantaged persons.
- Employees of a grading which is lower than the grading of the post to be filled may provide secretarial service during the selection process.
- A Human Resource Practitioner should as far as possible be included on the Selection Committee to provide advisory during the selection process.

In an interview with Deputy Director, he had this to say about the Constitution of the selection committee.

I was requested to sit in the panel interviewing a post on technology. Unfortunately I knew nothing about the subject I tried to object but I was requested as no one else could be found with relevant experience for that post level.

This seems to suggest that panels are ill-conceived as some of the panel members had to be there just to make numbers and they seem not to be confident as to what they are suppose to do.

Still with regard to the Constitution of the panel, one Deputy Chief Education Specialist responded thus:

People who knew nothing about my subject interviewed me. I had to comply and wonder what they were looking for, as my field is a specialized.

This seems to suggest that some of the employees of the Department are not confident about the way panels are formulated as it may impact negatively even the way they respond to interview questions.

It is unfortunate that, although policy requires that a person from human resource department should be included in the whole process, but in practice it is not like that. Sometimes the panel is constituted by the people who do not have the background of the post they are involved interviewing for, but as long as they are in a position above the post in question they are deemed qualified to sit in the panel. The panel must be in a position to see a person who talks from experience and a person who prepared well for an interview who do not have the necessary relevant experience. but if the panel is not well constituted it will be difficult to pick this discrepancy.

4.3.5 Selection process

The Policy on Recruitment and Selection processes of officials says, the chairperson shall ensure that:

- The principles of objectivity and fairness are strictly adhered to throughout the selection process
- All proceedings relating to the selection process are accurately recorded.
- Strict confidentiality of the selection process is maintained and in this regard all persons present during the selection process as contained in Annexure B must complete the Declaration of confidentiality,

- The directives relating to short listing, interviewing and nomination of the recommended candidate as contained hereunder are adhered to.

On this issue of the Selection Process, one respondent had expressed the feeling that the process was unfriendly:

The chairperson was unfriendly and for me it was just an interrogation not an interview. It was as if he was giving orders and the way he cut me when the time was over, he just say stop.

This seems to suggest that the behavior of chairpersons of some of the panel might not have the sense of humour, which is needed as required by the Bathopele principles.

4.3.6 Shortlisting

The Policy on Recruitment and Selection processes of officials, suggest that the short-listing process must only commence after seven (7) working days from the closing date for applications as specified in the advertisement. The short-listing of candidates shall be undertaken by the selection committee, where this is not possible, the chairperson and at least two members of the selection committee as well as a Human Resource Practitioner shall undertake the short-listing process. The process of short-listing with specific references to the criteria used must be accurately recorded and defensible. The dimensions or key performance areas of the relevant post as advertised must be identified and

weighted against the candidate's application. The number of candidate short-listed should as far as possible be between five (5) and ten (10) for a post. In cases where the Employment Equity Plan reflects that there is under representation in the level or category of the workforce where the appointment is to be made then persons falling within the under-represented group must as far as reasonable possible be short listed provided that they are suitably qualified.

When determining whether a person is suitably qualified to be short-listed for a job, the department may not discriminate against a person solely on the ground of that person's lack of relevant experience.

When one Deputy Chief Education Specialist was asked about short-listing he had this to say:

I was not short-listed knowing very well that I had all the necessary qualification for the post and I was acting on the post for six months. I was not short-listed and I tried to ascertain why I was not short-listed. I was told that I did not submit my matric certificate of which I was applying for promotional post in the Department that I was working for and have it on my file with the department.

With regard to short-listing this seems to imply that some prospective candidates are eliminated for wrong reasons, as it cannot verify some of the information, which they have in their system even in this technological era. It further indicate that acting does not guarantee you automatic short-listing

although you might have raised some of the expectation. Acting for six months on the post without pay can be equated to exploitation on other sectors.

4.3.7 Invitation to interview

In reading the recruitment and selection Policy documents says that, the invitation must be posted to all short listed candidate/s at least 14 days before the date of the interview.

When one official was asked about how he got to know about the interview he had this to say:

The person called me from Human Resource Directorate a day before the interview. The excuse given was that they have been trying to phone me and unfortunately they could not get hold of me. The telegram was not received.

This seems to suggest that candidates are not given equal opportunity to prepare themselves for interviews and there is no mechanism set in place to ensure that the information gets to the intended candidate on time. This might impact negatively on the performance of some of the prospective candidates, as they will be caught unprepared for the interview.

4.3.8 Setting of interview questions

In reading the Policy on Recruitment and Selection documents regarding the setting of the interview questions as well as minutes, the Selection Committee must formulate the interview questions prior to the actual interview on the day of the interview. The questions shall be appropriate and based on the identified dimensions or key performances areas of the post. The dimensions/key

performance areas must be expanded to reflect the key functions that are associated with them. The same questions will have to be asked of all candidates being interviewed for the same post.

One official was unhappy about the questions asked and had the following to say:

The questions asked were too general and the post was given to a person whom we knew that he did not have the necessary qualification about the phase, and we were left behind and now the curriculum is experiencing the problem in terms of implementation.

This seems to suggest that people who are specialist in certain fields might be eliminated as question are general. although it is wise to have general questions but there is supposed to be specific questions related to the post to eliminate people who do not belong to the particular field.

4.3.9 Setting interview

The Employment of Educators Act as it informs the Policy on Recruitment and Selection of officials says that, at the commencement of the interview the chairperson must introduce the members of the Selection Committee and endeavor to place the candidate at ease. Should an interviewee be of the opinion that the presence of any member of the selection committee would prejudice him or her, such an interviewee may raise his or her objections and the reasons for such an objection must be in such instance, the committee must consider the reasons for the objection before interviewing the candidate. Any

decision taken by the committee in addressing the matter must be recorded. Should any member of the selection committee be of the opinion that his or her presence would prejudice the interviewee, such a member must immediately recuse himself or herself and the reasons for his/her refusal must be recorded. The selection interview must be undertaken in a professional manner. The chairperson must also advise the interviewee to express him or herself freely when responding to questions. The interview of each candidate should preferably not be longer than 30 minutes.

The interviews are conducted on the basis of the following criteria:

- Leadership: Administrative, Management and related Experience
- Organisational ability and related Experience
- Professional Development, Education and Insight
- Leadership and Community related
- Personality and Human Relations

All the interviewees are asked questions related to the above categories. Each category has seven points and, criterion 1 and 3 are multiplied by two to arrive at 14 points. The total number of points is 49. It must be ensured that all candidates compete equally and that they are treated the same way. At the conclusion of the interview the candidate should be allowed to ask questions relating to the Department and or the post.

When one respondent was asked about time allocated for questions if it is enough or not he had this to say:

The time was too short. I could not express myself freely as I could not finish answering the questions.

The issue of time is a difficult one, as some of the candidates might take too long to answer a specific question. But if a candidate had a lot to say time might be short. For me if candidates are given equal time I think that is acceptable.

Still on the issue of time another respondent had this to say:

I was interviewed at 9h15 pm, which was very much frustrating as I arrived at after 10 pm in the evening.

This seems to suggest that people are interviewed very late and exhausted and this is not acceptable if they have many candidates they must start very early than be so late.

4.3.10 Rating of candidates

In reading the Minutes and policy on recruitment and selection, the member of the Selection Committee including the chairperson must after the candidate response to each question rate him or her on a 10-point scale. In rating the candidate due consideration must be given to the responses to each question posed and the rating allocated to each response must be fully motivated. An average score must thereafter be determined by totaling the scores of each member of the selection committee. The average score thus determined must subsequently be expressed as a percentage. After each interview the overall impression of the candidate must be deliberated upon and be concisely

recorded. At the conclusion of the interview the candidate must be ranked on the basis of merit. It must be noted that at this stage of the process merit must be only criterion used. Thereafter the selection committee must compile a list of recommended candidates.

This is a good practice on the part of the department so that it could be clear as to what was the actual score before any recommendations.

4.3.11 Recommendation for the filling of the post

The documents on Recruitment and Selection say that. No person shall be appointed to a position unless he or she is suitable. Suitably qualified people from designated groups shall, in accordance with the Department's Affirmative Action Policy, be given preferential consideration in the filling of posts, either as new appointees or in promotions. From the list of recommended candidates the person falling within the most under – represented group in the category or level of the work force where the appointment is to be made, must be recommended provided that he/she scores at least 60% at the interview. Should a candidate from the most under represented group score less than 60% then the candidate from the next most under-represented group must be recommended provided that he/she scores at least 60%. In the case where none of the candidates achieves a score of at least 60% the post must be re-advertised. Candidates who previously applied for such post will not be excluded from re-applying. Where there is no clear preference between

persons from the designated groups. Merit shall be applied as the overriding criteria in making the appointment. The recommendations of the Interview Committee can only be varied in the following circumstances. He or she has been advised in writing that the executing authority had approved the appointment or promotion, and she/he has physically assumed duties in the post.

On the issue of affirmative action, when one official was interviewed he had this to say:

Affirmative action is there to discriminate us Whites as more Blacks are given posts. It is better for the Department to indicate that Whites are not supposed to apply as some of the posts are reserved for Blacks or for females. In the department of education to be a candidate with the highest score does not necessarily mean that a person is assured of a post, affirmative action may be brought into consideration. Because of this white males are so agitated about affirmative action as this put them at a disadvantage when compared to other people. Black females and disable persons are at an advantage when affirmative action is considered, for if a white male scores less than five points above the black disable woman the panel might rule in favour of the disable black woman.

This seems to suggest that some of the people are not happy about affirmative action as they view it as Apartheid in reverse. The people seem not to be clear about this policy and why they are put into practice.

Although this might be intended to address the past imbalances, the potential and the ability must be taken into consideration, as delivery is the key at the end of the day. It is also important that the department give clear guidelines as to when to apply the affirmative action as panels sometimes manipulate it. For

instance in other panels this is only considered if there is a tie from one or more candidates.

4.4 Conclusion

From the discussions on data that is presented in this chapter, the researcher has found out that the officials are not familiar with the Policy on Recruitment and Selection processes as applied by the KwaZulu-Natal Department of Education Province as well as the Acts that informs the policy.

They also perceive that processes followed during Recruitment and Selection are not known to officials of the Department and most of them are not properly adhered too, and that panels are also ill conceived.

On the issue of Curriculum Vitae, it is not clear as to the requirement of the C.V. and the suggested headings as there is inconsistency in the advertisement to the requirement of the short-listing. On the issue of the information given on the C.V. and in the Z83 form the authenticity of information given is not verified and some of the candidates supplied false information about themselves. The problem of time, suggest that time is not adhered too as some of the candidates were interviewed after 9 pm. The overall impression is that the processes of recruitment and Selection are there on paper, but they are not adhered too.

The next chapter presents a summary, conclusions and recommendations of the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study aimed at investigating selected stakeholders opinions on recruitment and selection procedures of senior officials into the Department of Education in KwaZulu-Natal Province. This chapter summarizes the study, draws conclusions and makes some recommendations.

5.2 Summary

The key questions of the research were as follows:

1. What do recruitment and selection of senior officials entail in the context of KwaZulu- Natal Education Department?
2. To what extent does the KwaZulu-Natal Department of Education adhere stipulated recruitment and selection procedures in employing Senior officials?
3. What challenges is the Department facing in these recruitment and selection processes?
4. To what extent does the Department cope with these challenges?

Chapter one introduced the study. It highlights the background of the study. It argues that recruitment and selection of staff in KwaZulu-Natal Department of

Education seems to be faced with a number of problems as posts are advertised, withdrawn, delayed or cancelled. The chapter also outlines the organisation of this research report.

Chapter two reviews related literature. In this chapter, the key issues addressed include best practice regarding recruitment and selection processes and procedures.

Chapter three focuses on research methodology used in the study. The key issues addressed include the research design, the sample, data collection instruments and data analysis procedures.

Chapter four presents and discusses the findings. The findings are discussed in accordance with the study's research questions.

5.3 Conclusions

The conclusions are presented in line with the research questions of the study. This section closes with a brief discussion of the overall picture emerging regarding the recruitment and selection of senior officials in KwaZulu-Natal Province.

Policies relevant to recruitment and selection exist at Provincial.

Regional, District offices and schools but officials as well as educators do not know their contents. In 2005 most schools in the province were supplied with files containing all the relevant policies including the recruitment and selection policy, but unfortunately no workshops were given and educators decided not to interact with the document but only file them instead of reading the contents of these files.

This study's findings suggest that procedures and processes as applied by the Education Department are not adhered to. It is not properly done, as not all the necessary precautions are taken into account before advertising posts. It takes more than nine months in some instances for a post to be filled which is a very long time. Some of the prospective candidates might have lost interest in the post. Posts are advertised, delayed, or withdrawn, which is too costly as advertising a posts and re-advertising cost a lot of money for the Department.

There is inconsistency between advertisement and short-listing. Topics required are not mentioned in the advertisement whereas it is a requirement in the short-listing. In the advertisement it is not mentioned that the criterion has to be under certain topics. What is mentioned are the key performance areas whereas during short-listing the requirements are that the Curriculum Vitae should be streamlined under certain sub-topics.

The one-month period of acknowledgement as suggested by the policy is not adhered to. Some people are acknowledged for the post they did not apply for. So acknowledging applicants is not properly done.

The interviewing committee is not properly constituted and panels are ill conceived. Panelists who are not familiar with subject field are requested to sit in the interviews and make crucial decisions about applicants' fate.

The principles of objectivity and fairness are not adhered to throughout the selection process as prospective candidates are eliminated for wrong reasons for example, as the information given by candidates is not verified.

Candidates are not given equal opportunity to prepare themselves for interviews and there is no mechanism set in place to ensure that information gets to the intended candidate at the same time. Sometimes the telegram is received after the interview. Questions are too general as people who are not specialist in some of the fields might get the specialized posts if one can master the general questions. The findings indicates that the interview is still the most commonly used method selection procedures, however the literature is critical of the interview as solely the only, or dominant method of recruiting and selecting personnel. Officials suggested that the provision is made for interviews, and most respondents regarded the interview as an acceptable recruitment and selection procedure, but felt that it should not be used as the only means of selection or deciding factor. Not only is the interview on its

own a very weak technique as a predictor of potential, but using it is also greatly undermined if it is not carefully planned and properly managed.

The timing of some of the interviews is inappropriate, for example candidates are given time and only to find that people are interviewed two hours or even more later than the stipulated time. Some of the people were interviewed very late and as some of the candidates were interviewed after 9 pm.

People are not clear about recommendations for filling of posts such as affirmative Action and when does it apply as some of the respondents are saying it is a reverse of Apartheid.

5.4 Recommendations

In the light of the above conclusions, the following recommendations are suggested: The Education Department must ensure that workshops on Policies and Legislations are organized and conducted for all officials and educators. Involving knowledgeable Departmental officials to conduct these workshops for all educators not just to give documents only can help a lot.

Job Evaluation should be thoroughly done. Officials responsible for this must be well trained and they must also stick to the set deadlines and ascertain that enough money is available for that financial year. This will save the Education Department a lot of money as posts are advertised and withdrawn which is too

expensive. Before advertising any posts the budgetary constraints must be taken into consideration.

The Human Resources Department must ensure that the requirements on the advertisement are in line with the criteria set for short-listing. This can be achieved by revisiting the advert when they are short-listing and to ensure that what is on the advert is in line with the requirement for short-listing.

Timeous acknowledgement of application should be adhered to. More people should be employed so that unnecessary mistakes are avoided like acknowledging people for post they did not apply for.

Knowledgeable officials must form panels and they must make sure that in specialized fields, panel members must be specialist in that particular field.

The Education Department must emphasize to the chairpersons of the interviewing panels to see to it the principles of objectivity and fairness is observed at all times. Cell phones should be declared once the process of formulation of questions started up to the end of the interviewing process. All the cell phones should be closed and given to the secretary to lock it in a safe lock to avoid panel members and observers to phone or Short Message Service (SMS) candidate's questions and possible answers. This is supposed to be applicable to all panel members including the observers.

The information given by the candidates should be verified as wrong information can advantage undeserving candidates based on false information.

The consistency in informing candidates about the interview should be observed. Telegram informing candidates about the interview must be sent on time. The persons responsible for phoning candidates must be monitored that his/her job is done accordingly.

The panel must ensure that there are both general and specific questions for every post. If the post is a specialized post to avoid the people who are not specialists getting the posts. This has happened where a person who was not a Mathematics specialist was appointed to the post and when a person was expected to perform duties he would make a number of excuses.

When setting an interview, time should be staggered, so that a situation is avoided when all the candidates are given 9 am, only to find out that they are interviewed at 4 pm or later.

When recommendations are made, panelist must be thoroughly trained as to when the affirmative action is applied and how to go about the designated groups.

From the evidence given by the respondents it is clear that the Education Department has a number of challenges with regard to recruitment and

selection and unfortunately it is not coping with these challenges mainly as a result of implementation as the policy on recruitment and selection is available.

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7 APPENDICES

APPENDIX A

22 Flatcrown Road

Cavershan Glen

Pinetown

3610

4 December 2004

Attention: Mr Sibusiso Alwar

Research, Strategy and Policy Development

KZN Department of Education

Pietermaritzburg

3200

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH.

I am studying for a Masters Degree in Education Management with the University of KwaZulu Natal [Edgewood Campus]. The topic of my study is:

A study of recruitment and selection procedures of senior officials into the Department of Education in KwaZulu-Natal Province.

I therefore wish to request your permission to conduct this research at Provincial, Regional and District offices of this Province.

It is hoped that the following benefits will be gained from the study:

- (a) It will unearth some of the challenges faced by the Department of Education.
- (b) Adequate knowledge of the nature of such challenges may help in finding ways of addressing these challenges.

This study is strictly for academic purposes in partial fulfillment of my Master's degree in Education. The information obtained from participants will be highly confidential and under no circumstances will their names be revealed. A copy of the finished product will be given to your department.

Your positive response in this regard will be highly appreciated.

Yours sincerely

Mr A E Shandu.

APPENDIX B

22 Flatcrown Road
Cavershan Glen
Pinetown
3610
4 December 2004

Attention: Participant
KZN Department of Education

Dear Sir/Madam

REQUEST TO BE ONE OF THE PARTICIPANTS FOR THE ESEARCH.

I am studying for a Masters Degree in Education Management with the University of KwaZulu Natal [Edgewood Campus]. The topic of my study is: **A study of recruitment and selection procedures of senior officials into the Department of Education in KwaZulu-Natal Province.**

I therefore wish to request you to be one of the participants for the research .I wish start collecting data beginning from 15th of February to the 23rd of March 2005.

It is hoped that the following benefits will be gained from the study:

- (c) It will unearth some of the challenges faced by the participants during recruitment and selection.
- (d) Adequate knowledge of the nature of such challenges may help in finding ways of addressing these challenges and will therefore be beneficial to the participants.

This study is strictly for academic purposes in partial fulfillment of my Master's degree in Education. The information obtained from participants will be highly confidential and under no circumstances will participant's names be revealed. A copy of the finished product will be given to your department. You can contact my Supervisor is Mr. Vitalis Chikoko at this Number is 031-260 2639. There will be two sessions of 30 minutes and 20 minutes. The first one will be the explanation of the process and the second one will be the actual interview process.

The participation is voluntary and free to withdraw at any stage. You shall not be disadvantaged for not participating in the study. The reason for selection is because you are one of the officials, which the study is based on.

Your positive response in this regard will be highly appreciated.

Thank you

Yours sincerely

Mr. A E Shandu.

N.B. If you agree to be one of the participants, please fill the declaration below and return it to the address given in the letter.

I.....(full names of participant)
hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

.....
.....

APPENDIX C

Interview Schedule

The study utilizes the face-to-face interviews. The aim of the interviews is to get from officials themselves their perceptions on the process of recruitment and selection. Questions are semi-structured in nature. The responses shall be recorded on tape using cassettes, which will be destroyed once the research is finalized. This enables for follow up questions where there is a need. Each interview is expected to last for 15-20 minutes on average to be interviewed. At first I shall make an appointment with the officials from each districts. The population of the study is the office based professional of KwaZulu –Natal Department of Education on substantive posts, namely Deputy Chief Education Specialist, Chief Education Specialist and Deputy Directors.

The interviews are planned to start on the 15th of February and finished on the 23rd of March 2005.

The interview questions are based n the following key questions:

- 1 What do recruitment and selection of senior officials entail in the context of KwaZulu –Natal Education Department?
- 2 To what extent does the KwaZulu-Natal Department of Education adhere to stipulated recruitment and selection procedures in employing senior officials?
- 3 What challenges is the Department facing in these recruitment and selection processes?
4. To what extent does the Department cope with these challenges?

APPENDIX D

Document Analysis

A number of documents were analysed :

- 1 Policy Documents related to recruitment and selection.
- 2 Policy Handbook for Educators .an elrc Documents with all the Acts dealing with the employment of educators and their condition of service.
- 3 The Education Law and Policy .which deals with all people employed in the Public Service
- 4 The minutes of some of the deliberations with regard to recruitment and selection

In all the above mentioned documents .the focus was on the procedures and the processes that are required during recruitment and selection .The other reason was to interact with the documents and to see if there is a correlation between what the documents suggest and the actual practice.