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Mascarenhas, R C “The New Zealand Civil Service”

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APPENDICES

APPENDIX: 1

Typology on Qualitative Evaluation Approach

| Description / definition | Qualitative (or “naturalistic”) evaluation approaches involve the use of predominantly qualitative research methods to describe and evaluate the performance of programmes in their natural settings, focusing on the process of implementation rather than on (quantifiable) outcomes. Empowerment evaluation is the use of evaluation concepts, techniques and findings to foster improvement and self-determination (Fetterman) |
| Design classification | Empirical | Hybrid data |
| | Numeric and textual data | Medium control |
| Key research questions | Descriptive questions: evaluative questions. |
| More specialized design types | Fourth generation evaluation (Guba and Lincoln), naturalistic evaluation (Patton), empowerment evaluation (Fetterman) |
| Typical application | Naturalistic and empowerment evaluations are most frequently used in empirical evaluations (rather than outcome evaluations), especially where there is a specific focus on formative evaluation. These are also preferred designs when working with developing communities where participation by the participants in the evaluation is desirable. |
| Meta-theory | Interpretive meta-theories are linked to naturalistic (Patton) and fourth-generation (Guba and Lincoln) approaches to programme empowerment evaluation approaches (Fetterman). |
| Conceptualization / mode of reasoning | Normally inductive and a-theoretical, which links with assumptions about consultation and participation (naturalistic inquiry). |
| Selection of cases / sampling | Case selection mostly consist of “theoretical sampling” in naturalistic evaluation designs. |
| Mode of observation / source of data | Preference for qualitative and participatory methods, such participant observation and semi-structured interviewing. |
| Analysis | Qualitative and participatory methods. |
| Strengths | Establish rapport and trust with research subject; high |
### ETHNOGRAPHIC RESEARCH MODEL

<table>
<thead>
<tr>
<th>Description/definition</th>
<th>Studies that are usually qualitative in nature and that aim to provide an in-depth description of a small number (less than 50)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design classification</td>
<td>Empirical Hybrid data Text and numeric Low control</td>
</tr>
<tr>
<td>Key research questions</td>
<td>Exploratory and descriptive question</td>
</tr>
<tr>
<td>Typical application</td>
<td>Case studies of companies or organisations (business studies); case study in social work research (focus on the family; household; small communities); case studies in political science where countries/nations or regions are studied as cases.</td>
</tr>
<tr>
<td>Meta-theory</td>
<td>Various sociological theories (symbolic interactionism; Verstehen) and other more humanistic-interpretive</td>
</tr>
</tbody>
</table>
traditions (phenomenology; semiotics; cultural anthropology) are intellectually linked to ethnographic case studies.

<table>
<thead>
<tr>
<th>Conceptualisation mode of reasoning</th>
<th>Inductive; a-theoretical. No hypothesis is formulated. In some cases certain “general ideas” or “expectations” act to guide the empirical research.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection of cases / sampling</td>
<td>Theoretical or judgement sampling.</td>
</tr>
<tr>
<td>Mode of observation / sources of data</td>
<td>Participant observation; semi-structured interviewing (individual and focus group); use of documentary sources and other existing data.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Analysis induction (Znianieck); grounded theory approach (Classer and Strauss).</td>
</tr>
<tr>
<td>Strengths</td>
<td>High construct validity; in-depth insights; establishing rapport with research subjects.</td>
</tr>
<tr>
<td>Limitations</td>
<td>Lack of generalisability of results: non-standardisation of measurement; data collection and analysis can be very time consuming.</td>
</tr>
<tr>
<td>Additional reading and websites</td>
<td>Studies that look at specific disciplinary application are in education (Binneberg, 1985), psychology (Bromley, 1986), clinical research (Behling et al., 1984), marketing (Bonoma, 1985), and management studies (Lee, 1983). For a more philosophical account of the epistemological foundations of case study research, see Ragin et al. (1992). You will find a comprehensive reading list of case studies in Dufour et al. (1992).</td>
</tr>
</tbody>
</table>

Website: [www.misq.org/misqd961/isworld/](http://www.misq.org/misqd961/isworld/)

## APPENDIX: 3

### Qualitative Approaches

<table>
<thead>
<tr>
<th>Research approaches</th>
<th>Informing theoretical perspective</th>
<th>Research focus</th>
<th>Data collection procedures</th>
<th>Research outcome</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action research</td>
<td>Lewinian field theory</td>
<td>Planning, executing and learning from an intervention to develop a system</td>
<td>Semi-structured interview</td>
<td>Intervention supporting transformation and knowledge on transformation</td>
<td>Argyris and Schon, 1978; Argyris, Putman, and Smith, 1985; Elden and Chisolm, 1993; Reason, 1988; Reason and Rowen, 1981</td>
</tr>
<tr>
<td>Case study</td>
<td>No specific perspective</td>
<td>Varies depending on the unit or process investigated</td>
<td>Semi-structured interviews; survey instruments</td>
<td>A case write-up of the unit or process investigation. This may be subject to further analysis to produce a theoretical account</td>
<td>Stake, 1995; Yin, 1994</td>
</tr>
<tr>
<td>Ethnography</td>
<td>Cultural theory</td>
<td>The routine habits of thinking and behaviour that characterize a particular setting</td>
<td>Extended participant observation; unstructured interviews; archival materials</td>
<td>Detailed, contextually specified cultural portrait of the phenomenon study</td>
<td>Agar, 1980; Hammersley and Akinson, 1986; Spradley and McCurdy, 1972</td>
</tr>
<tr>
<td>Grounded theory</td>
<td>Symbolic interactionism</td>
<td>The meanings and experience of the researched</td>
<td>Participant observation; semi-structured interviews; archival</td>
<td>Conceptual framework explaining the phenomenon studied</td>
<td>Glaser and Strauss, 1967; Glaser, 1978; Strauss,</td>
</tr>
</tbody>
</table>
and the patterns of action that flow from them materials 1987; Strauss and Corbin, 1998

Source: Rogelberg (2002:108) Comparison of major qualitative research approaches

APPENDIX: 4

Documental Evidence

<table>
<thead>
<tr>
<th>DOCUMENT DESCRIPTION</th>
<th>ISSUES &amp; THEMES</th>
<th>INVESTIGATION STAGE</th>
<th>EVALUATION VALIDITY</th>
<th>SOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Governance Agency Executive Director Presentation</td>
<td>Policy framework: State owned enterprises (SOE)</td>
<td>Empirical evaluation &amp; findings report</td>
<td>Policy analysis: framework for reform</td>
<td>Central Governance Agency</td>
</tr>
<tr>
<td>Consultation Team Interviews: Post - Project Team Leader OPM, Jun.2005</td>
<td>Questionnaire: Performance Management System (PSM)</td>
<td>Action Research/ Structured interview</td>
<td>Observation; Participation;</td>
<td>OPM Interviews</td>
</tr>
<tr>
<td>Department of Public Service and Administration Public Service Review Report <strong>South Africa, 1999/2000</strong></td>
<td>Public Service: Changing form &amp; Composition; Challenges for improving the management and performance;</td>
<td>Measuring technical competency level &amp; assess reform impact</td>
<td>Documental evidence</td>
<td>Yahoo search engines</td>
</tr>
<tr>
<td>Graduate's Work /Organisational change and student’ attribute</td>
<td>Recruitment; Employee development;</td>
<td>Policy Analysis: Selection values; Public service appointments;</td>
<td>Conceptual Analysis</td>
<td><a href="http://www.uce.ac.uk/erg/publications/gw/gwch3.html">http://www.uce.ac.uk/erg/publications/gw/gwch3.html</a></td>
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<td>--------------------------------------------------------------------------------------------------</td>
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<tr>
<td>UCE Birmingham, (1997)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Civil Service System in India: Critical view Author: Mishra, (0000)</td>
<td>Civil Service: development;</td>
<td>Civil Service reform process assessment</td>
<td>Structural transformation</td>
<td>Internet: Yahoo search engines</td>
</tr>
<tr>
<td>New Zealand Civil Service Author: Mascarenhas, (0000)</td>
<td>Civil Service historical development: political patronage1850-1912; civil service system; central personnel agency role 1962-1988; state sector reform 1988-1996;</td>
<td>Civil Service: assess reform impacts;</td>
<td>Transforming public service structures</td>
<td>Internet: Yahoo search engines</td>
</tr>
<tr>
<td>Policy Hub-Tools</td>
<td>How Policy: Measure impact; public involvement (improve policy making); “what works”; outward looking; skills improved (coordination &amp; delivery); more help (finding &amp; using evidence)</td>
<td>Policy: Assessment/development &amp; evaluation</td>
<td>Policy Tools</td>
<td>File://A: index.asp.htm</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>-------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Public Sector Reform in Western Europe</td>
<td>Observed variety: neo-managerial reform; new public management reform; comprehensive reform; welfare state reform; regional reform; regime reform; gradual reform; non-reform; transformation without reform;</td>
<td>Impact assessment: documental evidence</td>
<td>Reform process</td>
<td>Internet: Yahoo search engines</td>
</tr>
<tr>
<td>Public Service Commission</td>
<td>Functions: personnel auditing; staffing;</td>
<td>Findings report</td>
<td>Reform impact assessment: staffing of Public Service</td>
<td>Public Service Commission</td>
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<tr>
<td>Public Service Commission (PSC) of Namibia: Annual Report, 2004/2005</td>
<td>Personnel Audit, 2004/5: Appointments; Promotions; Resignations;</td>
<td>Filing posts in the Public Service</td>
<td>Empirical evidence</td>
<td>OPM/Public Service Secretariat</td>
</tr>
<tr>
<td>Public Service Staff Code, Public Service</td>
<td>Filling of Posts: Recruit; Selection; and</td>
<td>Policy Analysis: Reform process</td>
<td>Policy Evaluation</td>
<td>Legal Assistance Center</td>
</tr>
<tr>
<td>Source</td>
<td>Analysis Type</td>
<td>Policy/Reform Focus</td>
<td>Website/Internet Resources</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
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<td>-------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>The Australian Civil Service System by Halligan, (000)</td>
<td>Reform impact: empirical evaluation</td>
<td>Democratic governance</td>
<td>Internet: Yahoo search engines</td>
<td></td>
</tr>
<tr>
<td>The Civil Service System of the People’s Republic of China</td>
<td>Empirical evaluation</td>
<td>Cadreship principle in appointments</td>
<td>Burns, E-mail: <a href="mailto:hrnpbip@hku.cc.hku.hk">hrnpbip@hku.cc.hku.hk</a></td>
<td></td>
</tr>
</tbody>
</table>

Sources: Archival and documental data collection
APPENDIX: 5

PhD IN PUBLIC AFFAIRS THESIS

Author: Andrew Nghidinwa

Semi-structured Interview: A Questionnaire

The information and data collected by means of this questionnaire will be treated as confidential and no personal particulars or details will be revealed or published.

The empirical evidence being collected will help the author to better understand the Public Service reform process particularly the implementation of the Recruitment Policy and “managerialism” initiatives entailing the filling of top and senior level posts in the Central Government of Namibia.

PART I: PARTICIPANT PARTICULARS

1. Service History:

Name: ………………………………………………(Title: Mr./ Miss./ Mrs./Dr.) M/F

Position/Level (Senior/Management Cadre) ……………………………………………

Experience/Number of years in the present position………………………………………

University of Pretoria – Nghidinwa, A N (2006)

Period/Years of service in the same Office/Ministry/Agency…………………………..

Name of Office/Ministry (Department)/Agency …………………………………………

Previous Experience/Number of Years…………………………………………………..

Name of Employer/Government Institution……………………………………………

Occupation/Rank…………………………………………………………………………..
PART II: EMPLOYER OFFICE/MINISTRY/AGENCY (O/M/A)

2. Profiles

Some public institutions were inherited from the apartheid system of governance. Retrospectively, Government structures constituted of departments and offices responsive to legislations passed in South Africa with minimal modifications for application in the then South West Africa/Namibia. At independence, restructuring was necessary to transform the system to cater for democratic governance and level playing ground for national reconciliation.

* Tick as appropriate

2.1 About the O/M/A you have so far served, was/were it/they inherited from the apartheid occupation era? Yes/No.

If yes, were the organisational structure(s) and culture(s) transformed to be compatible with new public management approaches? That is adapting to business like management principles and customer care services by creating management cadre level posts requiring specific competences such as:

- Merit record___________
- Academic qualification____
- Management experience____
- Political maturity______

2.2 Was the O/M/A involved in policy change to address the past imbalances? If old institution, indicate Yes/No.

- Inherited policies_______
- Moderate/incremental policy change_________
- Completely Changed ________

- New institution________

2.3 Current state of technical-competency required as a standard level for quality and efficient service delivery are:

- Demonstrated planning experience____

- Proven leading capacity____
- Tested organizing skills____
- Credited co-coordinating ability____
- Excellent communication skills_____
PART III. EMPLOYMENT POLICY

3. Equal Employment Opportunity (EEO) and Affirmative Action (AA)


*In your answer tick as appropriate.

3.1 Equal Employment Opportunity (EEO) and Affirmative Action (AA) are fundamental concepts in the employment policy adopted to address the imbalance of the past. How do your organisation define victims of discriminatory practices?

Previously disadvantaged____
Women_____ Disabled____

3.2 What values determine the selection criterion?

Qualification (graduate)____ Experience_____ Skills_____

3.3 What approach meets EEO or AA requirements?

Internal promotion_____ External recruitment_____ Both____

3.4 EEO/AA emphasise non-discrimination of whatever kind. Has this been a practice in your Office/Ministry/ Agency? Y/N

If yes, how would you evaluate the top-three in your recommendation to the Public Service Commission?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
PART IV: MANAGEMENT OF PUBLIC SERVICE

4. Strategic Issues:

It is common knowledge that the Central Government of Namibia is finally implementing the decentralisation policy thereby delegating some of non-key functions to the sub-national levels of government. Thus, retaining critical ones.

* In your answer, please describe

4.1 To what extend has your Office/Ministry/Agency experienced down sizing in the wake of the decentralisation process?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4.2 The posts that became vacant due to decentralisation create knowledge and skills gap between different categories of occupation. What measure is taken to close this gap?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4.3 The central government would continue with policy intervention even in the governance of sub-national authorities. This central and sub-national/inter-governmental relation may necessarily initiate changes to policy frameworks in order to address critical issues of governance. Would your office/ministry/organisation recommend policy changes that in the interest of national coordination could enhance efficiency and effectiveness in the public service? If affirming, please specify.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4.4 The objective of decentralisation policy is to delegate authority to the regions for decisions at grassroots. However, decentralisation of the public service is partly affected by transfers of personnel to those new structures. Would you regard this process as having empowered the grassroots?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
PART V: POLICY ISSUES

5. Recruitment Policy

Recruitment and selection in central government is guided by Public Service Act, 1995 (Act 13 of 1995) and a recruitment policy regulated by the Public Service Commission (PSC). Generally, this is believed to be a pragmatic approach based on merit system.

5.1 We have learn from the staffing division of the PSC that, one characteristic of filling posts in the Public Service is to instil confidence in the merit system. What is the Public Service motivation in this perspective?

- Public Service as the preferred employer
- Self-interest of applicants
- Competitive Salaries
- Social status
- Security of job tenure

5.2 Capacity building essentially entails staff development to enhance employee and, thus, organisation’s performance. What is the most applied method(s) of improving performance in your establishment?

- In-job training
- Workshops/Seminars (external)
- Short tailor-made courses
- Long-term studies

5.3 Do you conduct induction training for staff members of your organisation? Yes/No. If yes, indicate which job categories gets more training.

- Frontline supervisors
- Middle level managers
- Senior managers
- Top executives

5.4 Merit system emphasise professional values – developed consciousness about organisation’s performances and cultures – as requisite for top-job entry. This emphasis signals high competition among professional elites than in lower categories. As high-ranking officials are by structural standards fewer in any organisation, would you describe competition as an attempt to attract (external) and retain (internal) people with technical competencies? Yes/No

If no, what is the best practice of filling top management cadre posts?

- Recommend known cadres
- Elevate the lower ranks
- Search for innovative talents
- Build-up competencies to retain
5.5 When recruiting, what criteria do you look at as most suitable for your establishment(s)?

Qualifications
Personal traits
Professionalism
Motivation
Willingness to learn
Innovativeness

5.6 Restructuring oversaw commercialisation of services previously functions of line ministries into parastatals. How is government policy co-ordinated in this particular setting?

Through central body
Cabinet Office
Senior Civil Servants/Permanent Secretaries Forum

Strategic links (state how)
New policies guided by specific Acts of Parliament

*Kindly give date of response……………………………………………………………………

Thank you for your assistance in this research.

Author and researcher: Mr. Andrew Ndeutalanawa Nghidinwa
Student No. 22373609
PhD Public Affairs 2002 Class
University of Pretoria, RSA.

Postal Address: Box 80462, Olympia-WINDHOEK, Namibia.
Tel. +264 (063) 221232/11-w; Fax. +264 (063) 223818-w; Cell. +264 081 2857945
APPENDIX: 6

18 July 2005

Mr/s .................................................
Tel.....................................................
Fax.....................................................

Dear Sir/Madam

INVITATION TO PARTICIPATE IN A SEMI-STRUCTURED INTERVIEW:
“PUBLIC SERVICE REFORM IN NAMIBIA: CASE STUDY ON CADRE
APPOINTMENTS TO ENHANCE COMPETENCY MANAGEMENT AND
DEVELOPMENT INITIATIVES FOR THE CENTRAL GOVERNMENT”

My name is ANDREW NGHIDINWA, a student in the part-time post-graduate
programme at the School of Public Management and Administration (SPMA) of the
University of Pretoria, South Africa. Let me introduce the above-mentioned
evaluation research I am presently conducting in partial fulfillment of the PhD in
Public Affairs.

The research takes a qualitative evaluation approach to describe the public service
appointments phenomenon from the insider perspective. The self-administering
questionnaire has been developed and attached to expedite this contact. The data
gathered would essentially compose empirical evidence for analysis. I, the author,
would seek a brief but necessary follow-up session to validate the information so
collected at the later date. Therefore, it is imperative that I would request for an
appointment to be confirmed by telephone for the week of 25th August 2005.

There are some 55-selected participants who would receive the same questionnaire to
complete and return back to me at their earliest convenience. In this case, your
invitation is number 51st requiring that mailing back would be the most appropriate
mode of replying at this stage.

Kindly, accept my assurances that any piece of information collected will be treated
confidentially, and ultimately, utilized wisely for this research. I will keep you posted
on the latest developments.

Yours Faithfully

ANDREW NGHIDINWA
AUTHOR/EVALUATOR

My Address:  P.O. Box 80462, Olympia-WINDHOEK
Tel. 063-221232/11 (w); Fax. 063-223818 (w); Cell.0812857945/0812309418
SUMMARY OF STAFFING IN THE PUBLIC SERVICE OF THE REPUBLIC OF NAMIBIA

46,767 total staff members in the Public Service of Namibia (31st March 2004 to 30th April 2005)

<table>
<thead>
<tr>
<th>POSTS CURRENTLY FILLED</th>
<th>74 756</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENDER BREAKDOWN</td>
<td>27 989</td>
</tr>
</tbody>
</table>

To arrive at the total of staff members, the following were subtracted from the above figure:

- Political Office Bearers and other Office Bearers: 262
- Namibia Defense Force (NDF) (Military): 14,799
- Namibian Police (NamPol) (Uniform): 11,443
- Prisons and Correctional Services (Uniform): 1,464
- Electoral Commission of Namibia: 21

GRAND TOTAL: 46,767

Source: Annual Report of the Public Service Commission of Namibia 2004/2005

APPENDIX: 8

APPOINTMENTS IN MANAGEMENT POSTS (GRADE 4A L1 – 6B)
DURING THE PERIOD 1ST APRIL 2004 TO 31ST MARCH 2005

| Ministry of Basic Education, Sport and Culture | 2 |
| Ministry of Agriculture, Water and Rural Development | 1 |
| Ministry of high Education, Training and Employment Creation | 1 |
| Office of the Attorney General | 9 |
| Ministry of Justice | 1 |
| Ministry of Regional and Local Government and Housing | 15 |
| **TOTAL** | **29** |

Source: Annual Report of the Public Service Commission of Namibia 2004/2005
APPENDIX: 9

APPOINTMENTS IN POSTS BELOW MANAGEMENT THE PERIOD BETWEEN 1ST APRIL 2004 TO MARCH 2005

<table>
<thead>
<tr>
<th>Office of the President</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of the Prime Minister</td>
<td>1</td>
</tr>
<tr>
<td>Office of the Attorney General</td>
<td>1</td>
</tr>
<tr>
<td>National Assembly</td>
<td>1</td>
</tr>
<tr>
<td>Ministry of Basic Education, Sport and Culture</td>
<td>6</td>
</tr>
<tr>
<td>Ministry of High Education Training and Employment Creation</td>
<td>1</td>
</tr>
<tr>
<td>Ministry of Agriculture, Water and Rural Development</td>
<td>2</td>
</tr>
<tr>
<td>Electoral Commission of Namibia</td>
<td>1</td>
</tr>
<tr>
<td>Ministry of Justice</td>
<td>2</td>
</tr>
<tr>
<td>Ministry of Labour</td>
<td>7</td>
</tr>
<tr>
<td>Ministry of Mines and Energy</td>
<td>1</td>
</tr>
<tr>
<td>Ministry of Regional and Local Governments and Housing</td>
<td>30</td>
</tr>
<tr>
<td>Ministry of Works, Transport and Communication</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>56</strong></td>
</tr>
</tbody>
</table>

Source: Annual Report of the Public Service Commission of Namibia 2004/2005

APPENDIX: 10

PROMOTIONS IN MANAGEMENT POSTS (GRADES 4A L1 – 6B)

<table>
<thead>
<tr>
<th>Office of the President</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of the Prime Minister</td>
<td>3</td>
</tr>
<tr>
<td>Ministry of Basic education, Sport and Culture</td>
<td>4</td>
</tr>
<tr>
<td>Ministry of High Education, Training and Employment Creation</td>
<td>1</td>
</tr>
<tr>
<td>Ministry of Agriculture, Water and Rural Development</td>
<td>2</td>
</tr>
<tr>
<td>Ministry of Environment and Tourism</td>
<td>1</td>
</tr>
<tr>
<td>Ministry of Finance</td>
<td>2</td>
</tr>
<tr>
<td>Ministry of Fisheries and Marine Resources</td>
<td>2</td>
</tr>
<tr>
<td>Ministry of Health and Social Services</td>
<td>9</td>
</tr>
<tr>
<td>Ministry of Justice</td>
<td>30</td>
</tr>
<tr>
<td>Ministry of Labour</td>
<td>1</td>
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<tr>
<td>Ministry of Regional and Local Governments and Housing</td>
<td>2</td>
</tr>
<tr>
<td>Ministry of Trade and Industry</td>
<td>1</td>
</tr>
<tr>
<td>Ministry of Women Affairs and Child Welfare</td>
<td>4</td>
</tr>
<tr>
<td>Ministry of Works, Transport and Communication</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>66</strong></td>
</tr>
</tbody>
</table>

Source: Annual Report of the Public Service Commission of Namibia 2004/2005
### APPENDIX: 11

**WAGES COMMISSION (WASCOM) 1995 RECOMMENDED STRUCTURE FOR JUNIOR MANAGEMENT BANDS.**

<table>
<thead>
<tr>
<th>Band</th>
<th>Grade</th>
<th>Minimum Qualification</th>
<th>Functional Level</th>
<th>Definitions</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A</td>
<td>None</td>
<td>Unskilled</td>
<td></td>
<td>Defined decisions with no element of choice</td>
<td>Routine tasks of simple nature requiring very elementary skills.</td>
</tr>
<tr>
<td></td>
<td>None plus experience or below grade 10</td>
<td>Unskilled Semi-skilled</td>
<td></td>
<td>Automatic Decision with no very simple choices. Low-level day-to-day supervision of conventional nature.</td>
<td>Routine tasks of a specific nature that require limited expertise or basic training</td>
</tr>
<tr>
<td>C</td>
<td>Grade 10</td>
<td>Semi-Skilled Skilled</td>
<td></td>
<td>Automatic decisions of a routine nature within specific rules. Low level day-to-day supervision of conventional nature</td>
<td>Routine tasks of general administrative/clerical/technical nature that require specific formal or on the job training.</td>
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<tr>
<td>2</td>
<td><strong>A</strong></td>
<td>Grade 10</td>
<td>Semi-skilled, Skilled Technical</td>
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<tr>
<td></td>
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<td></td>
<td>Regulated decisions and specialized functions of a general nature with very limited discretion. Direct Day-to-day supervision of a conventional nature.</td>
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<td></td>
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<td></td>
<td>Job requires expertise of a general administrative/clerical/technical nature with a need for some interpretation. Jobs that require high physical demands and/or some technical skills</td>
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<td></td>
<td><strong>B</strong></td>
<td>Grade 12</td>
<td>Skilled Technical</td>
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<td></td>
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<td></td>
<td>Regulated decisions on administrative/clerical/Technical functions of a more complex nature with some direction. Direct day-to-day supervision of a conventional nature.</td>
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<td></td>
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<td></td>
<td>Job requires specific expertise, skill and concentration on issues that are relatively clear with specific aspects to take into consideration.</td>
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<tr>
<td></td>
<td><strong>C</strong></td>
<td>Grade 12 plus experience</td>
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<td></td>
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<td></td>
<td>Regulated decisions. Specialized administrative/technical functions at high level. Direct day-to-day supervision of a conventional nature.</td>
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<td></td>
<td>Job is of a complex/sensitive nature with various possible solution or approaches.</td>
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<td>A</td>
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<td>B</td>
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<tr>
<td>3</td>
<td>Post grade 12 or grade 12 plus experience or completed apprenticeship</td>
<td>Skilled Technical Professional Junior Management</td>
<td>Processing decisions. Operational decisional in specialized administrative/clerical/technical fields.</td>
<td>Specific experience and training is required. Analysis of operational situations to produce best approaches or methods to achieve planned targets and objectives.</td>
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<tr>
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<td></td>
<td>Processing decisions. Operational decisional in specific fields of expertise. Coordination and supervision of a small group of staff.</td>
<td>Matters of an especially complex and sensitive nature requiring a high degree of competency. Analysis and advice on policies, procedures and techniques.</td>
<td></td>
</tr>
</tbody>
</table>

*Source: WASCOM Report 1995, Government of Namibia*
APPENDIX: 12

WAGES COMMISSION (WASCOM) 1995 RECOMMENDED SALARY STRUCTURE FOR MIDDLE AND SENIOR MANAGEMENT BANDS.

<table>
<thead>
<tr>
<th>Band</th>
<th>Grade</th>
<th>Minimum Qualification</th>
<th>Functional Level</th>
<th>Definitions</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>A</td>
<td>Professionally qualified or grade 12 plus extensive experience or expertise</td>
<td>Specialist Middle Management</td>
<td>Interpretive decisions involving a choice from a few options. Specialist/experts in specific scientific/administrative/Technical fields. Advise to senior management on specialist subjects and policy issues.</td>
<td>Decisions are concerned with planning and organising resources to achieve targets and objectives for specific topic of business within a function.</td>
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<td><strong>B</strong></td>
<td>Interpretive decisions involving a choice from a variety of options. Specialist/experts in specific scientific/administrative/technical fields. Advise to senior management on specialist subjects and policy issues.</td>
<td>Decisions are concerned with planning, organising and achieving targets for a discrete organisation involving two or more topics within a function.</td>
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<tr>
<td><strong>A</strong></td>
<td>Professionally qualified or grade 12 plus extensive experience or expertise</td>
<td>Specialist Senior Management Programming decisions determining the method of implementing agreed policy. Specialist/experts in specific scientific/administrative/technical fields of high complexity. Advice on complex specialist, administrative and policy issues with high policy risk.</td>
<td>Decision will establish important precedents and require new/revised processes and procedures covering or more functions</td>
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<tr>
<td><strong>5</strong></td>
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<td></td>
<td>Responsible for several specific delegations of functions. Deputise on a regular basis for those in the Policy making band, with discretion to make decisions.</td>
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<tr>
<td></td>
<td>A</td>
<td>Professionally qualified or grade 12 plus extensive experience or expertise</td>
<td>Policy making</td>
<td>Policy decision of a largely undefined nature in which precedent does not apply, and post and present practice are of little relevance. Overall responsible and accountable for all aspects of major functional areas.</td>
<td>Decisions affect the aims, objectives and policy of an entire major area of Government business.</td>
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<tr>
<td>B</td>
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<td>Policy decisions of a largely undefined nature in which precedent does not apply, and post and present practice are of little relevance. Overall responsibility and accountability for all aspects of a major functional area. Wider responsibility for specific aspects of the performance of other major functional areas.</td>
<td>Decisions effect the aims, objectives and policy of an entire major area of Government business; and also have a significant impact on other major areas.</td>
<td></td>
</tr>
</tbody>
</table>

*Source: WASCOM Report (1995), Government of Namibia*
APPENDIX: 13

AFFIRMATIVE ACTION SCHEDULING OF CANDIDATES FOR ADVERTISED POSTS IN THE PUBLIC SERVICE OF NAMIBIA

ZO/353(1)

<table>
<thead>
<tr>
<th>Office/Ministry/Agency</th>
<th>Advertised Requirements</th>
<th>Advertised On</th>
<th>Outside Closing Date</th>
<th>Within</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name/Job/Description</th>
<th>Namibian Citizenship</th>
<th>Gender</th>
<th>Age (yrs)</th>
<th>Scale of Salary (Min/Max)</th>
<th>Date of confirmation of probation in current post</th>
<th>Qualification and date attained</th>
<th>English Language Proficiency</th>
<th>Experience (yrs/mths)</th>
<th>Promotion assessment</th>
<th>Motivated exposition of suitability (or/otherwise) for post</th>
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</table>

**Note:** List all applicants, first those within the Public Service and those from outside the Public Service

* A = Advantage, D = Disadvantage

** These columns are not to be completed in respect of applicants from outside the service

*** Since attainment of the minimum educational qualification

*Source: Department of Public Service Management, OPM*