

CHALLENGES FOR MID-LEVEL COMMANDERS IN THE SOUTH AFRICAN NATIONAL DEFENCE FORCE: MANAGEMENT MODEL AND TRAINING NEEDS

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ABSTRACT

The *Constitution of the Republic of South Africa*, 1996 (Act 108 of 1996) and conclusive Acts record that effective human-resource management, career-development and training practices must be cultivated to maximise human potential. The unique nature and wide range of activities of the South African National Defence Force assign exceptional demands on the management expertise of military commanders. Therefore, the importance of effective training and for the purpose of this article, effective management training for mid-level commanders is indisputable. Against this background, a new management model is presented and the resulting training needs are empirically investigated in this article.

Both qualitative and quantitative methods were used in the survey, targeted 165 mid-level commanders in the South African National Defence Force. The empirical results of the study suggested that the existing management training for mid-level commanders fails to meet expectations primarily because of the non-existence of an appropriate management model. Thus, the article present a contemporary management model as foundation for management training of mid-level commanders in the South African National Defence Force. The management model also sanctions applicable standards for the development of management skills and appropriate competencies of military commanders.

Key words: Mid-level Commanders, training needs, management model

1. INTRODUCTION

The organisational transformation process of the South African National Defence Force more than a decade ago, is since successfully implemented. This process resulted amongst others in the integration of various armed forces (Defence in a Democracy, 1998:70). Many of the integrated members of these forces have also been appointed as commanding officers with limited or no management experience and minor or even no management training at all (Gibson 2002:7 and Du Plessis 2002:4). This, together with far-reaching changes in the political, cultural, social and technological spheres in South Africa, creates extreme challenges for the management skills and expertise of military officers. Specific demands on military officer's initiative, innovation, aptitude, personal abilities, adaptability, disposition, persuadability skills, responsibility, nature and leadership ability are therefore evident (Proposed Integrated Philosophy on Leadership, Command, Management and Organisational Culture, Guidelines for the New Concept in the Department of Defence, 1995:83). For this reason, military commanders need appropriate knowledge, skills and competencies to effectuate the so-called dynamic behaviour of the institution.

Management training in the military milieu in the context of this article refers to the development of management knowledge and skills of mid-level military commanders. The outcomes of management training are therefore to ensure that these military commanders can operate effectively in specific management positions (Defence Act 2002, Act 42 of 2002). The empirical research results emphasize the general needs for the management training of mid-level commanders. Furthermore, the non-existence of an appropriate management model in terms of which management skills and competencies can be developed is also noticed and is formulated as the research problem of this article. The main objective is then to establish an appropriate management model as foundation for addressing the training needs of mid-level military commanders in the South African National Defence Force.

2. THE NATURE OF MANAGEMENT IN A MILITARY MILIEU

The approach of Fox and Meyer in Du Toit, Knipe, van Niekerk, van der Waldt & Doyle (2002:15) is adopted in this article and therefore referring to public management in general as policy making, planning, organising, leading, control and evaluation as combined mechanism to achieve specific aims and objectives in the public sector environment. Literature identified in this text and evaluated for this article reveals that management in the military milieu is similar to management elsewhere in the public sector but with unique demands pertaining to the wide range of activities. Not only is the South African National Defence involved in peace support operations in the region but it also provides amongst others disaster relief, search and rescue support, air space and traffic control support, antarctic transport support, and hydrographic services to relevant authorities (Defence in a Democracy, 1998:32-34). These activities and all the accompanying demands also highlight the value of and necessity for management training and the development of skills of mid-level commanders. Job analysis of a typical mid-level military commander emphasises the importance of appropriately qualified managers in this field of work.

Mid-level military commanders are accountable for their delegated responsibilities requiring from them an in depth knowledge of financial-, logistic and human resource management to be able to manage and utilise allocated resources effectively and efficiently (Army Command, Leadership and Management, 1995:7-8). Specific universal principles, values and norms are identified as conceptual framework for management in the South African National Defence Force. Military professionalism and the Batho Pele-principles for service delivery, increasing productivity and sound ethical behaviour are important norms for effective management in the military environment and demands the expertise of proper qualified managers (Louw, 1999:16-17, White Paper on Transforming Public Service Delivery 1997:7 and Esterhuyse, 1999:22-23).

Analysis of the various management actions in this research indicates that mid-level military commanders are directly responsible for the formulation and implementation of policies delegated to them (Defence in Democracy, 1998:9). With the implementation of these policies it is expected from mid-

level military commanders to formulate the necessary operational objectives. They are also involved in the planning phase of the policy process (De J Cronje, 1994:110-111). Organising is further a comprehensive task demanding precise expertise from military commanders. Military commanders can only organise successfully if they have the distinct expertise to do so. In this regard military commanders must have the knowledge to allocate specific resources and activities in a systematic manner to organisational sections and subordinates to be able to achieve the objectives of the military unit effectively (De J Cronje, 1994:112-113).

One of the most important functions of any manager is to harmonize all the different activities, with specific reference to internal co-ordination between different sections involved in executive activities (Jones, George & Hill, 2000:291). External co-ordination demands military commanders to harmonize the activities of a specific military unit with the overall objectives of the South African National Defence Force (Army Command, Leadership and Management, 1995: 8-9).

The leadership and motivation function of military commanders is indeed one of the most conclusive actions (Army Command, Leadership and Management, 1995:9). As a result of the unique nature and extend of the military milieu, military commanders must have specific leadership qualities to achive the unique defence objectives (De Vries, 1999:20-21).

To be able to take rational decisions in a military environment commanders must possess decision-making expertise. Basic knowledge to apply certain techniques are imperative to make sound decisions (Du Toit, Knipe, Van Niekerk, Van der Waldt & Doyle, 2001:336). Furthermore one of the crucial tasks of a military commander is to maintain effective communication in the military milieu. To maintain effective communication amongst peers between superiors and subordinates, managers can resort to several improving techniques. Effective communication is crucial and necessitates expertise ranging from aspects such as different communication techniques and formal and informal communication networks (Robbins, 2001:290-291).

Negotiation responsibilities require specific skills from commanders. Military commanders also must have the knowledge and skill to manage a diverse workforce effectively to achieve the core objectives of the South African National Defence Force (Masondo, 1997:30-31). Military commanders have a crucial role to play in managing diversity in the different military units.

In recent years the organisational transformation as well as technology advancement resulted in an array of demands on the competency of commanders. One of the results of organisational transformation is resistance to change (Swanepoel, Erasmus, Van Wyk & Schenk, 2000:759-760). Resistance to change should be managed effectively to create a positive and supportive environment. In terms of the management requirements in the milieu of mid-level commanders, a management model that can serve as foundation for training is analysed in this article.

3. AIMS, RESEARCH DESIGN AND METHODOLOGY

The main aim of the study is the development of a contemporary management model that can serve as basis for the management training of mid-level commanders in the South African National Defence Force. The research methods for this article consisted of a literature study and a survey. A comprehensive literature study was done to support the empirical research. The literature study was based on a qualitative study, which included journal articles, books, conference papers, the internet, theses and similar studies (Brynard & Hanekom, 1997:29). An empirical study was done in 2002 at the following training institutions, the South African Army College, the South African Navy College, the South African Air Force College and the South African Medical Services (SAMS) Training College. The research populace consists of all the mid-level military commanders that attended the junior staff course in the South African National Defence Force. Management training for mid-level military commanders is an integral part of the junior staff course in the South African National Defence Force. A total of 165 (n = 165) questionnaires were analysed which constituted 99, 3% of the total population. For the purpose of this article, mid-level commanders in the South African National Defence Force refer to the following rank groups of major, lieutenant-colonel and lieutenant-commander.

A structured questionnaire covering questions on fundamental management functions including policy making, planning, organising, leadership, motivation, control and evaluation aspects were utilized. It also questioned appropriate management skills referring to decision-making, communication and negotiation skills, conflict management, management of diversity and change management to identify specific skills required from mid-level commanders. The questionnaire consists of 41 statements concerning the operational management tasks of a mid-level commander and three general information questions. Respondents had to indicate whether each aspect is associated with the operational task of a mid-level commander. In the general questions respondents had to indicate their current qualifications as well as whether they received any specific management training. A five point Likert-type scale were used. The following answer scale was used: (0) definitely not part of the management task, not applicable or is not true; (1) under normal conditions can it be part of the management task; (2) is a insignificant part of the management task; (3) forms a significant part of the management task; (4) indeed a major part of the management task and; (5) definitely comprise a major part of the management task.

A pilot study using a draft questionnaire was performed involving five senior mid-level commanders in the South African National Defence Force during 2001. .The questionnaire was also evaluated and approved by the Directorate of Defence Intelligence. The questionnaire responses were coded and analysed by the Department of Biostatistics at the University of the Free State. .Descriptive statistics were used to summarise the results in terms of frequencies and percentages for categorical and numerical variables. . The relationship between selected variables was investigated using applicable

tables. The data from the literature review and the questionnaire were used to address the aims of the study.

4. FINDINGS

The research findings are presented in Table 1. The Table is a combined analysis of the identified critical factor of each task statement as perceived by the respondents. The findings are based on the responses to questions or statements 1 to 41 of the questionnaire.

Table 1: Combined analysis of the identified critical factor of each task statement

Item	Chi-square p-value for global differences	Results		
		Groups	-(%)[1]	+(%)[2]
2	0.1003	SA Army	25.33	74.67
		SA Navy	26.67	73.33
		SA Medical Service	44.90	55.10
		SA Air Force	24.00	76.00
6	0.3359	SA Army	30.67	69.33
		SA Navy	33.33	66.67
		SA Medical Service	42.86	57.14
		SA Air Force	48.99	52.00
7	0.1110	SA Army	17.33	82.67
		SA Navy	6.67	93.33
		SA Medical Service	32.00	68.00
		SA Air Force	24.00	76.00
8	0.1261	SA Army	13.33	86.67
		SA Navy	13.33	86.67
		SA Medical Service	30.00	70.00
		SA Air Force	20.00	80.00
9	0.1013	SA Army	20.00	80.00
		Sa Navy	26.67	73.33
		SA Medical Service	40.00	60.00
		SA Air Force	24.00	76.00
10	0.8877	SA Army	34.67	65.33
		SA Navy	40.00	60.00
		SA Medical Service	32.00	68.00
		SA Air Force	40.00	60.00
12	0.1480	SA Army	20.00	80.00
		SA Navy	13.33	86.67
		SA Medical Service	28.00	72.00
		SA Air Force	40.00	60.00
13	0.6113	SA Army	26.67	73.33
		SA Navy	33.33	66.67
		SA Medical Service	38.00	62.00
		SA Air Force	32.00	68.00

Item	Chi-square p-value for global differences	Results		
		Groups	-(%)[1]	+(%)[2]
15	0.2295	SA Army	29.33	70.67
		SA Navy	20.00	80.00
		SA Medical Service	44.00	56.00
		SA Air Force	36.00	64.00
17	0.9100	SA Army	20.00	80.00
		SA Navy	26.67	73.33
		SA Medical Service	24.00	76.00
		SA Air Force	20.00	80.00
18	0.9362	SA Army	34.67	65.33
		SA Navy	40.00	60.00
		SA Medical Service	34.00	66.00
		SA Air Force	40.00	60.00
19	0.2199	SA Army	28.00	72.00
		SA Navy	13.33	86.67
		SA Medical Service	40.00	60.00
		SA Air Force	32.00	68.00
21	0.6784	SA Army	28.00	72.00
		SA Navy	33.33	66.67
		SA Medical Service	38.00	62.00
		SA Air Force	36.00	64.00
22	0.4094	SA Army	24.00	76.00
		SA Navy	6.67	93.33
		SA Medical Service	24.00	76.00
		SA Air Force	16.00	84.00
23	0.6192	SA SA Army	20.00	80.00
		SA Navy	13.33	86.67
		SA Medical Service	26.00	74.00
		SA Air Force	28.00	72.00
24	0.1846	SA Army	26.67	73.33
		SA Navy	13.33	86.67
		SA Medical Service	40.00	60.00
		SA Air Force	28.00	72.00
26	0.3101	SA Army	37.33	62.67
		SA Navy	53.33	46.67
		SA Medical Service	46.00	54.00
		SA Air Force	28.00	72.00
27	0.3515	SA Army	22.67	77.33
		SA Navy	20.00	80.00
		SA Medical Service	28.00	72.00
		SA Air Force	40.00	60.00
29	0.2735	SA Army	22.67	77.33
		SA Navy	40.00	60.00
		SA Medical Service	36.00	64.00
		SA Air Force	36.00	64.00

Item	Chi-square p-value for global differences	Results		
		Groups	-(%)[1]	+(%)[2]
30	0.3234	SA Army	28.00	72.00
		SA Navy	46.67	53.33
		SA Medical Service	40.00	60.00
		SA Air Force	28.00	72.00
31	0.2665	SA Army	22.67	77.33
		SA Navy	20.00	80.00
		SA Medical Service	34.69	65.31
		SA Air Force	16.00	84.00
32	0.1547	SA Army	25.33	74.67
		SA Navy	46.67	53.33
		SA Medical Service	40.00	60.00
		SA Air Force	24.00	76.00
38	0.1122	SA Army	20.00	80.00
		SA Navy	20.00	80.00
		SA Medical Service	28.00	72.00
		SA Air Force	44.00	56.00
39	0.1426	SA Army	18.67	81.33
		SA Navy	20.00	80.00
		SA Medical Service	36.00	64.00
		SA Air Force	32.00	68.00
41	0.2404	SA Army	16.00	84.00
		SA Navy	13.33	86.67
		SA Medical Service	30.00	70.00
		SA Air Force	24.00	76.00

As concluded from Table 1 the 25 aspects (management tasks) forms part of the position profile of a mid-level commander. The chi-square test was used to indicate that there was a significant difference in the way that the respondents of the South African Army College, the South African Navy College, the South African Air Force College and the South African Medical Services Training College react to the questions. For this purpose a 10% significant level was used. A critical factor refers to a task where the p-value is more than 0.1. Therefore, the null hypothesis of equal proportions can not be rejected on a 10% significant level.

Table 1 reflects that there are no statistical differences between the respondents of the different groups and the way they answered the questions. Twenty-five questions namely question 2, 6, 7, 8, 9, 10, 12, 13, 15, 17, 18, 19, 21, 22, 23, 24, 26, 27, 29, 30, 31, 32, 38, 39, and 41 can be seen as an important part of the management task of a mid-level military commander. Table 2 comprises the responses of the task statements with a global difference.

Table 2: Task statements with a global difference

Item	Chi-quadrant p-value of the global difference	Results		
		Groups	-(%)1	+ (%)2
1	0.0033	Army	17.33	82.67
		Navy	40.00	60.00
		Medical Service	46.94	53.06
		Air Force	24.00	76.00
3	0.0077	Army	13.33	86.67
		Navy	13.33	86.67
		Medical Service	38.78	61.22
		Air Force	28.00	72.00
4	0.0125	Army	12.00	88.00
		Navy	6.67	93.33
		Medical Service	28.57	71.43
		Air Force	36.00	64.00
5	0.0261	Army	14.67	85.33
		Navy	13.33	86.67
		Medical Service	36.73	63.27
		Air Force	28.00	72.00
11	0.0032	Army	17.33	82.67
		Navy	13.33	86.67
		Medical Service	44.00	56.00
		Air Force	40.00	60.00
14	0.0148	Army	21.33	78.67
		Navy	13.33	86.67
		Medical Service	44.00	56.00
		Air Force	20.00	80.00
16	0.0111	Army	18.67	81.33
		Navy	20.00	80.00
		Medical Service	42.00	58.00
		Air Force	44.00	56.00
20	0.0537	Army	18.67	81.33
		Navy	6.67	93.33
		Medical Service	36.00	64.00
		Air Force	24.00	76.00
25	0.0386	Army	30.67	69.33
		Navy	13.33	86.67
		Medical Service	44.00	56.00
		Air Force	52.00	48.00
28	0.0054	Army	18.67	81.33
		Navy	0.00	100.00
		Medical Service	36.00	64.00

Item	Chi-quadrant p-value of the global difference	Results		
		Groups	-(%)1	+ (%)2
		Air Force	40.00	60.00
33	0.0013	Army	20.00	80.00
		Navy	13.33	86.67
		Medical Service	50.00	50.00
		Air Force	24.00	76.00
34	0.0240	Army	32.00	68.00
		Navy	20.00	80.00
		Medical Service	46.00	54.00
		Air Force	60.00	40.00
35	0.0656	Army	17.33	82.67
		Navy	26.67	73.33
		Medical Service	32.00	68.00
		Air Force	40.00	60.00
36	0.0265	Army	21.33	78.67
		Navy	20.00	80.00
		Medical Service	30.00	70.00
		Air Force	48.00	52.00
37	0.0215	Army	25.33	74.67
		Navy	33.33	66.67
		Medical Service	51.02	48.98
		Air Force	28.00	72.00
40	0.0215	Army	21.33	78.67
		Navy	13.33	86.67
		Medical Service	36.73	63.27
		Air Force	48.00	52.00

Table 2 displays the task statements with a global difference between the respondents of the groups in questions 1, 3, 4-5, 11, 14, 16, 20, 25, 28, 33-37 and 40. The chi-square test was used to indicate that there was a significant difference between the respondents of the South African Army College, the South African Navy College, the South African Air Force College and the South African Medical Services Training College and the way they answer the questions. A 10% significant level was used. The p-value in all the abovementioned items was less than 0, 1 therefore, the null hypothesis was rejected on 10% significant level.

Only with question 1 and question 14 statistical significant differences between the proportion respondents of the groups can be found. With all the other task statements with a global difference the majority of the respondents of the four groups indicated that the task descriptions are part of the task of a mid-level commander and can be seen as an important management responsibility. Table 3 indicates the difference between the proportions of respondents in question 1.

Table 3: Difference between the proportions of respondents in question 1

Comparison between different groups	Chi-square p-value with global difference between groups	% of difference	95% Jeffreys Perks VI test
SA Army vs. SA Navy	0.0033	22.6	-2.4;48.4
SA Army vs. SAMS		29.6	12.8;45.0*
SA Army vs. SA Air Force		6.6	-10.8;26.4
SA Navy vs. SAMS		7.0	-21.4;33.2
SA Navy vs. SA Air Force		-16.0	-44.0;13.4
SAMS vs SA Air Force		-23.0	-42.6;0.2

Statistically there is a difference between the respondents of the South African Medical Services Training College and the respondents of the South African Army College and the way the respondents react to question 1 on a 10% significant level. Respondents of the South African Army College support the involvement of subordinates with the formulation of the unit's mission and vision 29, 6% more than the respondents of the South African Medical Services Training College (SAMS). The majority of the respondents of the South African Army College, the South African Navy College and the South African Air Force College indicated that subordinates should be involved with the formulation of the units vision and mission. Table 4 depicted the difference between the proportions of respondents with question 14; create confidence to improve work relations.

Table 4: Difference between the proportions of respondents in question 14

Comparisons between different groups	Chi-square p-value with global difference between groups	% of difference	95% Jeffreys Perks VI test %
Army vs. Navy	0.0146	-8.0	-24.2;15.4
Army vs. SAMS		22.6	5.8;38.6
Army vs. Air Force		-1.4	-18.0;18.2
Navy vs. SAMS		30.6	4.6;48.6
Navy vs. Air Force		6.6	-18.6;27.8
SAMS vs. Air Force		-24.0	-42.6;-1.6*

The Support to create confidence to improve work relations is as follows, South African Army College 78,67%, the South African Navy College 86,67%, the South African Air Force College 80,00% and the South African Medical Services Training College 56.00%. Statistically there is a difference between the respondents of the South African Medical Services Training College (SAMS) and the South African Air Force College and the way the respondents react to question 14. The majority of the respondents of the South African Army College, the South African Navy College and also the South African Air Force College indicated that effective work relations can be improved if confidence exist. A slight difference exists between the respondents of the South African Medical Services Training College (SAMS) that choose option 0 or 1 and 4 or 5. This slight difference can be attributed to the fact that these respondents have none or minimum management training as indicated in table 5. The respondents from the South African Navy College and the South African Air Force College were less than that of the South African Army College and the South African Medical Services Training College and this could also possibly influence the projections. Table 5 reflected the training in specific management functions and skills of the respondents.

Table 5: Training in specific management functions and skills of respondents

Management skills	(%) Receive training SA Army	(%) did not receive training SA Army	(%) receive training SA Air Force	(%) did not receive training SA Air Force	(%) receive training SA Navy	(%) did not receive training SA Navy	(%) receive training SAMS	(%) did not receive training SAMS
General Management functions	57.33	42.67	72.00	28.00	60.00	40.00	66.00	34.00
Policy-making	13.33	86.67	20.00	80.00	13.33	86.67	14.00	86.00
Strategic management	28.00	72.00	16.00	84.00	6.67	93.33	42.00	58.00
Quality management	18.67	81.33	36.00	64.00	53.33	46.67	30.00	70.00
Decision-making	36.00	64.00	48.00	52.00	33.33	66.67	50.00	50.00
Communication and negotiation	37.33	62.67	36.00	64.00	53.33	46.67	68.00	32.00
Interpersonal and labor relations	32.00	68.00	16.00	84.00	40.00	60.00	60.00	40.00
Conflict management	32.00	68.00	32.00	68.00	40.00	60.00	64.00	36.00
Change management	20.00	80.00	20.00	80.00	33.33	66.67	50.00	50.00
Diversity management	40.00	60.00	4.00	96.00	33.33	66.67	50.00	50.00

Management by objectives	21.33	78.67	24.00	76.00	33.33	66.67	50.00	50.00
Organisational development	37.33	62.67	20.00	80.00	46.67	53.33	40.00	56.00

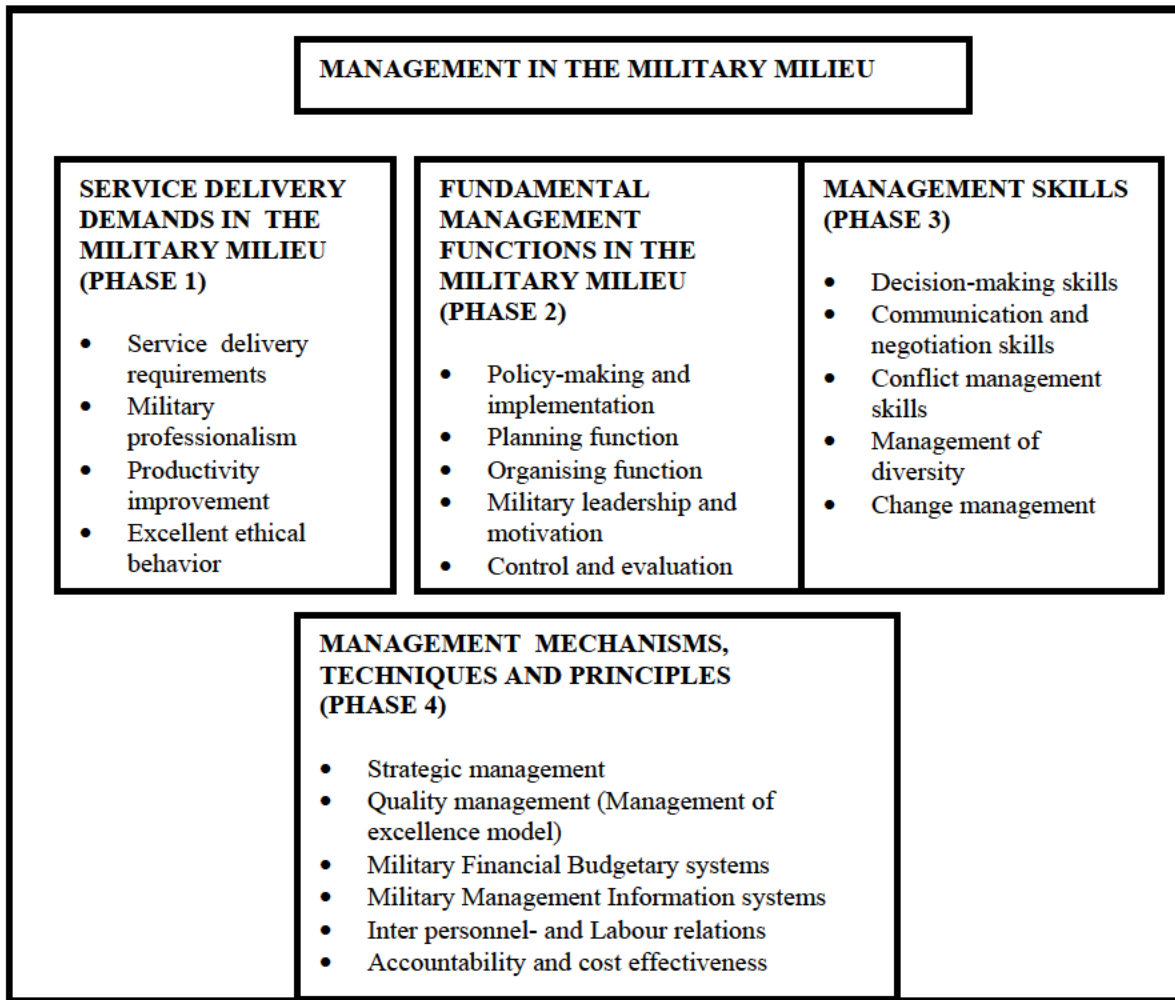
From Table 5 it becomes apparent that the majority of the respondents previously received training in general management functions (planning, organising, leadership and motivation, control and evaluation). It is clear that the majority of the respondents of the different groups did not receive training in policy-making, strategic management, quality management, decision-making, communication and negotiation, interpersonal and labour relations, conflict management, change management, diversity management, management of objectives and organisational development. It could be argued that existing management training provided to mid-level commanders fails to meet expectations when it comes to addressing the challenges in this area. Only 20% of the respondents from the South African Army College and the South African Air Force College and only 33.33% of respondents from the South African Navy College and 50% of the respondents of the South African Medical Services Training College received training in change management. Only 53.33% of the respondents from the South African Navy College received training in quality management.

5. RECOMMENDATIONS AND CONCLUSION

The unique nature and extend of the activities of the South African National Defence Force together with the far-reaching changes in political, cultural, social and technological spheres in South Africa is a reality and require appropriate retrospection for various reasons. These circumstances commission unique demands on the management capabilities of mid-level commanders. This warrant that mid-level military commanders should be informed and possess the necessary management knowledge, skills and competencies to effectively achieve the objectives of the South African National Defence Force. The comprehensive empirical research in this article reflected in the previous section established exactly that the management accoutrement of mid-level commanders in the SANDF leaves much to desire and therefore poses one of the most significant challenges for them to achieve service excellence as required from professionals in the military milieu.

Against this background a management model is recommended that proposes an appropriate management approach in the South African National Defence Force. Effective management training for mid-level commanders can then take place in terms of the distinctive management model that sets specific norms and standards. This management model will enable mid-level commanders to apply amongst others the Batho Pele principles, adhere to the demands of professionalism, apply sound ethical behaviour, and to scientifically maintain their management activities. In terms of the management model the full range of management functions including policy-

making and implementation, planning, organising, leadership, control and evaluation can be emphasized and addressed in appropriate management training programmes. Figure 1 below confers the exposition of this distinctive management model as the appropriate scenario for management training of mid-level commanders in the South African National Defence Force.



From figure 1 it emerged that management in the military environment should be divided into four components. These components will then serve as the foundation for the training activities. The four components include the service delivery demands in the military milieu (phase 1), the fundamental management functions in the military milieu (phase 2), the management skills (phase 3) and the management mechanisms, techniques and principles (phase 4). Phase 1 focuses on the service delivery requirements, with specific reference to military professionalism, to amongst others striving to uphold the Batho Pele principles, to increase productivity and maintaining excellent ethical behaviour to achieve management excellence in the military sphere. This then creates the realistic opportunity for the South African National Defence Force to defend the country against any possible aggression in view of their primary service delivery mission.

The South African National Defence Force personnel and resources are utilised for various service delivery tasks, to maintain stability and peace support in the region. For this reason, mid-level military commanders should be informed and exposed to acquire the necessary knowledge, skills and competencies to deliver excellent services to the benefit of South African citizens.

The second component with reference to phase 2 in Figure 1, focus on the fundamental management functions in the military milieu. The effective achievement of the defence objectives demands that military commanders should have the necessary management knowledge, skills and competencies. This model argues that the basic management functions in the public sector namely: policy-making and implementation, planning, organising, leadership, control and evaluation are also applicable in the military milieu. Effective management is however only possible if the necessary expertise exists to implement the fundamental management functions. The model therefore reveals that effective management entails that military commanders should have the necessary management skills.

The third component comprises management skills with reference to decision-making skills, communication and negotiation skills, conflict management, diversity management and change management skills as an imperative for effective management in the military milieu. Six key aspects identified in Figure 1 reflect the composition of phase four. These includes strategic management, quality management, budgetary systems, military information management systems, interpersonal and labour relations, accountability and cost effectiveness and can be seen as important operational management mechanisms, principles and techniques that are significant components for management effectiveness in the military milieu. The purposive management model in this article is finally developed with the view to identify contemporary management dynamics in a military milieu in terms of which appropriate training of mid-level commanders can then realize.

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