Performance Excellence Management Model (SAMHS Guide, 2000:4-5). See Figure 4.2: SA Performance Excellence Management (SAEF Model).


Figure 4.2: The SAEF Model in the SAMHS Guide (2000:4) is a measurement tool that is utilised in the SAMHS to measure performance in order to identify strengths and areas for improvement. It is this continuous process of performance improvement that should lead SAMHS to excellence.

The LCAMPS Model overlaps with the functions of management (Weinbach, 1998:8; Lussier, 1997:10-11; Robbins, 2000:39-40; Robbins & Coulter, 2003:7-9) and the functions of public administration (Malan, 1999:8-13). Within the context of this overlap, the next section will align the generic functions and tasks of the Officer Commanding in the SAMHS with the functions of management.
Thirteen (28.3%) participants indicated that they had worked in the South African Defence Force (SADF). Eight (17.4%) of the 13 participants had been employed for at least five years, whereas four (8.7%) had been employed for between five to ten years in the SADF.

One member (2.2%) did not participate in the category for the SANDF, hence only 45 participants instead of 46 participants are reflected. A majority of 22 (47.8%) participants had been employed for at least 15 years in the SANDF, whereas 15 (32.6%) had been employed for at least ten years. None of the participants had previously been employed by the former TBVC countries. Seven (15.2%) of the 12 (26.0%) participants in the non-statutory category had been employed for at least five years. Of the 19 participants (41.3%), 11 (24.0%) were employed in welfare organisations specified as Child Welfare, CAFDA, Department of Social Development and FAMSA. These statistical data show a broad variety of work experience in terms of years and different organisations. Such diversity of exposure will contribute positively to mentoring the Officers Commanding.

In addition to the above, Figure 7.1 illustrates the data for the total years of work experience of the 46 participants, that is the total sum of work experience in the SADF, SANDF, TBVC, other non-statutory forces and other welfare organisations. It should be noted that four (8.7%) participants did not provide the data required for Figure 7.1.

![Figure 7.1: Total Years of Work Experience](image-url)

**FIGURE 7.1: TOTAL YEARS OF WORK EXPERIENCE**

N=46
have no formal training in supervision. The results in Table 7.11 indicate that 30 (65.2%) participants did receive formal supervision training.

![Pie chart showing years of experience as supervisor](image)

**FIGURE 7.2: YEARS OF EXPERIENCE AS SUPERVISOR**

In the results of Figure 7.2, however, it is evident that an additional participant does have supervision training, considering that 31 (67.4%) of the participants indicated that they do have experience as a supervisor. It should also be noted that one participant did not provide the data for Table 7.11 and one can thus conclude that the one additional participant indicated in Figure 7.2 is the participant who omitted the data for Table 7.11. Alternatively, one can conclude that one person had given supervision without any formal supervision training, which in this case, places the organisation, the client, supervisee and supervisor at risk of possible complaints.

Such experience indicated in the above results of Figure 7.2 is recognised by Kadushin and Harkness (2002:297) as an asset in the supervisor-supervisee relationship. Kadushin and Harkness (2002) are of the opinion that an experienced supervisor would be more respected for their experience, and acknowledged for their knowledge and active utilisation of their experience. From this it can be deduced that military social workers will be able to utilise their experience in the supervisor-supervisee relationship, and transfer it to their mentor-protégé relationship with Officers Commanding.
Of the 46 participants, 39 (84,8%) managed to define the protégé correctly. Seven (15,2%) of the participants defined protégé incorrectly. It is obvious from the findings in Table 7.24 that, although all the participants knew what a mentor is in Table 7.23, seven (15,2%) participants became confused as to what the difference between a mentor and protégé is, hence the incorrect responses. A protégé is defined by Parsloe (1995:15) as an inexperienced person who is assigned to a mentor. The protégé can also be young and newly appointed in the organisation or their specific jobs.

7.2.16 Mentoring policies, procedure and legislation

7.2.16.1 Policies, procedure and legislation. The findings on the policies, procedure and legislation that would assist the military social workers in the role as mentor are indicated below.

Forty-three (93,5%) participants indicated that the DOD Policy on Mentorship would assist them in their role as mentor, whereas 39 (84,8%) participants indicated their choice of SWP: Mentoring and on-the-job training. The Employment Equity Act 55 of 1998 and the policy on Equal Opportunities and Affirmative Action were selected by 38 (82,6%), participants compared to the Skills Development Act 97 of 1997 (37 or 80,4%).

The above findings indicate that the participants supported the policies and standard work procedures within the SANDF, and indicated public legislation as helpful in their roles as mentors. It can be deduced that, although the external environment