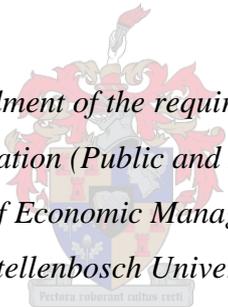


# **Exploring the Effect of Military Leadership on the Role of Public Sector Trade Unions: The South African Navy Fleet Command Headquarters Case**

by

**SHARIFA MATHEE**

*Thesis presented in fulfilment of the requirements for the degree of  
Master of Public Administration (Public and Development Management)  
in the faculty of Economic Management Science  
at Stellenbosch University*

The crest of Stellenbosch University is centered behind the text. It features a shield with various symbols, topped with a crown and a banner. The Latin motto "Pacta sunt quibus recti" is inscribed on a scroll at the bottom of the crest.

**Supervisor:** Dr Zwelinzima Ndevu

April 2019

## **DECLARATION**

By submitting this thesis electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the sole author thereof (safe to the extent explicitly otherwise stated), that reproduction and publication thereof by Stellenbosch University will not infringe any third party rights and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

Date: April 2019

## ABSTRACT

The advent of democracy brought about many unprecedented changes to the leadership of the South African Public Service, more specifically the South African Navy Fleet Command Headquarters. Simultaneously, from a labour relations perspective, this era also signified increased worker rights for public service employees in the work place. However, leadership within this military domain given its inherent unique complexities, operates differently from the broader Public Service, comprising both Defence Act Personnel (DAP) and Public Service Act Personnel (PSAP), also known as Defence Civilians.

Subsequently, defence civilians in this setting have shown much dissatisfaction in the way they are represented by their trade unions (PSA and NEHAWU) and also in the way that they are treated by the senior military leadership. These employees hold perceptions that they do not belong fully and, furthermore, that there is no synergy between the military leadership and trade unions.

This conclusion was largely based on perceptions, as this paradigm had remained largely unexplored, with little to no empirical evidence available to support it. It was for this reason that an exploratory study was initiated; it was necessary to discover the true effect, if any, that the current military leadership style has on the ability of trade unions to perform their roles within this milieu.

A qualitative strategy was employed for suitable flexibility. In order to better corroborate and extrapolate the findings of this study, primary data was collected through semi-structured interviews and focus groups, thus forming a mutual relationship with the secondary data available, such as legislation and policies.

Subsequently, the findings asserted that the current autocratic leadership style that the Fleet Command employs, does impact negatively on the role of these trade unions. Equally important, was the finding that defence civilians were dissatisfied with the way leadership treated and excluded them. Evidence was found of the distrust in the ability of their union representatives to represent them properly.

Despite evidential challenges, it is considered within the realm of possibility that Fleet Command, through collaboration and teamwork, may galvanise all parties to work successfully towards an approach to strengthen this tripartite relationship, as envisioned by Defence Review 2015. By promoting the “One Force” concept, the tripartite collective will be reinforced, not only in the Fleet, but in the broader Navy, where it is much needed as well.

## OPSOMMING

Die koms van demokrasie het tot heelwat ongeëwenaarde leierskapveranderinge in ons staatsdies gelei, veral ook by die leierskorps van die Suid Afrikaanse Vlootbevels-hoofkwartier in Simonstad. Gelyktydig met hierdie verwickelinge, vanuit die perspektief van arbeidsverhoudings, het groter werkersregte vir die staatsdiensamptenare ingetree. Gegewe die unieke aard van die militêre domein, funksioneer leierskap daar egter anders as binne die algemene staatsdies. Immers is lede van sowel die Vloot se verdedigingmag (DAP) asook sy burgerlike werksmag (PSAP) daar werksaam.

Hierdie verdelingslyn het tot gevolg dat heelwat burgerlike lede klagtes opper oor die ondoeltreffende wyse waarop hul vakbonde (PSA en NEHAWU) hul verteenwoordig. Hul ongelukkigheid geld egter ook hul behandeling deur die vloot se senior leierskader. Die burgerliker werkers is van mening dat hulle nie volwaardig deur laasgenoemde aanvaar word nie, en verder, dat daar geen sinergie tussen die militêre leiers en vakbonde bestaan nie.

Omdat daar nog min navorsing in dié veld gedoen is, en min empiriese bewyse beskikbaar was om hierdie menings te ondersteun, kon daar slegs op persepsies gereken word. Duidelikheid oor die werklike aard en voorkoms sous legs deur 'n behoorlike ondersoekende studie bepaal kon word. Die navorser het derhalwe 'n aanpasbare, kwalitatiewe strategie beplan om bruikbare resultate te bekom. Primêre data is deur middel van halfgestruktureerde onderhoude en fokusgroepe ingesamel en met beskikbare sekondêre data (wetgewing en beleid) gekombineer.

Die resultate het bevestig dat die huidige, outokratiese leierskapstyl van die bevelstruktuur wel negatief inwerk op die rol van die vakbonde. Van gelykwaardige belang is die bevinding dat burgerlike lede hul behandeling deur militêre leiers, en die uitsluiting wat hul beleef, sterk veroordeel. Ook die gebrek aan vertrouwe in die werkersunies se vermoë om hul lede behoorlik te verteenwoordig, is bevestig.

Ten spite van ooglopende uitdagings, is dit nogtans moontlik vir die Vloot se bevelstruktuur om samewerking te bewerkstellig. Deur deelnemende spanwerk kan alle partye tot so 'n mate saamwerk dat die driepartyverhouding, soos deur *Defence Review, 2015* voorsien is, versterk word. Deur die “Een Mag-konsep” sterk te promoveer, sal die drieparty-opset nie net slegs onder lede van die vlootbasis verstewig word nie, maar sal ook die breër Vloot tot diens wees.

## DEDICATION

My thesis is dedicated with much gratitude, affection and respect to my beloved parents, **Ebrahim** and **Salegga Mathee** as well as to my adorable and precious daughter, **Saalegha!**

My parents who, throughout my life have guided me and have been my greatest mentors and motivators.

My daughter who, is my main source of inspiration and strength, my reason for wanting to achieve more all the time!

My academic journey would not have been a success without all your support, devotion and encouragement and am even more grateful that you are able to share in my accomplishments.

I am truly blessed and honoured to have you in my life!!!

***Shukran...***with all my heart.

With much love ‘n everything

***Sharifa xxx***



## ACKNOWLEDGEMENTS

There have been many people who have walked alongside me to support me during my studies however, I first and foremost give my profound praise and gratitude to the Almighty Allah SWT who has granted me the strength and wisdom to persevere throughout my academic journey. Indeed, without the Almighty's guidance and hand of protection, nothing is possible.

Furthermore, without hesitation, I wish to sincerely give special thanks to my parents for supporting me and for giving me my space when I needed to sit with my books. My daughter, who has had to sacrifice many hours of "her quality time" to accommodate my studies. Your understanding and unselfishness when I cancelled outings and missed out on our play dates, is so much appreciated. I treasure, value and love you with all my heart. You are indeed my treasure and blessing!

To my family members especially my niece, Raadiyah and nephews Allie, Ebrahim, Tawfeeq, Luqmaan, Ziyaad and Abdud Dayaan for their love, support and interest in my studies. I love you all.

Equally important, I wish to extend my heartfelt gratitude and sincere appreciation to the following people who have contributed to my success:

- Theo Hokoma for all your support, guidance and especially your words of encouragement and for believing in me at times when I doubted myself. You really went an extra mile even when I didn't ask for assistance. Thank you for being my "co-mentor" and my pillar!
- My divisional heads Captain Mehmood Sayed and Commander Stephen Williams for your continued backing and for allowing me the flexibility in my work place when I needed it. Best bosses ever!
- Commander Graham McGregor, my friend and colleague, who was always there to provide advice, guidance and support. Thank you Graham!
- Salwa Phillips...there are no words that will ever be able to describe my gratitude to you for all your support and unselfishness. Shukran!

- Captain Oscar Sundström.... thank you so much for making my studies at state expense possible, for all your advice and for believing in me. Not forgetting your jokes!
- Rear Admiral Mkhonto...thank you for your motivation and encouragement.
- Kumeshen Naidoo...thank you for going out of your way to provide me with administrative assistance I required.
- Rear Admiral Metu for approving my studies at state expense and support.
- Captains Donald Phillips and Vuyani Ngxito for all your support and advice.
- Commander Dino Quaccharinni....thank you for having faith in me and for your support and to all my colleagues at NBS HRAS, thank you for your care and encouragement.
- To all my participants in this study who availed themselves to partake in my interviews. Without you...I would not have been able to complete my thesis. Special thanks to all of you!
- To my friends Robyn, Lisa, Eleanor, Paula, and Julie....thank you for your love and support!
- Aunty Marie Boltman (Ma B) for your love and for believing in me at all times, no matter what.
- My favourite “peeps” at FHRD, SANAD and the Submarine Squadron.....Nwabisa Ncana, Lufuno Debeila, Robert Pico, Sicelo Didi, Thabo Moepi, William Mokeqoane and Haneline Van Staden!... Thank you so much for your love, support and motivation!

Moreover, my sincerest gratitude also goes to the undermentioned people from the School of Public Leadership, Stellenbosch University:

- Dr Zwelinzima Ndevu, who was my appointed supervisor. Thank you for all your patience, support, expert advice and guidance.
- Prof Johan Burger and Dr Babette Rabie for a well structured and comprehensive Masters programme and for ensuring that student needs are met.
- To Adele Burger for your expert advice with my research and for always availing yourself when I required your help and guidance.
- Riana Moore, Lydia Meyer and the rest of the staff at the School. Thank you all for your continued support and guidance.

- Professor Erwin Schwella and Ulrike...thank you for your assistance and advice.
- The library and IT staff at the Bellville Park campus for your professionalism and help at all times.
- My Honours and Masters classmates: Marissa, Nisha, Carol, Janita, Daryl, Adelaide, Marilyn, Dymian and Danielle.....my earnest appreciation to all of you for your motivation, inspiration and encouragement.
- My editor, Pierre Du Preez...who did not want to be mentioned but is worthy to be mentioned. I thank you for your advice, your expert opinion and for sharing information so freely with me.

Lastly, I am grateful to the Late Mrs Jennifer-Anne Esterhuysen (Moeder) who was so supportive since I commenced with my Masters at the beginning of this year. Your love, concern and interest in my studies goes without saying. I miss you dearly and even though you are no longer here with me to share in my success....You will always be in my heart. Thank you Moeder!

I am sincerely thankful to each and every one of you for contributing to my success! Thank you for being a part of my journey! Stay blessed!

# Table of Contents

<b>Declaration</b>	<b>ii</b>
<b>Abstract</b>	<b>iii</b>
<b>Opsomming</b>	<b>v</b>
<b>Dedication</b>	<b>vii</b>
<b>Acknowledgements</b>	<b>viii</b>
<b>List of Figures</b>	<b>xvi</b>
<b>List of Tables</b>	<b>xvii</b>
<b>List of Addenda</b>	<b>xviii</b>
<b>Glossary of Terms</b>	<b>xix</b>
<b>List of Acronyms</b>	<b>xx</b>
<b>CHAPTER 1: ORIENTATION TO STUDY</b>	<b>1</b>
1.1 Introduction	1
1.2 Background/rationale	3
1.3 Research problem	5
1.4 Research aim	6
1.5 Research objectives	6
1.6 Focus of the research	6
1.7 Delimitation of study areas and assumptions	7
1.8 Research method	7
1.8.1 Research design	8
1.8.2 Research methodology	9
1.8.3 Data collection	10
1.8.4 Sampling	11
1.8.5 Ethics statement	11
1.9 Thesis layout	12
1.10 Chapter summary	14
<b>CHAPTER 2: THE LEADERSHIP LENS: AN ANALYSIS OF LEADERSHIP</b>	<b>15</b>
2.1 Introduction	15
2.2 Purpose	17
2.3 Leadership conceptualised	17
2.3.1 Overview of leadership	17
2.3.2 Evolution of leadership	18
2.3.2.1 Evolution of leadership theories	19

2.3.3	Leadership defined	22
2.3.4	Leadership theories, styles and approaches	25
2.3.4.1	Trait theories (1930's to 1940')	26
2.3.4.2	Behavioural theories (1940's-1950's)	27
2.3.4.3	Contingency or situational theories (1960's)	33
2.3.4.4	The transactional-transformational nexus	36
2.3.4.5	Transactional leadership theories/approach (1970's)	38
2.3.4.6	Transformational leadership theories/approach (1970-1990's)	40
2.4	Military leadership	45
2.4.1	Military leadership defined	46
2.4.2	Military leadership in the SANDF	46
2.5	Stakeholders in leadership	49
2.5.1	History of trade unions in South Africa	49
2.5.2	Trade union defined	50
2.5.3	The elements of the tripartite relationship	51
2.5.3.1	Right to work	51
2.5.3.2	The right to collective bargaining	52
2.5.3.3	The right to protection	52
2.6	Roles and responsibilities of trade unions	52
2.7	Chapter summary	56
<b>CHAPTER 3: LEGISLATIVE AND REGULATORY FRAMEWORK</b>		<b>57</b>
3.1	Introduction	57
3.2	The Constitution of the Republic of South Africa, 1996	57
3.3	Labour Relations Act (LRA) 66 of 1995, as amended	59
3.4	Public Service Act, no. 103 of 1994	61
3.5	Department of Defence Act, 2002	62
3.6	Basic Conditions of Employment Act no. 75 of 1997	62
3.7	White Paper on National Defence for the Republic of South Africa, 1996	62
3.8	Defence review 2014/2015	63
3.9	Defence review 2014	63
3.10	Defence review 2015	63
3.11	General Public Service Sector Bargaining Council (GPSSBC), resolution 1 of 2013	64
3.12	Department of Defence New Recognition Agreement, 1997	66
3.13	South African Navy planning instruction 2010: Institutionalisation of leadership, command, administration and management practices (LCAMPS)	67

3.14	Chapter summary	68
<b>CHAPTER 4: CONCEPTUALISING LEADERSHIP: THE SOUTH AFRICAN NAVY FCHQ CASE</b>		<b>69</b>
4.1	Introduction	69
4.2	A brief overview of the Department of Defence (DOD)	69
4.3	A brief overview of the South African Navy (SAN)	71
4.4	The SAN FCHQ case	73
4.5	The dominant leadership style in the SAN FCHQ	75
4.6	The organisational design and structures of the SAN FCHQ	78
4.7	Organisational culture	81
4.7.1	Military culture	82
4.8	Chapter summary	85
<b>CHAPTER 5: ANALYSIS OF DATA</b>		<b>87</b>
5.1	Introduction	87
5.2	Research aim	88
5.2.1	Research objectives	88
5.3	Research strategy	88
5.4	Research design and methodology	90
5.5	Sampling	91
5.6	Data collection	91
5.6.1	Primary data collection principles	93
5.7	Data analysis	95
5.8	Validity and reliability	96
5.8.1	Triangulation	97
5.8.2	Extensive field notes	97
5.9	Limitations/data collection challenges	98
5.10	Ethical considerations	98
5.11	Chapter summary	100
<b>CHAPTER 6: INTERPRETATION AND FINDINGS</b>		<b>101</b>
6.1	Introduction	101
6.2	Background of participants	101
6.2.1	Military leadership	102
6.2.2	Trade union representatives	102
6.2.3	Employees/constituents	103
6.3	Strategy applied for analysis of data	103
6.3.1	Coding	103
6.4	Leadership	104

6.4.1	Theme 1: Stakeholders in leadership: Trade unions	104
6.4.1.1	General understanding of trade unions	104
6.4.1.2	General understanding of the tripartite relationship	105
6.4.2	Theme 2: Policies and communication	106
6.4.2.1	Knowledge of labour policies:	106
6.4.2.2	Communication	106
6.4.3	Theme 3: Military leadership	107
6.4.3.1	Leadership style	107
6.4.4	Theme 4: Organisational structure	107
6.4.4.1	Chain of command	107
6.4.4.2	Forums	108
6.5	Trade unions	108
6.5.1	Theme 1: Stakeholders in leadership: Trade unions	108
6.5.1.1	General understanding of the tripartite relationship	108
6.5.1.2	General understanding or roles of trade unions	109
6.5.2	Theme 2: Policies and communication	109
6.5.2.1	Knowledge of fleet labour policies	109
6.5.2.2	Communication	110
6.5.3	Theme 3: Military leadership	111
6.5.3.1	Leadership style	111
6.5.4	Theme 4: Organisational structure	112
6.5.4.1	Forums	112
6.5.4.2	Chain of command	112
6.6	Employees (focus group)	113
6.6.1	Theme 1: Stakeholders in leadership: Trade unions	113
6.6.1.1	General knowledge and understanding of trade unions	113
6.6.2	Theme 2: Policies and communication	115
6.6.3	Theme 3: Military leadership	115
6.6.4	Theme 4: Organisational structure	116
6.7	Analysis of documents	118
6.8	Synthesis of findings	119
6.8.1	Stakeholders in leadership (trade unions)	120
6.8.1.1	General knowledge and understanding of trade unions	120
6.8.1.2	General understanding of the tripartite relationship	122
6.8.2	Policies and communication	123
6.8.3	Military leadership	123

6.8.4	Organisational structures	125
6.9	Suppositions	125
6.10	Chapter summary	127
<b>CHAPTER 7: CONCLUSION AND RECOMMENDATIONS</b>		<b>128</b>
7.1	Summary of the study	128
7.2	Theoretical framework	128
7.3	Legislative framework	129
7.4	Case study	129
7.5	Data analysis	129
7.6	Research findings	130
7.7	Conclusion of the study	130
7.8	Recommendations	132
7.8.1	Implementing effective communication mechanisms	132
7.8.2	Leadership style	133
7.8.3	Bridging the design-reality gap	133
7.8.4	Training and development	134
7.8.5	Practicalising the “one force concept”	134
7.8.6	Envisioning of a proposed leadership and development model	134
<b>REFERENCES</b>		<b>135</b>
<b>APPENDICES</b>		<b>146</b>

## LIST OF FIGURES

Figure 1.1: Outline of chapters .....	13
Figure 2.1 Leadership Theories (Evolution) .....	25
Figure 2.2: Evolution of Leadership Theories .....	26
Figure 2.3: Trait Theories Team FME .....	27
Figure 2.4: Task-focused Leadership Styles .....	28
Figure 2.5 Relationship-focused Leadership Styles.....	32
Figure 2.6 The life cycle theory of Hersey and Blanchard .....	34
Figure 2.7: Full range leadership model .....	37
Figure 2.8: Title .....	40
Figure 2.9 Transformational model .....	41
Figure 2.10 Leadership theories.....	44
Figure 2.11: Tripartite Relationship.....	51
Figure 2.12: Uneven power relationships between employer and trade unions .....	54
Figure 2.13 Employer and union power relationships .....	54
Figure 4.1: Organogram of the Department of Defence, .....	70
Figure 4.2: Organogram of the South African Navy (SAN).....	71
Figure 4.3: Levels of the SA Navy in terms of command and control .....	72
Figure 4.4: Organogram of the fleet command headquarters Simon's Town .....	75
Figure 4.5: Full range leadership .....	77
Figure 4.6 Fleet command units (Sea, Support and Training).....	82

## LIST OF TABLES

Table 2.1: Evolution of Leadership (Classical Era).....	19
Table 2.2: Evolution of Leadership (Modern Era).....	20
Table 2.3: Evolution of Leadership (Post-modern) .....	21
Table 5.1: Qualitative Features .....	89

## LIST OF ADDENDA

Appendix A: Interview guide.....	146
Appendix B: Research consent .....	157

## GLOSSARY OF TERMS

Defence Civilians:	Public Service Act Person who is employed in the South African National Defence Force.
Defence Act Personnel:	All military members in uniform who are appointed in the Regular or permanent force and resort under the Defence Act.
Defence Review:	A strategic principle or doctrine which magnifies the values maintained in the Constitution and White Paper and which translates the SANDF's broad functions into unambiguous and specific roles.
Employee:	A person who is employed and earning a salary, a member of the work force.
Fleet:	The South African Navy's small port with units and a group of ships all under same Command.
Occupational Class:	A profession or a job which is defined as a set of tasks which are performed by an individual. It is identified by the individual's job title
One Force Concept:	Regular Force, Reserve Force and Civilian components of the South African National Defence Force that constitute and integrated Defence Force.

## LIST OF ACRONYMS AND ABBREVIATIONS

ADoD	Australian Department of Defence
AOS	Arms of Service (SA Navy, SA Army, SA Air Force, SA Military Health Services)
DAP	Defence Act Personnel (Uniform or military members)
DoD	Department of Defence
FCHQ	Fleet Command Headquarters Simon's Town
FRL	Full Range Leadership Model
GPSSBC	General Public Service Sector Bargaining Council
NEHAWU	National Education Health and Allied Workers Union
PS	Public Service
PSA	Public Servants Association
PSAP	Public Service Act Personnel / Defence Civilians
SAN	South African Navy
SANGP	South African Navy General Publications
SANDF	South African National Defence Force

# CHAPTER 1: ORIENTATION TO STUDY

## 1.1 INTRODUCTION

The wave of change in the South African leadership commenced when the first Black President, the Late Nelson Mandela, was inaugurated in 1994, resulting in unavoidable changes in the strategic and geopolitical environments. Thus, transformation in leadership in the political arena, together with the enactment of a new Constitution for the Republic of South Africa (RSA) in 1996, as well as subsequent amendments to national government policies, cascaded throughout the entire Public Service (PS).

These unprecedented changes and dramatic shifts in the PS, after attainment of democracy, gave rise to new period for labour relations and employee representivity in the work place (Mathee, 2016:1).

What did this mean for the then, South African Defence Force (SADF)? How did it affect the operations within this military milieu? How did this transformation affect the members within the organisation? It initiated transition of the military from a conservative force to a multi-cultural and all-inclusive South African National Defence Force (SANDF), perceived as a more formidable entity.

Constitutional imperatives required the integration of previous military forces namely the SADF, Umkhonto WeSize (MK), Azanian Peoples Liberation Army (APLA) and members from the previous Transkei, Bophuthatswana, Venda and Ciskei (TBVC) states. Resultant from this was the downsizing of the blueprint of the SAN structures: naval units were disbanded and support functions centralised; leading to the strength of the SAN being downscaled.

The author's conjecture is, that a country is defined by the might, prominence and power of its military or the lack thereof. This radical and immediate change in the political leadership, consequently brought about changes, not only to the leadership hierarchy of the South African Navy (SAN), but simultaneously bringing about a sense of increased rights of employees within the organisation.

In terms of Section 195 of the Constitution of the RSA, 1996, the supreme law of the country, makes provision for the normative guidelines for transformation in the Public Service (PS), which has bearing on leadership, management and command of the SAN as an Arm of Service (AoS) of the Department of Defence (DoD) which is a PS entity on national department level.

In Section 23, of the same Constitution, mentioned above, provision is made for PS employees to join trade unions. This principle is guaranteed in the Labour Relations Act, No. 66 of 1995 as amended, which delineates the working framework for collective bargaining and regulatory relationships between the employer, employees and public sector trade unions.

In addition, an Addendum to Resolution 3 of 2013 of the General Public Service Sector Bargaining Council (GPSSBC), includes the rights of Defence Civilians to belong to trade unions. The organisational rights agreement between the State in the GPSSBC and recognised trade unions, is a means of promoting dynamic labour relations in the PS.

Moreover, dating back to the Apartheid epoch, public sector trade unions have played a significant role in the South African PS. “They represented Public Servants in the work place in terms of worker and union rights” (Monyatsi, 2013:1). Naidoo (2004:7) adds that, the public service, and specifically the military, is an arena exacerbated by a philosophy which did not allow for transparency, nor did it allow any involvement from employees or employee groups to participate in decision making.

The only recognised Public Sector trade unions in the SANDF, particularly in the South African Navy Fleet Command Headquarters in Simon’s Town (SAN FCHQ), are the National Education Health and Allied Workers Union (NEHAWU) and the Public Servants Association (PSA). In 2013 these two trade unions were signatories of the agreements with the State as employer.

The spirit of what sound labour relations symbolizes in the modern world of work, is a recognition that the preservation of an all-encompassing employer and employee relationship in the work place is assured, as maintained by Grobler, Warnich, Carrel, Elberts, Hatfield (2011:481).

Trade unions, the employer and employees are professionally bonded by obligations expressed in aforementioned Resolution 13 of 2013 of the GPSSBC. When it comes to exercising their democratic representation during meetings, these three entities are expected to have a collective approach and therefore social cohesion becomes a vital prerequisite. This ingredient is critical in the relationship between the current military leadership and public sector trade unions in the SAN FCHQ.

Gompers (n.d.) agrees with Grobler *et al* (2011:481), when he asserts that “To be free, the workers must have a choice. To have a choice, they must retain in their own hands the right to determine under what conditions they will work”.

## **1.2 BACKGROUND/RATIONALE**

In terms of the South African Naval General Publications 100, as previously mentioned in para 1.1, the SAN is an AoS of the SANDF, forming part of the security cluster of the Public Service (South African Navy General Publications 100, 2006). The SAN comprises Defence Act Personnel (DAP) and Public Service Act Personnel (PSAP), also referred to as Defence Civilians (Republic of South Africa, 2015).

The SAN provides the seaward capability of the SANDF and is “characterised by its strictly defined hierarchical levels of leadership, bureaucratic structures, a distinctive and diverse work force with its unique artefacts and military culture” (Mathee, 2016).

This implies that, most senior management and leadership posts are predominantly manned with DAP (uniform) personnel who presumably employ a more “autocratic to transactional” style of leadership. However, this may be validated and confirmed through conducting a proper study. If this is in fact the case, one wonders which senior or strategic posts are reserved, if any, to accommodate the more than 2000 defence civilians within these hierarchical structures?

Importantly, defence civilians serving in the SAN FCHQ comprise approximately 90% of the civilian component in the entire SAN, all serving under the command of military leadership. As observed by the researcher the reality is, that within the SAN FCHQ, there is a tendency by the management echelon to put the needs and interests of uniformed personnel first ahead of that of defence civilians.

This is evidenced by the fact that vacant/new PSAP posts are not advertised, resulting in employees stagnating in their present positions. What is worse: In recent years these unfilled, traditionally-held posts have been populated by uniform members, without any attempt at reciprocations; DAP posts are never staffed by civilians.

Furthermore, it is significant that, whilst Public Servants at large enjoy freedom of association and choice and are allowed to join trade unions (Clarke, 2007), members of the SANDF (in this context, military members) are excluded from the application of the LRA 66 of 1995 in terms of the scope of the GPSSBC for the purpose of collective bargaining. Defence civilians, on the other hand, fall under the Public Service Act jurisdiction and are required to belong to a recognised trade union (Republic of South Africa, 2003).

As revealed above, NEHAWU and the PSA are the two recognised trade unions representing defence civilians within in the SAN FCHQ. At the bargaining council, these unions collectively negotiate with the employer over service conditions. Hence, employees rely solely on either of the trade union shop stewards to represent them and to negotiate on their behalf.

However, this researcher, has in passing, heard defence civilians share the view that not all their valid complaints tabled are addressed by their unions and, in some instances, they allege that unions do not represent them effectively. There is also a general perception expressed that unions are lax to negotiate on their members' behalf. It is againstst this background that the "tripartite" co-operation (employer, employee and trade unions) and work relations within the SAN FCHQ is described as non-existent by both trade unions and employees.

Following the perceived shortcomings voiced above, this research will seek to examine the facts and articulate whether trade unions NEHAWU and PSA are performing their roles in representing their members adequately, in accordance with what is required of them by the relevant legislation. Should the opposite become evident, the apparent discontent shown by workers will be comprehensible and need to be addressed urgently.

Furthermore, the importance of this study lays in making a contribution to the body of knowledge in terms of literature on leadership, military leadership and stakeholders in leadership namely, public sector trade unions. Equally important, is that this research

will attempt to explore the potential impact that the typical military leadership style has on the ability of public sector trade unions to fulfil their roles.

### **1.3 RESEARCH PROBLEM**

The perception by Defence Civilians serving the SAN FCHQ, is that they are still faced with difficulties in securing adequate representation in labour related issues, service conditions and service benefit matters and negotiation by their respective unions executives within the Fleet on their behalf. This is despite having an alternative equal platform for raising such matters and tabling them with the Navy leadership.

According to these constituents, NEHAWU and PSA have not managed to attain internal egalitarianism within this military milieu and the current military leadership. Consequently, they have been unable to meet the needs of the diverse workforce that they represent.

Union members further observe that this hierarchical, military chain of command of the military is rigid, hence the noticeably fragmented approach practised between trade unions and leadership. This has led to employees resorting to alternative recourse options. These options entail establishments such as the Directorate Labour and Service Relations (DLSR), a department in the DoD, the Military Ombudsman office or via the unit internal grievance system, instead of resorting to their respective unions for assistance.

Based on the narrative above, it can be deduced that the perceived lack of power-sharing especially by the senior military leadership, has conversely also weakened the support by employees for the stipulated trade unions by employees, hence the above-mentioned institutions being established. The impression remains that such alternative institutions were established as a planned strategy to weaken the effective role of trade unions in the SAN. As little to no empirical data is available in support of this perception, both the trade unions and the SAN FCHQ leadership have been unable to show casue for effective response by means of a robust policy initiative addressing this phenomenon.

## **1.4 RESEARCH AIM**

The primary aim of this study, is to determine the effect that the current Military Leadership has, if any, on the role of public sector trade unions to effectively represent Defence Civilians in a complex military environment namely, the SAN FCHQ.

## **1.5 RESEARCH OBJECTIVES**

- To discover and describe the content and meaning of military operations and practices in the SAN FCHQ.
- To explore and explain the meaning and content of leadership, military leadership and role players in leadership namely public sector trade unions through a literature review and analysis of various approaches, models and styles of leadership
- To describe the legislation and regulatory frameworks applicable to military leadership and the role of trade unions in the SAN FCHQ
- To describe military leadership and to explore and explain the meaning and content of the impact, if any, that this leadership style has on the ability of trade unions to effectively represent their members in the SAN FCHQ
- To analyse, explain and interpret the research findings critically
- To develop recommendations on how to address the current dilemma of the negative impact of the military leadership style on the ability of trade unions to perform their roles within the SAN FCHQ

## **1.6 FOCUS OF THE RESEARCH**

As alluded to above, this research signifies an attempt to explore the effect that the military leadership style has on the ability of trade unions to perform their roles within the SAN FCHQ and the resulting impact on Defence Civilians. Furthermore, the researcher will attempt to determine the applicability of current policies and their suitability on the tripartite relationship between employer, employees and trade unions within this setting.

## **1.7 DELIMITATION OF STUDY AREAS AND ASSUMPTIONS**

The study will be conducted at the SAN FCHQ in Simon's Town and at SAN Headquarters in Pretoria, and will be limited to serving senior military leaders, defence civilians and shop stewards of the two respective trade unions. This suggests that the researcher, based on the findings, will be able to formulate and make informed deductions about issues emanating from military leadership roles versus that of established trade union representation. The researcher assumes that there will not be many limitations in scope in terms of financial resources, geographical area, or sample size.

However, the main potential limitation that could impact on this study, would be the likelihood of limited availability of some respondents due to work exigencies; not only of the senior military management, but also of those defence civilians who are critical support and technical staff members.

Furthermore, given that shop stewards are employees within the same organisation as those military leaders to whom they report, some stewards might be unwilling to disclose opinions freely, fearing victimisation and being deprived of intrinsic and extrinsic rewards due to them. Defence civilians too might have ulterior motives and, based on past experiences with either trade unions or military leaders, may exaggerate their situation to gain maximum advantage.

These scenarios, should they arise, could potentially compromise the authenticity and validity of data collected. Researcher bias can also not be ruled out because the researcher is a serving defence civilian in the organisation. To avoid these possibilities, privacy and confidentiality agreements will be signed by all participants, participation will be voluntary and the researcher aims to remain unbiased throughout the duration of the study by remaining constantly aware of the threat and being as vigilant as possible.

## **1.8 RESEARCH METHOD**

Research is defined as the methodical process of enquiry to discover knowledge about a phenomenon. Research methodology refers to the "how data is collected and the

process it follows within the framework of the research process” (Brynard & Hanekom, 1997:27).

Poisat (2006) further accentuates that “research methodology is focused on the research process and the kinds of tools and procedures that will be used. This is determined by the data collection and sampling strategies which will provide the distinguishing character of a research project / study”.

He further states that “methodology in research studies involves the research process, tools and procedures that the researcher will classify and use in the collating, organising and examining of collected data. It is aimed to provide the reader of the research with pertinent information indicating how the study was conducted and what the researcher’s findings, recommendations and conclusions were to adequately address the problem.” (Poisat, 2006).

### **1.8.1 Research design**

Research design is described by Collis and Hussey (2009) as the “art or science of planning processes for conducting studies to determine valid findings. The design is a logical model that operates as a coherent plan which outlines the study, the methods of collection and the significance and ethical considerations of the study” (Collis and Hussey, 2009).

With the goal to address the research aim effectively, the research design to gather appropriate answers in this context, will be an Ethnographic Case Study. This design, which is qualitative in nature, is seen as the most applicable in order to assist in gathering data and evidence for achieving the goals and objectives of this study. The research locus is centred within the SAN FCHQ, and will make use of a small number of respondents from within the organisation.

As indicted in 1.7, the researcher will throughout the study, set aside personal bias and will explore participants’ experiences as they relate living through them. This means that the research design is Phenomenological in nature. According to Cresswell (1998) “phenomenology describes a person’s experience (how it was experienced) and does not seek to explain the actual experience” (Cresswell, 1998). In addition, this design

will ensure that the “experiences of the various participants are grouped, analysed and compared, in order to identify the core of the phenomenon” (Merriam, 2002:7).

### **1.8.2 Research methodology**

This research is an exploratory study and the researcher will apply a qualitative research approach, which the researcher deems appropriate due to the phenomena being the potential impact of military leadership on unions to fulfil their roles, thereby leading either to the satisfaction or dissatisfaction of employees. Qualitative research is conducted close to the people (employees), it is practical and deals mainly with the collection of information which is not quantifiable.

This study comprises an empirical and non-empirical dimension. Due to the limited literature and the fact that no known previous research has been conducted in the SAN FCHQ Simon’s Town on the above phenomenon, an empirical component has been added to the study (Mouton, 2001). The lack of empirical evidence on this phenomenon requires theory, thus the need for this study.

De Kock and Hanyane (2009:46) support this by and state that: “in order to develop theory there is a need to explore and describing the phenomena exists”. As the primary researcher, “the author will be the primary instrument in the data collection process, and by having face-to-face interviews with participants. Semi structured interviews will be conducted and will also be utilised” (Bryman, 2012).

Because very little or no empirical data regarding this phenomenon exists, Burns and Grove (as cited in Meyer and Naude, 2009:346) agree that, qualitative strategies / designs are employed when very little is known about the topic and the intention is to “explore, understand and interpret the findings”.

The researcher intends to conduct semi-structured interviews with participants in the following order / categories:

- Ten (10) Senior military leaders;
- Two (2) Chairpersons from the respective trade unions;
- Eight (6) Shop stewards from the respective trade unions;

A focus group of thirty (30) employees from various occupational classes (HR, Technical, Logistics, Finance, General Assistants and other support staff). Two focus group sessions will be held comprising of fifteen (15) participants per session.

This method of data collection with pre-determined questionnaires will “enable the researcher to collect primary data in order for her to make generalisations with regards to the sampling” (Merriam, 2002:28).

### **1.8.3 Data collection**

The researcher will be the primary instrument for data collection and participants are the main data collection sources. Semi structured interviews will be conducted as the data collection tool. “This method relies on the interpersonal skills of the researcher, who will also be the interviewer and his/her ability to establish rapport and professional relationship with participants. These qualities are not only valuable, but also from an ethical perspective, very sensitive” (Newton, 2010).

The researcher will prepare an interview questionnaire with open ended questions for senior management and trade union representatives. Questions for these two participant groups will be specific and relevant to their designations/ groupings.

Set questions will be posed to the employees to determine their satisfaction or dissatisfaction with their unions or military leadership.

Sampled participants will be invited telephonically to request their participation. Senior management and trade union chairpersons and shop stewards’ interviews will be held individually, whilst answering by employees will be conducted simultaneously in an auditorium. Each participant will sign a confidentiality consent form at the outset.

The duration of the interviews is envisaged to be between 45 minutes to an hour long per individual participant and an hour for the focus group. The researcher will make use of a tape recorder and a scribe to ensure accuracy of information. Field notes will also be taken during the interviews. Predetermined questionnaires will be decoded and all data will be recorded accurately.

Two focus group sessions will be held which will be an hour long. Each group will consist of 15 civilian members who belong to the respective unions and who represent varying occupational classes within the Fleet. Occupational classes ranging from artisans, HR functionaries, general assistants, finance clerks and also from the various support groups.

Structured interview questions will be formulated to gather the participants' feelings, opinions and perceptions, so as to ascertain whether the military leadership style is hampering the ability of trade unions to represent their members adequately and, should this be the case, how this leads to satisfaction or dissatisfaction of these constituents.

Open-ended questions will be posed so that participants, especially management and trade unions, may, in their own words, state what they thought and felt and describe the situation as they experience it. In all cases, "probing questions will be asked to get the core of the problem as this allows for more elaboration" (Malefahlo, 2015).

#### **1.8.4 Sampling**

As previously stated, senior military leaders, trade union representatives and employees from various occupational classes are identified and invited for the interviews. The sampling method that will be used in this qualitative research is Purposive Sampling as the "intention is to select knowledgeable and experienced individuals who are chosen for a specific reason" (Bryman, 2012). In addition, these specific groups are identified as their inputs, perceptions and opinions are believed to be useful to generate appropriate and salient data for the research.

#### **1.8.5 Ethics statement**

Social research requires that a worthy qualitative study be conducted in an ethical manner. The ethics and conduct displayed by the researcher could potentially impact on the validity and reliability of data collected during the study. Jooste (2010:227-281) and Bryman (2012) allude that there are some key principles which should be adhered to during the study:

- Permission to Conduct the Research
- Avoiding harm to participants
- Confidentiality regarding participants

- Signing of informed consent
- Rights of Participants

Participants are not deceived and privacy is not invaded (Jooste, 2010:227-281; Bryman, 2012:130).

## **1.9 THESIS LAYOUT**

This research manuscript is divided into the following chapters:

### **Chapter one: Introduction and statement of the research problem**

This chapter introduces the main variables of this study and provides an overview of the research aim, the problem statement, and research objectives. The theoretical framework is based on the role of public sector trade unions and to explore the effect of the current military leadership style. A brief orientation to the methodology is included.

### **Chapter two: The leadership lens: An analysis of leadership**

This chapter provides a complete theoretical perspective of the relevant literatures which were reviewed and focuses on the themes identified in the literature. These themes include leadership theories and approaches, military leadership, the role of trade unions and the organisational structures within a bureaucracy.

### **Chapter three: Legislative and regulatory frameworks**

This chapter focusses on all the relevant legislation and regulatory frameworks with emphasis on the Constitution of the Republic of South Africa, the Labour Relations Act, 1995 and all other secondary legislation.

### **Chapter four: The SAN FCHQ case**

This chapter discusses the organisational structure of the SAN FCHQ, the organisational culture, the leadership employed by military leaders and the way in which trade unions and management regulate relationships within the organisation.

This Chapter also includes the “One Force” concept and examines why it is not working. It proposes a conceptual model for regulating relationships by means of the “Leadership as a Partnership” approach.

**Chapter five: Analysis of the research results and the findings.**

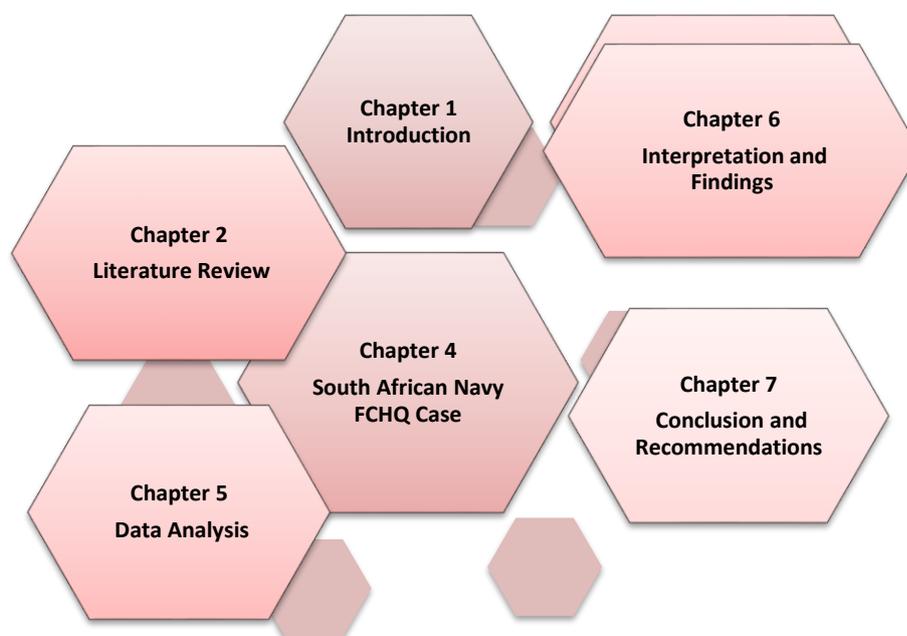
This Chapter discusses the research problem, the methodology and the research design regarding the data collection strategy and the analysis thereof.

**Chapter 6: Explanation and interpretation of research findings**

This chapter provides the findings resultant findings of the study. The main aspiration inherent to this chapter, is on comparing the anticipated outcomes with the achieved outcomes and make sense of it.

**Chapter 7: Conclusion and recommendations**

This Chapter discusses the conclusion drawn and recommendations made for proposed solutions and for further research.



**Figure 1.1: Outline of chapters**

## **1.10 CHAPTER SUMMARY**

The aim of this chapter, was to provide a brief overview of the study by introducing the research topic, the aim, objectives as well as the problem statement.

Moreover, discussions regarding the proposed design and methodology, as well as limitations to the study, have also been discussed.

The purpose of the following chapter (Chapter 2), is to prove that no one has studied the gap in the knowledge, as sketched in this chapter (Chapter 1). The author will also focus the literature study on definitions of the main variables, leadership, military leadership, the role of trade unions as stakeholders in a military environment with the SAN FCHQ as the locus area.

## **CHAPTER 2: THE LEADERSHIP LENS: AN ANALYSIS OF LEADERSHIP**

“A leader is one who knows the way, goes the way and shows the way”.

John C. Maxwell

### **2.1 INTRODUCTION**

This chapter offers both a conceptual and contextual perspective and an insight into a theoretical premise based on primary elements, namely leadership, military leadership and the role of public sector trade unions as stakeholders of leadership within the military establishment of the SAN FCHQ.

A precise approach is taken to gain an understanding of the interconnected web of relationships between military leaders and public sector trade unions, as well as the effect of this mode of military leadership style on defence civilians and the way they are being represented within the walls of these bureaucratic structures of the military.

The researcher has reviewed various literature pertaining to both general and military leadership versus public sector trade unions and their role. However, it is apparent that a vast store of literature is centred around the roles of trade unions as such and leadership issues in particular, both internationally and locally, yet no known case study has previously been conducted in the SAN on this topic, and therefore this document aims to address the gap by contributing primary data to develop new literature.

As previously suggested, the SAN as a whole, post the Apartheid epoch, had seen many unprecedented changes in its leadership, as stated by Pasmore (2014:1), who alludes to the fact that organisations rely on proficient leadership to guide them through such changes. In addition, leadership represents an essential determinant to ensure the efficiency within an organisation (Adams, 2011:30).

It is therefore imperative, that within this unique military organisation, as delineated in the Defence Review (Republic of South Africa, 2015), that leadership definitions are developed within the context of that specific environment (Schafer, 2008).

For the purpose of this study, in an attempt to critically review and understand these phenomena, the first objective of this chapter is to create an understanding of the concept of leadership by unpacking key concepts. A historical overview from various authors' perspectives is provided, illuminating three eras of leadership and indicating how the concept has evolved over time.

The second objective, is to define the various leadership definitions from different schools of thought. Additionally, for greater illumination, various leadership models, approaches and styles are discussed.

The third objective describes leadership through the transformational versus transactional lens, with special reference to the current military leadership model that exists within the boundaries of this military organisation. The current Full Range leadership model of Bass and Avolio (1990) is discussed and explained as it is the adopted model following the transformation process, as a strategy aimed at enhancing leadership and management practices in the Navy. The author will attempt to articulate the importance of a leadership style to balance the leadership of both Defence Act Personnel and Public Service Act Personnel in the SAN FCHQ.

The fourth objective is to discuss the role of public sector trade unions, participating as stakeholders in leadership within the SAN FCHQ and to deliberate on the hierarchical blueprint of the organisation. Special attention will be given to how the reporting lines (chain of command) are constructed by virtue of rank and appointment.

The final aspect of this chapter is to combine all the literature and, from the author's perspective, attempt to establish which leadership style / approach is most suited to this unique situation.

The significance of exploring these connections, according to Pieterse-Landsman (2011:7), is that it could potentially offer a conceptual model for the direction of these relationships, and once empirically proven, is aimed at providing valuable insights on the mitigation of outcomes, such as employee discontent and the integrated relationship of the employer-employee and trade union as a collective.

## **2.2 PURPOSE**

The purpose of reviewing literature is to ascertain what other previously conducted studies could or could not reveal and to analyse existing literature on what is known by now. More specifically also, what theories expressed in literature can be applied in search of an appropriate leadership style within the SAN FCHQ (Bryman, 2012). To achieve this, fundamental themes have been identified as a point of departure to highlight the paradigm of order.

Moreover, this research is centred on leadership and exploring the potential impact, if any, of the predominant military leadership style on the ability of public sector trade unions to effectively perform their role within the SAN FCHQ effectively.

The following section (2.3) articulates the integral components of this study, such as general leadership, military leadership and leadership stakeholders, i.e. public sector trade unions. Within this context, each of these elements, has a direct impact on the other, however, leadership has been identified by the author, as the precursor of this study.

## **2.3 LEADERSHIP CONCEPTUALISED**

### **2.3.1 Overview of leadership**

Leadership as a social science has been researched for many decades, dating back to the early 1900s. It therefore, due to the wealth of research on this topic, is defined and interpreted in various ways and, consequently, many theories have evolved over time.

There are as many definitions of leadership as there are authors who have attempted to define it (Northouse, 2010:2), hence the study on leadership has become somewhat disjointed (Goethals & Sorenson, 2006:4). Despite this incoherence, according to Zakeer, Allah and Khan (2016) the various modifications to leadership theories with the passage of time, have indeed indicated that no theory is unrelated. Furthermore, as leadership has been acknowledged as a broad concept, it therefore, in spite of the ongoing research and the collection of empirical evidence up until now, has become clear that no single definition of integrated leadership exists (Goethals & Sorenson, 2006; Scott, 2016:18).

Given these assertions, perhaps various questions can be asked with regards to leadership and what it actually entails. Does leadership entail leading a group of people? Do leaders need to possess specific qualities to make them good leaders? Is a person in a senior position naturally a leader? Moreover, how is the leadership style determined within an organisation?

Yukl and Van Fleet (1992) as cited in Boonzaaier (2008:24), submit that the core differences in defining leadership focus on WHO exerts influence; WHY the need to influence others and HOW is influence exercised. In spite of numerous definitions, it is apparent to the author that the components which best encapsulate the term leadership, are inter alia, “influencing others, directing, co-ordinating and motivating employees” (Yukl, 2002).

Of note to this study, is how leadership can be examined through a variety of lenses and therefore, within this context, this review will briefly interrogate the concepts present in several definitions. In order to provide a basis for the leadership theories and styles which will be deliberated upon in detail in this chapter, these interregations will be done from the perspectives of varying authors. Moreover, the leadership approaches and styles, of which some are related and others not, are those which the author deemed appropriate and suitable for the research topic.

### **2.3.2 Evolution of leadership**

Van Nieuwenhuzen and Duke (2018:16) state that the need for leadership arose ever since man has been designated into social groups and, consequently, there have been many leading authors pronouncing on the evolution of leadership (Adams, 2011:22).

Whitehead, Boschee and Decker (2013) have therefore divided the history of leadership into three different epochs, namely Classical, Modern and Postmodern. These are succinctly discussed below. The author has identified those viewpoints to which she relates within this study.

### 2.3.2.1 Evolution of leadership theories

#### a) Classical era theories

**Table 2.1: Evolution of leadership (classical era)**

<b>Name of author</b>	<b>Contribution to leadership theory</b>
Jethro (1491 BC)	Exodus 18 in the Bible, Moses is reminded that he has to delegate some of his work to others or become exhausted.
Niccolo Machiavelli (1513)	Leaders must be rational and do what benefits them most. He maintained that the key to successful leadership is Power, and the ability to influence using power.
Frederick W. Taylor (1911)	Was known as the Father of scientific management. He maintained that the worker and manager relationship should be harmonious and trust between these parties is important.
Henri Fayol (1916)	Leaders should do planning and control followers, tell them what to do, how to do it and when to do it.

*Source: Adopted from van Nieuwenhuizen and Duke (2018)*

Even though there are numerous theorists within the classical area, the concept of leadership, as expounded by Machiavelli (1513), is found particularly relevant by the author. Whilst much of the literature has criticised the assertions by this philosopher and has branded him as “self-serving, immoral and dishonest” (Juarez, 2012), the author argues that the view of this philosopher, if morphed to modern times, remains relevant. He believed that a leader should be incisive and respected by subordinates and be able to identify the skills of each individual; thus such a leader can then rely on the group (Juarez, 2012).

The rationale behind the author’s support of Machiavelli’s vision of leadership ahead of the rest of theorists, is that borders on transformational leadership. Transformational leadership, has become dire within a transformed, ever-changing organisation. This approach to leadership is elucidated on further in this chapter.

b) *Modern era theories***Table 2.2: Evolution of leadership (modern era)**

<b>Name of author</b>	<b>Contribution to leadership theory</b>
Max Weber (1922)	The leader is the master of bureaucracy. He makes the rules and shows no emotion. Strict hierarchical structures highlight the relationship between workers and leaders. Workers work hard, abide by the rules and advance through merit.
Mary Parker Follet (1933)	Management in organisations is a shared responsibility between leaders and followers. Leaders rely on the insight of followers for better decision making.
Abraham Maslow (1943)	He stated that all people have needs and a good leader ensures that these needs are met.
Douglas Mc Gregor (1960)	Introduced Theory Y and Theory Z. Theory X implies workers are lazy and require autocratic leadership style to get the job done. He later implemented Theory Y, highlighting leader/follower participation. Followers work autonomously within boundaries.

*Source: Adopted from Van Nieuwenhuizen and Duke (2018)*

With reference to the theories of the modern era, the author is drawn to the theory of Max Weber (1922), also known as the “Father of Bureaucracy”. Though he penned three types of leaders namely, bureaucratic, charismatic and traditional, he was the first to study “bureaucracy”. A bureaucracy is characterised by its hierarchical chain, of command and has leaders who are in positions of power and authority over their subordinates (Money-Zine, 2018).

Although it can be argued that in contemporary times, this type of theory is not relevant, this concept is indeed indicative of complex military structures, whose military leaders, by virtue of their rank, hold much power over their subordinates. In addition, he theorised the bureaucrat as a transactional leader, who, in the military context, uses his/her legal authority to achieve results (Money-Zine, 2018).

Furthermore, Weber described the charismatic leader in his model, as a person with charm, a transformational leader who uses charisma to achieve goals (Money-Zine, 2018). Once again, the transformational approach is highlighted, thus indicating the significance of this approach. The two models of leadership mentioned above namely,

transformational and transactional, have been widely accepted since the classical era. The table below briefly highlights the contributions of various key authors of the post-modern era:

c) *Post-modern era theories*

**Table 2.3: Evolution of leadership (post-modern)**

<b>Name of author</b>	<b>Contribution to leadership theory</b>
Edgar H. Schein (1985)	The culture of performance is vital for the success of an organisation. Leaders must consider the influence of culture on the organisation.
Peter Senge (1990)	Power is not centralised, nor can it be removed from those who do the work. There is a direct linkage between the use of power and human dignity as the abuse of power will destroy human dignity.
Joseph C. Rost (1991)	Relationships with followers is emphasised.
Daft (2002)	A mutual influence process between the leaders and followers who seek change in accordance with shared purpose.
Warren Bennis (2003)	Modern leaders must not rely on their personal skills nor on their charisma, to change. They must engage others through a shared vision.
Peter Block (2003)	Leadership as a partnership, emphasises questioning
Hever (2005)	Dynamic, mutual relationship affecting the compromise between the members in the group. Developing a systemic capability diffused throughout the organisation, one of responsiveness to the setting, and the maintenance of integrity of purpose.

*Source: Adopted from Van Nieuwenhuizen and Duke (2018)*

Successively, discussed in the tables above, mention is made of a few authors' perspectives, underlining the different schools of thought during the various eras which depict congruency between leader and follower. The ideals of Bennis (2003) highlights features such as charisma and shared vision, qualities compatible with transformational leadership. These theories later merge into a notion by Peter Block (2003) in support of leadership as a partnership.

Subsequently, in recent years, emphasis is placed on "what leaders actually do". This is accentuated by Team FME (2015), with the shift to a leader's behaviour rather than

their traits". With Robertson (c,2015) this feature emerged into a plethora of studies resulting in the emergence of additional leadership definitions and theories (Team FME, 2015), which are discussed below.

### **2.3.3 Leadership defined**

As mentioned before, leadership is not an exact science and is consequently defined and perceived in different ways. According to Fox (2009), leadership refers to a member in a group who influences and motivates others to comply with his/her instructions willingly and to work towards the same objective and, in addition, leadership must enable workers to augment the effectiveness and achievements of the organisation (McShane & Von Glinow, 2007:213-215). Mielach (2012) echoes the notion that leadership being the ability of a leader to energise a group of people, through influence and example, to transform run-of-the-mill workers into a high performance unit achieving its best.

Leadership is the duty of a leader to provide direction and to assist workers work through their difficulties. It is an effort to maintain control and power over subordinates and that it is an act that causing others to respond or act in a shared direction" (Du Brin, 2010:3).

This is further emphasised by Northcote (2010:4), who proclaims that leadership involves the ability of an individual to influence followers in order to achieve a common goal.

Moreover, it is also argued that leadership is the ability to lead others effectively, which is a rare quality. The higher the level the leader holds within the organisation, the more complex it becomes; this requires the leader to possess an assortment of skills (Du Brin, 2010:3).

But do all members in leadership positions have the skills and the ability to lead their followers to achieve intended goals? The author disputes that this is so, as she is of opinion that today's modern employees don't remain in positions long enough to acquire effective practical skills. For example, one of the inherent criteria for promoting military leaders, is the successful completion of their functional courses: time served at sea, dependent on the availability of posts. However, it is common cause

that organisations in this era are placing emphasis on leadership training and development (Du Brin, 2010:4). It must be noted that, within the facet of training and development of military leaders in the SAN FCHQ, relevant to this study, leadership development is only a module of the complete course. The author, though, remains of the opinion that, during the various learning opportunities for officers at various levels where practical leadership training is given, however, it must be argued that such training alone is not sufficient for full leadership development.

Adams (2011:21) furthermore suggests that leadership is a process which is instigated by a group of vital stakeholders, where “stakeholders”, for ease of reference to the reader, refer to military leaders, trade union shop stewards and defence civilians; all components which are central to this study.

In light of the above-sketched situation, the author acknowledges that various concepts are coined by various authors. Nonetheless, military leadership, the next theme in this review, is different from non-combatant leadership, because it does not only focus on charisma and the vision of the leader, but also on the command and control of the military setting (Van Dyk & Van Niekerk, 2004).

However, given the modern world of work in which we currently operate and the way in which the public arena has transformed and is constantly changing, the author has found it prudent to highlight the pertinence of Peter Block’s conception of “leadership as a partnership and shared responsibility” (Du Brin, 2010:4), which has emerged to help develop all members within the team who have the necessary leadership skills.

This contemporary notion articulates leadership as a partnership where control is shifted from the leader to a group member; an attempt to move away from “authoritarianism and toward shared decision-making” (Du Brin, 2010:4).

Furthermore, in this conception of Block, there are four requirements for an effective partnership to exist:

- **Exchange of purpose:** This requires that leaders engage jointly with workers at all levels to jointly define a vision which is widely accepted by all.
- **A right to say no:** Members of the team must not be afraid to voice their opinions for fear of being punished.

- **Joint accountability:** This implies that in a partnership each person is responsible for the successes and failures of the organisation / unit.
- **Absolute honesty:** Power is distributed amongst all members, and therefore the need to be truthful is paramount” (Du Brin, 2010:4).

The author agrees that this view of “leadership as a partnership” takes on an optimistic hue when members within the organisation will perform best in order to achieve organisational success (Du Brin, 2010:4). In addition, leadership is also widely known as an indispensable driving force to achieve the vision and mission of the organisation. Conversely, many items of literature identify the characteristics which best define a leader (Adams, 2011:32) and, moreover, a body of knowledge also exists regarding the behaviours that impact on organisational outcomes (Pieterse-Landsman, 2012:8).

Some of these behaviours according to Johnson and Johnson (2006); Griffen, Patterson and West (2001); Lake (2001); Miner (1992); Spangenberg and Theron (2002), include:

- The ability to express a shared vision in line with the values of followers;
- Unselfishly placing the goals of the organisation before personal goals;
- Demonstrating great determination and confidence in order to achieve organisational vision;
- Being highly motivated, committed and leading by example, in pursuit of the vision of the organisation;
- Taking risks by introducing change in organisation and;
- Providing recognition and celebrating success.

Of great relevance to this study, is the conceptualization of leadership by Burns (1978), who cites that leadership is a social process which involves the interaction of both leaders and followers in working together to achieve mutually-defined goals. Another notion most relevant to this study, is the description by Van Nieuwenhuizen and Duke (2018:3), who recognise that leadership is involves people who deal with people according to a set of behaviours and actions by leaders to ensure the sustainability of an organisation. Thus, the importance of leaders interacting and building relationships becomes paramount, not only for employee satisfaction, but also for organisational success.

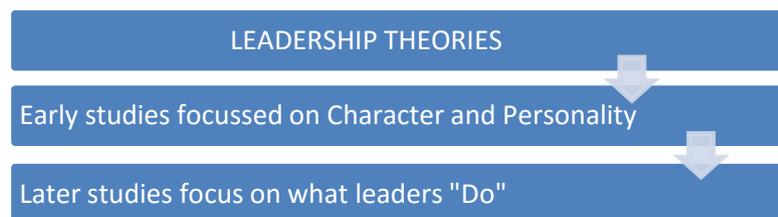
Given the two latter concepts which the author supports, she adds that “leadership entails a person in charge who, in order to achieve a common goal which is beneficial to both the employer and employee, exerts a positive influence and possesses all the required talents to get workers to work in unison” (Mathee, 2016).

Through the definitions expressed above, it is apparent that there is no right or wrong definition, as leadership is not a precise discipline, and therefore she fully agrees with the view expressed by Burns (1978). This definition, which is later expanded by Bass (1990), is therefore adopted for the purpose of this study.

Consequently, in order to grasp the concept of this leadership phenomenon adequately, it was important to understand how leadership evolved over time. The connection between the classical, modern and post-modern era, is the transactional-transformational link, a contemporary notion of leadership, and its relevance to an ever-changing public service, and most specifically, the military environment of the SAN FCHQ.

#### 2.3.4 Leadership theories, styles and approaches

Since leadership is one of the most equivocal topics, several theories have emerged over time to a point that they form the foundation for models, which accurately describe the activities of leaders, as depicted in Figure 2.1 below:

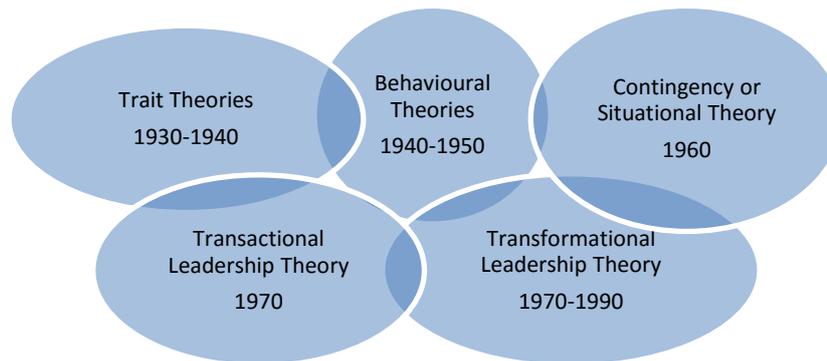


**Figure 2.1 Leadership theories (evolution)**

Thus, for the purpose of this study, five widespread theories have been identified to support the research aim and objectives of this study. These theories, each in turn, inform the leadership styles adopted within an organisation.

Theories chosen include:

- a. Trait theory
- b. Behavioural theory
- c. Contingency or situational theory
- d. Transactional leadership theory
- e. Transformational theory



**Figure 2.2: Evolution of leadership theories**

#### **2.3.4.1 Trait theories (1930's to 1940')**

The trait theory focusses on what characteristics make good leaders. According to this theory, people are born with certain leadership qualities and characteristics that make them outstanding leaders (Leadership Central, 2016). Thus the earliest theories focussed mainly on the character and the personality of leaders, as well as their behaviours (Team FME, 2015). The question arose: “what makes an individual a good leader?”

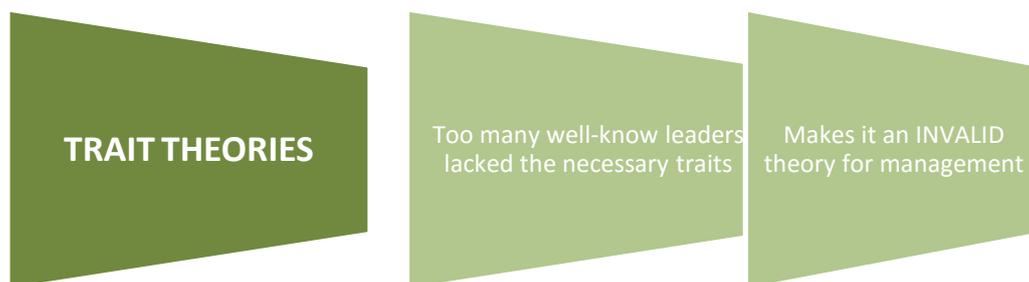
Futhermore, in earlier years leadership theories focussed on the leader’s explicit characteristics and behaviours (Scott, 2016:13). This notion is further supported by Leadership Central (2016), which holds that the trait theory focuses on analysing the physical, social and mental features of an individual, so as to gain an understanding of what the common collective characteristics are in leaders (Leadership Central, 2016). Moreover, Robertson (c,2015) further asserts that theories historically concentrated on the “great man theory” and the “trait man theory”; both which emphasised a leader’s inherent characteristics.

Certain personal qualities and types of behaviours were perceived to be signs of “good leadership”. It was derived that a leader needed to possess inherent qualities or traits to be a leader (Team FME, 2015). Such signs of qualities and characteristics include:

- Honesty and Integrity
- Emotional Maturity
- Motivation
- Self-Confidence
- Cognitive Ability
- Achievement Drive

However, according to Team FME (2015), both political and military leaders in the past have matched the profile, but major exceptions have damaged those theories.

This has led to the emergence of ideas that focussed on “behaviours” and not on “traits” (Team FME, 2015).



**Figure 2.3: Trait theories Team FME**

These perceived deficits in the trait leadership theory led to uncertainty. In other words, were characteristics identified amongst leaders who appeared to be marginally taller and more intelligent, decisive or not? Consequently, this brought about a study more focused on behaviour (Leadership Central, 2016).

#### **2.3.4.2 Behavioural theories (1940's-1950's)**

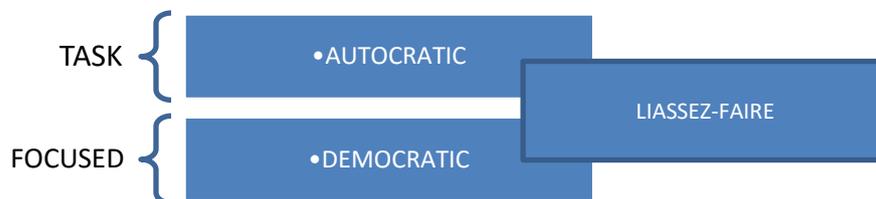
Behavioural theories place emphasis on the behaviour of a leader, which unlike the trait theory, assumes that a leader can be created and leadership can be taught (Mujani, 2012). Du Brin (2010:31) and Schwella (2008:39-44) reason that the assumption of this theory is, that the leader’s behaviour ensures that workers function as a team to get the job done. The importance of leader-worker (people) relationship and task-oriented

leadership style is thus emphasised (Mujani, 2012). The author acknowledges that this type of approach perhaps best describes the normative state of affairs in the work place.

As an illustration of this theory, is the Blake and Mouton Managerial grid “which is one of the prominent applications of leadership research findings” as suggested by Berning, De Beer, Du Toit, Kriel, Kriel, Louw, Mouton, Roussouw and Singh (2004:34). They further cite that the grid is used to assess a leader’s behaviour in the degree of concern for the task (task orientated) and his / her degree of concern for the people / workers the people (people orientation) (Berning *et al*, 2004).

There are self-evidently various other styles that reflect combinations of task and people orientated leadership styles. For the purpose of this research, the ensuing, holistic leadership styles, as adopted from Du Brin (2010), are based on Kurt Lewin’s framework, based on a leader’s behaviour, and which is discussed and categorised in terms of Task-focused and Relationship-focused. Van Nieuwenhuizen and Duke (2018:30) echoes that “the notions of democratic and autocratic leadership were initiated by Lewin in the 1930s.

a) *Task-related leadership styles:*



**Figure 2.4: Task-focused leadership styles**

*Source: Du Brin (2010)*

### **Autocratic**

The autocratic leadership style is seen as the complete antithesis of the democratic style. According to Van Nieuwenhuizen and Duke (2018:32), autocratic leaders are perceived to be assertive, often aggressive, intolerant and quick to decide. In addition, autocratic leaders are seen as having no regard for others, and only their goals and opinions matter (Van Nieuwenhuizen & Duke, 2018:32). Berning *et al* (2004:35) further accentuate that autocratic leaders show that they have no regard for the pressure they place on employees in the execution of their duties, as long as they do the work. Whilst it is known that the most prevalent leadership style applied by military leaders in the Navy

is the autocratic style, reasons could be largely ascribed to their military training and backgrounds.

For that reason, the autocratic leadership reveals some weaknesses of which a few are regarded as:

- Undermining the morale of employees in the organisation.
- It generates high levels of aggression among staff.
- It stops staff from taking initiative their initiative and;
- Increases levels of absenteeism.

Mujani (2012) further adds that autocratic leaders give orders and directives to workers, and make decisions without consulting their workers. The autocratic leader retains almost all the power (Du Brin, 2010). Thus, as mentioned earlier, Weber's bureaucratic model clearly speaks to the autocratic style of leaders who retains all the power and there are obliged to follow orders. This is, in the author's view, a typical style practised within military structures with its rigid chain of command.

Furthermore, it is a known fact that autocratic leadership within the military setting, forbids soldiers to question their superiors, and thus are obliged to follow orders (Kahn & Naidoo 2011:1). While it may be expected of soldiers in this setting, it needs to be asked if this autocratic style is also applied to civilians employed within the military setup.

Kahn & Naidoo (2011:2) state that, although autocratic leadership was the predominant leadership style in the former SADF, it was, with the integration of the Non-Statutory Forces (MK and APLA), perhaps necessary to adapt a more transformational approach. Equally important to mention, is that the autocratic approach stifles the innovation and creativity of employees within the work place (Mathee, 2016). The autocratic leadership approach is by nature and design undemocratic and is therefore easily perceived as being open to abuse of power and unfair to the workers in the organisation.

## Democratic

This style of leadership assumes that a leader takes the views and opinions of others into consideration, which is also acknowledged as the participative style of leadership (Van Nieuwenhuizen & Duke, 2018:31). The democratic leader deliberates final authority with the group, collects the opinions of the members and gets the support of team members before making a final decision (Du Brin, 2010). Moreover, democratic leaders are known to get their team members regularly involved in the the projects at hand (Mujani, 2012). Essentially the democratic approach is inherently aimed at promoting employee engagement by powersharing between employees and managers.

The contrary can be argued that, although this approach is accepted as befitting in the transformed military environment, military leaders however are in a position to share readily (to some extent) their power and authority with the group. Of course this approach will foster a spirit of participation resulting in greater job satisfaction, but the fear is, how will this affect decision maing in the organisation and possibly negate the accountability vested in a leader based on his / her appointment in the hierarchy?

Getting team members involved in decision making implies that members require skills and competencies to do so. A typical hierarchical structure has various ranks, representing a member's level of authority and power. Leadership, thus, within this context, could be seen ineffective. Added to this, Van Nieuwenhuizen & Duke (2018:31) reinforce this opinion and mention some of the criticism around the democratic leadership style which inter alia, includes that:

- “Leaders are seen as indecisive because they consult with subordinates.
- Time is wasted by consulting which prolongs the decision making process.
- Consultation with subordinates could be seen as a state of inaction”

Whilst there are pros and cons to this approach, the assertion by the author is that the democratic leadership approach, as mentioned above, leads to better job satisfaction and promotes employee engagement. In addition, it encourages creativity and strengthens leader and follower relationships. In other words, it provides employees with a sense of belonging in the organisation which is paramount. Therefore, in the author's opinion, such a style of leadership would be more befitting in a democratic state as it considers followers.

## **Laissez-faire**

This leadership style is discussed as it is a component of the Full Range leadership model which is discussed further in this chapter. This type of leader gives basic freedom of choice to employees and his / her not involvement in organisational activities, is minimal (Van Nieuwenhuizen & Duke, 2018:33). This suggests that employees can do what they want and when they want and, in addition, are perceived by their leaders to be best at their jobs (Van Nieuwenhuizen & Duke, 2018:33).

Moreover, the laissez-faire leader is also an abdicator of responsibility and does the minimum to remain employed (Berning *et al.*, 2004:35). Because they refrain from taking decisions and communication with their subordinates are minimal, this leadership approach is regarded as a “non-leadersp” style. Mujani (2012) agrees states that with this style the leader shows absolutely no leadership and is not mindful of their workers’ activities. Other weaknesses of this approach are that it causes chaos in the organisation and causes strong feelings of resentment towards these leaders (Van Nieuwenhuizen & Duke, 2018:33).

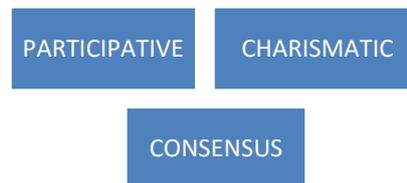
There are also contrary views. Van Nieuwenhuizen and Duke (2018:33) allude to the fact that there are in fact strengths to this approach. These strengths recognise that, highly specialised subject matter experts do not require much supervision, a feeling of trust is created and the environment becomes conducive to creativity. According to the author, this style works only within areas where professionals operate such as engineers and other specialist staff. As the military environment is home to an assortment of workers, both professionals, support and general workers who are staffed in different sections and divisions of the military, this type of leadership, due to the chaos such an approach would create, is not suited.

For this reason, Van Nieuwenhuizen and Duke (2018:30) cite that, according to Lewin, followers under the democratic leader was more likely to excel in comparison to followers under the autocrat. However, Tannenbaum and Schmidt in the 1950s expanded on Lewin’s concepts, and introduced the “grey area also known as the style continuum”, which demonstrates that, depending on the situation, a leader can use more than one leadership style” (Van Nieuwenhuizen & Duke, 2018:30).

Summing up, Van Nieuwenhuizen and Duke (2018:30) add that a leader might be completely democratic in one situation allowing input from subordinates, and in another scenario, be completely autocratic, by not allowing input and participation from followers. According to the author, this could be a good mixed approach to apply: a democratic approach for defence civilians and, for defence persone, the autocratic approach. But leaders may also apply both approached for all employees, depending on the instruction to be carried out and the circumstances under which such orders must be carried out.

The discussion below provides a fleeting discussion of relationship-focused styles in order to briefly introduce them to the reader.

b) *Relationship-focused leadership styles*



**Figure 2.5 Relationship-focused leadership styles**

**Source: Du Brin (2010)**

**Participative**

With this leadership style, decision-making is shared amongst the leader and the group working together to achieve goals (Du Brin, 2010). This style is synonymous with democratic and shared leadership, thus being the opposite of the autocratic leadership style. Such a style could also be good for an organisation depending on the training provided.

**Charismatic**

The charismatic leader possesses charm and charisma, has a vision and is able to convince his/her followers in order to achieve this vision (Du Brin, 2010). This type of leader inspires, influences and attracts followers (Berning *et al.*, 2004:33). Charismatic leaders are known to be execeptional leaders who possess self-confidence, they have a vision, are able to explain their vision and have strong convictions about their vision (Berning *et al.*, 2004:33). Charismatic leaders are what modern organisations thrive on, but charisma and vision alone are not enough within a military setting.

## **Consensus**

The “consensus leadership style” is an approach where the group is encouraged to discuss issues and base the final decision on general agreement which the group members are in support of (Du Brin, 2010).

Based on the above discussion, it is evident that there is no right or wrong concept of leadership. Leaders at various levels of the organisation and at different rank levels, are required to apply different types of leadership styles and approaches, depending on the team, the environment and the situation. However, within this context, it is unclear about what the ideal or appropriate leadership style should be. Discussed below are situational theories that illuminate how the “situation” will determine the leader’s style of leadership.

### **2.3.4.3 Contingency or situational theories (1960’s)**

This theory argues that there is no one leadership style that suits all circumstances and that the success attained is resultant of many factors, of which leadership is but only one. At the same time, Leadership Central (2016) state that people perform well in certain situations, but perform minimally when taken out of their element. Followers, as well as the situation in this context, are significant (Team FME, 2015:5).

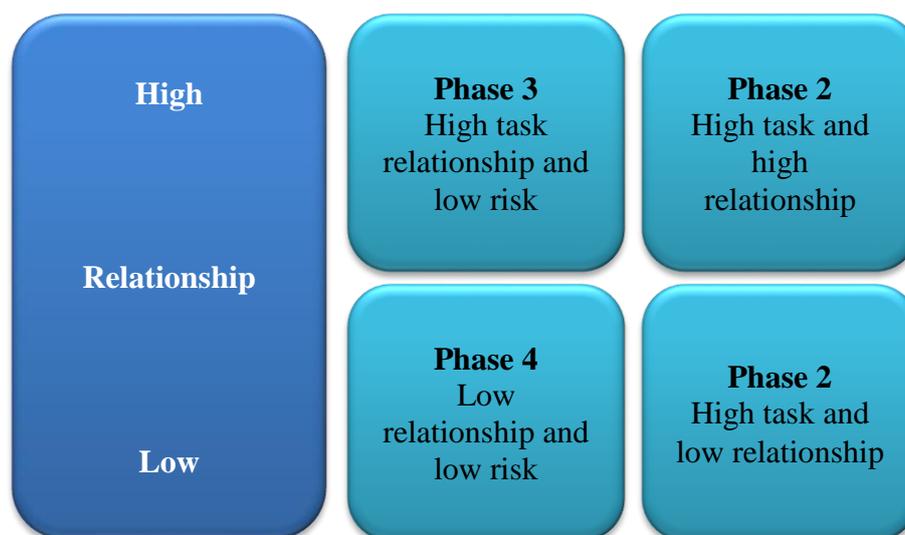
Furthermore, this theory submits that there is in fact, no particular leadership style that is best. It is acknowledged that situational leaders apply a leadership style which is appropriate to the situation at hand and the factors such as the task as well as the group dynamics, are important to get the job done and must be considered (Cherry, 2017). In addition, situational leadership is also referred to as the “Hersey-Blanchard Theory” which according to Berning *et al* (2004), is categorised as leaders who must be able to ascertain what training and support is required by their workers and who must adapt their styles as subordinates develop. However, from a labour perspective, this approach is questionable given the fact that the unions, although employees of the organisation, fulfil dual roles.

According to Team FME (2015:5), the situation that a leader is faced with, will determine the leaders’s behaviour. What is more, Du Brin (2013: 284) further expands that this theory is centred around the relationship between the leader and subordinate about the task at hand. More specifically, Berning *et al.*, (2004) state that behavioural

approaches have proven that no single style is effective in every situation and that other variables also impact on good leadership.

Consequently, a situational leader makes decisions based on the situations they find themselves in. Factors which contribute to this style are *inter alia*, environmental factors (internal and external), organisational culture and behaviours (Du Brin, 2010). For this reason, the Hersey and Blanchard life cycle theory is illustrated. According to this theory, effective leadership requires a vibrant, flexible leadership style which can adapt to fluctuating situations (Berning *et al.*, 2004:36). Hence, it can be argued that the autocratic style, which is the predominant style in the military, takes an inflexible approach and cannot be adapted to suit the situation. This theory further highlights the fact that the maturity of the subordinates has a direct impact on the leadership style that is adopted within a specific situation. Thus, the maturity of members in this context, meaning the willingness to accept responsibility and their aspiration to achieve, influence outcomes as do the possession of the necessary work-related knowledge and experience (Berning *et al.*, 2004:36).

This theory furthermore suggests that there is a “relationship between the members and their leaders which moves through four phases. These phases are “high task orientation and “high relationship” orientation” (Berning *et al.*, 2004:36), as depicted below:



**Figure 2.6 The life cycle theory of Hersey and Blanchard**

(adapted from Kroon, 1995:365)

The phases of the cycle are explained as follows:

- Phase 1: “When a member enters an organisation, the member’s maturity level is low due to a lack of knowledge and experience, and will therefore be unable to solve problems. The leader takes on a task-orientated approach as no relationship exists yet.
- Phase 2: The member starts becoming *au fait* with the work and the leader is starting to develop some trust in the member and employs an employee-orientated approach.
- Phase 3: The leader focuses less on the task as the member strives to take on greater responsibility. The leader-follower relationship is improved.
- Phase 4: The member is now familiar with the work and the environment and has more self-confidence” (Berning *et al.*, 2004).

In spite of the above amplification of situational leadership and its advantages, this model is criticised for two main reasons, according to Larsson and Kallenberg (2006:36) quoted in Widiyanto (2013:16), who suggest that a group seldom comprises similar people and that leaders of a group mostly follow one style of leadership and few have the ability to change their leadership style depending on the situation.

Furthermore, while the military environment in terms of culture and protocol remains a constant, one could agree that one style of leadership is feasible. However, a contrasting view of the author is, given the transformed military environment, which is not only diverse in terms of race, gender and ethnicity, but also, given the fact that its employee groups (DAP and PSAP) are employed under two varying Acts, the commissioning of a sole leadership style is not practical.

Equally important is that within the organisation there are, on the one hand, various ranks levels of uniform personnel and, and on the other, defence civilians who are appointed to different positions with different job descriptions. Employing a situational leadership style is therefore more viable as it also lends itself to amity between leaders and followers.

Notwithstanding the fortes of each of the above leadership styles, the author, at the start of this chapter, highlighted the theories of Machiavelli (1513), Weber (1922), Bennis

(2003), of each of which shares a reciprocal context with the transactional and transformational theories discussed below.

#### **2.3.4.4 *The transactional-transformational nexus***

There was a time when the transactional leadership approach was enough to achieve organisational goals. Thomas (2013:8-9) echoes the sentiment that new models and theories are constantly modified and research in this arena, is ongoing. This is added on by Widiyanto (2013:15-16) who cites that “Burns (1978) coined two varying leadership styles namely, transactional and transformational”.

According to according to Burns (1978), transactional leadership focuses on the “exchange between the leader and subordinate” (Widiyanto, 2013:15-16). Thomas (2013:8-9), in the same vein, adds that transactional leadership is the approach of a leader to reward workers for successful work, and to punish followers for work which is of not a required standard. On the other hand, Burns (1978) describes transformational leadership as “the more powerful of the two”, because a transformational leader recognises the needs of the subordinates and uses that as a means to lead (Thomas, 2013:9).

Moreover, this notion is illustrated by Northouse (2010:173) who states that the transformational leader engages the follower as a means to motivate and, by encouraging followers to achieve their potential, in turn achieves the organisational goals (Widiyanto, 2013:16).

Bass (1985) likewise expanded on the Burns (1978) concept by “paying more attention to the need of followers” and by explaining the psychosomatic mechanisms that inspire the transactional versus the transformational thinking (Widiyanto, 2013:16; Thomas, 2013:10).

Bass (1985) contends that “transactional and transformational approaches are part of one single continuum”, though these theories can be applied individually to one or the other (Widiyanto, 2013:16; Thomas, 2013:10). Bass (1999) adds that transformational leadership does not aim to add to the effectiveness of transactional leadership, nor does it seek to replace it’.

This nexus is more visibly demonstrated in the Full Range Leadership Model (Bass & Avolio, 1990) below:

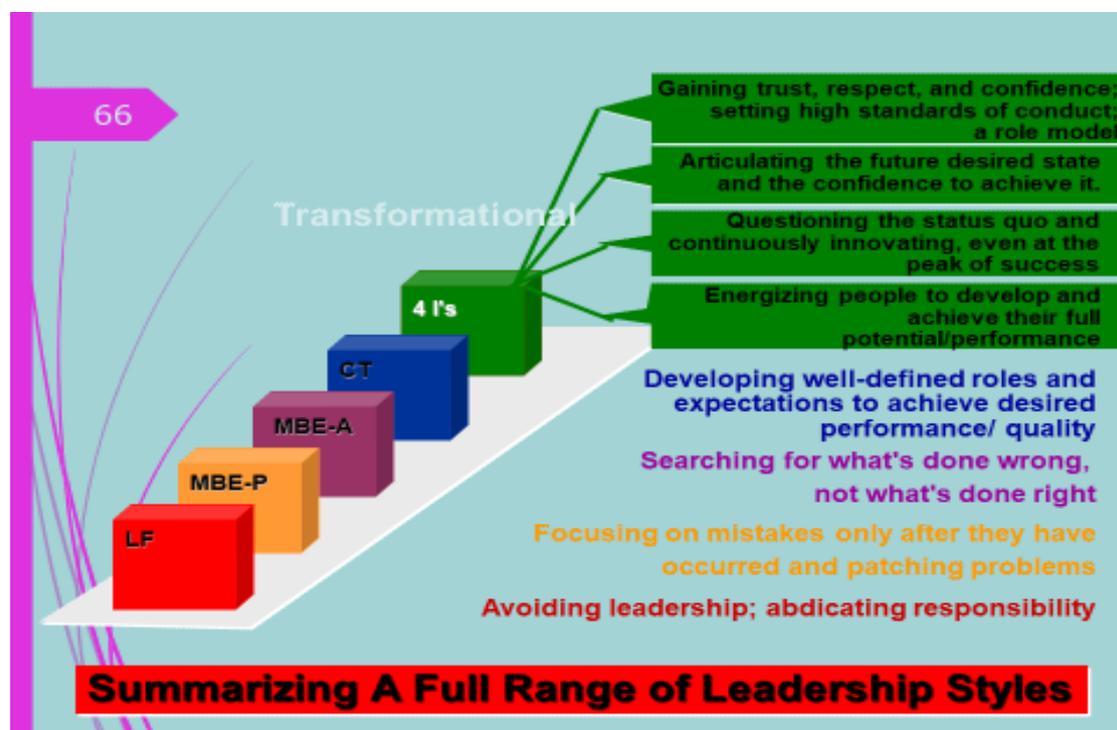


Figure 2.7: Full range leadership model

(Bass & Avolio, 1990)

As depicted in the model above, are the three components of the Full Range Leadership model namely Laissez-Faire (LF) which has already been discussed, Transactional leadership with its three facets namely Management-by-exception (Active and Passive) and Contingent Rewards. Additionally, there is the Transformational leadership style with its 4 Is which is illuminated in more detail.

Though this model is the proposed model within the Navy, the transformational leadership style being the stronger of the two approaches, could potentially be a better style, as this leader motivates and builds relationships. However, would the commissioning of a more appropriate leadership style be the only remedy to address weakened trade unions, the poaching of civilian posts and unions not representing their members?

#### **2.3.4.5 Transactional leadership theories/approach (1970's)**

Transactional leadership is driven by a leader's capability to appeal to his / her subordinates' self-interests by establishing a relationship which is based on exchange of either, ideas, respect and support (Avolio, 1999). Transactional theories are also acknowledged as exchange of leadership theories, and are characterised by a transaction between the leader and his / her followers (Leadership Central, 2016). Furthermore, related to this leadership style, are the facets of "contingent reward and reinforcement, as well as management by exception whether active or passive" (Pieterse-Landsman, 2012:10).

Du Brin (2013:123) adds that, in contrast to transformational leadership, transactional leadership focuses on routine work for which employees are rewarded accordingly. These contingent rewards and reinforcement suggests that transactional leaders offer rewards and praise to motivate their subordinates in order to achieve their objectives. It entails mutual agreement and exchange between the leader and subordinate, which is ultimately to the benefit of both parties.

Added to this, is "management- by-exception", which merely highlights the way in which leaders react to their subordinates' performance whether positive or negative. (Boonzaaier, 2008:15). When applying passive management-by-exception, the leader waits for an error to occur and then takes corrective action (Boonzaaier, 2008; Pieterse-Landsman, 2012:10), with the notion "if it isn't broken, don't try to fix it" (Boonzaaier, 2008:15). It is also very closely associated with bureaucratic leadership, as discussed in Weber's (1922) theory of bureaucracy. Moreover, Naidu and Van Der Walt (2005) advocate that the transactional type of leadership implores a more bureaucratic approach and traditional style. Cherry (2017) again, alludes to the fact that transactional leadership is also known as "managerial leadership, as it focuses on the organisation, the supervisor's role and duties and group outputs", where leaders focus on the task and reward or punish as motivational factors" (Cherry, 2017).

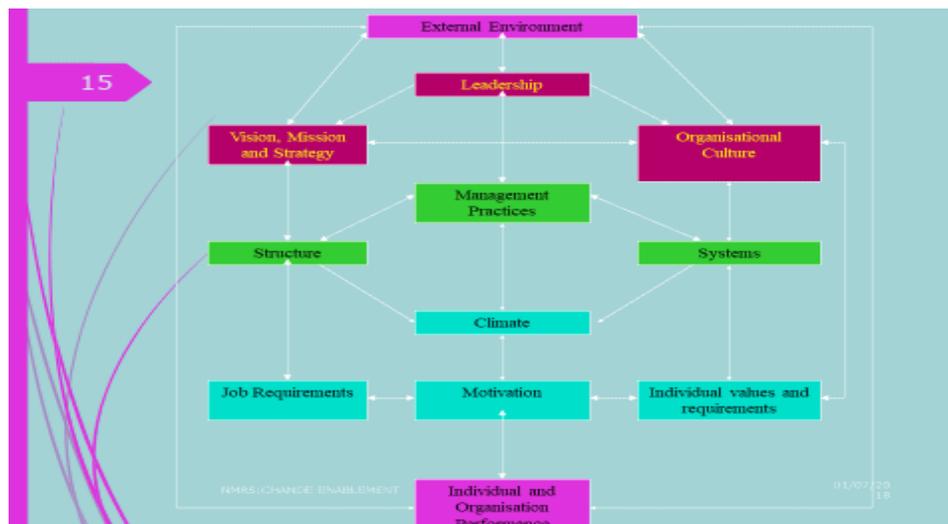
On the other hand, in active management -by-exception, the transactional leader specifies working standards and continuously monitors the performance of subordinates, while implementing corrective measures to rectify mistakes and irregularities. With this approach, the leader offers contingent rewards by means of positive reinforcement in which both parties ultimately remain focused on routine work

and workers are rewarded accordingly”. It is argued that the main variance between active and passive management-by-exception lies in the “timing of the leader’s response to the blunders” (Boonzaaier, 2008:15).

Furthermore, Khumalo (2015:8) amplifies this view and adds that the transactional approach focuses on maintaining the status quo, and unlike the transformational style does not aim to change the future. He further states that the effectiveness of this model is apparent in crisis situations and for projects which need to be carried out in a specific manner (Khumalo, 2015:8).

However, Boonzaaier (2008:16) professes that transactional leadership can also be ineffective due to the fact that a leader might be unable to provide the expected rewards for a multitude of reasons such as no budget to pay merit bonuses and flawed appraisal processes and bad decision making by leadership. It is also a known fact, that within the militaries, leaders don’t remain in positions long enough to ensure that rewards are in fact awarded to their members. Thus, the author agrees that what organisations and not only militaries need, are effective leaders who motivate their members to strive to achieve their maximum potential and to exceed even their own expectations. Clearly this leadership style which is practised in the military, still has its shortcomings. Defence civilians aren’t getting any positive reinforcement as they are not being recognised by the leadership of the organisation.

Following the above, and of grave importance in an organisation, is for leaders to steer subordinates in directions that will align their self-interests with the values of the organisation. Transformational leaders therefore, need to address transactional needs whilst leading their followers to become transformational (Growth Consulting, 2016).



**Figure 2.8: Transformational leadership**

*(Bass & Avolio, 2004)*

#### **2.3.4.6 Transformational leadership theories/approach (1970-1990's)**

Transformational leadership involves the creation of a leader as a role model by gaining the trust and confidence of followers. This is based on the leader's ability to inspire and nurture the followers' ability to contribute towards the success of the organisation (Bass, 1997). Furthermore, the transformational leadership theory, is a process in which a high percentage of trust is gained between people, by virtue of the manner in which the leader interacts with the team. This in turn, leads to increased motivation (extrinsic and intrinsic), in both leaders and followers (Leadership Central, 2016).

The essence of this theory, is that leaders transform their subordinates through their charismatic and inspirational facades and in turn, these traits are envisaged to provide a sense of belonging to followers (Leadership Central, 2016).

According to Du Brin (2013:123) transformational leadership concentrates on the accomplishments of the leader and his / her attributes and the leader's relationship with employees. Transformational leaders apply a more flexible style of leadership due to the constant and continuous changes that occur within the organisation (Boonzaaier, 2008).

Du Brin (2013:123) further alludes that the transformational leader helps employees work towards bringing about change in an organisation, whilst keeping them motivated to improve their own self-interests. He adds that the fundamentals of transformational

leadership, is to develop and transform team members to the benefit of the organisation (Du Brin, 2013:123).

Transformational leaders influence followers to embrace changes and to look beyond their own self-interest and commits people to achieve greatness (Du Brin, 2010). Moreover, transformational leaders transform employees and teams within the organisation by creating an environment which inspires innovation and creativity, they develop and mentor their employees. They furthermore communicate their vision in such a way, that their followers are inspired to work to their full potential to achieve this vision and goals collectively. Despite the fact that the transformational style is a component on the FRL model and is known an effective style in modern organisations, within this employer, employee and trade union collective, it is still unclear to the author how this style can benefit both labour and employees simultaneously.



**Figure 2.9 Transformational model**

*(Bass & Avolio, 2004)*

Moreover, in terms of Bass & Avolio (2004), in the change orientated transformational model above, they have identified four elements (4Is), central to this approach namely, idealised influence, inspirational motivation, intellectual stimulation and individualised consideration.

**Idealised influence** entails the leader who acts as a model for followers, thus encouraging subordinates to emulate the leaders on all levels. Followers admire and respect their leaders and follow this example (Kahn & Louw, 2013:75; Thomas, 2013:10). **Inspirational motivation** relates to the leader who inspires and motivates followers, boosting them and instilling confidence, thus encouraging them to do more (Kahn & Louw, 2013:75; Thomas, 2013:10). **Intellectual stimulation** entails the leader stimulating followers by questioning the status quo and appealing to the intellect of followers. This encourages lateral thinking and approaching problems in new ways (Kahn & Louw, 2013:75; Thomas, 2013:11). The fourth component of the transformational approach, **Individualised consideration**, concerns a leader who pays attention to the needs of the follower and recognises that each follower possesses unique characteristics and creates an environment for personal support (Kahn & Louw, 2013:75; Thomas, 2013:11).

What can be deduced from the above discussion, is that the transformational leadership approach forms an integral part of the broadened concept of the FRL model, as it can be seen as a way to accelerate transformation in an organisation, as well an endeavour by the SANDF to move away from its autocratic leadership style (Kahn & Louw, 2013: 82). Though, the Department of Defence Instruction of 2009 recognises that the SANDF has adopted the transactional leadership style, the finding emanating from a research study conducted in the SANDF by Kahn and Louw (2013:82), conversely concluded that military officers, who form the leadership cadre within the organisation, were not familiar with the official leadership approach within the military organisation (Kahn & Louw, 2013:82).

Emanating from the above dialogue, is the evidence that there is an overwhelming volume of literature on leadership. However, in the absence of a sound leadership strategy and even more so, when leadership training lacks teaching on labour issues for all employees on the various levels of organisation and rank within an organisation, this can be disadvantageous. As an example, leadership training takes place for all uniform officers as well as for non-commissioned officers who are eligible for promotion into senior posts. These courses are compulsory courses that they need to complete for promotional purposes. However, this training does not involve the proper leadership and management schooling of defence civilians and for labour related matters. It is also

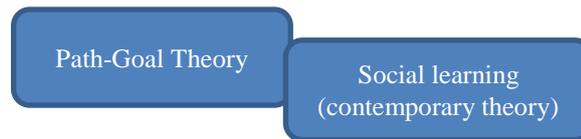
worthy to mention that defence civilians may attend leadership courses at the National School of Government but are not compelled to complete such courses to qualify for promotion.

In this regard, the author has noted the exciting, all-inclusive Defence Leadership Framework model of the Australian Department of Defence (ADoD), which incorporates uniformed defence personnel and defence civilians as a collective. Whilst the FRL model provides a basis for a shared, three-dimensional leadership, the author reasons that the ADoD model is specific to its particular military, as outlined in the Australian Defence White Paper of 2009. Equally the important, is their “Building Force 2030”, a framework which is aimed at “growing and developing its current and future leaders” (DFL Booklet, 2010). The ADoD, like the SANDF, operate in complex environments with unique missions, its HR capability is herefore seen as its most valued asset in order to achieve its mission. Perhaps if tested, such a model could be a useful strategy to ensure the realisation of the “One force concept” in the SANDF too.

Added to this Kahn (2005) accentuates that training and development of the work force is an organisational imperative. Indeed, such leadership training does take place within the military. However, it focuses on training for non-commissioned and commissioned officers, but excludes defence civilians. It is also worthwhile mentioning that the Belgian Armed forces, also does not have a specific leadership model, but leadership teaching encapsulates various models and theories, *inter alia*, “Hersey and Blanchard’s Situational leadership and the Quin’s Competing Values Framework. In addition, transformational leadership is also taught, but more “focussed on inspiring and empowering the soldier” (Widiyanto, 2013:42).

Though the author has not placed much emphasise into discussing the above model in detail, the intention was merely to highlight the fact that, given the unique nature of all militaries and specifically Navies, perhaps the key to advancing and equipping leaders, both defence and civilian, is to envision a proposed model specific to the environment in which it is to operate, taking into account both internal and external factors as well as non-opertional versus operational leadership requirements.

The author briefly illuminates the contemporary theories by Du Brin (2010) and Schwella (2008:39) which will be discussed concisely:



**Figure 2.10 Leadership theories**

Sources: *Du Brin (2010) and Schwella (2008)*

a) *Path-goal theory*

This theory suggests that the leader clarifies the goals and how to achieve goals. In this way subordinates more regularly achieve job satisfaction and increased work performance (Du Brin, 2010:31; Schwella, 2008:39) is assured.

b) *Social learning (contemporary theory)*

In social learning theory, leaders act as facilitators and continuously learn and experiment, as a means to increase their capacity and performance (Schwella, 2008:39-40).

Stemming from discussion above, it may be deduced that changes occur over time, as does the evolving and conceptualisation of leadership. Various contemporary approaches to leadership have evolved however, for the purpose of this study, these theories were only briefly illustrated.

Moreover, transformation in the SAN FCHQ has resulted in changes to its organisational structures, the processed of the organisation and re-designing of its footprint and, in turn, the leadership have been called upon to adopt behaviours and styles to integrate with these changes. But, HOW has the proposed new public leadership theory by Kellis and Ran (2013:130) which implies a “mix of authentic and transformational theories”, integrated within the military milieu, which practices a “transactional approach” to leadership? Kellis and Ran (2013:130), advise that the transformational approach to leadership is more effective than transactional leadership.

Moreover, Fernandez (2003) highlights the adoption for an “integrative leadership framework that integrates appropriate traits, behaviours and leadership styles” for the betterment of the leadership paradigm within a specific context. The author maintains that the qualities of a leader, do not entirely determine the style of leadership, but that environment factors, the type of followers and the situation all determine the leadership style.

Similarly, within a military setting it is difficult to ascertain whether a “one-size fits all military leadership style that can be applied; given that military personnel and defence civilians are governed by different Acts. It is for this reason, that the writer believes that, to gain a common ground, the current leadership style at the San (which is military centred) has to change when it comes to defence civilians, as the lines of responsibility and scope of practice become blurred at times.

My assumptions are based on the current situation on the ground, where in high decision making meetings and forums, union shop stewards tend to succumb to the domination exuded by defence leadership due to their ranks and designations in the hierarchy. This ambiance is by design, and winds of change are necessary to mitigate the current state of affairs.

The question that begs to be asked is whether this style is relevant when ranking military staff face public sector trade unions and defence civilians? Furthermore, what leadership style is appropriate to marry the employer, employee and public sector trade union relations collectively? These questions can therefore only be answered through further research and the data collection process.

In general, there is the assumption that leaders do not give much thought to the style of leadership that they adopt. Conversely, salient to this study, is military leadership which follows a transactional and autocratic style of leadership which is discussed in the following subdivision. The author will attempt to contextualise military leadership by defining it from various authors’ perspectives and then briefly discuss military leadership within the framework of this study.

## **2.4 MILITARY LEADERSHIP**

Military organisations are compelled to describe leadership within the context in which it operates, taking into account both internal external organisational factors (Schafer, 2008). The manner in which a military’s strategic posture and leadership role is understood, demands that the organisation’s command and control provisions remain clear (Gordon, 2003).

It is understandable that years of study on the leadership phenomenon shows that there is no single definition of leadership. Military leadership is no different and has over decades been inconclusively defined in a variety of ways. For this reason, the author will attempt to define military leadership from the perspectives of different writers.

#### **2.4.1 Military leadership defined**

Military leadership is defined by the Molossian Naval Academy as the process of exerting influence by providing direction and motivating employees, in order to realize the organisation's mission (The Molossian Naval Academy, 2015). Brigadier General Bradley (1948:44), Chief of Staff in the United States Army, cited that military leadership "is the art of influencing human behaviour through the ability to influence people and direct them towards a specific goal".

Furthermore, Chief of Staff in the United States Army, General Collins (1953:3) cited military leadership as the suitable exercising of command by a worthy commander. In addition to this United States Army Chief of Staff, General Sullivan (1992:3) later describes military leadership as the "process of influencing workers to accomplish the mission, by providing purpose, direction and motivation". At the same time, Bester and Van't Wout (2016:187) express their opinions that military leadership entails a specific kind of leadership.

#### **2.4.2 Military leadership in the SANDF**

From the perspective of the SANDF, leadership is central to organisational effectiveness and excellence and the importance of military leadership is paramount (Republic of South Africa, 2015). In addition, the South African Army command and control manual recognises that military leadership is the practice of influencing subordinates by giving them direction and purpose, so as to motivate them sufficiently to achieve the mission of the organisation (Naidoo & Kahn, 2005). Of particular relevance to this study is the definition expressed in the South African Defence Review of 2015, which insists that the fundamental principle of "military command and control" is "mission command". This suggests that commanders or military leaders at all levels perform their duties from a position of command and that "subordinates operate and function under the intent of their leader" (Republic of South Africa, 2015).

This review further finds military leadership as being “rooted in the burden of command and there is no concession to be made in the development of future leaders” (Republic of South Africa, 2015).

Moreover, research within the SANDF has shown that the autocratic leadership approach was dominant amongst the former Armed Forces before integration (Department of Defence, 2009). On the other hand, Hokoma (2016) states that the leadership style implored within the SAN FCHQ is “a transactional type of leadership whereby unit commanders are vested with power and command to direct and command subordinates through a formal chain of command”.

Consequently, it is claimed that leadership is extremely important for military establishments (Bester & Van’t Wout, 2016:186). Within the context of this study, leadership within the SAN as an AoS of the SANDF, is vital for the success and achievement of organisational objectives. More specifically, it is apparent that with the integration of the previous military forces, the leadership of the SAN FCHQ over the past decade, changed and conceivably these resulting changes have impacted on the followers in the organisation. It is accepted that, whilst the military structures and its leadership have altered since the emergence of transformation in the organisation, conversely, military customs and traditions within this military milieu have apparently remained constant and unchanged.

Notwithstanding this downsizing of the force design of the SAN FCHQ, military leaders within this rigid chain of command, still maintained their high levels of power, causing much unhappiness and uncertainty amongst defence civilians, as they have started to be excluded (Hofstede, Hofstede & Minkov, 2010:314). Through this change process, units and divisions amalgamated and work processes re-looked. As a consequence, military personnel were fast tracked to assume leadership positions, some of whom did not necessarily possess the required skills and competencies required to lead two dynamic groups of people (DAP and PSAP) who were integrated from the previous Armed Forces and they previously had not lead such diverse groups of people.

Moreover, as mentioned earlier, the SANDF as a whole previously an autocratic style of leadership, but had changed to a “transactional style of leadership”. This is clearly

confusing to the author as the present Minister of Defence, Ms Nosiviwe Mapisa-Nqakula emphasises that *“Future layers of leadership need to be prepared to deal with issues facing the SANDF as a whole”* (Republic of South Africa, 2014). She further mentions the “One Force Concept”, which provides a context for the integration of military personnel and defence civilians, collectively to be integrated as “One Force” (Republic of South Africa, 2015). Whilst this aspect addresses the development of defence civilians, it addresses the leadership component as well which is described as an *“intangible quality, and ultimately the effect of the integration of a number of traits centred on the “what” the leader should be, know and do. Dynamic, visionary and transformational leadership, underpinned with knowledge skilled and attitude, is the foundation for future leaders”* (Republic of South Africa, 2015). Of importance in the narrative above, is the assertion in the Review (2015) that future defence leaders must be fully trained and developed in the field of leadership.

The current and future leaders serving in the SAN FCHQ should therefore possess certain inherent qualities. Trait theory (discussed earlier in this chapter) asserts that good leadership requires certain qualities and behaviours such as, *inter alia*, “honesty and integrity, emotional maturity and self-confidence”. These qualities are matched by military leaders, according to Team FME (2016).

Moreover, the above definition also requires of leaders to adopt transformational and visionary leadership approach. Thus, according to Kahn and Louw (2013:82), “transformational leadership must be included in the leadership and training development programmes from basic training to joint command and staff training”. As an illustration, the SA Navy has this module infused into the curricula of the military training for non-commissioned officers and for junior and joint command staff courses for officers respectively. On the other hand, Bester & Van’t Wout (2016:205) argue that, in order to ensure efficient leadership in the organisation, it is paramount that the current leadership cadre be trained for this. They further cite that the organisation should not appoint members in leadership positions if they do not possess the correct profiles.

Following the above, the author accentuates that the SAN FCHQ is a level 3 command line structure of the Navy. Within this inflexible chain of command structures, the leadership cadre is staffed with predominantly uniform members.

This means that the posts within the management echelon level are held by senior ranking military officers who are staffed by virtue of their ranks and occupational class. In terms of the hierarchy which takes a top-down approach, it means that leaders in this Command therefore, possess a “dominance of authority over subordinate DAP and defence civilians serving under them” (Mathee, 2016).

As previously alluded to, trade union representatives are employees serving within the Fleet command structures at middle to lower levels of management, which means that no levels of accountability or responsibility in decision-making is vested in them, thus neither employees nor trade unions have any input during decision-making, even when it concerns them (Adler, 2000).

Discussed in the above review on military leadership, the author has highlighted various definitions but ascertained that the definitions in the Defence Review of 2015 are most relevant to this study. However, it can be argued that there is a perceived gap between the stated definitions and the reality of leadership in the organisation. Further evidence can only be verified through data collection. The next section discusses public sector trade unions, as stakeholders of leadership.

## **2.5 STAKEHOLDERS IN LEADERSHIP**

This theme looks at the role players in leadership territory, namely public sector trade unions. As stated before, the two recognised trade unions in the SAN FCHQ are the PSA and NEHAWU.

### **2.5.1 History of trade unions in South Africa**

During the Apartheid Era, labour laws in South Africa were enacted by Parliament and were just for “window dressing”. One of the most popular miners strikes in 1922, were predominantly “white” workers. Consequently, this strike led to the enactment of the Industrial Conciliation Act 11 of 1924, which made provision only for “white trade unions and white employers organisations” (SA Labour Guide, 2013). In spite of the fact that “black” unions were created, they were not officially recognised (SA Labour Guide, 2013).

Real trade unionism in South Africa therefore dates back to the early 1970s with the subsequent strikes in Durban during this period, resulting in a review of labour law in the country from the 1980s onwards (SA Labour Guide, 2013). As alluded to by Nlozi (2010), “trade union have been instrumental in the struggle against Apartheid in the country, and therefore play a vital role in understanding democracy”. For this reason, swift action by the courts to establish the ideologies of “substantive and procedural fairness” resulted in the work place have resulted in the Labour Relations Act of 1995 (SA Labour Guide, 2013). This will also be deliberated on in the next chapter (Chapter 3).

Initially, according the SA Labour Guide (2013), trade unions were seen as “the enemy” and were regarded by employers as “trouble makers”. This view is also underscored by Tshukudu (2015:1) who cites that “power for trade unions may make them ungovernable”. The question to ask is “What is a trade union and what are their roles and responsibilities within the work place? Trade unions have been a central locus of study in the social sciences field and are defined in various ways as discussed below.

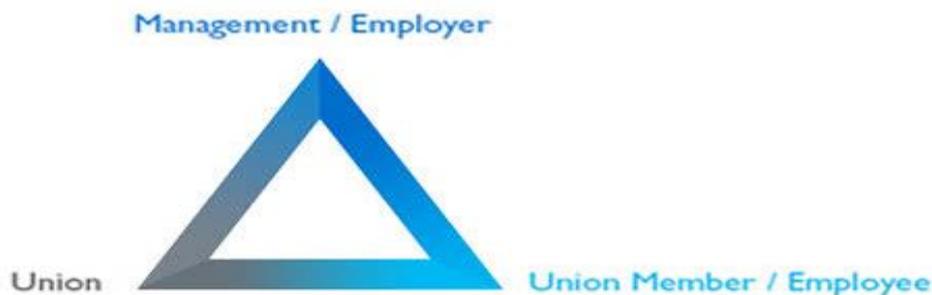
### **2.5.2 Trade union defined**

Trade unions are defined as “a formal group of workers who represent the interests of their constituents by means of collective bargaining” (Warnich, Carrell, Elbert, Hatfield, 2015:485). Bhulungu (2010) also cites that trade unions are pressure groups in different establishments that protect the interests of workers in terms of wages and salaries, and are deemed as political institutions. Tshukudu (2015) is of the opinion that trade unions are voluntary organisations of workers in a particular trade or company, formed to promoted and protect workers’ interests through collective action.

Perhaps the most germane way to define trade unions, according to the author and deemed applicable for this study, is as defined in section 213 of the Labour Relations Act which reads that a trade union is..... “*an association of employees whose sole purpose is to regulate relations between the employees and employers, including the employer’s organisations*”. Having said that, attention is focussed on the workplace which demands the regulation of the tripartite relationship namely, the relationship between the employer, employee and the trade union. The state’s aim in this tripartite

relationship is to acknowledge and protect the elements of this relationship (UFS Business School, 2015).

Thus, the framework for this is created in the form of legislation which provides the laws which must be respected and upheld by all parties, and serves as the machinery to be employed by the parties, as required (UFS Business School, 2015).



**Figure 2.11: Tripartite relationship**

### **2.5.3 The elements of the tripartite relationship**

The “underpinning upon which the tripartite relationship between the employer, employee and trade union is characterised by certain basic elements” according to the UFS Business School (2015). Relevant elements are discussed below:

#### **2.5.3.1 Right to work**

This right implies that “every employer is obliged to provide work, however, it does not guarantee the worker rights to employment. Each worker is subject to qualification by virtue of certain inherent requirements, such as:

- Competing for work equally;
- Competition must take place on grounds of qualifications, experience and skills and not to be reserved for certain groups;
- To carry out work freely irrespective of membership of a trade union.

Conversely, the employer has authority over employees and also has the right to demand that employees carry out delegated tasks diligently under supervision” (UFS Business School, 2015).

Moreover, as a means to protect worker rights, the State has introduced the “abolishment of any kind of prejudice against race and gender, and as far as possible, allowing a system of self-governing by employers and employees” (UFS Business School, 2015).

### **2.5.3.2 *The right to collective bargaining***

It is imperative for employers, employees and trade unions to conceptualise their relationships and whatever disputes that may erupt. By creating an environment that regulates such a relationship is necessary, in order for the parties to eliminate any bargaining power amongst them” (UFS Business School, 2015).

According to the UFS Business School (2015), it is “almost impossible for the employer to organise a relationship with employees individually” therefore by giving employees the rights to association, they are grouped together collectively by virtue of common interests”. It is further echoed that these “agreements are binding and enforceable and ensures labour peace” (UFS Business School, 2015).

### **2.5.3.3 *The right to protection***

Employees within the organisation have a “right to be protected, which merely implies an obligation by the employer, to ensure safe and secure working conditions”. A multitude of measures are contained in labour legislation which is aimed at protecting workers and their basic human rights” (UFS Business School, 2015).

These above elements form part of the formal structure and principles, from a labour relations perspective, by which these relationships are arranged.

## **2.6 ROLES AND RESPONSIBILITIES OF TRADE UNIONS**

As delineated in the SA Labour Guide (2013), the primary aim therefore of a trade union, is to “engage in collective bargaining with the employers of their members. Bargaining takes place in aid of improved conditions of employment and all other employee-related matters in the work place” (SA Labour Guide, 2013).

Closer to home, and particularly the SAN (which forms part of the security cluster of the Public Service) defence civilians serving at the SAN FCHQ are required to join trade unions and are subsequently, entitled to trade union representation.

One of the main roles of trade unions, is to regulate relationships between the employer and employees. In terms of the Bilateral Agreements between the SAN and trade unions, “military leaders (management) of the FCHQ and trade union representatives (shop stewards) are equivalent / of equal stature and have a shared responsibility towards effectively maintaining relationships with employees effectively” (SANGP100).

However, the perception by employees that shop stewards (who are also serving employees within SAN FCHQ), are not adequately representing them and that military leadership might actually be a factor hampering this representation.

Trade unions play a pivotal role in representing defence civilians in the SAN FCHQ. One of their key roles is to effectively represent employees in the workplace and to negotiate with the employer on their behalf.

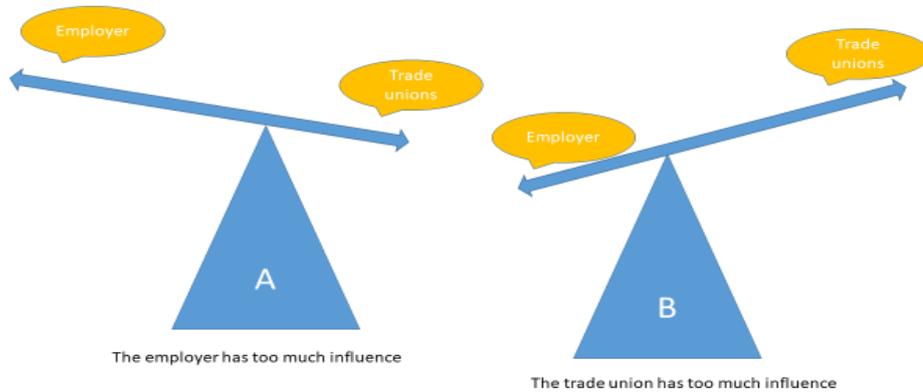
The fruits of negotiations, prior to the democratic epoch, resulted in agreements between the State, as employer on “union recognition, salary, wages and conditions of service and other labour related issues” (Public Services International, 2012).

Freeman and Hilbrich (2013) add that “the collective bargaining rights of unions have affected many workers positively, as they have negotiated with employers on wage and conditions of service matters” (Freeman & Hilbrich, 2013).

This is further supported by Vettori (2005), who mentions that a prime function of the trade unions is to procure better working conditions and salaries and wages for its members. This is achieved through the “process of collective bargaining and which is supported in the labour relations act” (Vettori, 2005). Trade unions, like leadership, have evolved over time as well.

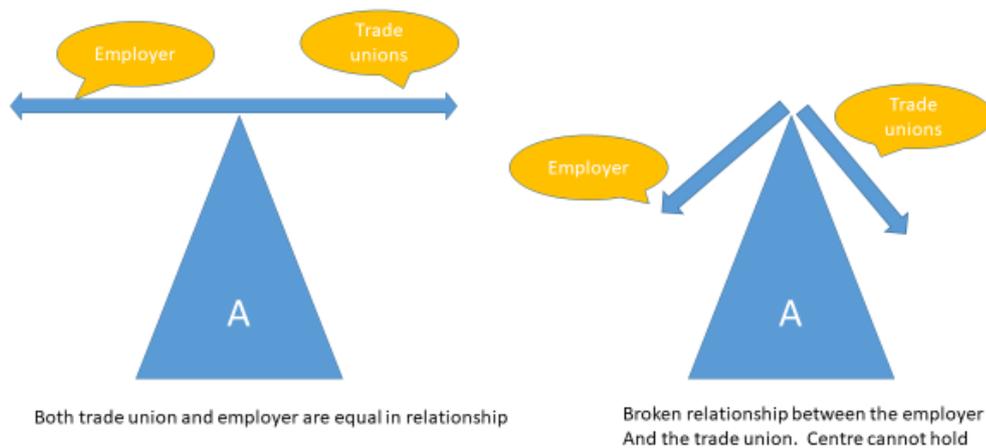
Following the period after the Apartheid epoch, which was one of “repression prior to 1994, trade unions progressed in terms of power and improved support by Government” (Vettori, 2005). This view is augmented by Adler (2000), who accentuates that this increase in trade union power, resultant in improved working conditions for workers and constituted best practices.

The imbalance in power and influence relationships between the employer and trade unions, is not deemed “healthy”. The figure below indicates the imbalance of power-influence relationship, in both cases, neither situation is to the benefit of employees.



**Figure 2.12: Uneven power relationships between employer and trade unions**

*Source: Adopted from Tshukudu (2015)*



**Figure 2.13 Employer and union power relationships**

*Source: Adopted from Tshukudu (2015)*

Following the above (Figures 2.12 & 2.13), the employer, employees and trade unions are Constitutionally bound to ensure that they engage each other in a civilised and progressive manner. The employer and trade unions, should therefore strive for a balance of power and influence between themselves as depicted in Figure 2.13

Notwithstanding the power vested in trade unions within the public service, many defence employees perceive the unions to not be instrumental and assertive in negotiations with the leadership and management within the SAN FCHQ.

Hassen (2011) questions whether unions have become part of an organisation with problems and are now part of the problem (Hassen, 2011). Based on this premise, the author believes that general perceptions and opinions indicate that trade unions are not actively involved in day-to-day decisions by senior managers, especially decisions which impact directly on them.

It is also known within the Fleet that working conditions for the majority of PSAP serving within the Fleet, have not improved much, or at all since the beginning of transformation. Members of the union, as well as employees are not treated fairly by their uniform counterparts or seniors; vacant civilians posts are not being advertised due to “financial constraints”, and there are no equal opportunities, even though the Defence Review (Republic of South Africa, 2015) speaks of the “One Force Concept” which implies uniform and defence civilians are indivisible and should be treated equally.

This discontent is verified by Hassen (2011), who states that living standards of workers did not improve despite their general belligerence. Furthermore, it can also be argued that trade union shop stewards are unable to cope with the changes within the organisation (Hassen, 2011).

The relationship between the employer, employee and trade union as a collective, within a democratic state where worker rights in the work place is important, can therefore not be overlooked. Thus, this unique relationship still requires that the employer and trade unions adopt a special approach to dealing with matters of mutual interest in the interest of employees.

## 2.7 CHAPTER SUMMARY

This Chapter articulated the conceptual and contextual foundation of leadership, both historical and contemporary. The Full Range Leadership model and its components were highlighted as well as an introduction to Australian Department of Defence leadership framework.

The literature discussed above, has contributed to an understanding of military leadership, public sector trade union roles as well as their relationship with each other, and also with employees (defence civilians).

It is apparent that there is no “one size fits all” leadership approach which can be adopted within such a complex organisation. Are military leaders equipped with the necessary skills and knowledge to be able to adequately accommodate defence civilians and do they need to change their policies or behaviours? Or, does the problem lie in the performance of union leadership. The succeeding chapter will briefly discuss the relevant legislative frameworks central to this study.

## **CHAPTER 3: LEGISLATIVE AND REGULATORY FRAMEWORK**

### **3.1 INTRODUCTION**

As cited by Heywood (2013), “the legislature is the branch of Government, responsible “to make law and enact legislation” while Rust (2017) adds that “legislation provides guidance, order and protection to the South African society, and it also provides structure to its various systems”. The SAN, and specifically the SAN FCHQ as a public service organisation, is governed by various pieces of legislation.

This study takes cognisance of the various legislative frameworks underpinning leadership, the pivotal point of this research. As military leadership is deeply entrenched within the culture of the organisation, this study will determine if the typical military leadership style is aimed at commanding employees and trade unions successfully, as opposed to enhancing relationships.

Moreover, legislation pertaining to the role of trade unions and their duties to constituents will also be discussed, to ascertain if all legislature is aimed at protecting the rights of employees and if the challenges currently experienced is due to a lack of cohesion between the employer and trade unions.

### **3.2 THE CONSTITUTION OF THE REPUBLIC OF SOUTH AFRICA, 1996**

The Constitution of the Republic of South Africa, 1996 is the country’s 5<sup>th</sup> and was drawn up by the elected Parliament in 1994, and accepted in 1996. The importance of the Constitution is that as a constitutional democracy, South Africa has six institutions to support its democracy. The Constitution is the ultimate, the highest and most supreme law of South Africa. It provides the “legal foundation for the existence of the country, delineates the rights of citizens as well as their duties and defines the structure of government” (Republic of South Africa, 1996). In addition, the Constitution contains the most important rules of the country’s political system and it protects the rights of the citizens of the country.

The values of the Constitution guide the people of the country, value which include:

- “Human Dignity, the realisation of equality and the promotion of human rights and freedom;
- There may be no discrimination on the basis of race or gender;
- Rule of law applies – meaning everything must be done according to the law, of which the Constitution is the highest law;
- Every adult citizen has the right to vote in elections” (Republic of South Africa, 1996).

For this research, three of the 14 chapters of the Constitution will be discussed below, as they are deemed by the author as particularly as applicable to this study.

Chapter 1 of the Constitution contains a supremacy clause which states that all other law and actions are subject to the Constitution, hence all legislation that will be discussed further in this chapter are subordinate to the Constitution.

Contained in the Bill of Rights, Chapter 2, Section 23 of the Constitution, provision is made for the labour rights of the citizens which entails the right of public servants to strike and the right to unionise. It states that “Everyone has the right to fair labour practices. Additionally, Chapter 10 Section 195 of the Constitution, provides for the standard and principles governing the transformation of Public Administration. This directly impacts on leadership, management and command in the Public Service, as well as the accountability and professionalism of public officials.

Most importantly, the Constitution gives recognition to public sector trade unions, and for unions to bargain and strike collectively. It also outlines that every worker has the right to form and join a trade union; to participate in the activities and programmes of a trade union; and to strike. Every trade union, employers’ organisation and employer has the right to engage in collective bargaining” (Republic of South Africa, 1996). The PSC News further stipulates that every trade union, employer organisation and employer has the right to engage in collective bargaining (Public Service Commission News, 2011:3).

Thus, the Constitution has translated into the Labour Relations Act 66 of 1995, which is the primary piece of legislation established as the working framework for both trade unions and employees.

### 3.3 LABOUR RELATIONS ACT (LRA) 66 OF 1995, AS AMENDED

The key purpose of the Labour Relations Act (LRA) 66 of 1995, is to “promote and advance economic development, social justice, labour peace and democracy in the work place by fulfilling the primary objectives of the Act which are:

- *“To give effect to and regulate the fundamental rights conferred by section 23 of the Constitution;*
- *To give effect to obligations incurred by the Republic as a member state of the International Labour Organisation;*
- *To provide a framework in which employees and their trade unions, employers and employer’s organisations can - .... Collectively bargain to determine wages, terms and conditions of employment and other matters of mutual interest and to formulate industrial policy and;*
- *To promote - ...orderly collective bargaining, collective bargaining at sectoral levels, employee participation in decision-making in the work place; and the effective resolution of labour disputes”* (University of Pretoria, n.d. )

Contained in the LRA, are certain exclusions from application thereof namely, members of the National Defence Force (military members) and the State Security Agency. This means that defence civilians are no excluded in the application of this Act. The Act further goes on to regulate and set the laws that govern labour relations in the country, as established by Section 27 of the Constitution.

Moreover, Chapter 2 of this Act, which provides for Freedom of Association, gives employees the right to freedom of association which that *inter alia*, “employees are allowed to join trade unions”, every member of a trade union has the right to participate in lawful activities of the union, to stand for elections”. It also gives employees the freedom of association, rights of trade unions and employer’s association” (University of Pretoria, n.d). Equally important is the definition of trade unions, as cited in section 213 of the Act: a trade union is..... *“an association of employees whose sole purpose*

*is to regulate relations between the employees and employers, including the employer's organisations”.*

One of the main functions of trade unions within the SAN FCHQ is to collectively bargain on behalf of their members, as contained in Chapter 111 of the Act. The LRA, chapter 6 also provides for the recognition of trade unions. This suggests that trade unions may not exercise any rights until it is properly registered. The procedure for the registration of a trade union is encapsulated in chapter 6, section 95.

Moreover, section 12 of the LRA, confers about the rights of representative trade unions that are registered, to act jointly and they are entitled to access the employer's premises to communicate and to serve the interests of the members. Section 13 of the Act stipulates the procedure to be followed for effecting deductions from members and for sending the money to the trade unions that the members belong to.

Section 14 of the LRA delineates the election of shop stewards. The Constitution of a trade union governs the nomination, election and removal of a trade union shop steward or representative as discussed, section 14 (3) of the Act. In addition, section 14 (4) of the LRA act states that “A trade union representative has the right to perform certain functions *inter alia*,

- *“To represent and assist an employee / member in the workplace upon request, in disciplinary and grievance proceedings;*
- *To monitor the employer's compliance with conditions of service and employment, and any collective agreement binding on the employer;*
- *To report any alleged contravention of the work place stipulations of the LRA, and any law regulating terms and conditions of employment and any collective agreement binding on the employer to: the employer, the representative trade union and any responsible authority and;*
- *To perform any other function agreed upon by the trade union and the employer” (SA Labour Guide, 2013).*

Together with the Basic Conditions of Employment Act, no. 66 Of 1997, the Labour Relations Act safeguards social justice by establishing the rights and duties of employers and employees. In addition, it regulates the rights of trade unions to deals with strikes and lock out, workplace forums and other ways of resolving disputes.

Of importance to note, is that in order to adequately perform his / her duties, shop stewards or trade union representatives must be trained and be familiar with the necessary legislation and policies, such as the Labour Relations Act, Basic Conditions of Employment Act, the Public Service act, as well as any prescribed procedures on disciplinary hearings and the Code of Conduct and Ethics.

### **3.4 PUBLIC SERVICE ACT, NO. 103 OF 1994**

The purpose of the Public Service Act (PSA), no. 103 of 1994, is to promote sound relationships in the public service between the government, employee and bargaining intermediaries that represent employees. In South Africa, there are three spheres of government namely, National, Provincial and Local. Contained in Chapter 111 of the Public Service Act (PSA), no. 103 of 1994, is the definition of the Public Service as national departments, provincial administrations, as well as organisational components. Thus, the Minister of Public Service and Administration is responsible for the implementation of this Act and determines the conditions of service for all public servants. More importantly, the the Minister must abide by the relevant regulations contained in the LRA, as discussed above.

In addition, this Act sets out a structure for the public service whereby each department must have a departmental head, who is responsible for the efficient management of his or her respective department. Therefore, the DoD as a national department, has a Minister as departmental head, who is responsible for both military personnel as well as PSAP (defence civilians). Defence civilians, as public service officials, are therefore obliged to subscribe to these laws; the scope of application of this Act clearly includes all defence civilians but excludes military members, as they fall under the Defence Act.

Accordingly, the PSA of 1994, sets out all the important laws pertaining to the employment conditions for public servants. More specifically, the Act stipulates the service conditions, appointment measures, disciplinary procedures, term of office, as well as retirement and dismissals of public service officials.

But more importantly, and very appropriate to this study, is that the Public Service Act grants employees in the public service the freedom to join trade unions, the right to participate in collective bargaining and protection against unfair labour practices” (Clarke, 2007).

### **3.5 DEPARTMENT OF DEFENCE ACT, 2002**

Although this Act does not explicitly apply to defence civilians within the military setting, however, the leadership of the organisation is primarily military personnel. This Act encompasses the employment, service conditions and benefits of military personnel who are governed by Chapter 3 of Defence Act, 2002, in conjunction with Chapter 2 of the Constitution of 1996.

With regards to the military leadership element of this study, the Defence Act specifies that “Military leaders do not manage, but instead Command their forces and equipment” (Republic of South Africa, 2002).

### **3.6 BASIC CONDITIONS OF EMPLOYMENT ACT NO. 75 OF 1997**

The Act seeks to advance “economic development and social justice and gives effect to regulating fair labour practices. It also establishes and enforces the minimum terms and conditions for employment for public servants” (Rust, 2017). As mentioned, this act aims to safeguard social justice by establishing the rights and duties of employers and employees.

In addition, it regulates the rights of trade unions to deals with strikes and lock out, workplace forums and other ways of resolving disputes.

### **3.7 WHITE PAPER ON NATIONAL DEFENCE FOR THE REPUBLIC OF SOUTH AFRICA, 1996**

The theme of government’s White Paper on National Defence for the Republic of South Africa dated May 1996, following the SA’s first democratic election in 1994, was the transformation of the South African Defence Force (SADF) into the SANDF. It (the SANDF) was established through the integration of former statutory and non-statutory forces. Constitutional provisions outline the principles, structures and relationships which are essential to secure democratic civil-military relations.

The framework for the SANDF, is therefore subject to control and oversight of the duly elected and appointed civilian authority. In addition, with reference to chapter 3 of the White Paper, paragraphs 19 to 26, in the spirit of imbedding democratic civic-military relations, the Defence Amendment Act was promulgated.

### **3.8 DEFENCE REVIEW 2014/2015**

A defence review is a strategic policy which magnifies the values maintained in the Constitution of the RSA and the applicable White Paper. It is the subsequent process by which the Government decides on its overall policy for defence and highlights the means and resources needed to achieve its generic stated goals and objectives. The Defence Review of 2014 and 2015, articulate the military leadership style which military leaders are obliged to subscribe to.

### **3.9 DEFENCE REVIEW 2014**

The Military Command line is explained as the “line of command authority which is set in the Constitution, is imperative to ensure the effective functioning of the Defence Force, as well as to the successful execution of tasks within the military”.

In addition, the terms of its Mission Command, are endorsed in that the “Military leadership philosophy is that of mission command. This implies that military commanders (leaders), despite their level of functioning, must be vested with the responsibility to act or make decisions, within the framework of a superior commander’s intent” (Republic of South Africa, 2014). Moreover, it is cited that “due to the hierarchical nature of structures within the organisation, command and staff lines must be clear to ensure no ambiguity exists”.

Furthermore, this review confirms that Defence Civilians are a component of the “One-Force” and are to provide professional, functional and managerial support within the military”. The review, however, does not delineate the leadership style that must be employed by military leaders in asserting their leadership roles in dealing with Defence Civilians.

### **3.10 DEFENCE REVIEW 2015**

In Addition to the above review of 2014 (above), this review states that “leadership is central to organisational excellence and the importance of exemplary military leadership cannot be over-emphasised”. It further agrees with the view expressed in Review 2014 that “military leadership is rooted in the burden of command”.

However, it describes that “leadership as an intangible quality and is regarded as the effect of the integration of a number of traits and qualities within leaders.” In addition, it sets the tone for the foundation of future military leaders as being “dynamic, visionary and transformational leaders who are underpinned with the necessary skills and knowledge” (Republic of South Africa, 2015).

### **3.11 GENERAL PUBLIC SERVICE SECTOR BARGAINING COUNCIL (GPSSBC), RESOLUTION 1 OF 2013**

One of the main roles of trade unions found throughout South Africa, is initiating collective bargaining. The forum for collective bargaining in the Public Service is the Public Service Coordinating Bargaining Council (PSCBC), whose functions are all prescribed in the LRA 66 of 1995 (Clarke, 2007:4). Added to this, is the General Public Service Sector Bargaining Council (GPSSBC) which was selected in terms of the PSCBC Resolution 10 of 1999, as the bargaining council for the public sector in South Africa (Republic of South Africa, 2016). The primary reason for the establishment of the GPSSBC is to facilitate collective bargaining and dispute resolution in the public service.

It is widely accepted that the GPSSBC has certain integral objectives (of which only a few will be mentioned) to achieve within the public arena.

These goals / objectives are:

- *To promote labour peace in the Public Service;*
- *To promote and maintain harmonious relationships between employer and employees;*
- *To negotiate and bargain collectively so that agreements between parties can be reached on matters of mutual interest;*
- *Resolution of disputes and;*
- *To conclude, supervise and enforce collective agreements (Republic of South Africa, 2016).*

In addition, the GPSSBC, together with other sectoral councils, is the overseer of the rights and obligations for the Public service. For this reason, Resolution 1 of 2013 is the Organisational Rights Agreement between the State as Employer in the GPSSBC

and admitted Trade Unions. In terms of Section 20 of the LRA of 1995 (as amended), the provisions of this agreement are binding on the State as employer and only those admitted trade unions that are registered with the council within the GPSSBC.

This agreement between the parties (Employer and Trade Unions) stipulates the mutual understanding of their rights and obligations.

It also recognises the “role that the Employer and Labour (trade unions) have to play at all levels of the bargaining process.” Furthermore, through this agreement, parties commit themselves to promote:

- “Sound labour relations between management and employees,
- Understanding the rights and obligations to reduce conflict between the role players,
- Mutual respects and goodwill between the Employer and Trade Unions and all other employees; and
- Labour peace and an efficient, effective public service.”

In terms of this Resolution, a trade union representative has the right to perform certain functions which include:

- To assist and represent employees in grievance and disciplinary proceedings, albeit at the request of the employee in work place;
- To monitor the Employer’s compliance with the provisions contained in the LRA and any other law which regulates the conditions of employment of employees and, any other collective grievance binding on the Employer;
- To report any contravention of provisions of the LRA or any other collective agreement binding on the Employer to: Management, the Union or any other responsible agency or authority; and
- To perform any other functions agrees upon between the Union and the Employer.

The PSCBC has since successfully created sectoral councils which are aimed at collectively bargaining on issues specific to the sector on a national level. For this reason the Department of Defence has its own council namely, the DoD Bargaining Council.

### **3.12 DEPARTMENT OF DEFENCE NEW RECOGNITION AGREEMENT, 1997**

The main purpose of the Department of Defence Bargaining Council is to bargain collectively in the GPSSBC, on behalf of defence civilians. Moreover, emanating from the above GPSSBC Resolution, is the New Recognition Agreement dated 01 July 1997, that further regulates the agreements between recognised Trade Unions (PSA and NEHAWU) and the Employer, namely the Department of Defence.

This internal DoD policy document has been effected and promulgated as the current legally-binding policy document used by Naval Headquarters in its bilateral discussions with trade unions and various other role players within the Fleet.

This Agreement regulates the relationship between the SAN and Trade unions in terms of the provisions applicable to the Public Service. In this Agreement the parties have acknowledged that fair labour practices which are essential for: “promotion of mutual and good relations, the economic and general welfare of employees, maintaining recognised working standards, the recognition and observance of the rights of the parties to this agreement” (DOD Recognition Agreement, 1997).

Furthermore, the Employer recognises that these trade unions are the employee representatives for collective bargaining; with the proviso that it remains sufficiently representative. These parties have agreed that it is in their interest to formalise these relationships in order to improve the support, co-operation and understanding and, in so doing, promote sound and fair labour relations and industrial justice and peace.

On the other hand, trade unions have recognised the right of the employer to manage and direct the affairs of the Defence Department, implying that the interests of the employer might be different. However, it therefore remains imperative these parties amicably reconcile such differences through dialogue, debate, discussion and negotiation.

Various other principles and scope of recognition been encapsulated in this agreement and furthermore, all parties have agreed not to discriminate against employees, nor to victimise or negatively single out employees because of their continued association with trade unions.

### **3.13 SOUTH AFRICAN NAVY PLANNING INSTRUCTION 2010: INSTITUTIONALISATION OF LEADERSHIP, COMMAND, ADMINISTRATION AND MANAGEMENT PRACTICES (LCAMPS)**

This planning instruction, contained in an official instruction by the Chief of the Navy emanating from a Command Council Work Session in 2008, which explains the reintroduction of the Full Range Leadership Programme (LCAMPS) as matter of urgency.

This full range leadership development programme aimed at training junior and senior officers are divided into two tiers. The 1<sup>st</sup> management tier which comprise Officer Commanding and Divisional Heads and the 2<sup>nd</sup> management tier comprising Divisional heads and section heads.

According to this instruction, the leadership and management practices within the Department's which are to be institutionalised are:

- An approach which requires leaders to do repeated visioning and scenario development.
- Strong and agreed values for the organisation.
- Leaders enhancing a positive working climate.
- Leaders focusing on development, thereby unleashing the potential of people to move beyond imaginary limitations and continuously striving towards self-development.
- The need for leaders to be change focused, which entails continuous scrutiny of the validity of current positions and beliefs.
- A focus on individual growth and development, through empowerment, leading to employee satisfaction.
- Economy, efficiency. Effectiveness and appropriateness as main criteria for management performance.
- Value added activities which takes precedence in planning and decision making.
- A performance based culture in which employees are committed to delivering the required output.
- Promoting sound public administration practices.

- Exposing employees to experiences, allowing them to learn, taking risks and making mistakes in manageable limits.

### **3.14 CHAPTER SUMMARY**

The policy framework discussed in this chapter, emanating from the Constitution of RSA, 1996, cascading down to organisational policies, culminates into a co-ordinated and structured framework, providing clear direction for both groups, both military and public service officials. These various pieces of legislation provide several significant principles and values on which policies in the public service and the DoD is built, which allows for the enhancing and building of relationships between the employer, employee and trade unions, as a collective.

Moreover, broader DOD policies provide for the basis of naval policies and publications which allows for the determination for standard operating procedures within the various directorates and divisions. However, from the policies discussed above, it is clear that broad policies exist, yet no Fleet orders or instructions are in place to address this construct.

The following chapter discusses the Fleet Command Headquarters which is the locus of this study.

## **CHAPTER 4: CONCEPTUALISING LEADERSHIP: THE SOUTH AFRICAN NAVY FCHQ CASE**

### **4.1 INTRODUCTION**

In the previous chapters, a literature review and legislative framework were provided on the concept of leadership, military leadership and the role of public sector trade unions as stakeholders in the leadership process. The leadership styles which were discussed, were the transactional versus transformational styles; congruent with the preferred Full Range leadership model adopted within the SA Navy.

This chapter aims to view the organisational structures by providing a historical overview of the DOD, the SAN and, finally, the SAN FCHQ. Further expansion on the establishment of the FCHQ will be provided and light cast on the existing rigid chain of command and on reporting lines within these structures.

Another objective of this chapter is to discuss the potential impact, if any, that the military leadership has on the role of public sector trade unions within the FCHQ establishment. Greater focus is now fixed on defence civilians as a group and attention given to perceptions surrounding military leadership and the role that the unions play in ensuring that they are adequately represented within this “unique and complex” organisation (Republic of South Africa, 2014).

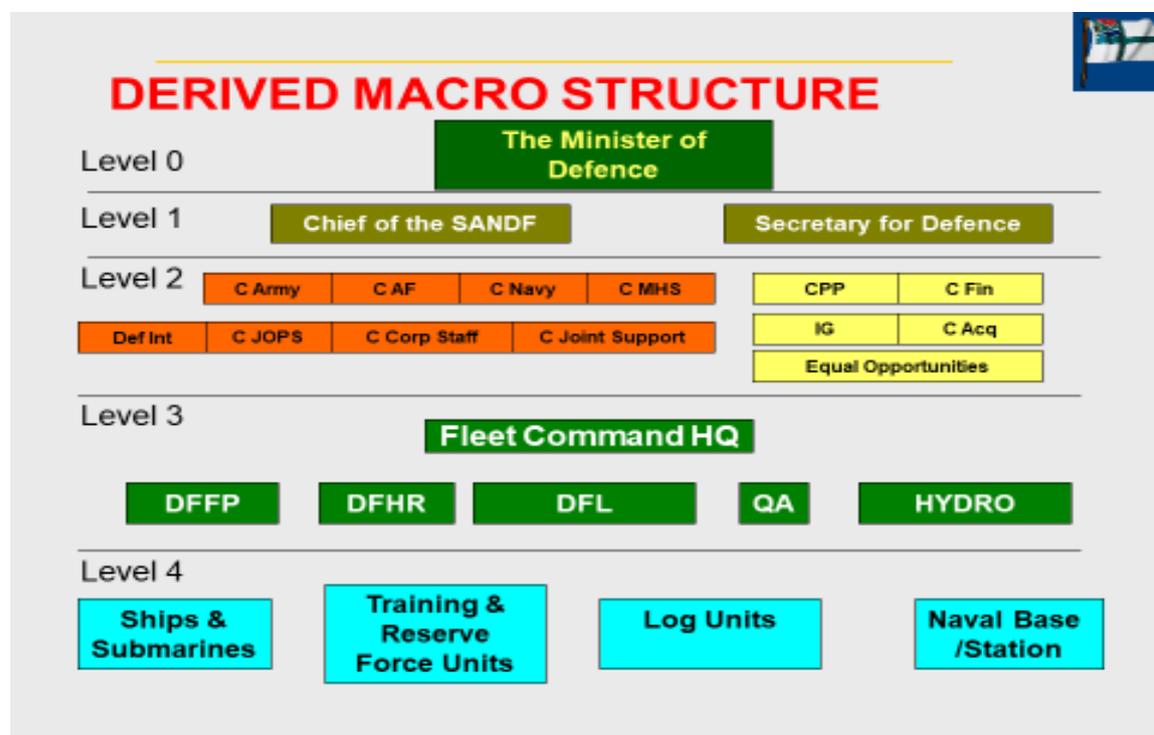
Added to that, is the debate on the Full range leadership model by Avolio and Bass (1999), and its virtual disintegration with the current military leadership style in position. Within the ambit of this study, its future applicability will receive attention.

This chapter may also explore possible design-reality gaps and, should they be found to exist, plans will be laid to circumvent them.

### **4.2 A BRIEF OVERVIEW OF THE DEPARTMENT OF DEFENCE (DOD)**

The new, post-Apartheid South African Department of Defence (DOD) was established on the 27<sup>th</sup> April 1994, headed by the Minister of Defence (Level 0) who is the political head of Defence. The DOD comprises the civilian Defence Secretariat, headed by the

secretary for defence and the SANDF, which is at level 1 in terms of Command and Control, headed by the chief of the National Defence Force (CSANDF), as depicted in the organogram below.



**Figure 4.1: Organogram of the Department of Defence,**

*Source: Management and Renewal Services*

The Secretary for Defence is the Head of Department and also the primary advisor to the minister of defence regarding defence policy. In addition, the CSANDF is responsible for the execution of defence policy, directs the work of Defence headquarters and also manages the overall functioning and operations of the SANDF. CSANDF is also the main advisor to the minister of defence on military, operational and administrative matters within his sphere of functioning.

The “principal task of the SANDF is, safeguarding and protecting the integrity and sovereignty of the RSA” (Hokoma, 2016:7)

Moreover, the SANDF consists of four arms of services – the SA Army (SAA), SA Air Force (SAAF), SA Navy (SAN) and the SA Military Health Services (SAMHS). The CSANDF also has staff divisions in its reporting line (Republic of South Africa, 2002). These divisions comprise of Corporate staff, Joint Operations, Joint Support and

Defence Intelligence. Added to this, are the four divisions and one directorate that report primarily to the secretary for defence namely, Policy and Planning, Finance, Acquisition and the Defence Inspectorate, and the Equal Opportunities Directorate, all of which are at level 2 in terms of command and control. The structure of the ministry of Defence (MoD) and DoD is shown in Figure 4.1.

### 4.3 A BRIEF OVERVIEW OF THE SOUTH AFRICAN NAVY (SAN)

For the purpose of this study, the research broadly presents the South African Navy (SAN) and its hierarchical chain of command, decreasing the concentration to the SAN FCHQ which is the locus of this study.

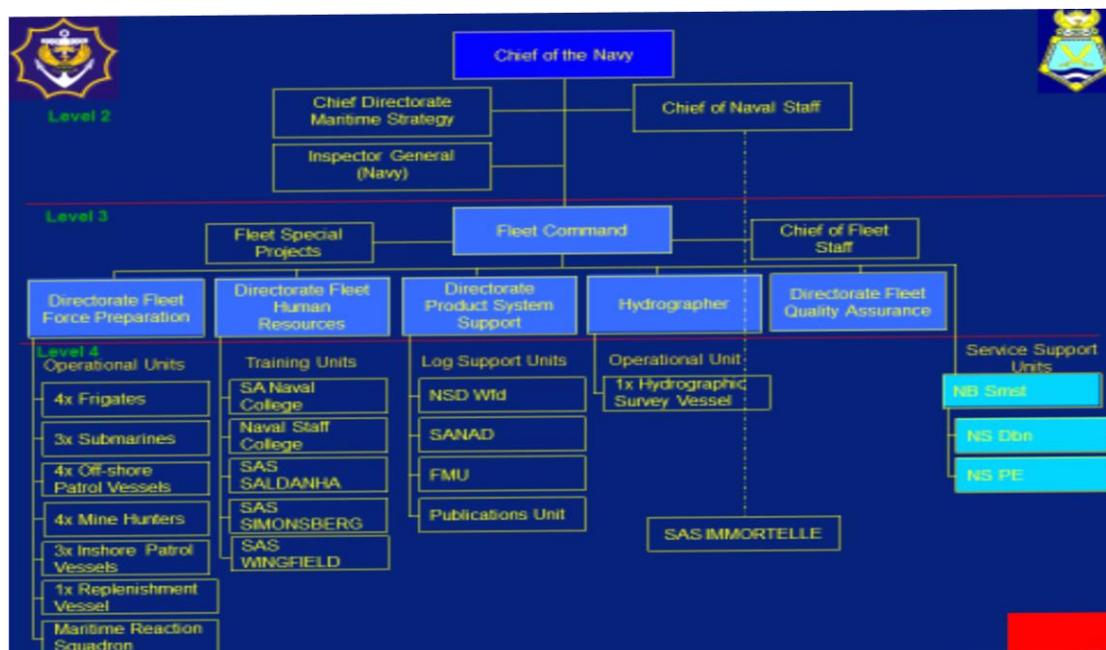


Figure 4.2: Organogram of the South African Navy (SAN)

Source: Management and Renewal Services

As mentioned in Chapter 1, the SA Navy is an arm of service of the SANDF which is at level 2 in terms of command and control (Figure 4.1), and forms the naval warfare branch of the SANDF. The role of the Navy is to conduct naval operations in defence of the country and its citizens, as well as to carry out peace time operations in support of its national objectives (SA Navy, 2015). The core function is "maritime warfare and to protect the coastline of South Africa against foreign and domestic threats"(SA Navy,

2015). The SAN is headed by a Vice Admiral positioned in Pretoria at the SA Naval Headquarters (South African Navy General Publications 100, 2006).

With reference to the above organogram (figure 4.2), the reporting lines indicate the Deputy Chief Navy, Chief Director Maritime Strategy, Chief of Naval Staff, Flag Officer Fleet (level 3), and Inspector General SAN. These appointments are primarily held by uniform personnel, all of whom form the strategic leadership of the SAN. It is also noteworthy to mention that 90% of senior officers appointed at strategic level are from the previous armed forces either, MK or APLA.

As previously alluded to, following transformation in the SAN, the footprint of the previous Navy structures had decreased drastically. The SAN currently comprises approximately 6007 uniform members while “defence civilians are 1056 in total, which is only a mere 14, 95% of the total strength of the fleet”. The latter is spread across the various occupational classes which officer support, such as HR, logistics, procurement, finance, technical and combat (Department of Defence, 2017).



**Figure 4.3: Levels of the SA Navy in terms of command and control**

*Source: Management and Renewal Services*

The Fleet Command Headquarters, situated in Simon’s Town, is a level 3 command of the SAN’s single type command as depicted in Figure 4.3 above. The SAN FCHQ controls all vessels, units and training units of the SAN. The Commander of the Fleet holds the rank of Rear Admiral and is referred to as the Flag Officer Fleet (FOF). Structurally, the Flag Officer Fleet is the only level 3 subordinate to the Chief of the Navy at level 2.

#### 4.4 THE SAN FCHQ CASE

The Fleet Command Headquarters was formed on the 1<sup>st</sup> April 1999, following a review of the defence force and the transformation of the SANDF. The former Chief of Naval Operations became the Flag Officer Fleet (FOF) and shifted his flag to Simon's Town. All the flotillas, such as the Mine countermeasures flotilla, were disbanded and placed under the command of the FOF. Moreover, the support functions of administration and logistics, were entrusted to a general support base, namely Naval Base Simons Town.

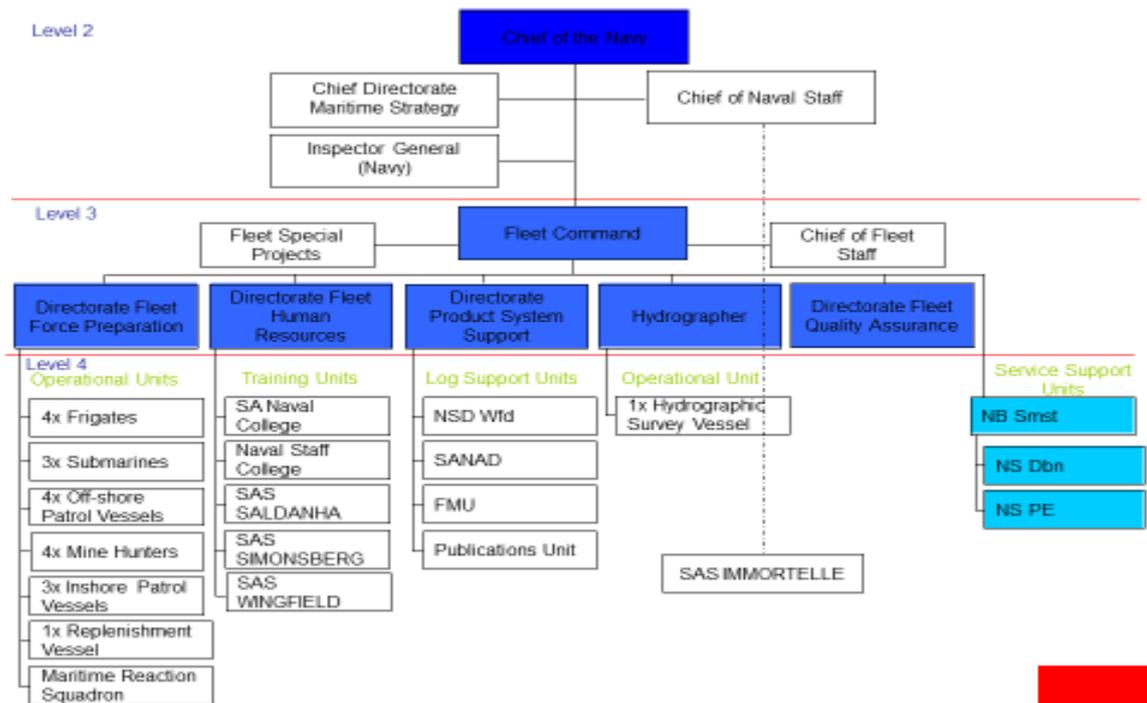
In addition, there are currently four directorates (see Figure 4.2, level 3), responsible for the day to day control and operations of the Fleet Command.

- Director Fleet Forces Preparation is responsible for the day-to-day operations of the ships and submarines and to ensure they are operationally ready at all times. The Maritime Reaction Squadron and Naval command centres also report to this director.
- The Director Fleet Human Resources is liable for all training and manning functions and also controls all the training units such as:
  - a. SAS Saldanha in Saldanha provides training and development for new recruits and the development of ratings / non-commissioned officers;
  - b. SAS Wingfield in Goodwood is responsible for the practical training of apprentices and technical training;
  - c. SAS Simonsberg in Simon's Town provides gunnery, ommunications, anti-submarine, combat, diving and seamanship training.
  - d. Naval College in Gordons Bay is the training college for officer recruits;
  - e. Naval Staff College in Muizenberg provides functional training for officers.
- The Director Fleet logistics is responsible for all logistical units, as well as for the maintenance of the Fleet.
- The Director Fleet Quality assurance has the responsibility of ensuring the output of the Fleet command and monitoring of quality assurance throughout the Fleet.

It is significant to mention that within this complex organisation, these top ranking positions are all held by uniform personnel, ranging from captain to rear admiral (junior grade), the equivalent of a deputy director to director level elsewhere in government. Under these directorates are units and sea going vessels, all commanded by military leaders.

Another noteworthy detail in this study is that, prior to transformation in 1999, three separate naval units existed, namely the SA Naval Dockyard, Naval Works Branch and the Naval Engineering Services, which were all under the command of defence civilians holding the ranks of Chief director, director and deputy director, respectively. Regrettably, no historical data, such as organograms or hierarchical diagrams of the “then” structures could be provided.

In spite of this, these three units comprised more than 90% of the defence civilians in the Navy at the time. This implies that trade unions like NEHAWU, PAWUSA and PSA were very strong in numbers and in terms of power. These union shop stewards and representatives were in the forefront in their negotiations and bargaining, with the employer. Whilst the Naval Engineering and Work Branch units as such still exist, following on retirement of the previous incumbents, the posts were subsequently staffed with uniform members. The Naval Dockyard, on the other hand, was taken over by Armscor, a state owned enterprise and all its members were absorbed into Armscor structures. This entire transformation not only weakened the strength in numbers of PSAP in the Fleet, it had the effect of weakening the power and status of trade unions in an environment now manned overwhelmingly by military personnel.



**Figure 4.4: Organogram of the Fleet Command Headquarters Simon's Town**

*Source: Management and Renewal Services*

A consequence for the rest of the defence civilians in the Fleet, is that they are more and more an overlooked minority in terms of representation in the management echelon. This basically suggests that defence civilians do not enjoy nearly as much attention and privileges that defence act personnel do.

The author's opinion in this regard is, that, within a uniquely complex military environment, where the majority of all the leaders are presently in uniform, 90% who from the previous armed forces, it is understandable that the main leadership style adopted at the SAN FCHQ would reflect the military command and control style.

#### **4.5 THE DOMINANT LEADERSHIP STYLE IN THE SAN FCHQ**

As highlighted in the above organogram, it is clear that the FCHQ's leadership positions is predominantly staffed with defence personnel, with no defence civilian been appointed in any strategic position. Hence, military leaders are prone to follow a transactional, leaning more towards an autocratic leadership style.

The author's inference is that, taking into consideration the nature of the rigid chain of command and instructions from the Flag officer, a typical "directive and does not allow any participation or inputs from lower levels of personnel" (Luthans, 2005).

Notwithstanding the complex and unique mission of the SAN FCHQ, it can be argued that such an approach is not conducive to unity, as defence civilians with their personal skills sets, should be allowed to play an integral role in the achievement of organisational goals and objectives.

Furthermore, "control by military leaders is powered by the supremacy of command" (Department of Defence 2009: B5), and is also the legal authority which is bestowed upon a superior for direction and control of military forces" (Department of Defence, 2009).

Kahn and Naidoo (2011) further elucidate that within "the military structures, military personnel are not allowed to question orders, thus affirming the view by Van Dyk and George (2006) who cite that "command is a constituent of leadership that disconnects it from civilian leadership". Instructions ratified by the Flag Officer or any other director in the organisation, is forthwith adhered to and not questioned by subordinates, even where they concern matters impacting on defence civilians. Mention must be made, that not even trade union representatives, whose sole purpose is to "protect and promote the interests of employees in the work place", are consulted by management of the FCHQ in most day-to-day matters (Balaneasa and Manolscu, 2009:341).

At the same time, the author is convinced that this type of leadership is most relevant to combat situation, as opposed to a non-combat situation. Rust (2017) mentions the post 1994 era, which was known for its "environmental changes in terms of employer-employee relations, (it) included new designs for managing labour relations and work place rules" (Rust, 2017).

Furthermore, the SAN as an entity has proposed the utilisation of the Full range leadership model by Bass and Avolio (1990), which is a basic concept of the transformational-transactional leadership approach, yet it is understood that, within rigid structures, this leadership approach is not practised.

# The Full Range Leadership Model (Bass & Avolio)

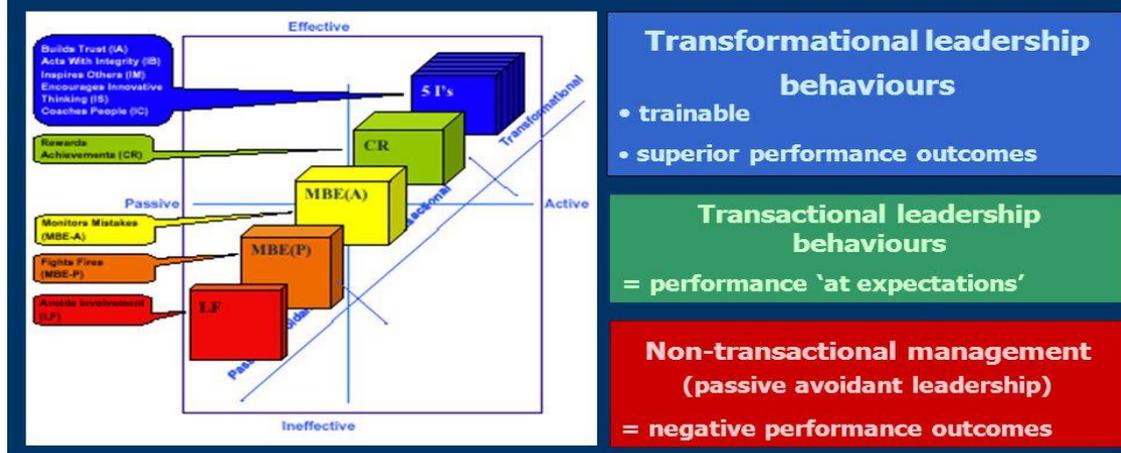


Figure 4.5: Full range leadership

(Bass & Avolio, 1990)

This Full Range leadership model, as previously discussed in chapter 2, consisting of transformational, transactional, management by exception (active), management by exception (passive) and laissez faire leadership, has led to the continued study of follower perceptions (Salter, Harris & Mc Cormack, 2014).

Bass and Steidlmeier (1999) further state that the “morality of transformational leadership has been severely questioned” which speaks to the findings on a study of military personnel. During this study it was ascertained that “leadership behaviour is affected by moral reasoning and moral identity”, which were positively related to transformational leadership behaviour (Salter *et al.*, 2014).

Furthermore, these results were in line with Bass’s findings, that “leaders with strong moral identity are likely to display moral values in their association with subordinates, which may be linked to the transformational facets of idealised influence and inspirational motivation” (Salter *et al.*, 2014). Whilst this research does not seek to interrogate and pronounce on the moral and ethical values of leaders within the SAN FCHQ, these key elements could potentially facilitate a better understanding as to the reasons why the transformational leadership approach is not seen as an option.

Bass and Steidlmeier (1999) accentuate that “if leadership is transformational, its charisma is envisioning and confident and sets the tone for followers to identify with. The author however, is still grappling with the rationale behind the proposal of this model since facets such as “intellectual stimulation” seem quite impossible. In a military setting of command and control, leaders do not allow followers to question decisions, nor do they encourage creative solutions to problems.

On the face of it, one would assume, that by now, there would be a “single comprehensive theory on leadership embraced within the boundaries” of the FCHQ (Bollinger, 2013). However, this is not the case. Many civilians employees feel that the disbanding of flotillas and amalgamation of units, as a result of transformation, only created a state of sheer combativeness by senior leaders, instead of an atmosphere of positive charisma, encouraging inclusivity and innovation.

In brief, the SA Navy has experienced multiple and systemic transitions in its external environment since the advent of democracy, thus it is submitted that two elements that could potentially impact on the internal environment, have remain constant, namely, the organisational bureaucratic structure in terms of its reporting lines and chain of command, as well as the organisational culture which are discussed below.

#### **4.6 THE ORGANISATIONAL DESIGN AND STRUCTURES OF THE SAN FCHQ**

Since the SAN’s FCHQ inception in 1999, organisational structures within the broader Navy were altered drastically. However, the chain of command and reporting lines remain the same in all structures. Hence, the objective here, is to ascertain and explore the type of organisational structure of the SAN FCHQ as a means to comprehend how and if it influences the relationships between organisational leaders and trade union representatives and how these relationships are regulated.

An organisational structure is cited as “the degree of complexity, formalisation and centralisation in an organisation” (Robbins & Barnwell, 2006). This is further interpreted by Johnson, Whittington & Scholles (2011:431) as “formal reporting lines, roles and responsibilities within an organisation” (Johnson et al, 2011:431).

Robbins and Barnwell (2006:104) further infer that “organisational structures are the overall dimension, characteristics and areas of responsibility of an institution” which furthermore is explained as “the reporting relationship relating to task and authority and the way that tasks are executed” (Moorhead & Griffin, 2004:431).

Notwithstanding the various definitions, it is submitted that the SAN FCHQ is characterised by its stringently defined hierarchical levels of military leadership, bureaucratic structures, its unique features and its distinctive military culture (Mathee, 2016).

This implies that the structure of the SAN FCHQ takes a “top-down” approach where all senior management posts are staffed with uniform personnel. Therefore, in order to clearly understand the relationship between the employer-employee and trade unions (tripartite) relationship, these relationships will be explored and discussed in detail.

The SAN FCHQ comprises a “strength of 6 007 uniform members”. “defence civilians are 1 056 in total, which is only a mere 14, 95% of the total strength of the fleet” (Department of Defence, 2017). Moreover, this structure is grouped in terms of rank seniority, divisions and occupational class.

What does this type of structure mean for relationships between FCHQ military leadership and trade unions? According to Mbele (2008:44) “bureaucratic structures maintain command and control through traditional methods”.

Muetudhana (2001) also asserts that “bureaucratic structures give power to military leadership, thereby giving reward to the command and control style of leadership” (Muetudhana, 2001).

It is apparent that defence civilians are obliged to subscribe to a military form of leadership as they are “unique and service this unique organisation” (Republic of South Africa, 2015). Shop stewards and other union executives are appointed from middle management downwards, which in certain instances pose a challenge, as most decisions are made at strategic level, and no involvement by trade unions are sought, especially in matters pertaining to defence civilians, such as sports parade (physical training) on Wednesday afternoons, daily roll call, performance award boards, staffing of vacant posts and health and safety issues.

Furthermore, these union representatives, irrespective of the division they work in, all report to this military leadership. Tshukudu (2015) agrees with this “divisional system” approach and holds the view that, “though there needs to be a balance of power between the employer and trade unions, it is important to not increase the power of trade unions. He adds that “giving trade unions increased union power could be damaging, as unions would then no longer need to negotiate or bargain, thus giving them equal rights to their leaders” (Tshukudu, 2015).

This is further supported by Hokoma (2016:61) who cites that “division of leadership and systems are necessary, as it ensures accountability by senior leaders who are also senior public officials”.

The author agrees with this from a functional perspective, as senior managers are accountable in terms of the Public Financial Management Act 1 of 1999 and this type of structure ensures accountability, division of work and reporting lines are clear.

However, it can be argued that “unions’ representatives have a daily duty to represent their members in negotiations with the employer” (Krašenkiene, Krašenkiene, Susnienė, 2014:2). Ideally, staffing defence civilians on higher levels at director or deputy director levels, equivalent to the rank of Junior Grade Admiral and Captain, respectively, will be beneficial, as such persons could potentially serve as the employer representative to deal with trade union and civilian matters.

This notion is driven to its natural conclusion by Rajesh and Manoj (2014) who points out that “trade unions have a constant duty to maintain and improve the conditions for their constituents”. For this reason the SAN has entered into bilateral agreements between these trade unions and the employer. These bilateral discussions are held on a quarterly basis between various stakeholders such as the Senior military officers from Naval Headquarters, a military representative from Human Resources, the PSAP career manager, the Career development representative and trade union executives.

Kumi (2013: 60) states that “trade unions have to foster positive relationships between stakeholders namely, the employer and the employee”. Moreover, they are compelled to “maintain and influence relationships between the employer and employees” (Armstrong & Steenkamp, 2008).

The author agrees, but in actual fact there are obstacles hindering the ability of trade unions to take firm stands when required, as this could potentially be attributed to the fact that union representatives are all middle to junior management employees and, in this case, lack capacity and the tenacity to be assertive and firm. It is for this reason that Fishman and Mershon (1993) elucidate that “the leadership shortage of union representatives within the work place remains critical.” They further assert that “staffing union representatives in leadership posts shape the way in which employees will be represented and tripartite relationships could prosper” (Fishman & Merson, 1993).

The poignant reality remains that, despite various agreements and efforts by the employer, the SAN FCHQ leadership first and foremost have a “responsibility to represent, not only the organisation, but also the country. Trade unions, on the other hand, represent only their constituents” (Kgosana, 2012). The disconnect that exists between the leaders in the organisation and trade union representatives, are causing employees to feel excluded from the very organisation that they serve. This disintegration requires remedial action, as employees have become discontent.

#### **4.7 ORGANISATIONAL CULTURE**

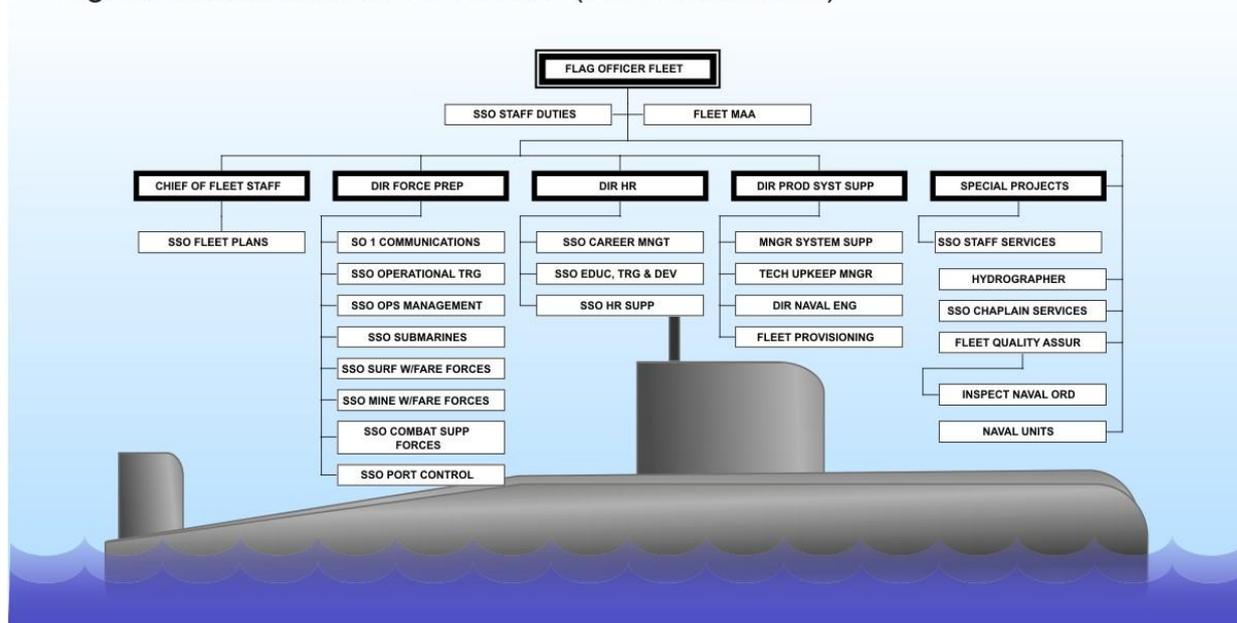
An organisation’s culture is thought of as the “personality of an organisation. Some organisations have more distinct cultures than others” according to Robbins and Barnwell (2006:405). And, whilst there is no shortage of definitions of organisational culture, the most applicable way to pronounce organisational culture is that it is “the dominant values adopted by an organisation, the way things are done, an organisation’s beliefs which guides its employees, as well as the basic assumptions as a collective in the organisation” (Robbins & Barnwell, 2006:405).

Put crisply by Nekoraneć and Reváyová (2014:4-5), organisational culture is a... “system of shared philosophies of members of the organisation which largely determines how they behave”. Moreover, culture is determined by the things we can see and cannot see, such as its visible artefacts, the method of communication, its traditions, language, stories, psychical layout, symbols, and rituals. Culture is also perceived to provide a sense of meaning and a sense of belonging to employees (Nekoraneć & Reváyová: 2014).

Evidently, a mere glimpse of the SAN FCHQ, suggests a considerable and strong level of organisational culture. The Naval uniform is one that is instantaneously visible, and one that distinguishes defence act members from defence civilians. Also, the marks of respect shown, such as a non-commissioned or junior officer saluting a commissioned officer of higher rank, the “military slang” spoken. These are but a few outward manifestations of the culture upheld within the Fleet Command.

Another fulcrum to note with regards to organisational culture according to Nekoranec and Reváyová (2014:5), is the fact that organisational culture is also “reflected in the organisational structure, which comprise mainly units and facilities pertinent to its core business such as seaward forces (ships), training and support forces”.

### Organisational Structure : Level 3 (Fleet Command)



**Figure 4.6 Fleet Command units (Sea, Support and Training)**

Source: Management and Renewal Services

#### 4.7.1 Military culture

The force design as depicted in Figure 4.6, provides the reader with an inkling of the structure of the SAN FCHQ and an appreciation of the sea going, support and training units under its Command. The military structures of the Fleet HQ, is not only rich in

its diversity in terms of demographics, but it also has a deeply entrenched culture which the author believes, is part of a military Commander or leader's duty to instil in others.

Of importance, is that all sea-going platforms (ships) are only staffed with defence act persons which is to be understood bearing in mind the mission of the Navy. Training units and other shore based units have but a handful of defence civilians, who serve mainly as support personnel. The Naval Engineering Services, whose staff complement until recent years was 80% defence civilians, have rapidly decreased, due to the high turnover as members retired.

What is more, and indeed important to mention, is that "customs and ceremonies are a daily occurrence in the life of a military organisation, as they present set patterns of behaviour" (Nekoranec & Reváyová, 2014:7). In the FCHQ, uniform members pull 24 hour duties, and do the "ceremonial sunrise colour party at 8am in the morning and sunset ceremonial at sunset" daily. The last Friday of each month, defence act members attend a special parade.

There are medal parades, promotion ceremonial parade, all which form part of the customs of the military culture. Notwithstanding the fact that defence civilians do not partake in the actual ceremony, they are present as spectators, for instance, during these ceremonial parades, and also are obliged to show the same mark of respect as uniform members especially when the "National Anthem" is played.

These parades are prepared special events, which are held on special occasions for instance, medal parades and promotion ceremonies. Defence civilians only physically sit on the sidelines as such a ceremony, when they too are issued with a long service award or any other significant award is bestowed upon them. From this point of view, there is at least a suggestion of inclusivity of these members.

But where does military culture fit in to this exploratory study? There are defence act personnel (uniform) and defence civilians, also known as Public Service Act Personnel (PSAP) both functioning in this unique, military setting.

Whilst defence act members subscribe to the military code of conduct, PSAP are ruled by the Public Service code of conduct. It is for this very reason that the Defence Review, 2014, has been advocating the "One Force" concept. This review expresses

that PSAP are unique employees as they serve and work in a unique military environment, hence they are referred to as defence civilians. This may be well and true, but how do defence civilians practically fit into the military culture within the Fleet? And, how is this “One Force” concept realised in within this culture?

As the majority of members in the Fleet are defence act personnel, clearly, “the core values are thus shared by this majority which forms its dominant culture” (Robbins & Barnwell, 2006:409). Consequently, “top leaders in the organisation are closely connected with, either upholding or carrying out this dominant culture” (Robbins & Barnwell, 2006:409). In the same way, Johnson & Harper (2004:226) supports this view by citing that “what is essential in creating a unified culture, is the leadership example”.

Whilst the author agrees with this philosophy, it can also be argued that there is a discrepancy between these “shared values” and the values which are actually expressed, given these two groups of employees under the auspices of two different codes of conduct to which they each subscribe. Attention is drawn to the fact that these members have different employment contracts, therefore, defence civilians feel that certain organisational undertakings should include them too.

Without a doubt, with the exclusion of these civilians in many activities and decisions, a unified and integrated approach is impracticable. As an illustration, work place fitness is a fundamental necessity for defence act personnel who are required to be combat ready and fit at all times. They are therefore compelled to go on “sport parades”. Sport parade is a compulsory session on Wednesday afternoons for defence personnel to play their individual sports or attend the gym. In addition to this, Tuesday and Thursday mornings have also been designated for these members to do physical training and report to work by 9am. This “perk” excludes defence civilians due to the legalities that may arise should there be an injury that a member sustains, a decision by the Defence Secretariat following court cases in the past.

It is disputed by many of these PSAP, that military leaders do not recognise, or value them, contrariwise, their trade union representatives do not really attempt to contest this matter. Employees feel that work place wellness should include each and every employee in the organisation.

Disgruntlement and dissatisfaction thus causes these defence employees to feel the divide between their uniformed counterparts intensely. Divisions and fragmentations like these, cause members to feel discontent and discriminated upon by their defence leadership. Damage to the much vaunted *esprit de corps* in time may become irreversible, quite the opposed of what is intended with One Force.

Of importance, is the view by Johnson & Harper (2004:226) who proclaim that “a leader’s behaviour is ultimately unswervingly linked to the success of the organisation, with a view to integrating these minority groups, thereby achieving a shared goal”. What has been done by the Fleet leadership to ensure that such relationships are sustained?

It is acknowledged that such plans and policies to regulate the relationships between the employer, employees and trade unions do exist in the department; as implemented even before the birth of the SAN FCHQ. One such policy, is the bilateral discussions held quarterly, however, members at grass root level do not have any opportunity for inputs, as they are unaware of these discussions and of decisions taken at these forums. Ineffective communication strategies, serious lack of leadership and accountability by trade union representatives have added to further strain between employee-employer and trade union representatives. Thus, a serious matter of concern to be addressed by both the leadership of the Navy and public sector trade unions.

#### **4.8 CHAPTER SUMMARY**

Following the above, in a bid to establish the factors underpinning this “division” and the “design-reality” gap in these relationships in the FCHQ, further investigation is necessary. Furthermore, what can be deduced from the above discussion, is that PSAP serving within this military establishment, do not enjoy much attention from and representation by either their senior leaders, nor by their trade unions they are obliged to belong to.

This lack of representation is largely attributable to a leadership style which is not accommodating of defence civilians and in addition, their trade unions representatives.

These unions have a constitutional duty to represent and serve their members, but are generally perceived not to be assertive enough to negotiate on their behalf.

The full range leadership standard (by repute a proposed and accepted model in the SAN ranks) which speaks to transformational-transactional leadership, and is introduced to all military members during middle to senior management training is, however, being very unenthusiastically applied by leaders in the SAN FCHQ.

As the above discussion is based largely on perception, a thorough data collection process is undertaken as the next step in this study. This will help determine the nature of the problem (if any).

## CHAPTER 5: ANALYSIS OF DATA

### 5.1 INTRODUCTION

In the previous chapters, the objective was to contextualise and explicate the relationships between the constructs transformational leadership, transactional leadership, military leadership and the role of public sector trade unions, as stakeholders in leadership within the military setting of the SAN FCHQ.

In addition, the organisation's strategic position with regards to its hierarchical structure, military culture and its chain of command were explained, illuminating the adopted military leadership style in an organisation which comprised both DAP (uniform) and PSAP (non-uniform) personnel.

Statistical evidence showed a drastic decrease in PSAP posts in the management echelon after 1994; a further decrease ensued once transformation occurred in 1999 and, finally, continued apace when the SA Naval Dockyard, which was the largest PSAP structure, was taken over by Armscor. This drastic civil employee decrease indicated an antithetical approach and interpretation of the "One Force Concept", delineated in the Republic of South Africa (2014).

This study was exploratory in nature, the author has attempting to "carefully study these unexplained phenomena, the results of the research causing a view to increase in knowledge" (Brink, Van Der Walt and Van Rensburg, 2009) and in addition, to contribute primary data to address the gap in literature that exists on this topic.

The current chapter outlines a synopsis of the research strategy, research design and methodology, data collection, sampling and ethical considerations. It describes the methodology used to determine if there was a relationship between military leaders, public sector trade unions and civilian employees within the organisation, bearing in mind the aim, as cited in Chapter 1, which is the core of this study.

Moreover, the author deemed it prudent to once more state, for ease of reference, the research aim and objectives as set out in Chapter 1 of this manuscript. This chapter was intended to find answers to the following aim and address the following objectives:

## **5.2 RESEARCH AIM**

The primary aim of this study was to determine the effect, if any, that the current Military Leadership had on the Role of Public Sector Trade Unions to represent Defence Civilians effectively in a complex military institution namely, the SAN FCHQ.

### **5.2.1 Research objectives**

- To explore and explain what military operations and practices in the SAN FCHQ entail;
- To explore and explain the concepts leadership, styles of leadership, military and role players in leadership, trade unions through a literature review and analysis by using various;
- To describe existing legislation and regulatory frameworks applicable to military leadership, as well as the role of trade unions in the SAN FCHQ;
- To describe the concept of military leadership style and to explore and explain the impact, if any, it has on the ability of trade unions to represent their members in the SAN FCHQ effectively;
- To critically analyse, explain and interpret the research findings;
- To expound on the recommendations and conclude to what degree military leadership impacts on the ability of trade unions to perform their role within the SAN FCHQ.

## **5.3 RESEARCH STRATEGY**

In the absence of an established framework for co-operation between the senior leadership, public sector trade unions and civilian employees within the SAN FCHQ collective, the integrated tripartite relationship, being a unique phenomenon within this military setting, it became clear that a qualitative and revelatory strategy was the best approach for understanding how this might unfold.

Qualitative research is underpinned by certain distinguishing characteristics, as highlighted in the table below:

**Table 5.1: Qualitative Features**

<b>FEATURES OF A QUALITATIVE STUDY</b>
Attempts to understand the phenomenon in its entirety, instead of focusing on specific concepts.
Emphasises the importance of people's interpretation of events and circumstances, rather than the researcher's interpretation and has a few preconceived ideas.
No formal structured instruments are used in data collection.
Attempts to capture the situation in its entirety, instead of controlling the setting.
Subjectivity is vital to understand the human experience.
Analyses the information in an organised manner.
There is continued interaction with the people being studied in their preferred language and in their own environment.
Inductive and interactive reason is applied.

*(Source: Based on Burns and Grove (2005), Polit, Beck and Hungler (2001).*

With reference to the above elements in Table 5.1, it is submitted that a robust understanding of the complexity of the employer-employee and trade union relationships in the fleet command was necessary, as this was an entirely new phenomenon of which nothing no research had been done against which to benchmark.

The research would therefore adopt a qualitative strategy, seeking to “learn new insights into a topic about which very little is known” (Wagner, Kawulisch & Garner, 2012). Burns and Grove (2005) agreed and added that “qualitative strategies are employed when very little is known about the topic and the intention is to explore, understand and interpret the findings”.

Equally important to mention was that the topic was studied within its natural setting, thus affording the researcher an understanding through those who experience the phenomenon, thus extracting their emic viewpoints (Bryman, 2012).

The researcher sought to gain an in-depth understanding of those respondents within the environment. The objective was to establish whether the current military leadership style was impacting on the ability of trade unions to perform their roles and to what extent these parties co-operated with each other.

Moreover, of great relevance to this study had been the realisation that a thorough understanding of this topic was best achieved through “personal interaction with those within this military setting, in the respondents’ own languages” (Burns & Grove, 2005) and, consequently the researcher was the key instrument in the data collection process, an “integral element in a qualitative study” according to Cresswell (2013). This assertion was supported by Wagner *et al.* (2009) claiming that “the researcher gathers most of the data”.

#### **5.4 RESEARCH DESIGN AND METHODOLOGY**

The research design “talks to the planning of scientific investigation and designing a strategy to find out something” (Babbie & Mouton, 2017). Klink, Van der Walt and Van Rensburg (2009) alluded to the fact the “best design is the one that is most appropriate to the research aim and purpose”. It was for this reason, the author found it prudent to adopt an ethnographic case study (which is qualitative in nature) to gather data and evidence to achieve the objectives of this study.

The SAN FCHQ case, being the research locus, demanded that a model be used which took cognisance of the fact that the tripartite relationship could only be understood by interaction with the people serving within this environment and assessment of how they interpreted these relationships and their interaction with each other.

The researcher, throughout the study, endeavoured to set aside any personal biases and explored participants’ experiences as they lived through them. A basic, qualitative study, using inductive logic while adopting a phenomenological design, was framed as the most appropriate.

Moreover, due to the lack of empirical evidence on this topic, theory was required. This notion was supported by De Kock and Hanyane (2009), who stated that “there is a need to explore and describe the phenomena in order to develop theory”. Therefore, in this exploratory study, the researcher applied a qualitative strategy which was conducted

close to the people, was practical and dealt mainly with the collection of information, which was not quantifiable.

## **5.5 SAMPLING**

As previously alluded to, senior military leaders, trade union representatives and defence civilians constituted the target population for this study. The sample in this qualitative study, was purposive as participants were selected because they would be useful to generate accurate and meaningful data.

Purposive sampling is most effective when data review and analysis are done in concurrence with data collection. Moreover, Ibarolla (2012) was of the view that it is “impractical to interview the entire population”, owing to the volume of employees in the organisation. It was for this very reason, in an attempt to address this phenomenon adequately, that the researcher divided the population into categories namely, senior military leaders, public sector trade union representatives and defence civilians.

It was worth re-asserting that all policies, processes and procedures internally within the SAN FCHQ in terms of its implementation, were the responsibility of all stakeholders in leadership. Another noteworthy fact was that, the researcher was part of this organisation from the onset and therefore, was able to verify and validate most of the information that was collated during this research.

Thus, the information gathered from all sources, was both meaningful and useful as members of the organisation, by virtue of their positions or affiliations within the structures of this HQ, could provide insight into the state of affairs.

## **5.6 DATA COLLECTION**

The data collection process was subsequently seen as the most “crucial phase in the research process due to the fact that any error during this phase, could render the entire research undertaking fruitless” (Babbie & Mouton, 2017).

Hence, as previously alluded to by the author, to gain a robust understanding of the intricacy of this study, it was necessary to gather information from the viewpoints of participants or their “lived experiences”. Equally, the use of multiple sources of

primary data, triangulated with secondary data, were employed in this study (Bryman, 2012).

As noted earlier, this topic had not previously been researched within this unique maritime environment and therefore, as data collection tool, the study relied mainly on primary data collected by means of semi-structured interviews of senior military leaders and trade union representatives. The study, through these interviews, also brought forward missing enrichment on this topic; valuable to the interpretation of the research data.

In addition, two focus groups (15 members per group), comprising 30 defence civilians in total, were approached with predetermined questionnaires (Appendix A attached for ease of reference).

Importantly, in the meantime, the researcher used the following tools to collect data:

- A desk-top review of existing documents such as policies, procedures and operating procedures;
- Information collected from the PERSOL mainframe system;
- Face-to-face interviews were conducted to test those being questioned;
- Focus group interviews to gather the views and perceptions of defence civilians.

Data collected following this research, were separated into primary and secondary data.

By conducting semi-structured interviews with open-ended questions, it was aimed at defining the scope of inquiry, whilst ensuring that the own thoughts and perceptions of participants were not limited, nor inhibited.

Interviews and surveys are designed to identify “the gap between design and reality”, and if the reality is large, the likelihood of failure increases” (Ibarrola, 2012:80). It was therefore important to consider an intervention, pivotal to reducing the gap between design and reality.

This method of interviewing is widely used in qualitative studies because it offers greater flexibility and is specific to certain social settings. One of the considerations, was the time constraint, which interviewees might have due to the exigencies within the work place. For this reason, the duration of interviews, were between 45 minutes

to an hour long, however, few were amended because of the context and interaction of the participant.

Hokoma (2016:55) cited that a few number of respondents was needed in order to “collect in-depth data and detail-rich information”. These participants were “purposively selected, based on their specific profile” within the organisation in order to “establish cohesion or differences in terms of their experiences and shared views from which to extract various perspectives regarding the phenomenon” (Hokoma, 2016:55).

The sample population identified to participate in semi-structured interviews were grouped in the following categories:

- Ten (10) senior military leaders;
- Two (2) chairpersons from the registered trade unions;
- Eight (8) shop stewards from the trade unions.

In the process of collecting primary data, of which this investigation would rely to speak to the aim of the study, face-to-face interviews were conducted with participants, according to the categories above, who had “knowledge of the topic and who were willing to respond to the questions” posed and were able to “provide an estimation of the gaps in reality” (Burger, 2011).

### **5.6.1 Primary data collection principles**

In compiling the questions for both surveys and interviews, the researcher explicitly followed the principles below. Unambiguous and concise questions were in line with the following principles (Burger, 2011):

- Refrained from posing leading questions;
- No biased terms of items were used;
- Avoided ambiguous questions;
- No biased terms were used and avoided use of negative questions.

Each potential participant was invited telephonically to the interview. The purpose of the research was explained, with “clear indication of time and that participation was voluntary” (Saunders, Lewis & Thornhill, 2009).

Mention must be made of the enthusiasm displayed by the trade union representatives and defence civilians to participate. Many respondents were in awe and expressed opinions prior to the interviews such as: *“This research is long overdue. Our voices are not heard, we as PSAP don’t matter in this place and we are excluded in this organisation. We know you can help us”*.

This is indicative that the researcher, already had a good rapport with some participants. Even the military leaders were quite obliging when asked to participate, confirming that the validity and reliability of the information reflected trust between the researcher and participants.

Once verbal consent was given by the respondents, an appointment to conduct the interview was scheduled at a mutually convenient place and appointment to conduct the interview” (Saunders *et al*, 2009). Participants within the Fleet were interviewed in the researcher’s office at the FCHQ in Simon’s Town. Participants were also interviewed at the SAN Headquarters in Pretoria at a venue which was pre-arranged. Both these interview venues were private and quiet and signs “meeting in progress” were put on the doors.

Moreover, the two focus groups which comprised of 30 defence civilians in total, from various occupational classes (HR, Logistics, Engineers and General workers) were grouped at a separate venue to complete survey questionnaires simultaneously.

It is submitted that the interviews were conducted in accordance with the process as alluded to by Burger (2011). During the interview process, the researcher clarified the purpose and concepts of the interview and formalised the process by thanking each respondent for attending. She reiterated the confidentiality of information and also assured the respondents of participant anonymity. The researcher also explained that participants could withdraw from the interview at any time. Prior to commencement of each interview, each participant was requested by the research to sign a consent form (see Appendix B).

In addition, the researcher explained the aim and objectives of the interview. Subsequently, interview questions were formulated to “gather participants’ feelings, opinions and perceptions, to ascertain if the current leadership style was hampering the ability of trade unions to perform their roles. The perceptions expressed by all

participants were noted. Field notes were taken during interviews and were recorded for transcription by utilising a dictaphone to ensure accuracy of information.

During certain interviews and focus group sessions, it became necessary to “probe to get to the core of the problem which allowed for more elaboration” as agreed to by Malefahlo (2015). In the same way, interviews were used not only to allow the researcher to “probe and explore deeper”, but also as a means to “support and corroborate data extracted from other data sources, commonly termed triangulation” (Wagner *et al*, 2012).

It is further submitted that primary data collected during interviews form a synergetic relationship to the secondary data which was collected, which would be used together in the next chapter in order to correlate with existing data sources (Irwin, 2013).

More specifically, secondary data used, included books, academic peer reviewed journal articles, official websites, legislations, departmental policies, instructions and reports, as well as academia active in the same environment.

Data collected was analysed and compared against the objectives of the study. Upon verification of data, such data needed to be analysed according to set criteria which were contained and to be deliberated upon in the next section.

## **5.7 DATA ANALYSIS**

The analysis entailed making sense of data which was collected during this qualitative study. Babbie and Mouton (2017:490) echoed that “regardless of the paradigm used to govern the research”, this stage involved all kinds of data collected. This was further expounded on by Ibarrola (2012:83) who cited that “data analysis is the process in which data is gathered and organised in order to extract useful information”.

Whilst there was no “neat approach to qualitative data analysis nor, even one approach to it” (Babbie & Mouton, 2017:490), the researcher firstly attempted to synthesise the data collected, as alluded to by Meyer and Naude (2009:360) and categorised the collected data, “in search for patterns which became visible in them” (Hokoma, 2016:49).

Following this, “the researcher has tried to constantly reflect on data, by arranging it into themes, patterns and headings so as to clearly appreciate what the information entails” (Jooste: 2010:314). This view was supported by Welman, Kruger and Mitchell (2010), who echoed that “the identifying themes are important when analysing qualitative data”. Furthermore, to facilitate consistency, the thematic approach adopted in the literature review, would thus be adopted throughout the data analysis phase where these and patterns were extracted from the data (Wagner *et al.*, 2012).

Subsequently, the researcher recognised the importance of reviewing data collected in the field and, through a thematic analysis, categorised it into meaningful categories. The focal point of this analysis, was to understand the points of views of each participant, explained through his /her own experience, and likewise also understand the opinions of participants about the effect of the currently military leadership style in the FCHQ and how and if, it impeded on the trade unions to effectively perform their roles effectively.

Importantly, the researcher has analysed data manually and made use of additional tools (such as Microsoft Word) to colour code each theme to see how it related to each outcome. An inductive analysis of the themes and patterns were utilised to address the research aim correctly. In addition, the researcher conducted data analysis “parallel to data collection, thus giving the researcher an opportunity to alter the study as it progressed, if and when necessary” (Jooste: 2010:314).

## **5.8 VALIDITY AND RELIABILITY**

In social research, it is important to understand the notions of validity, reliability and objectivity. In this vein, Babbie and Mouton (2017:274) highlighted the importance of the conception of Münchhausen objectivity. To demonstrate this view, the researcher made use of a questionnaire that assisted her to try her utmost “not to distort respondents’ views and allow them to speak freely to ensure maximum validity and reliability in construct and testing” (Babbie & Mouton, 2017:275).

Equally important, is the view by Jooste (2010) who states that the researcher had to ensure the credibility of an investigation which involved conducting the research in such a manner that “the findings were authentic and the credibility was demonstrated”. The researcher therefore attempted to maintain trustworthiness of data and information

throughout the study, including “transferability, credibility, dependability and confirmability” (Badenhorst, 2010).

Furthermore, to enhance validity and reliability in a qualitative paradigm, the researcher was more concerned with “triangulation, writing field notes and allowing participants to speak freely during interviews” (Babbie & Mouton, 2017:275).

### **5.8.1 Triangulation**

According to Merriam (2002), triangulation is “the procedure that explores and uses various methods and strategies vital to providing the realism and validity of the study”. Babbie and Mouton (2017:275) in this vein mentioned that “triangulation is considered one of the best ways to enhance the validity and reliability of data in qualitative studies”.

Indeed the author deemed triangulation as the preferred and best technique, hence, as mentioned previously, the author made use of “multiple sources of primary data triangulated with secondary data” relevant to verify the validity and reliability of this study (Bryman, 2012).

### **5.8.2 Extensive field notes**

Another very important characteristic to augment validity and reliability, was to take “extensive field notes” (Babbie & Mouton, 2017:275). According to Guba and Lincoln (1989:175) in Babbie and Mouton (2017:275), they cite that “constructivists assume they know enough about a time to know what questions to ask”.

They deemed it not possible to pursue the respondent’s emic view with a set of predetermined questions base on the researcher’s etic perspective” (Babbie & Mouton, 2017:275). Constructivists generally must face the fact that “they don’t know what it is they don’t know”.

For this reason, the researcher, being totally neutral, to see how the scenario unfolded, for her own sake, took extensive notes and etched down every detail of what was said, as well as the environment, time and date. As humans and their social worlds are not static, the researcher needed to adjust the study accordingly, as required.

## 5.9 LIMITATIONS/DATA COLLECTION CHALLENGES

The primary limitation of this study, was the fact that no framework for cooperation and sound relations existed within the military, and therefore, there was very little against which to benchmark.

In addition, the data collection process encountered a few challenges that impeded on the research process:

- The two Flag officers who were very important in this study, were away and out of office during the period designated for data collection.
- Two other senior (military) leaders did not avail themselves, as they felt that they had not interaction or dealings with trade unions.
- The previous HR director in the Fleet, and who is currently appointed in Pretoria where the interview was scheduled to take place, had to cancel on the last minute due to urgent work matters at Defence Headquarters.
- The current HR Director agreed to the interview and asked to view the questionnaire. He however, never availed himself afterwards. Several follow ups telephonically were made to the respondent, but at the time all other interviews had been concluded, the researcher no longer pursued the member.
- The research was limited by time constraints and therefore the could not ALL functional specialists, such as retired personnel, both internal and external to the military could be included.

With this in mind, it was apparent that the full complexity of views and opinions of experts were not fully achieved as intended. The researcher's opinion is that it could have impacted on the detail of the study.

## 5.10 ETHICAL CONSIDERATIONS

The researcher confirms that, throughout the research process, ethical considerations were adhered to. Empirical research suggests that a good qualitative study is one that was conducted in an ethical manner.

To a large extent, the “validity and reliability of a study depends upon the ethical conduct” displayed by the researcher. Goddard and Melville (2001:49) asserted that “research must not harm participants and should respect individual privacy”. For this

study to avoid contravention of the code of the ethical committee, ethical standards and principles were adhered to at all times.

Evidently, given the seriousness of ethical concerns in research, key ethical principles were adhered to during the research process, and which are coordinated with the views of Jooste (2010:227-281) and Bryman (2012), are delineated below:

- **Permission to conduct a research project:**

The “researcher’s proposal, together with permission by employer, was submitted in writing and draft questionnaires were submitted to the university’s ethics committee. All copies were locked up and kept for safe keeping by the researcher” (Jooste, 2010).

- **Harm to participants:**

Any research that could potentially harm participants, was avoided during this study, as could adversely affect the careers and sustainable futures of respondents.

A situation like this would only arise in circumstances where a “researcher reveals pertinent information which should under no circumstances be leaked, as such disregard may prejudice his/her informant. For this study the researcher undertook to protect the participants at all times against any harm that may affect the participants and fully met these requirements (Bryman, 2012).

- **Confidentiality regarding informants:**

Participating members remained anonymous throughout. The researcher used pseudonyms to ensure the protection of participants against any form of victimisation. Moreover, the researcher ensured that the collected data was securely stored and the original transcripts and/or copies thereof, stored in a locked cabinet to avoid leakage of information (Bryman, 2012).

- **Signing of informed consent**

The researcher ensured that each participant signed an informed written consent prior to commencement of the data collection process (see Appendix B).

Participants were fully briefed of the entire context and objective of the research and what the intended outcomes of the research was. The respondents were informed that their participation is completely voluntary and may withdraw, if they so wished, at any stage of the study (Bryman, 2012).

- **Bias**

The researcher has ensured that there was no misrepresentation regarding the interpretation and reporting of sampling results.

The results flowing from collected data would be interpreted and reported without fear, favour or prejudice.

## **5.11 CHAPTER SUMMARY**

In this chapter, the research strategy, design and methodology which were applied in this study, were described in detail. It is agreed that in any research project the design and methodology must be precise; likewise aspects of reliability and validity.

The concluding narrative speaks to limitations and ethical aspects which were experienced respectively during the data collection and analysis processes.

The following chapter presents the development and presentation of the analysed data and the interpretation of the results. Themes and patterns were discussed through an inductive analysis.

## **CHAPTER 6: INTERPRETATION AND FINDINGS**

### **6.1 INTRODUCTION**

As previously presented by the author, the purpose of the study, was to examine how the SAN FCHQ leadership regulated the relationships with public sector trade unions and defence employees as a collective. The military leadership style was explained in an endeavour to establish how it is implemented by military leaders entrusted with authority in the FCHQ. The effect of this style on the tripartite relationship was also part of the research.

The methodological process focused chiefly on the collection of primary data, which was collected through questionnaires with pre-determined questions, hence a qualitative strategy was applied. The purposive sampling method was discussed, which incorporated two focus groups of thirty employees in total (15 per group), ten in-depth interviews with senior military members in leadership positions and a total of eight trade union representatives.

Chapter 5 concluded with a deliberation on the limitations of the study, which, although minimal, had some impact on the study. Furthermore, the ethical aspects which were adhered to throughout the study, were elaborated on.

Accordingly, this chapter (Chapter 6) aims to offer a detailed discussion of the findings of primary data collected through interview questionnaires and will, at the same time, describe it in conjunction to the secondary data. A consideration on themes discussed in Chapter 2 will also be provided address the aim of this research adequately.

### **6.2 BACKGROUND OF PARTICIPANTS**

As cited previously, the researcher purposively selected the participants, comparable to the method employed in the study conducted by Oshagbemi (2008), whose research included the demographic details of participants such as context, position of authority and position in the work place. These factors were deemed as important characteristics in order for the researcher to “establish cohesions in terms of experiences and shared

views from which to extrapolate multiple perspectives with regards to this phenomenon” (Hokoma, 2016:55).

The participant groups are as follows:

### **6.2.1 Military leadership**

A group of ten (10) members in leadership positions were chosen to participate in this study. The rationale for their selection was that their rank levels ranged from levels 9 to 14, with ranks of Rear Admiral to Lieutenant Commander, comparable to the ranks and Chief Director to Assistant Director. In terms of the hierarchical chain of command, all these members serve in leadership positions, level 14 being at the most senior and strategic level. In addition, a senior warrant officer, level 9 was also interviewed by virtue of his experience and him being a Human Resource Practitioner.

In addition, the officers on level 14 and level 9, respectively, had previously worked at Fleet Command HQ and are currently appointed at Naval Headquarters in Pretoria, hence these interviews were conducted in Pretoria. They had been identified to participate in this study prior to their appointments in Pretoria. The former PSAP career manager (Captain), who is now appointed as a Military Attache in Ethiopia, was interviewed during his visit to the country.

Of importance is that all these officers had been in senior positions for approximately 10 to 20 years or more. The researcher’s supposition was that, in their previous and current appointments, they would have had insight or interaction with defence civilians and trade unions and thus were well versed with the military structure and culture.

### **6.2.2 Trade union representatives**

The second group of interviewees were stakeholders in leadership namely, representatives of the public sector trade unions in the Fleet (PSA and NEHAWU). These union representatives were all employees serving in the Fleet Command and were serving either as shop stewards or chairpersons. The researcher did not deem it necessary to ascertain their length of service because as employees, with these dual roles, no other criteria for selection had been used. Continued appointment to additional roles such as trade union representatives, depends on their performance in office as well

as the satisfaction of their constituents. The researcher therefore did not deem it necessary to take into account their length of service, as the criteria for their selection was largely based on their portfolios as union representatives, and not as employees at the Fleet Command HQ.

### **6.2.3 Employees/constituents**

The third group comprised 30 members who were divided into two focus groups of fifteen (15) members each. Members selected within this sample, were carefully chosen across a range of occupational classes, positions and levels of experience, as a means to provide more comprehensive and widespread views across the divisions.

Years of service of employees ranged from between two years to forty years, which the author believed would give a better insight of members' perspectives.

## **6.3 STRATEGY APPLIED FOR ANALYSIS OF DATA**

The analysis of the existing situation was conducted using all data collected from participants in both interviews and focus group survey questionnaires, as attached in Appendix A for ease of reference.

Furthermore, data collected were in line with the themes (leadership, military leadership and stakeholders of leadership namely, public sector trade unions), outlined in Chapter 2. The criteria used for the analysis were divided unambiguously beyond the current narrative into areas of deliberation on data collection. Participants' narratives were separately scrutinised and divided into themes, attempting to share the data effectively with the audience.

### **6.3.1 Coding**

Upon completion of each interview of senior leadership and trade union representatives, all information was precisely transcribed. According to Babbie and Mouton (2017), coding categories are principally derived from the research aim. In addition, the researcher alludes to the fact that, "transcripts were coded, which required the researcher to break down the data into categories and codes allocated" (Bryman, 2010:568).

Consequently, the researcher coded the groups of participants as follows:

- a. **Military Leadership**, 10 interviews ranging from **ML1 to ML10, coded in red;**
- b. **Trade Unions**, 8 interviews ranging from **TU1 to TU8, coded in green;**
- c. **Focus Group**, questionnaires were coded **FG1 to FG30, coded in blue. T**
- d. Two sessions were held comprising of 15 respondents each.

Moreover, in response to the qualitative open ended questions posed, “questions were additionally grouped into categories” (Scott, 2016:77). Bryman (2010) further expounds that “the process of coding results is later grouped into categories” and “reviewing of these transcripts which later gives significance to the collective being studied” (Bryman, 2010).

Discussed below are the outcomes of the face-to-face interviews of military leaders and trade unions, which will be discussed concomitantly. Data collated in respect of focus groups will be elaborated on separately. The presentation of results will be done in the same way Chapter 2 was aligned and also, the same manner in which the groups were divided.

The following themes were identified which emanated from the interviews. A set of 11 questions were posed to Military leaders and 10 questions were studied of the trade unions.

## **6.4 LEADERSHIP**

The rationale in choosing this group, was to test whether senior leadership had any knowledge of public sector trade unions, the tripartite relationship and leadership styles and policies.

### **6.4.1 Theme 1: Stakeholders in leadership: Trade unions**

#### **6.4.1.1 General understanding of trade unions**

*Question 3: How many registered trade unions are in the SA Navy FCHQ and do you have any interactions with these unions?*

All the respondents knew what registered trade unions exist in the SAN FCHQ, however the overwhelming majority indicated that they had no interaction with these unions. One of the respondents stated that he had in the past, interacted with the unions when he worked in the Labour Relations office. Another respondent indicated that, as

an Officer Commanding, he has regular interaction with the unions, but only one union, which was NEHAWU.

*Question 4: As a senior officer, do you know the Chairpersons of the various trade unions and to what extent do you interact with them?*

The overwhelming majority of respondents stated that they did not interact with the trade unions at all, in spite of them serving in very senior positions such as Senior Staff Officers in HR, Chief Director Maritime Strategy and Career Manager for PSAP. Only two respondents knew who the chairpersons are, one by personal interaction as a then Labour Relations Officer and the other was told by a union representative.

*Question 5: According to your knowledge, what is the main role of trade unions within the organisation and how is this addressed?*

More than half (6) of the respondents alluded to the fact that trade unions are there to represent their members and negotiate on their behalf, whilst the remainder indicated that trade unions represent their members in disciplinary hearings and at staffing boards. Two respondents felt that trade unions don't have a role in the FCHQ.

*Question 6: Within this military environment, how do trade unions interact with their members? Are they allowed much flexibility to interact in terms of meetings, forums, etc)?*

The greater number of respondents believed unions had scheduled meetings with their constituents and that they met either during lunch hours or in other forums. They added that unions needed permission from the employer to do so. One respondent indicated that he wasn't sure because such information is not disseminated and another indicated he did not know at all.

#### **6.4.1.2 General understanding of the tripartite relationship**

*Question 1: How does the SA Navy conceptualize and regulate the tripartite relationship?*

Here the majority of respondents gave mixed opinions and responses. A few felt that this relationship was ultimately regulated through the labour relations sections (while there was no labour relations section in the SAN FCHQ); others mentioned bilateral discussions between the trade unions and the employer as a possibility. Three respondents had absolutely no idea, another stated that there was a top down approach

and hence, little to no interaction with trade unions. One respondent felt that “military leaders were content with this structured command system. An addition of a third party such as trade unions, just adds more variables”.

## **6.4.2 Theme 2: Policies and communication**

### **6.4.2.1 Knowledge of labour policies:**

*Question 2: Let’s talk about policies. Can you mention a few policies that the SA Navy FCHQ has in place to regulate employer/employee and trade union relationships and can you briefly tell me more about them?*

A few respondents knew only of the Labour Relations Act, the GPSSBC resolutions and the Public Service Act however, the overwhelming majority were not aware of any internal policy that exists; others felt the civilian issues were separate to uniform issues.

*Question 8: With reference to Basic conditions of service. How does the SA Navy FCHQ promote that?*

The vast majority of respondents indicated that basic conditions of service were stipulated in employees’ employment contracts. The remainder of respondents stated that these service conditions were enacted in legislation, communicated in departmental bulletins and on the intranet which is the department’s internal website.

### **6.4.2.2 Communication**

*Question 3: How many registered trade unions are in the SA Navy FCHQ and do you have any interactions with these unions?*

When asked about interaction with trade unions, an overwhelming number of participants stated that they had no interaction with trade unions. One had interface but with only one union and another previously worked together with the unions due to his appointment in the Labour Relations division which is outside of the SAN FCHQ structures.

### 6.4.3 Theme 3: Military leadership

#### 6.4.3.1 Leadership style

*Question 7: Let's talk about Command and Control which is the military style of leadership. Is this same style of leadership practiced with Defence Civilians as well?*

An overwhelming number of the participants indicated that command and control is standardised within the Fleet Command and that an autocratic style was followed. It was stated that decisions were made at the top and cascaded down to the lower levels. They further added that defence civilians were part of command and control, as the organisation strives to uphold the "One Force concept". A minority felt that although it was not preferred, command and control is for all Fleet personnel. Only one participant was of the opinion that defence civilians are not part of the defence act, nor did they subscribe to the military disciplinary code, hence they should be led differently.

*Question 11: In your position as a military leader, what type of leadership style have you employed and why?*

In response to this question, each individual participant expressed their individual style of leadership ranging from participative, to transformational to situational. One stated that transformational leadership doesn't work, another alluded to the fact that this was the military, hence an autocratic style is needed. Only one participant indicated that he applied an autocratic style with uniform members and a democratic style of leadership with defence civilians.

### 6.4.4 Theme 4: Organisational structure

#### 6.4.4.1 Chain of command

*Question 9: In terms of your Chain of Command, the top structure in the SA Navy FCHQ is only uniform members. Does this create a problem for Defence Civilians to raise issues which are important to them especially in strategic meetings?*

Notwithstanding the fact that more participants alluded to that defence civilians are not well represented at Fleet Command level, it was felt by the remainder that the Secretary for Defence was responsible for PSAP, hence their issues are tabled at a strategic level. However, the general feeling that could be gauged by the researcher, is that participants were not happy with the way defence civilian issues were generally neglected by higher ranking levels in the SAN FCHQ.

#### **6.4.4.2 Forums**

*Question 10: What forums does the SA Navy FCHQ have in place to ensure that trade unions and their members' concerns are addressed?*

All the participants were aware of the bilateral meetings that takes place every second month between trade unions and various representatives from the Fleet. This board is chaired by an Admiral and the controlling authority is Naval Headquarters. These participants were not aware of any forums within the Fleet.

### **6.5 TRADE UNIONS**

This group of participants were chosen as a result of their affiliation with the two recognised trade unions in the Fleet which are PSA and NEHAWU. Questions and answers are discussed below:

#### **6.5.1 Theme 1: Stakeholders in leadership: Trade unions**

##### **6.5.1.1 General understanding of the tripartite relationship**

*Question 1: From your perspective, how does the SA Navy FCHQ conceptualize, regulate and theorize the tripartite relationship?*

The key concern voiced by the overwhelming majority of respondents, was that the SAN FCHQ did not have any relationship with them. They claim that nothing in terms of policy nor standard operating procedure, was in place in the Fleet to regulate these relationships. One of the representatives stated, that not only was there no relationship, but they also battled to get meetings with the Flag Officer Fleet and other senior members in the Fleet, but when they did, never got to meet with them. This disconnect with the employer, has led to these union representatives becoming very despondent. They were answerable to their members, but could only report failure to be heard.

*Questions 3: How many registered trade unions are in the SA Navy FCHQ and which union do you represent?*

In reaction to this question, all the respondents were aware of the registered trade unions within the Fleet and also indicated the relationship there is between them. A participant, who had been a union member and employee in the organisation for more than ten years, indicated that both unions felt excluded from the very organisation they were proudly serving. Unions were excluded in matters pertaining to their members and also, do not have a say in policy development and implementation.

### **6.5.1.2 General understanding or roles of trade unions**

*Question 4: As a trade union representative, what are your main roles and responsibilities?*

The overwhelming majority of participants alluded to the fact that their duties included representing their members; negotiating on their behalf; ensuring that their rights are protected and seeing to it that fair labour practices are upheld by the employer. In addition, they had all indicated that they represent their members on placement boards and disciplinary hearings and sit in on labour-related, bilateral meetings every second month. It was also mentioned by a respondent that they recruited new members, signed mandates and ensured compliance with the Labour Relations Act.

*Question 5: Do you know your members that belong to your union and how do interact with them? How is this done especially within this military organisation?*

Participants all revealed that they knew the members that belonged to their unions and those that worked in the various sections. Their main methods of communication were face-to-face interaction, telefax, meetings and forums held. In addition, a representative from the PSA indicated that they have a “WhatsApp” group to ensure all urgent notifications reach members on time. Another participant also mentioned the bi-monthly, bilateral meetings, chaired by a representative from Naval Headquarters, however, acknowledged that nothing constructive happens at these meetings.

*Question 8: I need clarity on this. You are a serving employee in the SA Navy FCHQ and a trade union representative within the same organisation. How do you balance these two roles?*

Respondents all admitted that, notwithstanding their association with trade unions, that, as employees, playing a dual role within the organisation, in the workplace their work took priority over union matters. Although, at the same, time, all acknowledged that, if priority union matters arose, they would have to balance their duties and choose the matter that required.

## **6.5.2 Theme 2: Policies and communication**

### **6.5.2.1 Knowledge of fleet labour policies**

*Question 2: Does the SA Navy FCHQ have any policies in place to regulate employer/employee and trade union relationships and can you explain them briefly?*

All participants disclosed that the Fleet does not have any policies in place to regulate employer/employee and trade union relationships. It was confirmed that the only policies in place, were the Labour Relations Act, GPSSBC Resolutions, Basic Conditions of Employment Act, the Skills Development Act and the Occupational Health and Safety Act, respectively.

Furthermore, all participants stated that the Department of Defence Bargaining Council existed but that neither the Fleet Command nor the SA Navy had any standard operating procedure in place.

### **6.5.2.2 Communication**

*Question 5: Do you know your members that belong to your union and how Do you interact with them? How is this done especially within this military organisation?*

The main methods of communication with their members, according to respondents, were is face to face and at meetings and forums. Participants moreover, stated that other methods of correspondence were via fax and WhatsApp messaging. Members also acknowledged that they operate and interacted freely with their fellow military members in the Fleet.

*Question 9: How do you ensure that the management in the organisation promote worker rights in terms of service conditions and benefits?*

One of the participants, who showed to be very dissatisfied with the way the Fleet Command top structure are treating their members, stated that they regularly monitored the leadership. The members all echoed that they make sure that the employer adhered to to the LRA 66 of 1995, and they ensured that PSAP were treated fairly.

It was further stated by all participants that they had a duty to protect their constituents, which derived from the Constitution, applicable Acts and other policies. They at all times ensured that worker rights were not infringed.

### 6.5.3 Theme 3: Military leadership

#### 6.5.3.1 Leadership style

*Question 7: Military leadership is practiced within the military which is about Command and Control. Is the same leadership style applied to Defence Civilians and this hierarchical system in any way hampering your ability to represent your members?*

Respondents all expressed dissatisfaction with the FCHQ leadership and stated inter alia, that Officer Commanding and other military leaders did not know the difference between PSAP and DAP, and in instances, the PSA head office has had to intervene. Furthermore, they felt that most of the top structure leaders were very obstinate and, despite all attempts to with the FCHQ leadership, they refused to meet with labour unions. They expressed their frustration that, as defence civilians, they were treated with the same military authoritarian approach. The Flag Officer took all the decisions, even on matters pertaining to PSAP, without ever consulting with the trade unions.

Of equal importance was that all these participants stated that PSAP were being overlooked by these military leaders. This resulted in their skills, knowledge and capabilities not being put to best use. These leaders were only concerned with uniform members' issues, even when there were matters pertaining to PSAP that needed discussion with their union leaders.

*Question 10: The top structure of the SA Navy FCHQ is staffed with uniform personnel. How are defence civilian issues raised when there is no defence civilian or trade union representative involved in strategic decision making? Example Fleet Command Council board meetings, etc?*

The overwhelming majority of participants stated bluntly that they were excluded by leaders and have no representation at these meetings where their matters were being overlooked. One of the participants who served as the secretary of the union, alluded to the fact that there is a PSAP level 11 (deputy director) who is part of the Fleet Command Board, however, his role was reduced to purely advising on the structures of the organisation and neither to represent nor speak on behalf of defence civilians.

Moreover, another participant echoed the sentiments of the majority, but, however, added that defence civilians were represented, but only at DOD level and not at Fleet

(level 3) nor at Navy level (level 2). PSAP issues were not being addressed at these boards at all.

#### **6.5.4 Theme 4: Organisational structure**

##### **6.5.4.1 Forums**

*Question 6: What forums does the SA Navy FCHQ have in place to ensure that your concerns as a trade union and that of your members', are addressed?*

All participants acknowledged that the SA Navy Headquarters has bilateral agreements in place and meetings were held every second month. The meeting is Chaired by a Rear Admiral (HR Director) from Pretoria, representatives from Director Naval Personnel Pretoria, Fleet Career Management Section and trade unions.

It was further stated by these participants that these bilaterals were not constructive, were not fruitful, nothing was achieved and the Admiral had not attended one meeting since he was appointed in 2017. However, the unions had expressed their dissatisfaction regarding this matter.

*Question 9: How do you ensure that the management in the organisation promote worker rights in terms of service conditions and benefits?*

One of the participants, who showed to be very dissatisfied with the way the Fleet Command top structure was treating their members, stated that they kept regular tabs on leadership. The members all echoed that they make sure that the employer adhere to the LRA 66 of 1995, and ensured that PSAP were treated fairly.

It was also stated by all participants that they had a duty to protect their constituents, a principle which is derived from the Constitution, Acts and other policies. They at all times ensured that worker rights were not infringed.

##### **6.5.4.2 Chain of command**

*Question 10: The top structure of the SA Navy FCHQ is staffed with uniform personnel. How are defence civilian issues raised when there is no defence civilian or trade union representative involved in strategic decision making? Example Fleet Command Council board meetings, etc?*

An overwhelming number of participants stated that they were excluded by leaders and had no representation at these Board meetings. One of the participants who served as

the secretary of the union, advised that there is a PSAP deputy director who is part of the Fleet Command Board. His purpose is to provide information and advice on organisational structures, as he oversaw Fleet Management and Renewal Services. His purpose was not to represent defence civilians, as his portfolio did not allow him to act outside of his capacity.

Added to this, was another participant who echoed the same sentiment. They were excluded, that they don't matter but are represented at DOD level and not at Fleet (level 3) nor at Navy level (level 2).

## 6.6 EMPLOYEES (FOCUS GROUP)

The following tables presents totals of 30 members and the questions posed to the two focus groups (15 members per group), with a total sample size of 30 participants. Their replies are illuminated under the various themes. These participants comprised a mix of HR functionaries, logistics and finance personnel, artisans, cleaners and engineers.

### 6.6.1 Theme 1: Stakeholders in leadership: Trade unions

#### 6.6.1.1 General knowledge and understanding of trade unions

Ser no	Question	Y	N	Remarks
Q1	Do you belong to a trade union?	26	4	Whilst the majority of members belonged to trade unions, the few who did not belong, were because they were not interested in their unions due to members not being represented and protected in the way they should be. They felt that unions were weak.
Q2	Do you know your union representative? How does he/she communicate with you?	26	4	Overwhelming majority indicated trade union representatives communicate verbally. A few indicated by fax, intranet, telephone and one stated no contact was made.

Q3	Do you know the roles and responsibilities of your shop stewards? How does he /she communicate with you?	20	08	Two respondents stated yes, and no. Majority of participants stated unions represent them in the work place, were the liaison between employees and the employer, negotiate for wages, service benefits, grievances and that they called their members to give them feedback at meetings. They stated that unions mediated on their behalf. One member stated that he paid the union, but they didn't help him.
Q7	Do you get weekly or monthly feedback on matters pertaining to defence civilians by both management and trade union representatives? If no, explain.	11	19	The overwhelming majority of the members indicated that they do not get feedback from neither the trade unions, or the employer. They stated that the Flag Officer Fleet only arranged gatherings / meetings for uniform members to address issues pertaining to DAP. They furthermore stated that senior management did not care about them and that the unions were useless. All members who chose yes to this question, indicated they received monthly feedback from trade unions only and not from management.
Q10	If you had a choice to not belong to a trade union, would you belong to one? If no, please explain why?	17	13	Whilst most of the members indicated yes to this question, the members who responded no to this question, indicated that the trade unions did not deliver the services they are supposed to. They also stated that unions don't stand together, worked against each other and disparaged one another. A few members who stated yes, indicated that they needed trade unions to negotiate on their behalf and

			to protect them against abuse and from being fired.
--	--	--	---

### 6.6.2 Theme 2: Policies and communication

Ser no	Question	Y	N	Remarks
Q4	Are you aware of your service conditions and benefits within the organisation? How is this communicated to you and by whom?	22	5	The bulk of members stated that they were aware of their benefits and conditions and that they found out by mainly via the Intranet and by word of mouth.  Three participants indicated yes, and no to this question and explained that they did not know their benefits such as pension, home owners allowance, etc. as this was not communicated to them by their unions nor by senior management.

### 6.6.3 Theme 3: Military leadership

Ser no	Question	Y	N	Remarks
Q7	Do you get weekly or monthly feedback on matters pertaining to defence civilians by both management and trade union representatives? If no, explain.	6	24	The overwhelming majority of the members indicated that they did not get feedback from either the trade unions, or the employer.  They stated that the Flag Officer Fleet only arranged gatherings / meetings for uniform members to address issues pertaining to DAP. Furthermore they stated that senior management did not care about them.  The few participants who indicated yes, all indicated they received monthly feedback from trade unions and not from management.

Q9	The leadership style in the FCHQ is Command and Control. Do you have a problem with this style of leadership especially in your capacity as a Civilian? If yes, explain why?	21	9	<p>A very large number of participants indicated they had a problem with the military leadership style. Reasons for this response was: "Command and control was not consistently applied; Command was meaningless as it cared only for DAP; There is a total lack of leadership. Other responses were that management was useless and nothing got done for PSAP; Senior leaders exclude PSAP from everything. One respondent stated that he had a big problem with the attitude of military leaders towards PSAP. A strong lack of communication was also raised.</p> <p>On the other hand, the few who did not have a problem with the leadership style stated that they did not care and therefore, according to them, it did not matter who is in charge, "The PSAP doesn't matter".</p>
----	--	----	---	---

#### 6.6.4 Theme 4: Organisational structure

Ser no	Question	Y	N	Remarks
Q5	Working in a strictly military environment, do you feel a sense of belonging in the organisation?	6	24	<p>The overwhelming majority of participants stated that they did not feel a sense of belonging in the organisation. Reasons were <i>inter alia</i>, "Decisions are all military, we don't belong, Uniform people get first preference over PSAPs, as our posts are not advertised 'due to budgetary constraints', yet uniform members get their promotions on time. Uniform members are staffed into vacant PSAP posts. Our salaries are not aligned. We can't participate in sports. Leaders exclude PSAP. Uniform leaders abuse their ranks and undermine PSAP who</p>

			<p>have knowledge and experience, yet most uniform members don't have the knowledge and experience to complete tasks".</p> <p>Most participants indicated that decisions were taken by FOF and other senior leaders and PSAP must just fall in line. They also stated that the organisation's leaders are unprofessional, and decisions are all military.</p> <p>Equally important, was that a few participants alluded to the fact at they did not feel a sense of belonging and were thinking of exiting the service.</p>	
Q6	If you have any issues within your work environment, do you report them to your supervisor? If no, who do you report it to and why?	20	10	<p>Notwithstanding the fact that fewer participants answered "no" to this question, their reasons highlighted the fact their military supervisors did not do anything about their problems, that they did not do enough to resolve their issues. They further stated that leaders were useless and that nothing gets done for them. They also indicted that they sorted out their own issues as their supervisors / divisional officers did not report results to them.</p> <p>All of these participants highlighted the fact that they did not have any success with their uniform leaders and that they were not being looked after.</p>

Q8 Do you know of any forums that are held between the trade unions and the management of the organisation as a means to represent employees?	7	23	The overwhelming majority of participants were not aware of any forum existing between the trade unions and the employer, however, the few participants who had knowledge of these bilateral forums, stated that these forums seldom takes place, that they never got feedback and there were no outcomes.  Two of the participants stated that they were only aware of wage negotiations on a national level and nothing at Fleet Command level.
---	---	----	---

## 6.7 ANALYSIS OF DOCUMENTS

The section aims to summarise the secondary data the author deemed central to this study, namely, the Constitution of the RSA, Chapter 2, Labour Relations Act 66 of 1995, the Department of Defence Instructions, the Defence Review 2015 and the LCAMPS letter. Notwithstanding the fact that these policies were discussed in Chapter 3 of this study, conversely, the author deemed it applicable to broadly outline its relevance in the data analysis as it would provide a better insight into the recommendations, which are contained in the following chapter (Chapter 7).

The Bill of Rights which is Chapter 2 of the Constitution, makes provision for fair labour practices for employees in the public service. It makes provision for workers, in this case, defence civilians to join trade unions. The Labour Relations Act 66 of 1995, on the other hand is guided by section 27 of the Constitution, and provides the framework for regulating the relationships between employees and their unions, as well as for employers and their organisations. Moreover, it seeks to promote collective bargaining and employee participation in decision-making in the work place. Whilst these legislative pieces focus mainly on the relationship between employer, employees and trade unions, it also delineates the role of trade unions, such as collective bargaining, resolving disputes and, most importantly, representing the members who

belong to their trade unions and ensuring that the employer complies with the conditions of service and employment.

Equally important to mention, is the Department of Defence: New Recognition Agreement of 1997, which is a legally binding document which is used not only within the broader DoD, but also the SA Navy in its bilateral discussions with trade unions. This agreement aims to regulate the relationship between the employer and public sector trade unions and the SA Navy.

Another important policy document pertinent to this study, is the Defence Review 2015 which emphasises the importance of exemplary military leadership, central to achieving organisational excellence. It describes leadership as “intangible and requires the integration that leaders possess a number of traits and qualities”. It most essentially highlights the needs for military leaders to be “dynamic, visionary and transformational leaders who need to possess the necessary skills and knowledge.

Derived from the above notion in the Defence Review, is the SA Navy’s symbiotic LCAMPs model, which is the full range leadership model adopted from Bass and Avolio (1990) wherein the transformational approach is suggested as powerful because leaders recognise the needs of their followers and uses that as a means to lead (Thomas, 2013:9). Although this approach is preferred, only through research can it be verified if military leaders have adopted this approach as a norm within the SAN FCHQ.

The following section discusses the findings of both primary data, which was collected by means of face-to-face interviews, and focus group questionnaires, synthesised by means of secondary data collected in relevant legislation and policies.

## **6.8 SYNTHESIS OF FINDINGS**

The findings in this chapter is directly concomitant to the literature which was reviewed in Chapter 2, the legislative frameworks in Chapter 3 as well as the case study in Chapter 4, discussing the SAN FCHQ in terms of its organisational structure and leadership.

Added to this, at the commencement of this exploratory research, it was envisioned that the findings would illuminate the leadership approach of senior leaders in the SAN

FCHQ and what impact, if any, this style had on the ability of public sector trade unions to perform their roles within this unique military environment. It further envisaged being able to determine if there was a gap between the design (policies) and reality (the operations within the Fleet). Moreover, it was anticipated by the researcher, through this study of the collected body of primary data, one would be able to reflect critically on the effects, if any, of military leadership on public sector trade unions and civilian employees – which had not been researched before – at the same time contributing to the body of evidence regarding this topic.

Discussions will integrate the findings of the three groups of the population, under the various themes.

### **6.8.1 Stakeholders in leadership (trade unions)**

#### **6.8.1.1 General knowledge and understanding of trade unions**

Here the overwhelming responses of senior leaders were that they know which trade unions existed in the Fleet, but that they did not have any interaction with any union representatives in the execution of their duties. Two participants indicated that they had previously networked with these unions because of the positions that they held as officer commanding and labour relations officer, respectively.

Added to this, the majority indicated that the main role of these unions was to represent their members, the remaining few participants that stated that the unions did not have a role in the organisation.

Union representatives, on the other hand, stated that their main roles were, *inter alia*, to represent their members and to negotiate with the employer on their behalf, to protect staff at placement boards and disciplinary hearings, which, according to the researcher, was in line with national and departmental policies such as the LRA 66 of 1995 and departmental resolutions. They furthermore alluded to the fact that they knew who their members were and regularly interacted with them either during meetings, face-to-face, via fax, telephone or other methods on social media (email and whatsapp). What these unions alluded to, was their basic duties as shop stewards as delineated in the LRA 66 of 1995.

Whilst the majority of group participants belonged to trade unions, a total of 4 participants stated that they did not belong and had no interest in the unions. However, when participants what their decision would be if they had a choice not to belong to a union, the majority stated that they would still belong. The few who said no, highlighted the fact that the trade unions did not do what they are supposed to and that trade unions did not stand together.

What was extracted from the above responses, was somewhat a concern for researcher as there appeared to be conflicting viewpoints from the senior officers regarding the operations of trade unions in the SAN FCHQ. It was apparent that there is a big gap in their knowledge regarding labour policies that clarified trade union philosophies and roles. It was evident that these military leaders, who have defence civilians under their command, did not know the content of the LRA 66 of 1995. Perhaps this apparent lack of knowledge was because that this very Act excludes them as military members, as alluded to in Chapters 1 and 3, But, more importantly, the concept of “command and control” (Republic of South Africa, 2014) also came to the fore. When military leaders command and subordinates follow orders, with the former having very little reason to show interest in their followers, it was to be expected that there would be a lack of enthusiasm for changing system.

Trade union representatives, on the other hand, alluded to the fact that they were in fact doing that they were mandated to do by the LRA 66 of 1995 and other labour policies. However, the researcher argued that the responses given, were not sufficient in terms of the LRA. By definition, the LRA 66 of 1995 defined a trade union as an “association of employees whose sole purpose is to regulate relationships between employers and employees” (Republic of South Africa, 1995). The union role of regulating relationships have clearly not been illuminated in the above response.

Furthermore, defence civilians felt that unions were not doing enough to protect them, their allegiance towards their unions remained, largely because they were excluded by the military leaders, for whom they understandably had no natural affinity.

### **6.8.1.2 General understanding of the tripartite relationship**

The varied responses by senior military leaders and trade union representatives clearly validated the conception among defence civilians that the relationship between the senior leaders in the Fleet, trade unions and employees, was virtually non-existent.

Equally important, was the fact that the majority of these trade union representatives stated that they had become despondent because they battled to get meetings with the senior leadership in the Fleet. As mentioned in Chapter 2, the SA Labour Guide (2013) highlighted the fact that historically, trade unions were seen as the “enemy” and as “trouble makers”, and more so in a military setting where even military trade unions were banned, little affinity for trade unions was to be expected.

Similarly, as the idea of command and control generally implies that power is vested in the leader, perhaps the assertion by Tshukudu (2015:1) held true that giving trade unions too much power, would make them ungovernable. Therefore, it can be argued that these unions possibly were not being favourably entertained, as military leaders either feared sharing power with unions or due to a lack of labour knowledge.

This acknowledged imbalance in power between the leadership and trade unions, complicated any attempt at cooperation between the parties. Thus the researcher is to agree with Hassen (2011), that trade unions have become part of the problem instead of resolving it.

The unions further alluded to the fact that, despite the LRA and the applicable Resolutions, there were no internal policies nor any standard operating procedures to set the tone for these relationships. It was thus acknowledged that there was in fact, no such relationships and it would appear neither the unions, nor the employer was doing anything to rectify this situation.

Moreover, what was discussed in chapter 3 was the legislative literature addressing this construct, yet it was evident that no such policy was being carried out in the Fleet. The researcher confirmed that there was clear evidence of a definite gap between design (policy) and reality (the current operations) in the Fleet. For this reason, the elements that underpin this integrated relationship must be interrogated by all parties in order to respond effectively to these glaring shortcomings.

### **6.8.2 Policies and communication**

Through this study it was established that the only labour policies applied by the Navy are the LRA 66 of 1995, the GPSSBC Resolution, as well as the DoD Resolution. However, for that matter, no revised policy or standard operating procedure, specific to the Fleet Command or the broader Navy, had been promulgated.

Moreover, senior leaders and trade union representative indicated that policies with regards to employment equity, conditions of service and benefits were all communicated via Information Bulletins from the DoD and by the intranet. Service benefits were also stated in employment letters.

Conversely, many focus group participants had learnt what their benefits were, mainly by word of mouth or the intranet. A small number indicated that they did not know. Given the responses here, it was evident that members did not get feedback on their service benefits or conditions from either their trade unions or the senior leadership in the Fleet.

### **6.8.3 Military leadership**

The aim here was to determine what leadership style is adopted within the Fleet and if and how it affected defence civilians. Senior Leaders confirmed that the overall style of leadership exercised in the Fleet was an autocratic style. It was felt that defence civilians had to submit to this command and control style, which took a top down approach. Leadership confirmed that this style was best to give effect to the “One Force” concept. Only two leaders felt that this was not proper, as defence civilians did not fall under the Defence Act nor the Military Code of Conduct.

On the contrary, trade union representatives and focus group participants all showed great dissatisfaction and unhappiness at the style of leadership that FCHQ leaders exercised. It was felt that these military leaders did not know the difference between defence members (DAP) and defence civilians (PSAP). These two participant groups all vehemently expressed their dissatisfaction at the fact that military leaders were excluding them. They further echoed that command and control is meaningless and that military leaders had negative attitudes towards them. It was further felt that the Flag

Officer Fleet did not meet with unions as prescribed, and neither did leadership consider them in any decisions pertaining to them as defence civilians.

Equally important was that these participants all felt that decisions all were only military and that they did not belong in that environment. Responses included, “*we don't belong, uniform people get first preference over us PSAPs as our posts are not advertised due to budgetary constraints yet uniform members get their promotions on time, uniform members are staffed into vacant PSAP posts, our salaries are not aligned, we cant participate in sports. Leaders exclude PSAP, uniform leaders abuse their ranks and undermine PSAP who have knowledge and experience, yet most uniform members don't have the knowledge and experience to complete tasks*”.

Futhermore, most participants indicated that decisions were taken by FOF and other senior leaders and PSAP were expected to merely fall in line. They alluded to the fact that the organisation's leaders are unprofessional and they failed to communicate with fellow employees within the organisation.

Given the grave dissatisfaction amongst trade union representatives and employees, it is therefore, through this research, found that the current military leadership style practised; was not conducive for defence civilians to gain trust. Participants had stated that they did not feel a sense of belong and some were thinking of exiting the service.

However, a minority of the leaders who were interviewed stated that they adopted a leadership style according to the situation, varied between a participative, democratic style with PSAP and an autocratic one with DAP. An alarming fact of this research is that; only one participant indicated that he exercised a transformational leadership style which is commensurate with the adopted model of Bass and Avolio (1990).

What can be distilled here, was that, notwithstanding the proposed FRL model within the Navy, which was still being presented to students on current learning opportunities, the elements of this model are not exercised by all for purposes of uniformity.

#### **6.8.4 Organisational structures**

Senior military leaders expressed their unhappiness at the way PSAP were being treated and that they were not at all well represented in this chain of command. Fleet leadership members were taking a top down approach, while defence civilians did not have a proper representative on a strategic level in the Fleet. On the other hand, one of the union members stated that within the hierarchical structure, there was only one deputy director post, staffed with a defence civilian from the Fleet Management and Renewal Services. The member added that this employee was apparently not there to represent defence civilians.

Furthermore, union representatives confessed that the only interaction they had was at the bilateral meetings held every second month but which is hosted by Naval Headquarters. They also stated that these bilateral discussions were supposed to be Chaired by a Rear Admiral (Director), however, since he was appointed in 2017, he had not yet attended a meeting. Employees on the whole, deemed these bilateral discussions fruitless exercises, because their issues were not resolved and they did not get any feedback.

Trade union representatives all alluded to the fact that, in spite of their positions as employees in the Fleet, their roles as union members were not given priority over their daily delegated duties. They further asserted that they were equally dissatisfied at senior leadership and just followed broad, national policies to ensure that their members were protected.

The one most reported fact that both trade union representatives, as well as employees allude to, was the fact that they did not feel a sense of belonging in this organisation.

#### **6.9 SUPPOSITIONS**

Despite the hostility showed by a few employees towards the trade unions, there was however, evidence of previous endeavours by trade unions to represent their members at bilateral discussions, placement boards and disciplinary hearings. Trade union representatives also reported that they have tried several times to meet with senior management in the Fleet, but these attempts seemed fruitless. In addition, there is also some acknowledgement by employees that they would still want to belong to their

unions to ensure their protection, knowing unions collectively bargained on their behalf in terms of service benefits.

However, as there were members who did not belong to unions and the remainder who indicated that they did not have trust in their union representatives, the question arose whether it was enough. It was also cited by a few members that trade unions did not do what they were supposed to, and that the two unions were antagonistic to each other.

The total lack of communication with trade unions and employees by senior leaders, was another area of concern. Trade unions representatives remarked that they had attempted to meet with leadership, but were always denied opportunity. Although unions regularly communicated with their members, it was apparent that the military leaders did not attempt to communicate with defence civilians in any way; and had made no attempt to initiate any relationships .

Another fact, distilled from this study, was, that the feedback by participant groups clearly underlined the gap that exists between design and reality. This made it quite clear that, whilst there are policies in place nationally and in the broader DoD on labour issues, focusing on the roles and rights of public sector trade unions in the workplace and on the importance of the tripartite relationship, nothing was being done by the Fleet leadership to have these measures in place.

In addition, it was confirmed that the leadership style was being seen as autocratic and defied the instruction put in place by the Navy regarding the proposed LCAMPS Full Range Leadership model. Thus, the inability of the Fleet leadership to conform to any of these policies, resulted in this gap, causing great dissatisfaction, primarily among the members of the trade unions, but also among the trade union representatives themselves. Moreover, this disregard for defence civilians, has, in turn, led to apparent enmity towards senior Fleet leadership; with employees feeling excluded and like outsiders at their workplace.

Following the above, the author asserts that the findings of this study adequately address the research aim. The autocratic style of leadership was bemoaned as ineffective. Whilst a more appropriate style of leadership was plausible, it might not be quite as easy or effortless to employ, given the military domain characterised by harsh and unyielding structures.

It must be noted, however, that when leadership styles were discussed within this military context, there appeared to be divergent views of leaders who were interviewed, on what leadership style best suits defence civilians. So why was there no synergy, even amongst leaders? Why were uniform members getting preference over defence civilians when the organisation should rather have been striving to uphold the “One Force Concept”?

## **6.10 CHAPTER SUMMARY**

In this chapter, the collected data was analysed and grouped into themes. These themes were divided into sub-themes, in line with the questions that were posed to the different population groups. Notwithstanding the manifold responses, certain issues came across very strongly hence a synthesis of the findings was provided.

It was found that the autocratic leadership style employed by the FCHQ leadership did affect the trade unions to adequately perform their roles, and also caused grave dissatisfaction amongst employees. Whilst sufficient policies were in place to regulate the tripartite relationship, Fleet leadership have not encourages such relationships.

Thus, the section below (Chapter 7) will seek to provide the reader with a solution for the questions arising from the study, with conclusive recommendations for possible future research.

## **CHAPTER 7: CONCLUSION AND RECOMMENDATIONS**

### **7.1 SUMMARY OF THE STUDY**

In the previous chapter; the findings of the study were discussed. This chapter will provide a reflection of all the previous chapters, by briefly summarising the salient aspects established in each chapter and the subsequent concluding of the study. Recommendations, which are based on the findings in the previous chapter (6), will be provided and envisioning for the development of a concept regarding this phenomenon, will be discussed.

Since the Dawn of Democracy in the RSA, leadership in the political arena underwent dramatic shifts, the effects of which cascading throughout the Public Service. At the same time, this transformation gave rise to improved labour rights and worker representation in the work place. Moreover, the integration of the previous armed forces into the SA Navy did not only affect the leadership hierarchy of the organisation, it also gave rise to increased rights of defence civilians employed by it.

Whilst it is acknowledged that much has been done in terms of legislation to ensure worker rights are upheld and public sector trade unions effectively represent their members, the lack of cohesion between the employer and trade unions became a concern to employees. As this trend was largely based on perception, with no empirical evidence to support it, a thorough study of this unique phenomenon became necessary.

The aim of this study, therefore, was to explore the potential impact of the military leadership style; on the ability of public sector trade unions to perform their roles within these military structures.

### **7.2 THEORETICAL FRAMEWORK**

In Chapter 2, a comprehensive literature review on the theoretical perspective of this study was discussed. The position of leadership, military leadership and stakeholders in leadership were discussed. Various models, approaches and leadership styles were considered and attention was drawn to the proposed transformation model that the SA

Navy had adopted from Bass and Avolio (1990). This showed the integration of this concept with military leadership. The theoretical premise on trade union roles and functions was clarified and the much-needed relationship between the relevant parties were revealed. This was necessary to ensure that the reader would be able to understand the foundation of this study.

### **7.3 LEGISLATIVE FRAMEWORK**

Furthermore, as the SAN FCHQ is bound by the South African Constitution and prevailing labour and leadership legislature, Chapter 3 discussed all relevant legislative frameworks pertaining to this topic. Departmental policies, as well as Naval instruction on leadership, were discussed to demonstrate that everything done and how it is done in the public domain, was enacted in legislation.

The chapter started off with the Constitution, it being the supreme law of the country with all other legislation subordinate to it.

### **7.4 CASE STUDY**

In Chapter 4; the aim was to contextualise the research by discussing the locus of the research, namely; the Fleet Command HQ, Simon's Town. An overview was given of the DoD, the SAN and the history of the FCHQ.

So as to provide the reader with an understanding of why and how military leadership style is practised, and how defence civilians fit into these structures, organograms of the hierarchical structures were included. Additionally, organisational culture was illuminated, as was the prevalent leadership style employed by the senior leadership in the FCHQ.

### **7.5 DATA ANALYSIS**

Chapter 5 dealt with the strategy, design and methodologies employed to address the research problem. The methods for collecting primary and secondary data, were also discussed in detail. The concepts of validity and reliability for this study, as well as the sampling method, were discussed. In addition, the limitations, as well as the ethical considerations of the study were explained.

## **7.6 RESEARCH FINDINGS**

The findings of the research, highlighted Chapter 6, focused on various themes aligned to interview questions and survey questionnaires. The primary data collected by means of face-to-face interviews with senior leaders and trade union representatives, as well as the completed primary data questionnaires, collected during focus group gatherings, were analysed.

Secondary data collected was briefly discussed and summarised, having analysed relevant military policies and acts. Attention was paid to highlighting salient points of the latter and how these were to be integrated sensibly with the collected primary data.

The next section, which will conclude the study, is a synthesis of the findings that will be unpacked and expanded.

## **7.7 CONCLUSION OF THE STUDY**

It has been almost a decade since the Fleet Command HQ was established, however, notwithstanding the many successes of the organisation in achieving its transformational objectives, specifically equity targets and the integration of the previous armed force members, there is evidence regrettably pointing to the leadership of the organisation not succeeding in fostering good relationships with public sector trade unions in the organisation and their members, defence civilians.

In this context, it is therefore understandable that, the disintegration of a workable and fair relationship between the senior leadership, trade unions and defence civilians, has resulted in much dissatisfaction on the part of defence civilians. Although Kumi (2013) cited that measuring employee satisfaction in an organisation was not easy for both the employer and trade unions, the researcher, through the data collection process, found confirmation of grave dissatisfaction on the part of both trade unions and defence civilians. Employee dissatisfaction; is the reason why many employees are not productive (Malefahlo, 2015) and, according to these research findings, many defence civilians want to exit the service.

In the same way, it was ascertained that employees did not have sufficient trust in their union representatives to share misgivings. It was found that these unions were not performing their institutional roles adequately and, to add insult to injury, the two unions were not working together, for the good of their members. It is also argued that trade union shop stewards were unable to cope with the changes within the organisation (Hassen, 2011). A consequence of this, was that unions and their members, in many ways, were, excluded by organisational leaders from proper participation in the organisation.

How can leadership achieve overall success when; working conditions for the majority of defence civilians serving within the Fleet have not improved much, if at all? Civilian members were not being treated fairly by their uniform counterparts, especially senior leadership. Evidence was found that vacant civilian posts were not being advertised, apparently due to “financial constraints”, resulting in uniform members being surreptitiously appointed to fill vacant PSAP posts. The qualified and skilled PSAP members were stagnating in the same position without prospects of promotion. In addition, civilian employees generally did not enjoy equal treatment, even though the Defence Review (Republic of South Africa, 2015) speaks of the “One Force Concept” which implied that uniform and defence civilians were indivisible and should be treated equally.

Despite the evidential challenges discussed above, the researcher accentuates that collaboration and teamwork is not outside the realm of possibility in the FCHQ and, in order for all parties to work towards a specific approach to strengthen this tripartite relationship, a general shift in attitude is needed.

Moreover, the author deems it appropriate that, while trying to accomplish cohesion within the collective, the employer, employee and trade unions should have equal leverage. It is important to bear in mind, that the people component of any organisation is central to the attainment of organisational successes. Given that defence civilians are appointed in various occupational groups such as engineers, artisans, HR functionaries, finance and general workers, it remains an imperative that leadership adopt a forward-thinking vision. To ensure that the inherent and visible capabilities of occupational appointees are optimised; top management need always to be aware of the ideals and objectives of this cluster (Theletsane, 2007:127).

It is furthermore recognised that, within this military environment with its inherent complexities, it is important for all parties to interact cooperatively to forge amity in support of the One Force Concept. In addition, given the absence of robust, internal debate and policy discussions, the researcher deems it prudent that further research on this issued be conducted, so as to formulate a strategic concept to address this matter adequately for the sake of posterity.

The following section (7.8) outlines recommendations by the research to address the existing problems and to address the consequences of the phenomenon adequately

## **7.8 RECOMMENDATIONS**

### **7.8.1 Implementing effective communication mechanisms**

As the hierarchal structure of the FCHQ is very rigid, formal communication is very constricted according to Van Nieuwenhuizen and Duke (2018:220), which implies; that subordinates do not have direct access to the flag officer. However, the LRA does provide for trade unions to have access to the workplace and for freedom of association with employees.

The researcher therefore recommends that, as a means to promote formal communication channels between the employer, employees and trade union officials, monthly PSAP forums need to be formally introduced. These forums are envisaged as a means whereby both trade unions meet with their members to keep them abreast of occurrences in the work place and associated union matters.

In addition, these forums must be a basis for direct communication with any Fleet representatives. With a view to effectively implementing these forums, it is important that a decision be taken about the most appropriate channel through which engagement with leadership can take place at this level. These need to be on a regularised basis with full accreditation; PSAP issued need to be officially acknowledge, raised and resolved. All decisions will have to be noted, minuted, published and communicated in a format that will be freely available to all concerned. Direct communication with the Flag Officer will prohibit “message dilution” (Van Nieuwenuizen & Duke, 2018:220).

The SAN FCHQ leadership must visibly implement interventions at this level to promote a culture of support, aimed at advancing defence civilians at all levels of employment and rank. Furthermore, leadership conduct should be patently free of any bias and discrimination, so as to act as role models who inspire these vulnerable employees.

### **7.8.2 Leadership style**

As established, the prevailing leadership style within the Fleet Command HQ is mostly autocratic; resulting in senior leadership having become protagonists of one-sided bargaining, which is deemed unconstitutional (Clarke, 2007).

It is for that reason that SAN FCHQ leadership must focus intently on adapting their leadership style to reflect a more transformational style. A transformational leadership approach will expedite and inspire motivation and produce intellectual stimulation in a minority at the base who, at present, show great dissatisfaction with their working conditions.

### **7.8.3 Bridging the design-reality gap**

Deacon (2014:1) cited that “it is not so much the legislation, nor is it the lack thereof, it the application thereof”. With reference to the findings of this study, the researcher agrees that there are adequate laws and regulations, relevant to all the elements in this study, in existence. In fact, as highlighted previously in this document, the Constitution of the RSA, the LRA 66 of 1995, GPSSBC Resolutions, DoD Bargaining Council agreements as well as a Full Range Leadership model are all in place, however, no application thereof exists in the Fleet.

Therefore, in an attempt to bridge this gap, the researcher recommends that the SAN FCHQ leadership implements a robust Fleet instruction or a standard operating procedure on labour matters which delineates detailed processes and procedures to be followed in the Fleet regarding defence civilians. These operating procedures must be disseminated at all levels and prior to promulgation, must be vetted by labour experts.

Consequently, this will result in the strengthening of the tripartite relationship within the Fleet which, currently, is non-existent.

#### **7.8.4 Training and development**

Training on effecting labour relations and the administration of public service employees (defence civilians), must be incorporated into all functional leadership courses for both commissioned and non-commissioned officers. As there had been many mixed responses, it became evident from this study that senior officers within the organisation were not all clear about the role of public sector trade unions. Trade union chairpersons must also ensure that their shop stewards are aware of their roles and duties and are fully empowered and trained to perform their roles.

In addition, though leadership and development training have been included in military courses, these courses should also incorporate defence civilians of equal standing / ranks.

#### **7.8.5 Practicalising the “one force concept”**

The “One Force Concept” was discussed in the Defence Review of 2015 and incorporates military personnel and defence employees. However, this concept is not appreciated in the Fleet. Further research by management is required to find a clear way forward and develop a strategy to be implemented.

#### **7.8.6 Envisioning of a proposed leadership and development model**

The Fleet Command HQ is a complex military organisation, with a unique and compelling vision. Therefore, in order to achieve its strategic mission and objectives, requires exceptional leaders who have the capacity to achieve all the intended outcomes of the organisation.

Thus, it is proposed that further investigation into the commissioning of a Leadership and Development “Model” which will incorporate both DAP and PSAP, specific to the Fleet setting, should be conducted. Once tested and successfully applied, it could ultimately be used in the broader Navy and DoD setting.

## REFERENCES

- Adams, T.A. 2011. *A conceptual framework for leadership development in the South African police services based on the transformative learning theory*. Research report master of philosophy ha in education and training for lifelong learning. Stellenbosch: University of Stellenbosch [Online]. Available: [www.sunscholar.adams\\_conceptual\\_2011.pdf\\_adobereader](http://www.sunscholar.adams_conceptual_2011.pdf_adobereader) [2017, June 20].
- Adler, G. 2000. The neglected role of labour relations in the South African public service. The African Studies Seminar Series. Department of Sociology and Sociology of Work unit. Johannesburg: University of the Witwatersrand..
- Armstrong, P. & Steenkamp, J. 2008. South African trade unions: An overview from 1995 to 2005. Stellenbosch Economic Working Papers: 10/08. Department of Economics and the Bureau for Economic Research. Stellenbosch: Stellenbosch University.
- Avolio, B. 1990. *Full leadership development: Building the vital forces in organisations*. Thousand Oaks, CA: Sage.
- Babbie, E. & Mouton, J. 2017. *The practice of social research*. Cape Town: Oxford University Press South Africa (Pty) Ltd.
- Bass, B. 1985. *Leadership and performance beyond expectations*. New York: Free Press.
- Bass, B. 1990. From transactional to transformational leadership: Learning to share the vision. *Organisational Dynamics*. 18(3), 19-31.
- Bass, B.M. 1990. *Bass & Stogdill's handbook of leadership: Theory, research and managerial applications*. 3<sup>rd</sup> Edition. New York: Collier Macmillan.
- Bass, B. & Avolio, B. 1994. *Improving organisational effectiveness*. Thousand Oaks, CA: SAGE Publications.
- Bass, B. 1997. Does the transactional-transformational leadership paradigm transcend organisational and national boundaries? *American Psychologist*, 52(2): 130-140.
- Bass, B.M. & Steidlmeier, P. 1999. *Ethics, character, and authentic transformational leadership behaviour*. *Leadership Quarterly*.

- Berning, J., De Beer, A., Du Toit, D., Kriel, G., Kriel, J., Louw, H., Mouton, J., Roussouw, D. & Singh, D. 2004. *Focus on management principles, a generic approach*. Lansdowne: Juta & Co.
- Bester, P.C. & van't Wout, C. 2016. *Dealing with military leadership incompetence in the South African National Defence Force*. Negative leadership: International perspectives. Canadian Defence Academy Press. [Online]. Available: <https://www.researchgate.net/publication/309650276> [2018, February 20].
- Boonzaaier, A. 2008. Influence of transactional, transactional leadership on leader-follower value congruence and leadership success. Masters Thesis. Stellenbosch: University of Stellenbosch [Online]. Available: [www.scholar.sun.ac.za/2008.pdf](http://www.scholar.sun.ac.za/2008.pdf) [2017, June 20].
- Bryman, A. 2012. *Social research methods*. 4th edition. Oxford: Oxford University Press.
- Brynard, P. & Hanekom, S. 1997. *Introduction to research in public administration and related disciplines*. Pretoria: Van Schaik.
- Buhlungu, S. 2010. A paradox of victory: COSATU and the democratic transformation in South Africa [Online]. Available: <http://ukznpress.bookslive.co.za/blog/2010/09/02/sakhela-buhlungus-book-on-cosat-paradox-of-victory-launched-at-the-centre-for-the-book> [2017, Jun 01].
- Burger, A. 2011. Research Methodology, Slide show. School of Public Leadership, University of Stellenbosch.
- Burns, J. 1978. *Leadership*. New York: Harper and Row.
- Burns, N. & Grove, S.K. 2005. *The practice of nursing research*. 5<sup>th</sup> edition. Philadelphia: Elsevier.
- Cherry, K. 2017. One minute manager [Online]. Available: <https://www.verywell.com/what-is-the-situational-theory-of-leadership-2795321> [2017, June 21].
- Clarke, A.R. 2007. Public service labour relations: Centralised collective bargaining and social dialogue in the public service of South Africa (1997 to 2007). Unpublished master's thesis. Cape Town: University of Cape Town.
- Collis, J. & Hussey, R. 2009. *Business Research: A Practical guide for undergraduate and postgraduate students*: 4<sup>th</sup> Edition. United Kingdom. MacMillen International: Red Global Press.

- Cresswell, J.W. 1998. *Qualitative Inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA, US: Sage Publications.
- Deacon, H.J. 2014. The balancing act between the constitutional right to strike and the constitutional right to education. *Journal of Education*, 34(2) [Online]. Available: <http://www.sajournalofeducation.co.za> [2018, January 21].
- De Kock, D. & Hanyane, B. 2005. *Fundamentals of research II*. Florida: Technikon South Africa.
- Department of Defence. 1997. Recognition Agreements.
- Department of Defence. 2009. Transformation in the Department of Defence. CHR/CDTM/106/31/1/P. Pretoria: Government Printer.
- Department of Defence. 2017. PERSOL mainframe: *Focus Report*.
- Du Brin, A.J. 2010. *Principles of Leadership*. 6<sup>th</sup> edition. Canada: Cengage Learning.
- Du Brin, A.J. 2013. *Principles of leadership*. 7th edition. Canada: Cengage Learning. International Edition.
- Fishman, R. & Mershon, C. 1993. Workplace leaders and labour organisation: Limits on the mobilisation and representation of workers. International Contribution to Labour Studies. Academic Press limited.
- Fox, J.C. 2009. Analyzing leadership styles of incident commanders. Doctoral dissertation. Minneapolis, MN: North Central University [Online]. Available: <https://www.scribd.com/mobile/document/149873141/Fox-Jeffey-Analysing-Leadership-Styles-of-Incident-Commanders> [2016, December 01].
- Freeman, R.B. & Hilbrich, K. 2013. Do labour unions have a future in the United States? In the economics of inequality, poverty and discrimination in the 21st Century [Online]. Available: <http://nrs.harvard.edu/urn-3HUL.InstRepos:10488702> [2017, May 16].
- Goddard, W. & Melville, S. 2001. *Research methodology: An introduction*. 2<sup>nd</sup> ed. Lansdowne: Juta.
- Goethals, G.R. & Sorenzo, G.L.J. (eds). 2006. *The quest for a general theory of leadership*. Cheltenham: Edward Elgar Publishing Limited.
- Gompers, S. S.a. *Top 25 quotes by Samuel Gompers a-z quotes* [Online]. Available: <https://www.azquotes.com/author.5672-sam> [2017, March 01].

- Gordon, I.C. Major General. 2003. Australian Army land warfare doctrine. LWD O-O. Command, Leadership and Management. Commonwealth Australia, Australia Army. Major-General Commander Training Command-Army.
- Grobler, P.A., Wörnich, S., Carell, M.R., Elberts, N.F. & Hatfield, R.D. 2011. *Human Resource Management in South Africa*, 13(13.1), 481-482.
- Guba, E. & Lincoln, Y. 1989. *Fourth generation evaluation*. Newbury Park, CA: Sage.
- Hassen, E.K. 2011. *Reinvent to remain relevant: The challenge for unions as the voice of the working class*. Are labour unions still serving the interests of the entire working class? Chapter 2: The labour market. [Online]. Available: <https://transformationaudit.org> [2018, February 22].
- Hofstede, G., Hofstede, G.J. & Minkov, M. 2010. *Cultures and organisations: Software of the mind*. New York: McGraw-Hill.
- Hokoma, X.T. 2016. *Skills deficiencies in the South African Navy: A threat to maritime security*. Research report, Johannesburg: University of the Witwatersrand.
- Ibarrola, R.L.C. 2012. *Analysis of ICT in the strategic modernisation programme of the Paraguayan supreme court*. Masters thesis. Stellenbosch: Stellenbosch University [Online]. Available: <https://scholar.sun.ac.za> [2017, June 19].
- Johnson, W.B. & Harper, G.P. 2004. *Becoming a leader the Annapolis way. 12 combat lessons from the Navy's laboratory*. U.S. Naval Academy. New York: McGraw-Hill.
- Johnson, B., Whittington, R. & Scholes, K. 2011. *Exploring strategy. Texts and Cases*. Upper Saddle River, New Jersey: Prentice Hall.
- Jooste, K. 2010. *The principles and practice of nursing and health care*. 1<sup>st</sup> edition. Pretoria: Van Schaik Publishers.
- Juarez, A. 2012. Humanizing the Machiavelli and his concept of a good leader. *SayBrook Forum, Blog, Leadership and Management* [Online], Available: [www.saybrook.edu](http://www.saybrook.edu) [2018, January 30].
- Kahn, S.B. 2005. *Managing the South African National Defence Force towards productivity: A human resource management perspective*. Doctoral dissertation. Stellenbosch: Stellenbosch University.
- Kahn, S.B. & Louw, V.N. 2013. *A leadership approach to the transformation of institutional culture. A case of the South African National Defence Force*.

- Pretoria: Department of Public Administration and Management, University of South Africa.
- Kahn, S.B. & Naidoo, G. 2011. Transformational leadership: case of the South African National Defence Force. Department of Public Administration and Management, University of South Africa.
- Kellis, D.S. & Ran, B. 2013. Modern leadership principles for the public administration: Time to move forward: *Journal of Public Affairs*, 13(1):130-141.
- Kgosana, M.C. 2012. Defence management. Trade Union in the SANDF: The inevitable consequence of incompatible values. Research article. Military Academy, Saldanha.
- Khumalo, L. 2015. The impact of leadership style on organisational commitment. Master's thesis. Pretoria: University of South Africa.
- Klink, H., Van Der Walt, C. & Van Rensburg, G. 2009. Fundamentals of research methodology for health care professionals. 2<sup>nd</sup> edition.
- Krašenkiene, A., Krašenkiene, L. & Susnienė, D. 2014. Relationships of the trade unions with the media: The Lithuanian case. *Administrative Sciences* [Online]. Available: [www.mdpi.com/journal/admsci](http://www.mdpi.com/journal/admsci) [2017, June 21].
- Kroon, J. (Ed.) 1995. *Algemene Bestuur*. 3<sup>rd</sup> Edition. Pretoria: Kagiso.
- Kumi, M.J. 2013. The trade union as an avenue for promoting employee satisfaction in the mining industry: The case of Anglo Gold Ashanti and Newmont Ghana. Master's thesis. Kumasi, Ghana: Kwame Nkrumah University of Science and Technology.
- Larsen, G. & Kallenberg, K. 2006. *Direk ledarskap*. Stockholm: Swedish Armed Forces Headquarters.
- Leadership Central. 2016. *Leadership theories* [Online]. Available: <https://www.leadership-central.com/leadership-theories.html#axzz5fkmRfof> [2018, Feb 02].
- Luthans, F. 2005. *Organisational behaviour*. New York: McGraw-Hill.
- Machiavelli, N. 1532/1996. *The prince*. Stockholm: Natur och Kultur.
- Magada, T. & Govender, K.K. 2016. Culture, leadership and individual performance *South African Public Service Organisation Study* [Online]. Available: <https://doi.org/10.22496/jemt20161104109> [2017, Aug 01].

- Malefahlo, C.B. 2015. Challenged of retaining senior managers at the Department of Social Development. Research report. Johannesburg: University of the Witwatersrand.
- Mathee, S..2016a. People management: The impact of low morale on productivity in the South African Navy. Assignment. Stellenbosch: School of Public Leadership, Stellenbosch University.
- Mathee, S.. 2016b. Organisational design: Structure of the South African Navy and the impact of strategic change. Assignment. Stellenbosch: School of Public Leadership, Stellenbosch University [Online]. Available: <http://www.businessnewsdaily.com/3647-leadership-definition-html> [2018, January 28].
- Maxwell, J.C. S.a. Leadership quotes. *Brainy Quote* [Online]. Available: [www.brainyquote.com](http://www.brainyquote.com) [2018, April 03].
- Max Weber. 1992. *The process of rationalisation*. Mastering public administration. Sage Publications 2014.
- McShane, S.L. & Von Glinow, M. 2007. Organisational behaviour: Essentials. New York: McGraw-Hill.
- Merriam, S.B. 2002. Introduction to qualitative research. Qualitative research in practice: examples for discussion and analysis. San Fransisco. CA Jossey-Bass.pp 3-17 [Online]. Available: <http://media.wiley.com/product-data/excerpt/56/07879589/0787958956.pdf> [2017, May 09].
- Mielach, D. 2012. 10 ways to define leadership. Business News Daily [Online]. Available: <http://www.businessnewsdaily.com/3647-leadership-definition.html> [2017, October 01].
- Money-Zine. 2018. Leadership theories.WeberBurnsGoleman - MoneyZine [Online]. Available: <http://www.money-zine.com/Career-Developmnet/Leadership-Skill/Lead> [2018, March 20].
- Monyatsi, G. 2013. The role and challenges of trade unions in post-apartheid South Africa: The case of the National Education Health and Allied Workers Union. School of Management Sciences, Faculty of Commerce and Administration. Mafikeng: North West University. [Online]. Available: [https://dspace.nwu.ac.za>Monyatsi\\_G](https://dspace.nwu.ac.za>Monyatsi_G) [2017, January 16].

- Moorhead, G. & Griffin, R.W. 2004. *Organisational behaviour. Managing people and organisations*. [Online]. Available: <http://trove.nla.gov.au/work/6655342> [2017, June 13].
- Mouton, J. 2001. *How to succeed in your Master's and Doctoral studies: A South African guide and research book*. Hatfield, Pretoria: Van Schaik Publishers.
- Muetudhana, J. 2001. An exploratory study of leadership in mechanistic, organic and virtual organisations. Doctoral dissertation. Stellenbosch: Stellenbosch University.
- Mujani, W.K. 2012. Leadership theories and models of the perspective of Western scholars. *Advances in Natural and Applied Sciences*, 6(8):1405-1410 [Online]. Available: [http://www.academia.edu/3128988/leadership\\_theories\\_and Moodels From the Perspectives Western Scholars](http://www.academia.edu/3128988/leadership_theories_and_Moodels_From_the_Perspectives_Western_Scholars). [2018, January 28].
- Naidoo, G. 2004. Leadership and good governance in public administration: A critical need for transformation and good governance for adoption by the South African Public Service. Pretoria: University of Pretoria [Online]. Available: <http://web.a.ebcohost.com.ez.sun.ac.za/ehost/pdfviewer> [2017, January 16].
- Naidoo, G. & Kahn, S. 2015. Transformational leadership: Case for the South African National Defence Force. Department of Public Administration and Management. University of South Africa.
- Naidu, J. & Van Der Walt, M.S. 2005. An exploration of the relationship between leadership styles and the implementation of transformation interventions. *SA Journal of Human Resource Management*, 312(60). [Online]. Available: <https://doi.org/10/4101/sajhrm> [2017, July 18].
- Nekoranec, J. & Reváyová, E. 2014. Organisational Culture Part of Management Work of the Military Organisation. Review of the Air Force Academy of General M.R. Štefánik Liptovský Mikuláš, Slovakia. No 2 (26) 2014.
- Newton 2010**
- Northcote 2010**
- Northouse, P.G. 2010. *Leadership: Theory and practice*. Thousand Oaks, CA: SAGE.
- Oshagbemi, T. 2008. The impact of personal and organisational variables on the leadership styles of managers. *The International Journal of Human Resources Management*, 19(10): 1896-1910.

- Pasmore, W. 2015. White Paper. Developing a leadership strategy: A critical ingredient for organisational success. Center for Creative Leadership.
- Peter Block. 1993. *Stewardship: Choosing Service Over Self-Interest*. San Fransisco. Berrett-Koeler Publishers
- Pieterse-Landsman, E. 2012. The Relationship between transformational leadership, employee engagement, job characteristics and intention to quit. Masters thesis. Stellenbosch: Stellenbosch University [Online]. Available: <https://scholar.sun.ac.za> [2018, Febuary 21].
- Poisat, P. 2006. A critical analysis of organisations. Strategies for employee engagement. Doctoral Dissertation. Port Elizabeth: Nelson Mandela Metropolitan University.
- Polit, D.F., Beck, C.T. & Hungler, B.P. 2001. *Essentials of nursing research: Methods, appraisal and utilisation*. 5<sup>th</sup> edition. Philadelphia: Lippincott.
- Public Services International. 2012. 29th World Congress of Public Services International. Host affiliate profiles. *In the People's Interest World Congress 2012*, Durban [Online]. Available: <http://congress.world-psi.org> [2017, February 12].
- Rajesh, S. & Manoj, P.K. 2014. Politicization of trade unions and challenges to industrial relations in India. A case study with a focus on Northern Kerala. *International Journal of Business and Administration Research Review*, 1(2).
- Republic of South Africa. 1995. *Labour Relations Act 66 of 1995*. Pretoria: Government Printers.
- Republic of South Africa. 1996. *The Constitution of the Republic of South Africa*. Pretoria: Government Printers.
- Republic of South Africa. 2002. *The Defence Act, Act 42 of 2002*. Pretoria: Government Printers.
- Republic of South Africa. 2013. General public service sector bargaining council resolution 1 of 2013. Organisational rights agreement between the state as employer in the general public service sector bargaining council and admitted trade unions [Online]. Available: [www.gpsbc.org.za.2013.file](http://www.gpsbc.org.za.2013.file) [2017, March 14].
- Republic of South Africa. 2013. Addendum to general public service sector bargaining council resolution 3 of 2013. Organisational rights agreement between the state as employer in the general public service sector bargaining

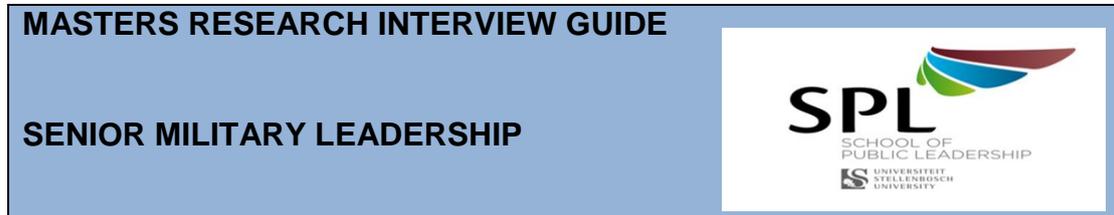
- council and admitted trade unions [Online]. Available: [www.gpsybc.org.za.2013.file](http://www.gpsybc.org.za.2013.file) [2017, March 14].
- Republic of South Africa. 2014. Department of Defence Review [Online]. Available: [www.navyweb.navy.mil.za/url](http://www.navyweb.navy.mil.za/url) [2016, June 15].
- Republic of South Africa. 2015. Department of Defence Review [Online]. Available: [www.navyweb.navy.mil.za/url](http://www.navyweb.navy.mil.za/url) [2016, June 15].
- Robbins, S.P. & Barnwell, N. 2006. *Organisation Theory Concepts and Cases*. 5th edition. French Forest NSW, Australia: Pearson Education Australia.
- Robertson, T.c. 2015. Leadership Theory vs Leadership Style. Demand Media. [Online]. Available: <http://smallbusiness.chron.com/leadership-theory-vs-leadership-style-32967.html> [2018, June 18].
- SA Labour Guide. 2013. Trade Unions Guide. *Labour law and employment manual 2013*. Section F.
- Salter, C.R.; Harris, M.H. & McCormack, K. 2014. *Bass & Avolio's full range leadership*. Model and Moral Development. E-leader: Milan 2014.
- Saunders, M., Lewis, P. & Thornhill, A. 2009. *Research methods for business students*. 5<sup>th</sup> edition. Harlow: FT Prentice Hall.
- Schafer, J.A. 2008. Developing effective leadership in policing: Perils, pitfalls and paths forward. *Policing: An International Journal of Policing Strategies and Management*.32(2): 238-260.
- Schwella, E. 2008. Administrative Reform as adaptive challenge: selected public leadership implications. *Politeia*, 27(2):25-50.
- Scott, R.R. 2016. Leadership and performance: A South African public sector case study. Masters thesis. Stellenbosch: Stellenbosch University [Online]. Available: <https://scholar.sun.ac.za> [2017, June 21].
- South African Navy General Publications 100. 2006. South African maritime doctrine [Online]. Available: [www.navy.mil.za.SANGP100\\_foreword.pdf](http://www.navy.mil.za.SANGP100_foreword.pdf) [2016, June 11].
- Team FME. 2015. Leadership theories. Leadership skills [Online]. Available: [www.free.management-ebooks.com](http://www.free.management-ebooks.com) [2018, January 22].
- The Molossian Naval Academy. 2015. Notes on military leadership. *Spyglass Hill* [Online]. Available: [www.molossia.org/milacademy/leadership.html](http://www.molossia.org/milacademy/leadership.html) [2017, June 19].

- Theletsane, K.I. 2007. Developing a conceptual model for transformation at the South African Military Academy: The Ubuntu approach. Masters thesis. Stellenbosch: Stellenbosch University.
- Thomas, R.H. 2013. Impact of transformational leadership: Exploring the transformational leadership qualities of selected secondary agriculture teachers. Master's Thesis [Online]. Available: [https://uknowledge.uky.edu/cld\\_etds/7](https://uknowledge.uky.edu/cld_etds/7) [2018, January 27].
- Tshukudu, T.T. 2015. Increasing Public Sector Trade Union Power and its implication on Labour Relations. The 17th Ilera Congress Cape Town 2015. Department of Political Science and Administrative Studies. University of Botswana.
- UFS Business School. 2015. The elements of the tripartite relationship: Labour relations [Online]. Available: <https://lms.tuit.co.za/courses/107/pages/the-elements-of-the-tripartite-relationship>. [2018, February 02].
- Van Dyk, G.A.J. & George, S. 2006. The process of military leadership development for Africa: a theoretical discussion. *Journal of Public Administration* 41(4): 776-789.
- Van Dyk, G.A.J. & Van Niekerk, N.J. 2004. Military leadership. *Journal of Public Administration*, 39(2).
- Van Nieuwenhuizen, P.J.J. & Duke, L.L. 2018. *Leadership..* Second edition. Cape Town, South Africa: Edge Learning Media.
- Vettori, M.S. 2005. *Collective bargaining*. Abridged contents. Pretoria: University of Pretoria..
- Wagner, C., Kawulich, B. & Garner, M. 2012. *Doing a Social Research. A global context*. Berkshire, UK.: McGraw-Hill Education.
- Warnich, S., Carell, M.R., Elbert, N.F. & Hatfield, R.D. 2015. *Human resources management in South Africa*. 5th edition. London: South-Western Division, a division of Cengage Learning, Inc.
- Welman, C., Kruger, F. & Mitchell, B. 2010. *Research Methodology*. 9<sup>th</sup> Edition. Cape Town: Oxford University Press.
- Whitehead, B.M., Boschee, F. & Decker, R.H. 2013. A cornerstone of Leadership. Thousand Oaks, CA: SAGE publications [Online]. Available: <http://www.sagepub.com/upmdata/50633>. [2018, January 21].

- Widiyanto, O.C. 2013. *The Culture of Leadership. The relationship between national culture and leadership models*. Thesis. Royal Military Academy, Belgium and Military Academy Karlberg, Sweden. Officer Programme 2010-2013.
- Yukl, G. 2002. *Leadership in organisations*. 5<sup>th</sup> edition. New Jersey. Prentice Hall.
- Yukl, G. & Van Fleet, D.D. 1992. *Theory and research on leadership in organisations*. Handbook of Industrial and organisational psychology. 2<sup>nd</sup> Edition. Palo Alto, CA: Consulting Psychologists Press.
- Zakeer, A.K., Allah, N. & Khan, I. 2016. *Leadership theories and styles. A literature review*. Department of public Administration, Gomal University [Online]. Available: <https://www.researchgate.net/publications/29388590n> [2018, January, 21].

## APPENDICES

### Appendix A: Interview guide



Date: \_\_\_\_\_

***Dear Participant***

You are invited to participate in my Masters Thesis interview. My topic entails: ***“Exploring the Effect of Military Leadership on Public Sector Trade Union Role: A SA Navy Fleet Command Headquarters Case”***.

You were identified as a participant as you are appointed in a Senior Military Leadership position within the South African Navy.

A total of 11 open ended questions will be posed pertaining to my topic. The interview is envisaged to take approximately 45 minutes to a hour long. Kindly note that your participation is completely voluntary, and you are guaranteed that there is no harm, nor any risks involved with the answering of any of these questions.

Your identification will not be revealed and your responses will be held strictly confidential at all times. You may also withdraw at any stage of this study.

Thank you for your participation.

**Sharifa Mathee**

**Masters Researcher**

1. How does the SA Navy FCHQ conceptualize and regulate the tripartite relationship?


2. Let's talk about policies. Can you mention a few policies that the SA Navy FCHQ has in place to regulate employer/employee and trade union relationships and can you briefly tell me more about them?


3. How many registered trade unions are in the SA Navy FCHQ and do you have any interactions with these unions?


4. As a senior officer, do you know the Chairpersons of the various trade unions and to what extent do you interact with them?


5. According to your knowledge, what is the main role of trade unions within the organisation and how is this addressed?


6. Within this military environment, how do trade unions interact with their members? Are they allowed much flexibility to interact in terms of meetings, forums, etc)?


7. Let's talk about Command and Control which is the military style of leadership. Is this same style of leadership practiced with Defence Civilians as well?


8. With reference to Basic conditions of service. How does the SA Navy FCHQ promote and communicate that?


9. In terms of your Chain of Command, the top structure in the SA Navy FCHQ is only uniform members. Does this create a problem for Defence Civilians to raise issues which are important to them especially in strategic meetings?


10. What forums does the SA Navy FCHQ have in place to ensure that trade unions and their members' concerns are addressed?


11. In your position as a military leader, what type of leadership style have you employed and why?


Thank you for taking the time to participate in this interview.

**MASTERS RESEARCH  
INTERVIEW GUIDE: TRADE UNIONS**



Date: \_\_\_\_\_

Dear Participant

You are invited to participate in my Masters Thesis interview. My topic entails: ***“Exploring the Effect of Military Leadership on Public Sector Trade Union Role: A SA Navy Fleet Command Headquarters Case”***.

You were identified as a participant as you are a Trade Union Representative within the within the South African Navy Fleet Command Headquarters.

A total of 10 open ended questions will be posed pertaining to my topic. The interview is envisaged to take approximately 45 minutes to a hour long. Kindly note that your participation is completely voluntary, and you are guaranteed that there is no harm, nor any risks involved with the answering of any of these questions.

Your identification will not be revealed and your responses will be held strictly confidential at all times. You may also withdraw at any stage of this study.

Thank you for your participation.

**Sharifa Mathee**  
**Masters Researcher**

1. From your perspective, how does the SA Navy FCHQ conceptualize, regulate and theorize the tripartite relationship?


2. Does the SA Navy FCHQ have any policies in place to regulate employer/employee and trade union relationships and can you explain them briefly?


3. How many registered trade unions are in the SA Navy FCHQ and which union do you represent?


4. As a trade union representative, what are your main roles and responsibilities?


5. Do you know your members that belong to your union and how do interact with them? How is this done especially within this military organisation?


6. What forums does the SA Navy FCHQ have in place to ensure that your concerns as a trade union and that of your members', are addressed?


7. Military leadership is practiced within the military which is about Command and Control. Is the same leadership style applied to Defence Civilians and this hierarchical system in any way hampering your ability to represent your members?


8. I need clarity on this. You are a serving employee in the SA Navy FCHQ and a trade union representative within the same organisation. How do you balance these two roles?


9. How do you ensure that the management in the organisation promote worker rights in terms of service conditions and benefits?


10. The top structure of the SA Navy FCHQ is staffed with uniform personnel. How are defence civilian issues raised when there is no defence civilian or trade union representative involved in strategic decision making? Example Fleet Command Council board meetings, etc?


Thank you for taking the time to participate in this interview.

**MASTERS RESEARCH  
INTERVIEW QUESTIONNAIRE: FOCUS  
GROUP (EMPLOYEES)**



Date: \_\_\_\_\_

Dear Participant

You are invited to participate in my Masters Thesis interview. My topic entails: ***“Exploring the Effect of Military Leadership on Public Sector Trade Union Role: A SA Navy Fleet Command Headquarters Case”***.

You were identified as a participant as part of my Focus Group (15 members per session), as you are a serving Defence Civilian in the South African Navy Fleet Command Headquarters.

A total of 10 open ended questions will be posed pertaining to my topic. The focus group session is envisaged to take approximately 45 minutes to a hour long. Kindly note that your participation is completely voluntary, and you are guaranteed that there is no harm, nor any risks involved with the answering of any of these questions.

Your identification will not be revealed and your responses will be held strictly confidential at all times. You may also withdraw at any stage of this study.

Thank you for your participation.

**Sharifa Mathee**  
**Masters Researcher**

SERIAL NO	QUESTIONS	YES	NO
1.	Do you belong to a registered trade union? Which trade union.....		
2.	Do you know your union representative? How does he / she communicate with you?		
3.	Do you know the role and responsibilities of your shop stewards? Can you briefly explain them?		
4.	Are you aware of your service conditions and benefits within the organisation and is this communicated to you?		
5.	Working in a strictly military environment, do you feel a sense of belonging in the organisation?		

6.	If you have any issues within your work environment, do you report them to your supervisor?		
7.	Do you get weekly or monthly feedback on matters pertaining to defence civilians by both management and trade union representatives?		
8.	Do you know of any forums that are held between trade unions and the management of the organisation as a means to represent employees?		
9.	The leadership style in the Navy is Command and Control. Do you have a problem with this style of leadership especially in your capacity as a Civilian?		
10.	If you had a choice to not belong to a trade union, would you belong to one?		

Thank you for taking the time to participate in this survey.

## Appendix B: Research consent



UNIVERSITEIT • STELLENBOSCH • UNIVERSITY  
jou kennisvenoot • your knowledge partner

STELLENBOSCH UNIVERSITY

### CONSENT TO PARTICIPATE IN RESEARCH

---

Dear Respondent

You are invited to take part in a study conducted by Sharifa Mathee, from the School of Public Leadership at Stellenbosch University. You were approached as a possible participant because you are a **senior military leader or trade union representative (PSA or NEHAWU)** within in the South African Navy Fleet Command Headquarters, Simon's Town.

#### 1. PURPOSE OF THE STUDY

The purpose of this study is to "Explore the impact, if any, that the current military leadership has on the ability of Public Sector Trade Unions to perform their roles within the military environment".

#### 2. WHAT WILL BE ASKED?

If you agree to take part in this study, you will be invited to participate in an interview where you will complete a semi structured questionnaire with predetermined questions in line with your affiliation in the organisation. These interviews will be conducted in the researcher's office, or at a venue convenient for you, as the participant, which will be private, on a date and time convenient to you. Signs to indicate "meeting in progress" will be put up on the door. The interview is envisaged to be 45 minutes to an hour long and will be a once off activity. Questions will be posed to ascertain your perception with regards to the current military leadership and trade union relations. There are no right and wrong answers, the research is aimed at gauging your opinion as to whether or not, the current military leadership is impacting on the ability of public sector trade unions to fulfil their role within the organisation.

#### POSSIBLE RISKS AND DISCOMFORTS

By answering the questions honestly, you will not compromise the privacy of information, nor will you be compromised as a leader or trade union representative, in the organisation. The only inconvenience, will be the time away from your place of work station.

#### 3. POSSIBLE BENEFITS TO PARTICIPANTS AND/OR TO THE SOCIETY

Depending on the outcome of this study and the recommendations made, a proposal will be made to the Chief of the Navy for implementation of these recommendations, to the benefit of both, the organisation (employer) and the employees.

#### **4. PAYMENT FOR PARTICIPATION**

There are no costs that will be incurred by you in this study and nor will you be compensated for your participation, as your participation is voluntary.

#### **5. PROTECTION OF YOUR INFORMATION, CONFIDENTIALITY AND IDENTITY**

Any information you share with me during this study and that could possibly identify you as a participant will be protected. This will be done by storing the collected information in a lockable cabinet in my office. As standard procedure within our organisation, keys are dropped in a box in the afternoon for safekeeping and can only be signed for by me when I need to access my office.

As soon as you consent to participate in this study, you will remain anonymous throughout the research process and once recommendations are made known, your personal information will not be disclosed. Information collected from you and other participants will be shared in an aggregated format with the Chief of the Navy and other leadership. My completed thesis will also be uploaded on the university's website, however, you will remain anonymous and your personal information will remain confidential in the publication.

#### **6. PARTICIPATION AND WITHDRAWAL**

You can choose whether to be in this study or not. If you agree to take part in this study, you may withdraw at any time without any consequence. You may also refuse to answer any questions you don't want to answer and still remain in the study.

The consequences of your withdrawal will only impact me as the researcher and my results. Your full participation will be appreciated by answering all the questions.

#### **7. RESEARCHERS' CONTACT INFORMATION**

If you have any questions or concerns about this study, please feel free to contact Sharifa Mathee at [sharifamathee@gmail.com](mailto:sharifamathee@gmail.com) and/or the supervisor Dr Zwelinzima Ndevu at [Zwelinzima@sun.ac.za](mailto:Zwelinzima@sun.ac.za)

#### **8. RIGHTS OF RESEARCH PARTICIPANTS**

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research participant, contact Ms Maléne Fouché [[mfouche@sun.ac.za](mailto:mfouche@sun.ac.za); 021 808 4622] at the Division for Research Development.

**DECLARATION OF CONSENT BY THE PARTICIPANT**

As the participant I confirm that:

- I have read the above information and it is written in a language that I am comfortable with.
- I have had a chance to ask questions and all my questions have been answered.
- All issues related to privacy, and the confidentiality and use of the information I provide, have been explained.

By signing below, I \_\_\_\_\_ agree to take part in this research study, as conducted by **SHARIFA MATHEE**

\_\_\_\_\_  
**Signature of Participant**

\_\_\_\_\_  
**Date**

**DECLARATION BY THE PRINCIPAL INVESTIGATOR**

As the **principal investigator**, I hereby declare that the information contained in this document has been thoroughly explained to the participant. I also declare that the participant has been encouraged (and has been given ample time) to ask any questions. In addition, I would like to select the following option:

	The conversation with the participant was conducted in a language in which the participant is fluent.
	The conversation with the participant was conducted with the assistance of a translator (who has signed a non-disclosure agreement), and this "Consent Form" is available to the participant in a language in which the participant is fluent.

\_\_\_\_\_  
**Signature of Principal Investigator**

\_\_\_\_\_  
**Date**



UNIVERSITEIT • STELLENBOSCH • UNIVERSITY  
jou kennisvenoot • your knowledge partner

STELLENBOSCH UNIVERSITY

**CONSENT TO PARTICIPATE IN RESEARCH**

---

Dear Respondent

You are invited to take part in a study conducted by Sharifa Mathee, from the School of Public Leadership at Stellenbosch University. You were approached as a possible participant because you serve as **Defence Civilian** within in the South African Navy Fleet Command Headquarters, Simon's Town.

**9. PURPOSE OF THE STUDY**

The purpose of this study is to explore the impact, if any, that the current military leadership has on the ability of Public Sector Trade Unions to perform their roles within the military environment.

**10. WHAT WILL BE ASKED OF ME?**

If you agree to take part in this study, you will be asked to complete a questionnaire with a set of predetermined questions. You will be grouped with other employees within the Fleet Command in one central venue on a predetermined date and time which will be convenient to all participants. The session is envisaged to be an hour and will be a once off activity. Questions will be posed to ascertain your perception with regards to the current military leadership and trade union relations. There are no right and wrong answers, the research is aimed at gauging your opinion and levels of satisfaction / dissatisfaction.

**11. POSSIBLE RISKS AND DISCOMFORTS**

By answering the questions honestly, you will not compromise the privacy of information, nor will you be compromised as an employee in the organisation. The only inconvenience, will be the time away from your place of work station. To circumnavigate that, I have received authority from the organisation to conduct the study.

**12. POSSIBLE BENEFITS TO PARTICIPANTS AND/OR TO THE SOCIETY**

Depending on the outcome of this study and the recommendations made, a decision brief (proposal) will be made to the Chief of the Navy for implementation of these recommendations, to the benefit of the organisation (employer) and the employees.

### **13. PAYMENT FOR PARTICIPATION**

There are no costs that will be incurred by you in this study and nor will you be compensated for your participation, as your participation is voluntary.

### **14. PROTECTION OF YOUR INFORMATION, CONFIDENTIALITY AND IDENTITY**

Any information you share with me during this study and that could possibly identify you as a participant will be protected. This will be done by storing the collected information in a lockable cabinet in my office. As standard procedure within our organisation, keys are dropped in a box in the afternoon for safekeeping and can only be signed for by me when I need to access my office.

As soon as you consent to participate in this study, you will remain anonymous throughout the research process and once recommendations are made known, your personal information will not be disclosed. Information collected from you and other participants will be shared in an aggregated format with the Chief of the Navy and other leadership. My completed thesis will also be uploaded on the university's website, however, you will remain anonymous and any personal information, will remain confidential in the publication.

### **15. PARTICIPATION AND WITHDRAWAL**

You can choose whether to be in this study or not. If you agree to take part in this study, you may withdraw at any time without any consequence. You may also refuse to answer any questions you don't want to answer and still remain in the study.

The consequences of your withdrawal will only impact me as the researcher and my results. Your full participation will be appreciated by answering all the questions.

### **16. RESEARCHERS' CONTACT INFORMATION**

If you have any questions or concerns about this study, please feel free to contact Sharifa Mathee at [sharifamathee@gmail.com](mailto:sharifamathee@gmail.com) and/or the supervisor Dr Zwelinzima Ndevu at [Zwelinzima@sun.ac.za](mailto:Zwelinzima@sun.ac.za)

### **17. RIGHTS OF RESEARCH PARTICIPANTS**

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research participant, contact Ms Maléne Fouché [[mfouche@sun.ac.za](mailto:mfouche@sun.ac.za); 021 808 4622] at the Division for Research Development.

**DECLARATION OF CONSENT BY THE PARTICIPANT**

As the participant I confirm that:

- I have read the above information and it is written in a language that I am comfortable with.
- I have had a chance to ask questions and all my questions have been answered.
- All issues related to privacy, and the confidentiality and use of the information I provide, have been explained.

By signing below, I \_\_\_\_\_ agree to take part in this research study, as conducted by SHARIFA MATHEE

\_\_\_\_\_  
**Signature of Participant**

\_\_\_\_\_  
**Date**

**DECLARATION BY THE PRINCIPAL INVESTIGATOR**

As the **principal investigator**, I hereby declare that the information contained in this document has been thoroughly explained to the participant. I also declare that the participant has been encouraged (and has been given ample time) to ask any questions. In addition, I would like to select the following option:

	The conversation with the participant was conducted in a language in which the participant is fluent.
	The conversation with the participant was conducted with the assistance of a translator (who has signed a non-disclosure agreement), and this "Consent Form" is available to the participant in a language in which the participant is fluent.

\_\_\_\_\_  
**Signature of Principal Investigator**

\_\_\_\_\_  
**Date**