THE UTILISATION OF COMMUNITY WORK WITHIN A MILITARY CONTEXT: THE ROLE OF THE SOCIAL WORKER

by

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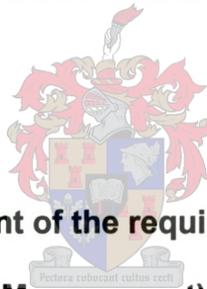
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DECLARATION

I, the undersigned, hereby declare that the work contained in this thesis is my own work and that I have not previously in its entirety or in part submitted it at any university for a degree.

SUMMARY

Community work fulfils definite functions within the social work milieu and develops according to a process. The SANDF does not possess any definite guidelines regarding community work. The resultant consequence is that community work is not utilised to its full potential in that the client system does not always receive a quality service.

The purpose of this study was to compose a framework for the Directorate of Social Work within the SANDF, which can serve as a guideline for the possible formulation of a policy document on community work within social work practice. The objectives of the study are firstly to provide theoretical and practical guidelines which social workers in a military setting can follow when utilising community work as a social work method of intervention. Secondly, to explore the knowledge and skills of social workers in the military within the SANDF regarding community work. Thirdly, the need for guidelines with regard to community work within the SANDF, was explored. This study was confined geographically to the social workers in the military of the Western Province. An exploratory study was executed in order to achieve the stated goal and objectives. The research methodology was a quantitative design being a data collection instrument in the form of a questionnaire. The questionnaire was used to probe skills, knowledge perceptions and attitudes relating to community work and to determine the impact of existing community programmes.

The empirical study enabled the researcher to draw certain conclusions. Although certain misconceptions were evident, the respondents understood the term developmental social work, community and community work, as well as the systems involved in the community work process and the practice models. The most utilised social work method was casework. The respondents who utilised community work made use of a community work process. Most of the respondents utilised the social community education model in the military. Most of the respondents indicated that guidelines for community work within the SANDF would be helpful. Approximately thirty percent of the respondents experienced problems while making use of community work as a social work method of intervention.

A number of recommendations stem from the findings and conclusions. The social workers knowledge with regard to community work needs to be updated. Practical opportunities need to be provided to afford the social worker the opportunity to implement the newly acquired knowledge. Community work guidelines need to be determined within the SANDF, and need to be formulated into a policy document. Specific community work posts, which include all disciplines, need to be created within the SANDF. Post-graduates studies should be undertaken by social workers before being promoted into managerial positions.

OPSOMMING

Gemeenskapswerk is een van die drie primêre metodes van maatskaplike werk. Gemeenskapswerk is 'n proses wat mense help om hulle probleme en behoeftes duidelik te identifiseer en wat die gemeenskap verder help om potensialiteite en vermoëns te ontwikkel om probleme en behoeftes self te kan hanteer, op te los en te voorkom. Gemeenskapswerk het 'n bepaalde funksie binne die maatskaplike werk milieu en verloop volgens 'n proses. Die SANW beskik nie oor geskrewe riglyne vir gemeenskapswerk nie. Dit kan die kwaliteit van dienslewering aan die kliëntsisteem beinvloed.

Die doel van hierdie studie is om 'n raamwerk vir die Direktoraat Maatskaplikewerk Dienste in die Suid Afrikaanse Nationale Weermag(SANW) op te stel wat as riglyne vir gemeenskapswerk in die maatskaplike-praktyk benut kan word, en aangewend kan word om 'n beleidsdokument saam te stel. Die doelwitte van die studie is eerstens om 'n teoretiese uiteensetting van verskeie praktyk modelle van gemeenskapswerk en die proses van gemeenskapswerk in die maatskaplike-praktyk aan te bied. Tweedens is beoog om deur middel van 'n ondersoek te bepaal oor watter kennis van en vaardigheid in gemeenskapwerk , maatskaplike werkers in die SANW beskik. In die derde plek is die behoefte aan riglyne vir gemeenskapswerk in die SANW ondersoek. Die studie is begrens tot maatskaplike wekers in die militêr verbonde aan die Westelike Provinsie. 'n Verkennende studie is onderneem om die gestelde doelstelling en doelwitte te bereik. 'n Vraelys is benut as instrument ter insameling van die data. Die empiriese ondersoek is gedoen deur die benutting van kwantitatiewe navorsing om die voorkoms van die werklikhede te bespreek.

Na aanleiding van die empiriese ondersoek is bepaalde gevolgtrekkings gemaak. Alhoewel die respondente die terme gemeenskapswerk, gemeenskappe en gemeenskapwerk modelle en die vier sisteme binne gemeenskapswerk verstaan, het verwarring wel voorgekom. Daar is bevind dat die gevallewerkmetode deur die oorgrote meederheid van die respondente gebruik word. Daar is ook bevind dat gemeenskapswerk verloop volgens 'n proses. Die gemeenskaps-opvoedkundige model word deur die meerderheid van die respondente benut. Daar is bevind dat riglyne vir gemeenskapswerk in die SANW bruikbaar sal wees, omdat ongeveer dertig persent van die respondente probleme ondervind tydens die benutting van die gemeenskapswerk proses.

Aanbevelings na aanleiding van die bevindinge en gevolgtrekkings sluit in dat maatskaplike werkers in die militêr se teoretiese kennis oor gemeenskapswerk uitgebrei moet word, waarna opleiding benodig word om hierdie kennis toe te pas. Riglyne vir gemeenskapswerk in die SANW moet opgestel word en in 'n beleidsdokument saamgevat word. Die SANW moet spesifieke gemeenskapswerkposte skep wat alle dissiplines sal insluit. Voorts moet nagraadse studie ook 'n vereiste wees vir maatskaplikewerk-personeel om tot 'n bestuursposisie bevorder te kan word.

ACKNOWLEDGEMENTS

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CHAPTER 1

COMMUNITY WORK IN A MILITARY CONTEXT:
THE ROLE OF THE SOCIAL WORKER

1.1   INTRODUCTION

In South Africa community work is receiving to an increasing extent the attention in the social work profession. This development has been due to the realisation, in both the private and public sectors, that community work has greater potential to deal with social problems facing the country than other methods, which focus on individual changes (McKendrick, 1993). In South Africa, since the new political dispensation of April 1994, welfare policy shifts have occurred to promote the privatisation and rationalisation of social welfare services which have emphasised the development of more effective ways of reaching large numbers of people at less cost (White Paper for Social Welfare 1997).

1.2   Motivation for the study

The researcher has been employed as a social worker for almost four years in the South African National Defence Force (SANDF). All new social workers in the SANDF are required to be proficient in the theory and practice of occupational social work and to be able to perform in a wide variety of roles in this field. The social worker in the military setting is expected to meet the diversity of social needs of the client system. The researcher worked from 1997 to 1999 at a training unit, The South African Ship (SAS) SALDANHA, where social work services are rendered to the staff members and their families. In November 1999 the researcher was transferred to 9 South African Infantry (SAI) Battalion Eerste River, where social work service delivery are focused on individuals, groups and family members in the SANDF.

The researcher has observed that social workers in the military are bogged down with crisis intervention and that they take on an educational role and offer training programmes for the staff members and their families at their units. There is a need for social workers in the military setting to become more actively involved in macro level interventions. This seems to be necessary due to changes in the external

community, which also directly affect the operation of the South African National Defence Force.

Prior to South Africa's democratisation in 1994, military formations in South Africa were divided into two distinct groups, namely the Statutory Forces (SF) and the Non–Statutory Forces (NSF). The SF comprised the South African Defence Force (SADF) and the Transkei, Bophuthatswana, Ciskei and Venda Defence Forces (TBVC Defence Force). In April 1994 the former SF and NSF were amalgamated into one force, known as the South African National Defence Force (Liebenberg & Stewart, 1997). The integration implied that the composition of the organisation and the needs of the clients had changed and the nature of the military social work services had to adjust accordingly (De Klerk & Kruger, 1999).

Community work is a primary method of social work intervention. The overall aim of community work has been defined as enhancing the quality of life for all community members, maintaining philosophies and values which uphold their worth and dignity (Rothmund, 1991). Authors such as Rothmund (1987) and Lombard (1992) propose models of community work, such as social community development, social planning, social action and social education models.

In the military, social workers predominantly utilise the community social education model. Lombard (1992) emphasises that an integrated approach is needed which includes various practice models. In a cultural context it is also important that the social workers basis of knowledge for an integrated approach includes the following three components:

- structure
- functions and dynamics of individuals, families, groups, communities
- and organisations, and
- physical and social environments on the other continuum.

Social workers in the military needs to develop a multi-model strategy, by focusing on all four practice models of community work. Community work probably comes the closest of the methods of social work towards integrating social work practice.

Lombard (1992) and Rothmund (1991) assert that community work is multi-faceted and involves working with people from the one-to-one-level right through to community relations. These various approaches utilised when applying community work as a social work method of intervention enables people to become involved in projects that stress improved organisation and education, to those which establish new, or improved facilities to the community, and those who strive towards a more equitable distribution of resources.

1.3 GOALS AND AIMS OF THE STUDY

1.3.1 Goals of the study

The goal of the study is to provide theoretical and practical guidelines which social workers in a military setting can follow when utilising community work.

The goal of the study would be realised by the **aims**, which are listed as the following:

(a) To reflect on the nature and function of social work in a military context

(b) To describe practice models of community work which can be utilised in a military context

(c) To investigate how social workers in the military context utilise community work and how it can be utilised

(d) To make recommendations on how community work can be utilised in a military context.

1.4 RESEARCH FIELD

The area of investigation of this study will be the level of knowledge and skills of the social workers in the military regarding community work practice. The target group of the study is social workers working in the SANDF in the Western Province. The investigation was done in two ways namely, a literature study as well as an empirical study to investigate various aspects of community work. The empirical study was then analysed and recommendations were made based on the data collected from the respondents.

1.5   RESEARCH METHODOLOGY

The method of research will be discussed by focussing on the type of research, the study population, sampling method, methods of investigation and how the data was processed.

1.5.1 Research type

The goal of the study is to provide theoretical and practical guidelines, as well as how community work are being utilised by social workers in the military, therefore the study is exploratory in nature. Authors such as Arkava and Lane (1983:190), Babbie (1983:190), Grinnell (1993), Rubin & Babbie (1997:108; 227) and Yegidis & Weinbach (1991:76) state that the goal of exploratory research is to explore relatively unfamiliar research areas. Babbie (1992:90) also asserts that when exploratory research are being utilised by the researcher:

(a)   to satisfy the curiosity of the researcher and to gain better and new insights into the research topic (for example the present study investigate the knowledge and skills of social workers in the SANDF regarding community work);

(b)   to investigate and test theories; and

(c)   to develop new hypothesis/methods about the existing phenomenon (the present study aims at developing guidelines for the Directorate of Social Work in the SANDF).

1.5.2 Study population and sampling

The study population includes social worker officers in the South African National Defence Force that includes all post positions, such as assistant director, chief social workers, senior social workers, project managers and social workers in the units. In **total 20** social workers in the military have been selected to collect data from in the form of a questionnaire. The research is also geographically bound to the social workers in the military in the Western Province. Non-probability sampling (deliberate selection) was used to obtain a sample. The reason for deliberate selection for the study as explained by authors such as Arkava & Lane (1983:159) and Rubin & Babbie (1997:266-267) state that the researcher has

knowledge of the study population and the respondents also meet the requirements of what the researcher wants to investigate.

1.5.3 Data collection

The research methodology was a quantitative design being a data collection instrument in the form of a questionnaire. The questionnaire has been used to probe skills, knowledge perceptions and attitudes relating to community work and to determine the impact of existing community programs (Grinnell, 1993).

1.5.4 Data processing

According to Gouws, Louw, Plug & Co (1982:48) data processing refers to the description and analysing of the data collected from the respondents. The data was processed by hand, as the sample size was twenty. A computer was used to present the findings in tables and graphs.

1.6   CONCEPTS AND DEFINITIONS

The following concepts and definitions used in this study are identified and elaborated on:

Military: Pertaining to the army, armed forces, affairs of war or state of war, or pertaining to soldiers, befitting characteristic of a soldier.

Community: The specific system of an action which arises (systems theory) as a result of human population (demography) settled in a given territory, and establishes (geography) cultural arrangements for adaptiveness to it in order to live and survive (economics) while developing interactive relationships amongst its components, which not only define an order kept off equilibrium by some kind of stress, but also (sociology) originate shared ways of thinking, feeling and acting which are (cultural anthropology) internalised by all the population and with which all individuals identify themselves in a particular degree according to their personal living experience and inherited characteristics (psychology) Ferrinho (1980:1-20).

Military community: The armed forces i.e. Army, Navy, Airforce and the South African Military Health Services.

Military social work: A form of occupational social work and generic social work. It is applied in a unique environment, which is a military environment.

Macro practice: A practice based on any of a number of practice models, and operating within the boundaries of professional values and ethics. Macro level activities engage in organisational, community and policy areas.

1.7 ORGANISATION OF STUDY

The study will investigate the utilisation of community work by social workers in a military context, and will be presented in several chapters.

In Chapter Two an overview of the function of social work in the military will be discussed. It will also focus on the vision and mission of social work in the military, strategic objectives of the Directorate of Social Work, unique demands of the military, service delivery of social worker's in the military and the stages of social work in the military.

Chapter Three will describe theories and models of community work as an intervention strategy, as well as tactics and techniques in a military context. Chapter Four will present the major findings of the study. Chapter Five will discuss major findings, conclusions and recommendations.

CHAPTER 2

AN OVERVIEW OF THE ROLE OF SOCIAL WORK IN THE MILITARY

2.1   INTRODUCTION

The goal of this thesis is to investigate the theoretical and practical knowledge regarding community work of social workers in the military setting. Therefore it is necessary to give a short overview to clarify the practice of social work in the South African National Defence Force. Social Work gets its mandate to practice social work within the South African National Defence Force, from the principles and outcomes of the social work services. Social Work in the military is also practised according to the requirements of occupational social work, which will also be described in this chapter.

The following aspects will be discussed in this chapter the nature of social work in the military, defining social work in the military, and the purpose and origins of social work in the military. Attention will also be given to the various services that are rendered by the social workers in the military, and the different phases of occupational social work within the military.

An overview of Social Work in the South African National Defence Force will also be presented and the unique demands of the military on members and their families will be discussed. Lastly, attention will also be given to the vision, mission and strategic goals of the Directorate of Social Work.

2.2   THE NATURE OF SOCIAL WORK IN THE MILITARY

In order to understand the nature of social work within a military setting the following aspects are important defining social work in the military, the purpose and origins of social work in the military, service delivery in the military, and the nature and development of the phases of occupational social work.

2.2.1 Defining social work in the military

In order to understand the nature of social work in the military, attention will be given to a definition of social work in the military. It is important to first give a definition of social work in the military, in order to understand the nature of social work and the services rendered in a military environment. Labuschagne (1993.3) states that the profession social work in the military is an organisational sub-system in the defence force, which delivers social work services to the employees of the defence force. According to this definition the SAGDOR 7/7/93, defines social work in the military as the oldest form of occupational social work, of which a service delivery system is based in the knowledge, attitudes, values and skills of generic social work service. The social work service delivery is then directed to the defence force as organisation, as well as to individuals, groups and communities within the military context.

Googins & Godfrey (1987) defines occupational social work as a field of practice whereby the social workers attend to the human and social needs of employees within the work environment, by designing and executing appropriate interventions to ensure healthier individuals and environments. This definition indicates a strong correlation between social work in the military and occupational social work. In both these definitions the aim is to increase and improve the wellbeing of the employees and their environment. For the purpose of the thesis the definition of Googins & Godfrey (1987) will be used.

2.2.2 The purpose and origins of social work in the military

The purpose and origins of social work in the military will be discussed in order to become aware how social work in the military has evolved, as at the same time it provide guidelines and direction for social workers in the military. According to Googins & Godfrey (1987:38) and Osawa (1980:38), the aim of occupational social work is to increase productivity, improve the stability of the workplace, enhance the general wellbeing of workers and strengthen the relationships of workers with their unions and their employers.

2.2.3   The origins of social work in the military

According to the Military Social Work Practice Model (1998), social work in the military is seen as a form of occupational social work, which originated in the United States of America (Applewhite, Britzenhofe-Szoc, Hamlin & Timberlake 1995; Garber & McNelis 1995; Harris 1993; Knox & Price; Oritz & Bassoff 1987; Smith 1985). The United States of America's involvement in World War II created a new set of problems in society. The United States Army, during 1943, began to use trained social workers to address the needs of military members and their families. Berta Reynolds was one of the pioneers of this field (Smith, 1988). According to De Klerk (1991:1), in South Africa social work in the military was established for the first time in 1972 under the auspices of the South African Medical Services (now known as The South African Military Health Services – SAMHS), which at that stage was a corps. On 1 July 1979 "The South African Medical Services" received the status of an arm of service, whereby different medical commands were geographically established with each medical command taking responsibility for its own area.

The SANDF comprises of four arms of services: SA Army, SA Air Force, SA Navy and the SA Military Health Service (SAMHS). Social work in the military is one Directorate of the SAMHS and renders a comprehensive service to soldiers, their families and the organisation itself. This implies that social work in the military functions under the auspices of the Surgeon General and is functionally controlled by the Director of Social Work, who is a qualified social worker. The Directorate of Social Work can be described as an in-house service of occupational social work (Straussner, 1990:7) and the social work service is management sponsored (Googins & Godfrey, 1987:41). This implies that a partnership exists between management and the social work in the military within which social work utilizes management as an action system and management calls on social work for advice on human and organisational matters.

2.2.4   Service delivery of the social worker in the military

The social worker in the South African National Defence Force delivers comprehensive, remedial, preventative, development and curative services

(SAGDOR 7/7/93). These services are implemented in the following areas of social work in a military environment:

(a) **Child and family care**, whereby improvement and the enhancement of the quality of life and social functioning of individuals, groups and communities is ensured. The following services are rendered: day care centres for children, healthy life style programmes for families, family and marriage counselling, single parenting support groups, family violence awareness programmes, marriage and family enhancement programmes and financial planning programmes.

(b) **Services for the aged**, which focus on the physical, psychological, social and spiritual functioning of the retired individual to improve quality of life. The following services are rendered: preparing for retirement, healthy life styles programmes for retired persons and initiation of clubs for retired people (for example Club 55$^+$ in the South African National Defence Force).

(c) **Disabled care** to improve the quality of life and also to enhance the physical, psychological, social and spiritual functioning of the disabled persons. In order to render successful services, the social worker takes on an advocate role for the disabled individuals. Social workers are also involved with the psychiatric situations or limitations and health problems of the disabled. An organisation, Curamus, was established for disabled individuals in the Defence Force.

(d) **Alcohol and drug dependence** programmes which focus on prevention, therapeutic intervention and also aftercare services for members and family members who is experiencing alcohol and drug dependence.

(e) **Care for offenders**. Support is also given to offenders to adjust to their environment. The role of the social worker is to investigate what social work factors played a role in the committing of a military offence. Debriefing services for traumatised victims of violence and intervention to offenders in the detention barracks are also rendered.

(f) **Social security**. The social worker assists staff member and their families with applications for veteran pensions, disability grants and child maintenance grants.

(g) **Employer/Employee support**. The social worker gives attention to work-related conditions, social functioning and the quality of life of the workers and their dependants.

In order to successfully render the above mentioned services, social workers in the military utilise the primary as well as the secondary methods in social work. When implementing the primary social work methods, the social worker focuses on the employee via **casework.** Emphasis is also placed on the individual and his/her family, **group work** and also **community work** whereby services are rendered to the geographical and/or functional communities. The secondary social work methods include research and administration. The geographical community refers to the geographical distribution of individuals or institutions or anything that falls within a specific geographic boundary (Lombard, 1992). Googins and Godfrey (1987) state that the workplace is a functional community in which employees may be spouses, children and parents. The functional community also constitutes a major unit of the larger social system with its own set of rules, norms, behaviour and cultural values. The emphasis being on commonalities and a functional community stresses a specific area of community life (Googins & Godfrey, 1987).

2.2.5 The phases of social work within the military

Social work in the military is seen as a form of occupational social work (Military Social Work Practice Model, 1998). Development of social work service delivery occurs in the same manner as within an occupational setting. The Military Social Work Practice Model (1998) is also a representative picture of developing social work service from a micro to macro practice, to ensure holistic social work delivery. Attention will be given to the models of occupational social work and a description of these stages of each model will also be focused on:

Googins & Godfrey (1985:400) and Ozawa (1980:467- 469) describe these development stages as follows:

*   **The first stage of the model** is known as a **specified service**. Focus is only given to one or two specific problems of the individual worker e.g. alcohol abuse. The employee is then seen as an individual, not an employee of an organisation (in the South African National Defence Force).

- **The second stage of the model** is known as **comprehensive services**, which are rendered to the individual, family by means of and couple counselling, intervention, educational programmes, self-help programmes, referral to other organisations and also consultations with the social worker consults and, for example with the Officer Commanding of a specific unit or with a Section Head, where the person's work pertaining or personal problems experienced by the specific workers are examined. The worker is seen as an individual, and not as an employee of the defence force. The social worker in the military concentrates only on the collective needs of the workers.

- During the **third stage of the model** the emphasis is more on **organisational** intervention. The individual is then viewed as an employee belonging to an organisation (South African National Defence Force). The social worker in the military concentrates more on an organisational level. According to De Klerk (1991:54), attention is then given to issues such as the motivational needs of employees, human relationships and organisational and work related problems that can lead to job dissatisfaction. A partnership relationship is then maintained with management of the organisation and social work in the military. Ozawa (1980: 468) contends that the social worker is involved in consultation with management concerning the restructuring of posts and relationships between employees.

- The **fourth stage of the model** focuses on **community development**. The social worker in the military is involved in a process of community organisation. He/she will facilitate representation of employees on the board of directors in order for management and employees to share in the decision making process. A strong sense of community belonging is established between the worker and management.

The stages of development discussed above provide a framework for better understanding of occupational social work. The stages are not a linear set of progressions through which a programme develops, but represent major discrete stages that historically and programmatically help explain some of the differences among social work programmes in the military.

2.3   SOCIAL WORK IN THE SOUTH AFRICAN NATIONAL DEFENCE FORCE

In this section the unique demands of the military system placed on individuals, groups and families in the military will be focused on. It is of great importance for social workers in the military to take cognisance of these unique demands, as it is expected of social workers to render comprehensive social work services to the soldier and his/her family system, as well as the organisation, to function effectively and efficiently.

2.3.1   Unique demands of the military system

The military as an organisation places unique demands on its members and their families. These demands and their effects are an extensive field of study within military social work. This document will touch on a few of the important aspects. Four main demands can be identified, viz. separation, frequent transfers, combat readiness and exposure to danger (Kruger, 1997:22).

These demands will be discussed as follow:

- The first demand is **separation** that affects most military members at one time or another. Separations can be necessitated by deployments, courses that need to be attended or presented by military personnel or duties away from home. Van Breda (1995:19) notes that few other occupations are exposed to separations to the same degree as the military occupation. The author's research indicated that it is not the length of separation that causes the most stress in a family, but the frequency of separations. The groups that experienced the separation most negatively were the groups with lower status, lower income and higher family responsibilities (Van Breda, 1997a). In the military the client system are faced with frequent separations from their family systems. The period of separation from the family system can fluctuate from a week to six months.

- **Frequent transfers** are the second demand that affects the soldier and his/her family. The military organisation does not always take into account the spouse's career and the effect of a transfer upon that career. Often the family has to accommodate the fact that there is less spendable income. This directly affects their quality of life. Smith (1988:5) views transfers as an event that disrupts the formal and informal support systems of a family.

A unique aspect of transfers in the SANDF is the geographical fragmentation of military families. The families of transferred employees sometimes remain at the family home, creating a geographical divide in the family system (Schaaf 1998:2). This, of course, has implications for the functioning of families and the employees.

- **Combat readiness** for example call on soldiers, as well as their families, to be ready for combat is a third demand placed on soldiers and their families. Combat readiness refers to the member's ability to do his/her duty at all times (Segal & Harris, 1993: 23). This implies that the family should also be ready to part from the military family member at any time and to function autonomously. The most stressful deployments for families are those which are unexpected and in which the date of return is unknown (Blaisure & Arnold-Mann, 1992:179).

  During peacetime, military employees are still required to be combat ready. This requires constant preparation for combat that may never occur. A more appropriate term for "combat readiness" is "mission readiness", which can also refer to peace keeping operations, humanitarian relief and rescue missions. The demands of combat readiness and mission readiness on the family system are, however, the same.

- **Exposure to danger** is a fourth demand placed on the soldier and his/her family.

Yitzhaki and Solomon (1991: 193) note that trauma is a common psychological effect of combat. The combat itself is not the only stressor. Added to this are the lack of alternative stimuli and the extreme discomfort that soldiers suffer.

This can include lack of water, sleep and food and exposure to extreme temperatures. The knowledge that a loved one is exposed to danger also has a profound effect on the family of the soldier. Research indicates higher levels of stress in families whose members are deployed in dangerous or potentially dangerous areas compared with families whose members are deployed in a friendly or neutral environment (Jensen, Lewis & Xenakis, 1986:229).

These demands set the military family apart from other families in society. While there may be a number of professions exposed to one or two of these demands. The combination of these demands is, however, unique to the military family and calls for a unique response. Social workers in the military empower military families to accept and accommodate these demands. Resistance to this acceptance can weaken the family system and heighten the tension within that system, rendering it less resilient to the demands of military life. Social workers in the military endeavour to develop the unique skills that military members need to resist the stress of these military demands.

2.3.2 Unique skills of military members

Military members and their families need unique skills to cope with the unique demands of the organisation. They need to be able to cope with constant change. This change does not occur only within the family, but also within the military environment. Separation, transformation and transfers are all factors that make the South African National Defence Force a dynamic organisation. According to McCubbin and McCubbin (1988) resilient families have the capacity to tolerate the stress generated by these various demands. They are strong and flexible, rhythmic and open to accommodate change and have support systems to facilitate change. Families need to be able to cope with the regular separation of the military member from the family system, and the resultant emotional (Logan, 1987) and role changes. Van Breda (1997b) developed the concept of "deployment resilience", which refers to the capacity of families to resist the stress of deployments or the separations from the family system. He identified eight factors which enhance deployment resilience, viz. emotional balance, social support networks, financial preparedness, flexible family structures, children's preparedness, positive cognitive perspectives, a secure marital relationship and informative management.

Military families also need to be aware of the tasks of the phases within the life cycle of the family. Kruger (1997) describes the effect of the military demands on each of the phases within the life cycle. Military families need to be prepared for the cumulative effect of the tasks of a particular phase and the military's demands within the phase. An example of this can be the preparation of the couple for the

transition into parenthood and the possible deployment of the husband over this important time in the family's life.

Social workers in the military endeavour to identify the characteristics of employees and families who cope well with military demands. In so doing, they are able to develop these characteristics in all military personnel, thereby enhancing the social functioning and mission readiness of the organisation. This approach is termed "solutogenesis" (Antonovsky, 1986; Strümpfer, 1990) and parallels social work's historical interest in clients' problem solving and coping capacities (Hepworth & Larson, 1986:15). It is evident, therefore that, military families have to develop idiosyncratic roles and patterns to deal with demands such as separations, combat readiness, exposure danger and frequent transfers. Traditional roles, which work for non-military families, do not support the flexibility needed by a military family system. It is therefore important to underline the importance of the fit between the needs of military families and the demands of military units.

The social worker is often the only person sensitised to both these systems and in a position to enhance insight into the reciprocal relationship between family wellbeing and combat readiness. Social work in the military has a definitive contribution to make to the military system's effectiveness. Occupational social workers have a vested interest in the wellbeing of the organisation and the employees of the military system. They can make a contribution to creating the balance lacking in the person-organisation fit. Their generic and occupational theoretical bases provide them with sound knowledge and understanding of both the family and the organisational systems.

2.4   THE VISION AND MISSION OF SOCIAL WORK WITHIN THE MILITARY

In this section, focus will be given to the vision and mission of the Directorate of Social Work Services in the South African National Defence Force. Attention will also be given to the Business Plan's five strategic objectives of the Directorate.

2.4.1 The vision of social work in the military

The vision of the Directorate of Social Work is to be "... a world class occupational social work service comprising highly competent, creative and performance driven personnel. We render an excellent and committed service to the total satisfaction of all stakeholders and contribute to the development of a changing nation". (Directorate Social Work, 1997:9).

2.4.2 The mission of social work in the military

The mission of the Directorate Social Work is to strive to market and render an equitable and sustainable needs-based and people-centred social service through a developmental social work approach. Social workers enhance the social wellbeing of individuals and the organisation by ensuring accessible and appropriate services.

2.4.3 Strategic goals of the Directorate Social Work

The Business Plan of the Directorate Social Work in the South African National Defence Force (1997) is a crucial document for the military social worker. It describes the current organisational climate and demands. Furthermore, the vision, mission and priorities of the Directorate are explicated.

The Business Plan of the Directorate Social Work identifies five end results, which are strategic objectives for the Directorate of Social Work. Each social worker needs to fit his/her work into the plan in order for the Directorate to be strategically aligned and relevant. The five end results are:

- **Operational support.** Social workers in the military play an essential role in enabling deployment members and their families to cope more effectively during military operations (including peace operations) and training exercises.

- **A performing organisation.** The Directorate Social Work assist families in enabling and developing SANDF employees to function optimally and energetically in their work. The social wellbeing of all employees enhanced so that they are able to work effectively and efficiently. Social workers assist in developing the organisation to create a socially healthy and productive working environment.

- **Socially healthy military families**. Military families are resilient to organisational and societal demands because of remedial, developmental and preventive inputs from the Directorate Social Work. Social workers play a key role in the development of family-friendly policies and working procedures. Military families participate in a variety of family enrichment programmes.

- **Employee development**. The Directorate Social Work enables and creates opportunities for employees to develop themselves to their fullest potential. Social workers promote the development of life skills, self-sufficiency, social competence and self-actualisation.

- **Networking, advice and resources**. Through networking, sharing their resources and by fulfilling an advisory role, social worker's in the military endeavour to be integral to the SANDF's mission. Social workers make a vital contribution to planning at all levels of the Department of Defence.

2.5 POSITIONS OF SOCIAL WORK IN THE MILITARY SETTING

Models for social work in the military setting are not available. Social workers in the SANDF frequently refer to existing social work models in occupational social work. Googins and Godfrey (1987) and Ozawa (1980) developed the only two significant models of occupational social work. These two models, which have much in common, are not adequate for the military context because both these models:

(a)   tend to describe the historical development of occupational social work, rather than the development of the individual worker (client/employee).

(b)   adopt a linear approach, notably from micro to macro level practice.

(c)   describe phases resulting from the linear approach, which are mutually exclusive. This implies that as one moves through phases, earlier phases are abandoned and later phases hold greater status for the social worker in the occupational setting (Policy document 1998: Directorate Military Social Work Practice Model of Social Work).

The positions that are currently used by the social workers in the military to assess the needs of clients which are organised in a specific model and is presented in the following diagram (Policy Document, 1998: Directorate Military Social Work Practice).
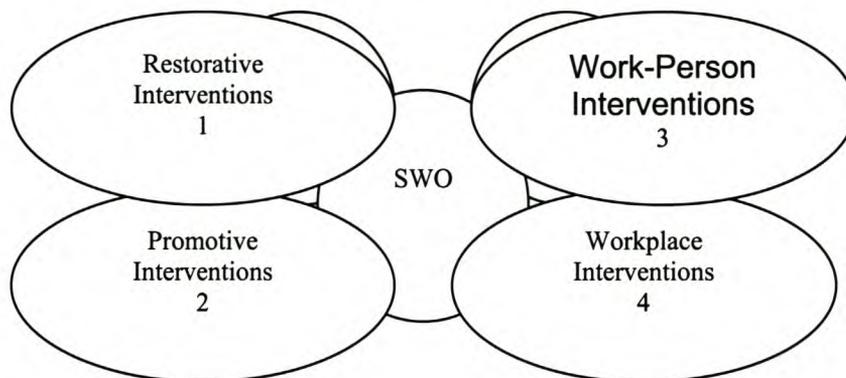
Figure 2.1 Positions of social work in the military

The nature of the four positions depicted in the above diagram, which focus on assessing the client systems, as individual, groups or communities, will be briefly discussed.

2.5.1 Position One: Restorative Interventions

This position of social work in the military entails the rendering of a problem solving service to military employees and their families aimed at restoring their problem-solving and coping capacities. These social work interventions address the military employees and their families at a non-work-related level.

(a)   **Definition of client.** The client is defined as the individual, couple, family, group or community who has a problem. The size of the client systems is not relevant. Individuals who have not yet developed a problem that needs to be resolved are not defined as clients in this position. The military employees are viewed in their roles as people, and not primarily in their roles as employees.

(b)   **Role of the social worker.** The social worker in the military takes on the role of the therapist, enabler, advocate, facilitator and problem solver. The

social worker is active in assisting clients to deal effectively with their problems. The exact nature of this role is dependant on the social worker's preferred theoretical framework and therapeutic models, and the number of people who own the problem.

(c)   **Nature of the problems.** Clients present with problems of a personal nature, for example substance abuse, marital distress, adjustment difficulties, child abuse, family problems, financial difficulties and housing concerns.

(d)   **Forms of intervention.** All case, group and community work interventions that focus on problem resolution are utilised.

2.5.2 Position two: Promotive interventions

In this position, the social worker in the military aims to promote or enhance the social functioning and well being of clients, through prevention, education and development. These interventions address the needs of people at a non-work-related level.

(a)   **Definition of the client.** The client system is defined as an individual, couple, family, group or community. The client systems have a psychosocial need that they desire to fulfil.

(b)   **Role of the social worker.** The social worker in the military takes on the roles of educator, trainer, facilitator, enabler, guide and co-ordinator.

(c)   **Nature of the problems.** The social worker in the military addresses a broad range of human needs. S/he may also work with clients who have a problem, but who desire to live more fully despite the problem. S/he may also work to prevent the development of problems that could require restorative interventions. Interpersonal needs in the workplace may be addressed, but on a personal level.

(d)   **Forms of intervention.** The social worker in the military make use of case work, group work, community work, psycho-education, workshops, lectures, seminars, pamphlets, exhibitions and community organisations.

2.5.3 Position Three: Work-person interventions

In this position, the social worker in the military focuses on what happens between the people and systems in the workplace. This requires a shift in thinking from the personally orientated to the occupationally oriented. These interventions address people who have work-related problems or needs.

(a) **Definition of the client.** The client is defined as the systems or interaction between employees in the workplace. The employee is defined in occupational terms: as a worker, as a person with rank, with an office and status in the organisation. The family and the broader community are also the client's in as much as they relate to the workplace.

(b) **Role of the social worker**. The social worker in the military takes on the roles of negotiator, mediator, facilitator and arbitrator. The social worker aims to ease the interactions between the employees. The social worker becomes a valued member in the workplace and in community building. The social worker also seeks to assist employees and families to fit better with the organisation and with the other employees in the organisation.

(c) **Nature of problems**. The social worker in the military shifts her/his focus to problems within the workplace, such as conflicts between peers, poor management patterns, inadequate channels of communication and conflict between employees and the organisation's values. The social worker also focuses on the interface between the military system and the family system, facilitating greater communication and co-operation between the two systems and also promoting the family's capacity to deal with the job demands. The social worker in the military also promotes civil-military alliance.

(d) **Forms of intervention.** The social worker makes use of group work techniques, problem-solving processes, experiential exercises, community development, team building and community building .

2.5.4 Position Four: Workplace interventions

In this position, the social worker focuses on the workplace, that is, on the unit or

organisation which comprises of policies, structures, hierarchies and work procedures. These interventions address the workplace itself.

(a)   **Definition of the client.** The organisation, workplace or unit itself is defined as the client. The social worker in the military focuses on the impersonal structure of the workplace, within which employees function. The employee is seen as a part of the organisational structure.

(b)   **Role of the social worker.** The role of the social worker in this position is that of social engineer, policy maker, systems analyst, researcher and organisational development consultant. The social worker endeavours to assist the workplace in developing processes and structures which promote optimal productivity, effectiveness, morale and social well-being among employees. The social worker is an integral part of the management of the workplace, being a specialist on the interface between an impersonal organisation and a personal workforce.

(c)   **Nature of the problems**. The social worker focuses on problems in the structure of the workplace for example policies, hierarchies, organisational culture and utilisation of personnel.

(d)   **Forms of intervention.** The social worker in the military bargains and negotiates with the workplace to change its structure and processes. The social worker conducts research into the effect of certain structures on the workforce and develops policy proposals to enhance the structure and the functioning of the organisation.

It is very important to note that since this model describes positions, rather than stages, the social worker in the military will fluctuate between positions over time. Newly appointed social workers in the military will function largely at positions one and two, whereas more experienced social workers will function at position three and four. The four positions are not mutually exclusive therefore it is possible for a social worker to practice from more than one position in one intervention.

2.6   CONCLUSION

Social work in the military and occupational social work is seen as similar processes as both are involved with the organisation on the one side and the individual, group and community on the other side. The purpose of military social work is not just to increase productivity and stability in the organisation, but also the social well being of the individual, group and communities in the military. Although social work in the military had its origins in the World War II, the need was to render psychiatric and medical services. Presently a wide variety of services are rendered by military social workers.

Models of occupational social work and a description of these four development stages were also discussed where the military social workers develop and function as occupational social workers on different stages of services. The demands placed on uniformed members are unavoidable e.g. deployment, which impacts on the individual and dependants. The strategic objectives of the Directorate give direction to the service delivery of social workers in the military. It also ensures that the mission and vision of the Directorate is realised.

Chapter Three will focus on community work, which is part of the social work methods of intervention.

CHAPTER 3

COMMUNITY WORK AS A SOCIAL WORK METHOD USED IN THE MILITARY SETTING

3.1   INTRODUCTION

Due to the rapid social and political changes which have taken place in the recent years in South Africa, the social work profession faces many challenges. Social work as a profession have to go beyond its traditional individual centred model of service delivery. In order to respond to the current social, political, technological, economic and environmental context social work practice needs to reclaim and emphasise community building and community practice. Social work in the military must also follow a macro-orientated developmental approach, if it is to be relevant and effective, to address the needs of the members in the SANDF.

The integration process that took place in 1994 within the military whereby all seven military forces became one South African National Defence Force (SANDF), resulted that the composition of the organisation and the needs of the clients changed for e.g. language differences, cultures, education (skills gaps). Due to these changes in the military, the nature of social work in the military also had to adjust accordingly (De Klerk & Kruger, 1999).

The Directorate of Social Work in the military had to shift to a **developmental social welfare approach** whereby community assets are mobilised to address social problems as explained the White Paper for Social Welfare (1997). A developmental social welfare approach contends that services should enable people to do far more for themselves than to simply provide them with "welfare". The focus should be on development and address the root causes in order to prevent social problems. This requires a holistic approach, which recognises the reciprocal interaction between the social and other spheres of life, that is the causes of social problems (Grobbelaar, 1998). In South Africa, since the new political dispensation of April 1994 welfare policy shifts to promote privatisation and rationalisation of social welfare services, which emphasised the development of more effective ways of reaching large numbers of people, at least cost.

South Africa is a developing country, which is characterised by a multi-cultural population, which is at different levels of development. The multi-cultural population also has diverse values and belief systems. Community work uses empowerment directed interventions to strengthen participation of decision-making processes in a democratic process. Community work assists groups and communities in advocating for their needs and organising for social justice. Community work also improves the effectiveness and responsiveness of human service systems (Weil & Gamble, 1995).

The goal of the study is to focus on the theoretical and practical knowledge, attitudes and skills of social workers in the military concerning community work. It is therefore important for social workers in the military to have clarity on what community work is, and also to be aware of how community work can be utilised in the military context. In this chapter the purpose is to put into perspective the point of departure regarding community work. This implies then that clarity should be obtained concerning the place and contribution of community work as a social work method in the military context. Attention will be given to the following aspects which are concepts and definitions of community work and community, the aim and goals of community work, principles of community work, community work objectives, systems involved in community work, community work as a process, field practice models and strategies in community work.

3.2   CONCEPTS AND DEFINITIONS

Firstly concept and definitions of community and community work will be discussed as well as and two theories that contribute to understanding communities better. Community work is a primary method of social work that can be utilised in the military to improve the effectiveness and responsiveness of the human service system. It is therefore important for social workers in the military to have clarity on the definitions of social work and community work.

3.2.1 Definition of the term community

In order to understand community work more fully it is necessary for social workers in the military to look at the definition of community. Ferrinho (1980:1-20) states that the multiplicity of definitions yield the following shared characteristics of a

community: "… (i) a way of life defined by a set of common values and interest around which residents identify themselves (cultural approach); (ii) a network of social interaction within which people relate to one another (sociological approach); (iii) a system of reference for a set of common individual identifications (psychological approach) and (iv) a place from which a human population receives the energy it needs to live and survive (ecological approach). All the aspects mentioned above are in continual interaction with one another and create a complex life system of action and interaction.

The military environment is an isolated environment geographically due to social factors. Due to the specific requirements such as the nature of their work, military employees and families experience unique demands such as transfers, deployment, separation from parent figures, frequent moves, changes of schools, loss of friends and trans-cultural experiences. The mission of the SANDF comes first for the employees. The role of the spouse and children is to support the husband's/wife's commitment to the SANDF. Duty, honour and the country are priority values for the military family. Patriotism's is a central tenet in the family's personal belief system and the military community (Kaslow & Ridenour, 1983:4).

Warren (1978:9) cited in Netting *et al.* (1998) defines community as "... that combination of social units and systems that perform the major social functions. Fellin (1995) distinguishes three ways of categorising a community, based on place or geographical locale, identification of interest and personal network. When referring to the **geographical, spatial or territorial** aspects of a **community** the focus is on how people's needs are met, and how social interactions between community members are patterned and also how the collective identity of a community is perceived. Communities will vary in how people's needs are met, and how social interactions are patterned and also how collective identity is perceived.

Community can also be categorised according to **communities of identification and interest**, which is also known by other authors as "non-place" communities, "functional communities", "relational" or "associational" communities, communities of "affiliation" or "affinity" and even community of mind set. Functional communities

bring people of ethnicity, race, religion, lifestyle, ideology, sexual orientation, social class and profession or type of employment together (Fellin, 1995). This definition links with Googins & Godfrey (1987) whereby they define the workplace as a functional community, due to it constituting a major unit of the larger social system, with it's own set of rules, norms, behaviour and cultural values.

Weil & Gamble (1995) states that functional communities are examples of communities that are based on identification and interests, which are formed when people share a common concern about a common issue. They stress therefore the importance of the community worker to be aware of how communities were formed due to shared concerns. These concerns are normally deeply held beliefs and values, which could conflict with other communities. Another way to categorise communities is to **focus on personal networks** or an individual's membership in multiple communities.

Fellin (1995) contends that there are two sets of theories that contribute to understand communities when being studied. The first theory is the **ecological perspective** which focuses on the population characteristics of a community (size, density and heterogeneity), the physical environment and the social organisation or structure of a community and also the technical forces of a community. The **ecological perspective** points out the interdependencies of people, services and their local environment and also the community interactions with other communities and the bigger society. The ecological perspective helps the social worker in the military to understand community changes such as movements of population groups, patterns of migration, succession and segregation and also the growth dynamics of communities.

The second theory is the **social systems perspective,** which involves social institutions relating to one another within a community system. The **social systems perspective** provides social functions of production, socialisation, social control, social participation and mutual support for the individual as well as the community as a whole. The **social systems perspective** focuses on the interactions of subsystems in a community on a horizontal level within the community and on a vertical level, outside the community (Fellin, 1995).

3.2.2 Definition of the term community work

Thomas (1983:119) asserted that any attempt of definition must recognise that **community work** is an evaluating practice. A definition must therefore not be necessarily "incomplete" but open enough to allow for modification as community work develops in it's practice, research and theory whilst definitions will be influenced by the current moment. Definitions should also be able to convey the "enduring factors" of the practice, and factors that will be shaped by the "current moment".

Rothmund (1991:3) defines community work as a primary method of social work. Hugo & Schoeman (1982) state that community work is a social work method by means of which communities are helped along a scientific process to eliminate social problems and also to prevent them to satisfy social needs and to bring about the integration, co-operation and co-ordination of the action systems in the community for the advantage of the community. The above mentioned definition then implies that the community is helped to discover, develop and apply their strengths and potentials by means of active participation in the process of community work and also to give a firmer footing to social functioning.

This definition also highlights the objectives of community work, which is entrenched in social problem solving, social need identification, prevention of social need satisfaction and the integration, and co-ordination of auxiliary services and resources. In comparison Milson (1974:75) and Weil (1996) state that community work evokes community awareness and response as part of a comprehensive plan for improvement in conditions of life for the deprived. The above mentioned definitions link with the White Paper for Social Welfare (1997) and the Financing Policy (1999). The White Paper for Social Welfare (1997) states that welfare should contribute to the eradication of poverty through a developmental approach. The developmental approach must discourage dependency; promotes the active involvement of people in their own development; employs a multi-sectoral approach; and also encourages partnership between the state, provincial government and all stakeholders in welfare.

For the purpose of this study Lombard's (1992:72) definition of community work will be utilised. She explains that community work as a method is directed towards achieving one or more of the following objectives: to satisfy the broad needs of the community and to create and maintain balance between the needs and the resources in the community; to provide the community with the opportunity to exploit its strengths and potential (knowledge and skills) and to develop these, in order not to be able to deal with social problems and needs but also to prevent them, and to effect change in the community, in group relations and the distribution of decision-making powers.

The military environment is an isolated environment geographically and aslo due to social factors. Due to the unique demands of the military, the isolation of the military environment and also the constant deployment of soldiers/sailors in the SANDF, their will always be unique needs and problems in the community. The above-mentioned definition of Lombard (1992) leaves room for the application of community work in the military.

3.3 COMMUNITY WORK AS A SOCIAL WORK METHOD

Due to the uniqueness of the South African community, American models of community development cannot be utilised in South Africa because of its pluralistic society. Hugo (1980:19) states that philosophies, value systems, norms and humanity determine the uniqueness or the identity of a society.

3.3.1 The aim of community work

Attention will briefly be given to explain what is meant by the aim of community work. In community work literature there is a lot of confusion regarding the meaning of the "aim", "goals", "objectives" and defining community and community work as different authors use different components. Changing living conditions within society influence that concepts are continually being redefined. Therefor for the purpose of the study it is important for social workers in the military to understand what is meant by the various concepts. Eksteen (1982:102) and Weyers (1988) states that "**aim**" implies an "intention", a "finishing point" or "destination". If one makes a deduction from this an aim refers to an end result or to a destination which remains as the given purpose of community work.

Schoeman (1980:86) contends that an **objective** can be distinguished from an aim and a goal. It also refers to specific actions and behaviours. It is also more directly related to the problem or need with which one is dealing which will then also be determined by the situation. Rothmund (1991) stated that the overall **aim of community work** has be defined as enhancing the quality of life for all community members, maintaining philosophies and values which uphold their dignity and worth.

According to Lombard (1992) the **aim of community work** is to bring about and also maintaining a progressively more effective adjustment between social resources and needs. If this balance is maintained it will result in an improvement of the community social functioning which relates to the purpose of social work in general (Lombard, 1992).

3.3.2 Goals of community work

Three main goals are discussed in social work literature namely tasks, process and operational goals (Rothman, 1974:27: Ferrinho, 1981:7; Henderson & Thomas 1987:102). A description of these three goals are following:

(a) **Tasks goals of community work.** Tasks goals are concerned with concrete tasks, which is then undertaken to satisfy specific needs and also to solve specific problems of the community. The following is a possible example of tasks goals for each subcategory:

- If the goals of community work are **prevention** then the malfunctioning of the community is addressed primary, secondary and tertiary preventative programmes for e.g. sex counselling programmes to prevent teenage pregnancies.

- When the goal of community work is **social development** then the promotion of the general welfare of the community by means of social development programmes for example youth leadership development programmes.

(b) **Process goals of community work.** In community work process goals are concerned with the process of helping people grow in specific ways.

(c) **Operational goals of community work.** Operational goals in community work reflect choices between competitive values and the definition of goals in human service organisations therefore are primarily convictions about certain values, norms and ideologies (Lombard, 1992).

3.3.3 Values and principles of community work

It is necessary to develop a foundation (values and ethics) for community work. In this section attention will be focused on values, ethical dilemmas, professional identity and basic principles of community work. Values are fundamental to social work practices. Barker (1995) defines values as customs, standards of contact and principles desirable by a culture, group of people or an individual. The profession of social work is build on a basic philosophy which is founded on an outlook on people and life. No profession can exist without a fundamental basis, and a code of ethics for social workers which include values such as respect for the client and maintaining confidentiality. The principles of community work provide direction to community work and are also a starting point for the implementation of the community work method. Social workers in the military must take cognisance of social values and principles as this drives the practitioner's thinking, which establish criteria for selecting goals, and also influences how information is interpreted and understood.

The principles of community work include the following: respect for human dignity, self-determination, self-help, and community needs, partnership, change, development of local leadership, involvement, participation and justice (Schoeman, 1982; Lombard, 1992; Weil & Gamble, 1995; Gray, 1996; Neeting *et al.,* 1998). A discussion of the principles based on opinions of the following authors: Ross (1967:78-79), Brager and Specht (1973:3), Du Preez (1981), Biklen (1983:4-8) and Weyers (1978:89-90) will be presented.

The **first principle** is **respect for human dignity.** This principle opposes any authoritative management and defends the autonomy of the community. The uniqueness of each individual is taken into account as well as his /her ability and also responsibility to deal with his/her own problems according to his/her convictions, expectations and resources. The **second principle** is i**ndividuality,** which stresses the importance of the uniqueness of the communities and the

people, which constitute them. Cultural, religious, social, economic, and political factors contribute to the unique character of a community. The **third principle** focuses on **self-determination**. Community work presupposes that all people have some sort of potential to improve their own interests, which will assist in improving their interests. The **fourth principle** stresses the importance of **self-help.**

This basically implies that the community members accept the responsibility to do things for themselves, to improve their circumstances. The community worker should encourage and also provide the opportunity to community members to help themselves under the guidance of the community worker. The **fifth principle** focuses on the **community needs.** The needs that are identified and addressed should be those of the community members and should not be imposed on them by the social worker. The **sixth principle** emphasises p**artnership**. The people in the community who participate are given the opportunity to develop their abilities. The community and the community worker are partners in the whole process of community work. The **seventh principle** emphasises the importance of **change** in community work . Strategies for change can include negotiation, social protest or use of mass media in order to bring about change in a community.

The **eight principle** focuses on **development of local leadership.** Community workers also identify the leaders of the group whose involvement in the community's activities encourages the involvement and the participation of group members. The **ninth principle** emphasises the i**nvolvement and participation of the community**. When there is a feeling of belongingness in a community the community members discover that they have greater powers over their own lives. The **tenth principle** is **social justice**. Social justice strives to provide sufficient opportunities for all community members and groups to become whatever they have the potential to be. **Social justice** will also build human equality, opportunity across race, ethnicity, gender and nationality.

3.3.4 Utilisation of community work principles

Netting *et al.* (1998) states that many principles have relevance to macro social work practice and highlights three principles to illustrate ethical dilemmas that

social workers can face which are: autonomy, beneficence and social justice. These three principles will now be discussed:

- **Autonomy** is based on self-determination and freedom. This implies that each person has the right to make his/her own life choices. Empowerment is built on this principle, which implies that the power over one's own life indicates seizing the opportunity to make one owns decision.

- **Beneficence** is based on doing good for others, as well as not doing harm. It implies that the professional must view the action system (resources) holistically (person-in–the–environment).

- **Social justice** is a complex ethical principle, which is achieved when there is a fair distribution of society's resources and benefits so that every individual reserved a deserved portion.

In order to balance **autonomy, beneficence and justice a**n analytical approach to decision making and intervention is demanded. The macro practitioner will face ethical dilemmas that goes beyond the bounds of the **Code of Ethics**. This will require that he/she has a strong **professional identity**. Gustafan (1982) identifies three principle characteristics common to all professions: people orientated purpose, an extensive knowledge base, and mechanisms of control on professional activities. The above mentioned principles expose the philosophical basis of community work and also provide the basis on which the purpose, aims and objectives of the method are formulated.

3.4   SYSTEMS INVOLVED IN COMMUNITY WORK

Pincus & Minaham (1973:64) contend that the systems theory can be used to analyse and evaluate changes in a community on a continuous basis. It is very important for the social worker in the military to understand the composition and the functioning of a community. Social workers in the military must also take cognisance of the different systems and sub-systems in the community. In order for the community worker to identify which of these systems and sub-systems of the community function poorly and also to know which adaptations should be made to ensure better social functioning of the community (Schoeman, 1982; Lombard 1992).

The four systems, which are the field of activity of community work , will be discussed. They fall within the **four systems,** namely the **organisation** or the **change agent,** the **consumer/client system**, the **action system** and the **objective/target system** (Pincus & Minahan, 1977:81; Engelbrecht, 1980:49). Modern society composition reflects complexity of the present society. This complexity is brought about by the large numbers of systems and also the subdivision of the different systems into subsystems which exist in a community for example religion, political and educational systems (Schoeman, 1982; Lombard, 1992). In the process of community work there are various systems, which interacts on a continuous basis with one another. These systems are open and dependent on each other and or engaging in the one or the other form of interaction with each other and with the environment. These four systems are part of community work practice and the community work process.

Attention will briefly be given to a discussion of how the four systems operate in community work. It is however very important that the social worker in the military utilise the systems theory as his/her frame of reference. If seen from this point of view the systems approach offers a more workable and essential point of departure for community work. The systems approach gives the community worker the opportunity to identify systems and sub-systems that must be used and will also enable the social worker to define the field of activity.

3.4.1 The organisation or change agent system

The organisation or change agent system refers to a welfare organisation which primarily accepts the responsibility for a specific community work project and which also represents the community worker. Pincus and Minahan (1973:54) contend that social work as a profession can be viewed as a change agent and the public, voluntary, or profit-making agency, organisation or community institution that employs him/her as a change agent.

3.4.2 The consumer or the client system

The consumer/client system refers to specific systems which need to change. If one looks from a social work perspective the concept 'client' depicts the needy or the destitute. As far as community work is concerned it pertains to the consumer

system. In essence this will then mean that not every member of the community is a client, but a potential client. The consumer system can also refer to the individual, family, group, the organisation or community that occupies the time of the community worker and which negotiate a working contract or agreement with the worker in order to profit from the efforts of the community worker (Pincus & Minaham, 1977). The focus is on negotiating a contract with the community worker and it should also state clearly the expectations of the consumer system from the community worker (Compton & Galaway, 1975). In order to identify the consumer system it is of utmost importance that the organisation system should know the community (Schoeman, 1982).

Du Plessis (1994) refers to Spiegel (1990) as stated earlier that social work in the military is regarded as a form of occupational social work. Social work in the military identified the following three kinds of client systems as the focus of social work service delivery in the military. Firstly the personal problems of the soldier and his/her family is handled by focussing on the **employee-as-a-person.** The soldier primarily is not viewed in his/her role as a combat practitioner, but rather in the roles of a parent, spouse, child, and community member. The military role is not negated. Secondly, the client is viewed as the **person-as-employee** where the social worker focuses on the soldier's needs and problems. The social worker in the military focuses on the goodness-of-fit between the employee's needs and organisational demands.

Thirdly, the **organisation** is addressed as a client system. The social worker in the military humanises the workplace and facilitates the accommodation of the needs, functioning and problems of the client system into the organisation's procedures and policies. The organisation is viewed as a system to be assessed, developed and changed to ensure a work climate conducive to operational readiness. In order to render an integrated social work service, the social worker in the military has to hold the possibility that the client can be either of these three client systems, intact in her/his mind. In order to facilitate a reciprocal relationship between these client systems, the metaphor of "binocular vision" is used.

Casement (1985:4) refers to Bion (1970) who described the concept of binocularity as the ability to have a dual vision, each eye sensing a different set of information . This was defined as the ability to have 'telescopic' and 'microscopic' view at the same point in time. The microscopic lens of the binocular views the everyday struggles of families in the military, the dissatisfaction of small groups of workers and the stress that the families' experience from the military demands such as frequent separations. The telescopic lens enables the social worker in the military to see the broader picture. This view focuses on the organisation as a client and changes within that system. Binocularity assists the social worker in the military to be cognisant of the interface between the two visions. In essence the interface becomes the fulcrum of the intervention.

3.4.3 The target or the objective system

The target or the objective system refers to those people who must help the change agent to effect change in order to achieve the objectives of his/her change efforts. The consumer system and the objective system is often the same, however it can also partly overlap or differ from each other. The organisation system can also be the objective system, if for e.g. a change in policy in the organisations own ranks is being planned (Pincus & Minaham, 1977; Engelbrecht, 1980). The role that the community worker take on when dealing with the target system is that of social engineer, policy maker, systems analyst, researcher, programme developer and organisational consultant.

3.4.4 The action system

The change agent or the community worker does not work on change efforts in isolation. An action system refers to the community worker and the people with whom the social worker co-operates, or with whom s/he works to achieve the objectives of the change efforts and also to execute his/her own professional tasks. The action system can also include the organisation system, representation from the community or the consumer system. The action system can also implies the resources in the community (Pincus & Minahan, 1977). Lombard (1992) states that it is not easy to demarcate the field of activity for community work which includes the various systems, as it can have as wide a span as the total social

work service rendering field. The nature and scope of the needs or problems of the community will determine the field of activity of the community worker.

3.4.5 Community work as a process

When defining community work earlier in this chapter, it was emphasised that community work develops according to a process. Henderson and Thomas (1987:23) state that it is of great importance to regard "neighbourhood work", which included community work and community development, as a process.

According to Henderson and Thomas (1987:23) "... the act of establishing a process provides a way of identifying, distinguishing, ordering and categorising the activities of the neighbourhood worker (community worker)." The process of community work helps the social worker to identify the relevant practice elements of community work, and consequently the attention of the community worker is focused on that which has to be done. The community worker during different phases of the process, identify the needs of certain groups and acquire an indication of specific roles, skills and knowledge required by the community worker. Lombard (1991) designed a schematic illustration of the process of community work which is presented in Figure 3.1. The different phases of the community process as described by Lombard (1991) will now be discussed.

PHASES

Phase 1:
Situation analysis.
- Assessment
- Profile study

Phase 1:
Situation Analysis

Phase 2:
Identification and definition of needs and problems
- Analysis
- Priority problems and needs
- Motivation of the community

Phase 6:
Evaluation
- Monitoring and evaluating the process

Phase 3:
Representation by the Community
- Foundation an action committee

Phase 4:
Planning
- Aim formulation
- Time schedules
- Resources
- Target group/community
- Alternative plans
- Selection of a plan
- Preparing the community

Phase 5:
Implementation of the planning
- **Selected plan**
- **Adjustment of selected the plan**

Figure 3.1   The process of community work

During **phase one** when a situation analysis is done it is important for the community worker to address the needs and problems of the community, emphasising social needs and functioning in particular. The community worker undertakes a comprehensive profile study of the community, focusing on social needs and problems.

During **phase two**, the community worker analyses the identified problems, with regard to the causes thereof. The community worker identifies and defines the needs and the problems concerning social functioning in relation to organised social services and resources. The community worker utilises the discomfort within the community concerning their social dysfunction in order to motivate the community members to become involved in and to participate in satisfying of their own needs (Henderson and Thomas, 1987; Lombard, 1992).

During **phase three** the community worker establishes an action committee. The committee involves all disciplines and resources of the community which address the needs relating to the social functioning of the community. During **phase four**, the planning phase, the action committee formulates objectives according to the goals of the community work project. The committee works out a time schedule for the community work project. The most suitable plan(s) are chosen by the community. The action committee will prepare the community for the implementation of the plan (phase five) and the community worker monitors and evaluates the progress of the community (Henderson & Thomas, 1987; Lombard, 1992).

3.5 FIELD PRACTICE MODELS AND STRATEGIES IN COMMUNITY WORK

Debates exist whether or not community work consists of only one method or a combination of methods. This is due to the uncertainty, which exist in the difficulty to reconcile diverse services. Various attempts have been made to conceptualise different models, approaches, strategies and even community methods to accommodate existing field practice realities. The best known model was proposed by Rothmund as far back as 1968 titled "Three Models of Community Organisation Practice" (Rothmund, 1979:25).

Jeffries (1996) asserts that a model is a simplification of reality that is intended to order and clarify our perception of that reality while still encapsulating its essential characteristics. In order for a model to have analytical value a model should specify key variables that should be considered when assessing a situation in order to develop and evaluate possible action plans. It is therefore important to start by referring to the variables identified by Rothmund in order to frame them as

a model that can hold Rothmund's Three Models of Community Intervention. Attention will also be given to newer developments in theory of community work. It is very important that emphasis should be placed on the meaning and the implication of two basic concepts, namely "the practice model" and "the concept of strategy".

The above mentioned explanation can then serve social workers in the military as a simple assessment tool to enable analysis by contemporary community workers. The outcome of such an analysis specifies the basic orientation to practice and also clarification of strategies, roles and skills. Focus will also be given to how theoretical perspectives, as well as approaches and strategies that have been identified since Rothmund's original work.

3.5.1 Exploration of concepts

In social work literature concepts such as "model", "theory", "approach", "typology" and "strategy" are used to conceptualise intervention methods. In order to avoid misconceptions, it is important to clarify "field practice model" and "strategy" for the purpose of the study. Rothmund (1987) states that a **model** is more specific, detailed and coherently patterned internally. Authors such as Weyers (1987:105) and Rothmund (1987:10) explain that in community work there are fifteen factors need to be taken into consideration and identified by the social worker in the military when applying community works which are as follow:

- the nature of man and the community;
- the interests of the community sub-element ;
- the etiology of the impediments existing in the community (problems and needs;
- the impediments which will be focused on;
- the limitations of the consumer system;
- the goals aimed at;
- the strategies to be implemented;
- the level at which intervention takes place;
- the instrument by which change can be effected;
- the formulation of the aims of intervention;

- the modes of intervention to be used;
- the various roles to be played by the social; worker;
- the role of the community; and
- the attitude toward the structure of authority.

Tropman and Ehrlich (1987:257) states that "the centrality of **strategy** for community practitioner is undeniable". Various authors such as Checkoway (1987:328), Lombard (1989:185); Tropman & Ehrlich (1987:258) and Weyers (1987:104) explain that a **strategy** is a predetermined comprehensive course that needs to be implemented into action, in order to attain a specific aim.

3.5.2   Characteristics of field practice models in community work

There are three reasons why it is important for a social worker in the military to have knowledge of field practice models in community work. The field practice models serves as useful criteria for systematising the contents of diverse overseas and local literature. Such knowledge can be used as an instrument to analyse complex field practice situations more systematically. It can also be used as broad guidelines for the application of community work (Lombard, 1992).

3.6   COMMUNITY WORK MODELS

Various models exist for community work and the use of these models will depend on the nature of the community (Cox, Erlich, Rothman & Tropman, 1987:4-18). Rothmund *et al.* (1987) proposes three models of community organisation for macro practice. Weil and Gamble (1995) proposes eight current models of community practice which are neighbourhood and community organising, organising functional communities, community social and economic development, social planning, programme development and community liaison, political and social action, coalitions and social movements. Weil and Gamble (1995) differentiate between these models on the basis of five comparative characteristics whereas Rothman lists twelve practice variables.

The three models of community work of Rothmund (1987) will now be discussed in detail.

3.6.1 Social community development model

Attention will be given to Model A or the locality/ social community development model as for this study this model presupposes that community change can be pursued optimally through broad participation over a wide spectrum of people in goal determination and action (Rothmund & Tropman, 1987). This model takes into consideration the fact that community members know their situation the best and are the best ones to identify their needs as well as to address them. The social community development model is people centred and focuses on four key concepts. The **first concept** are that people (and communities) are always growing and developing. The **second concept** states that behaviour however odd, is a sign of people's attempt to grow and to develop.

The **third concept** is that people (and communities) have enormous potential for growth and development and are Able to look after themselves if the right climate is created. The **fourth concept** contends that all people have potential for self-knowledge and that this potential unfolds in a special relationship, namely one that is marked with warmth, empathy and congruence (Schenck, 1996). It is therefore very important for the social workers in the military as community workers, to know that they cannot attempt to do anything without the involvement of local leadership, the emulation of democratic procedure of improvement of interpersonal and inter-group relationships and the achievement of self help and participation (Lombard, 1991:129).

Attention will be given to the characteristics of the social community development model and the type of variables as presented by Lombard (1991) in schematic order and which is presented in Figure 3.2.

Types of variables	Social community development model
1. Basic perception of the nature of man and the community	Each individual community member is, in the first instance, responsible for his own self-fulfilment of others, as well as the community as a whole. Community members and leaders are in the best possible position to identify their own needs and problems and to see to the satisfaction of their own needs and solving problems themselves. The community is a social system which consists of various interdependent sub-groups
2. Suppositions regarding the interest of the community sub-systems	The community sub-groups (sub-systems) have communal interests or reconcilable differences.
3. Suppositions concerning etiology of the impediments in the community (problems and needs)	Domination by external systems: non-existent feeling of solidarity and co-operation, anomy, poor problem solving capabilities, or stagnant traditional community. Feelings of powerlessness, worthlessness, uncertainty and apathy, as well as the fear of loss of status and resources. Insufficient resources, perseverance, involvement, solidarity and identification with the community. A general feeling of irresolution.
4. Demarcation of the consumer system	The total geographical community
5. The primary level of intervention	Grass Roots level
6. Typical impediments which will be focused on	Insufficient organisation, infrastructure, leadership, sources, community involvement, self-help and modernisation. Socio-cultural, physical and economical stagnation. Excessive conflict within the community.
7. The goals category	Process goals (especially: the accomplishing of social development; prevention; self-help, group forming and development; the social integration of community members; the improvement of relations; co-operation and participation, and the actualisation of the inherent potential of the community.
8. Typical strategy which evolves from this model	The involvement of the broad section of the community, determining and handling their own impediments (problems and needs).
9. Medium or instrument through Which change can be effected	Small-task orientated groups.
10. Typical intervention objectives	Coping with emotions, but also in the development of insight into the self and the changing of behavioral patterns.
11. Typical mode of intervention	The mode of intervention which centres around co-operation.
12. Typical techniques	Group decision-making and consultation techniques.
13. Typical role of the social worker	Supporter/motivator,facilitator,catalyst, educator, consultant and guide
14. Attitude towards structure and Authority	Members of the structure of authority are co-participants In communal venture.

Figure 3.2 Characteristics of the social community development model (Lombard 1991)

In Figure 3.2 it is evident that an important characteristic of the social community development model, activities are that tasks-orientated groups are used which mainly focuses on resolving concrete problems and of satisfying concrete needs. The roles that the social worker fulfils is motivator, catalyst, consultant and guide. The mode of intervention used is aimed at co-operation, as well as decision-making and group consultation techniques are used.

3.6.2 Social planning model

Model B is **social planning model** (Rothmund, 1987). This model can be conducted at both the societal and local levels. Lauffer (1981:584) asserts that social planning "...attempts to provide a corrective to the inadequacies of the complex social services in our society." The **social planning model** is concerned with the development, expansion, and co-ordination of social welfare services and social policies. It also stresses the role of an expert and of expertise. Central to this approach is the problem-solving process.

The emphasis therefore is on addressing specific social problems in the community such as crime, housing and recreation. The assumption of this approach is that change can be brought about through rational decision-making. Tasks goals are seen to take precedence over process goals for example the solving of social problems, the satisfying of social needs, integration, co-operation and co-ordination of services. The beneficiaries of the planning can be either the members of a geographical and / or the functional community, which are usually referred to as consumers or recipients of the services. These consumers are also not necessarily active determinants of policy, procedures or the goals that result from the implementation of planning. Zastrow (1986:598) contends that the social planning approach has been termed as 'pragmatic' since its value of facts, knowledge and theory in resolving problems is stressed. The expert roles of the planner include fact-finding, programme implementation and programme evaluation. The nature of the resulting change is seen as resembling that of being 'from the top down'. The underlying values of social planning reflect those of a caring society.

Attention will be given to the characteristics of the social planning model as presented by (Lombard 1991) in the following schematic presentation.

Types of variables	Social Planning model
1. Basic perception of the nature of man and the community	Members of the community need the services of the professional person/expert to aid them in solving of their problems and their satisfying of their needs. The quantity and quality of the services available determine the efficiency of the community's functioning. The community is a social system consisting of subsystems that render and make use of services. These subsystems are connected to each other horizontally and vertically.
2. Suppositions regarding the interests of the community sub-systems	The subsystems of the community have reconcilable or opposing interests.
3. Suppositions concerning etiology of Impediments in the community	• A lack of the necessary services and facilities. • Deficiencies in the services rendered and in the facilities available
4. Demarcation of the consumer system	Dysfunctional or a needy segment of the community.
5. The primary level of intervention	The intra and interorganisationl level.
6. Typical impediments which will be focused on	• Problems regarding the functioning of a marriage or family, the aged, the physically and mentally handicapped, alcohol and drug addiction and crime. • Accommodation needs of the poor. • Financial and material problems regarding emergency relief and social security.
7. The goals category (with typical goals)	• Tasks goals (mainly: the solving of social problems; the satisfying of social needs; integration, co-operation and coordination of services, the initiation and development of new services and facilities and making provisionof physiological needs).
8. Typical strategy which involves from this Model	Research on problems and needs, logical decision making to resolve problems and satisfy needs in the best possible way by means of formal systems.
9. The medium or instrument through which Change can be effected	Formal systems and /or data
10. Typical intervention objective	Environmental change.
11. Typical mode of intervention	The mode of intervention is a centralised campaigning system.
12. Typical techniques	Research, organising, facilitating and funding techniques.
13. Typical roles of the social worker	Researcher, decision-maker, administrator and mediator.
14. Perceptions regarding the role of the Community	Consumers or recipients of services.
15. Attitude towards the structure of authority	The structure(s) of authority is the employers, supporters or resources.

Figure 3.3   Characteristics of the social planning model

As can be seen from Figure 3.3, the **social planning model** focuses mainly on substantive problems (e.g. marital problems and alcohol dependency) and concrete needs (e.g. the needs of distress relief and a service centre). The services that are offered when implementing this model can encompass widely diverse services such as therapeutic social work services or financial aid. The social worker mainly operates between the intra and inter-organisational levels. It is therefore necessary for the social worker in the military to develop and improve existing services by means of fostering co-operation and co-ordination. This will then ensure that work is being done to solve the community's social problems and also to satisfy its needs in the quickest and most cost effective ways (Lombard, 1991).

3.6.3 Social action model

Model C is called the **social action model** (Rothmund, 1987). This refers to organised efforts, which are directed towards change in social policy or the creation, modification or elimination of a social institution. Social action is also concerned with change. The nature of this change is to seek a redistribution of power or economic resources. The client group is sometimes referred to in the literature as 'the victims' of one or the other 'exploitation'.

The primary level of intervention will be at all levels (consequently from grass roots level to national and international level). Focus is on process and tasks goals, such as social restructuring, the just distribution or redistribution of sources and power, the changing of social and other forms of policy and the changing of policy and practices of formal systems. An alternative term for social action is political action. Community participation is used to increase people's competence and self esteem. Skills that need to be acquired are how to conduct meetings, engage in group decision-making and also building constituencies and leadership.

Roles of a-political action organiser are educator, resource developer and agitator. The practitioner helps members to become aware of their responsibilities and acquiring democratic skills. Resources need to be developed in order to carry out the work. The activities concerned in resource development would include

research methods, fundraising, recruiting staff, locating meeting places and seeking publicity (Jeffries, 1996; Lombard, 1992; Rothmund, 1995 ; Weil & Gamble, 1995).

Attention will be given to the characteristics of the social action model as presented by Lombard (1991) in the following schematic presentation:

Types of variables	Social action model
1. Basic perception of the nature of man and the community	• Community members have certain rights to which they lay claim and which should be protected. • Community members and segments of the community have the ability to deal with impediments themselves, if they have their rightful share in access to power, rights and resources • The community is a political whole.
2. Suppositions regarding the interests of the community subsystems	Because of the scarcity of sources, the interests of the community's subsystems are not readily reconcilable.
3. Suppositions concerning the etiology of impediments in the community	• Unjust, unreasonable or faulty policy practices. • Insufficient means of access to power and sources of community, their inadequate exercising of power and /or inadequate protection of the civil rights of community members. • Discrimination against members or certain segments of a community.
4. Demarcation of the consumer system	An aggrieved community or segment of the community.
5. The primary level of intervention	All levels (from grass root level to national and international level).
6. Typical impediments which will be Focused on	• The unfair withholding of sources, facilities and services. • Different forms of exploitation • The inadequate protection of individual or group rights. • The different types of problems or needs caused by incorrect policies and practices.
7. The goals category	Tasks or process goals (mainly: social restructuring; the just distribution of sources and power; the changing of social and other forms of policy; the changing of policy and practices of formal systems.
8. Typical strategy which involves from this model	The utilisation of the inherent political power of community members to effect change.
10. Medium or instrument through which Change can be effected	Political processes
11. Typical mode of intervention	Environmental change.
12. Typical techniques	Modes of intervention centred around coercion and campaigning
13. Typical roles of the social worker	Advocate/partial supporter, negotiation and influencing techniques.
14. Perceptions regarding the role of the community	Community is the power base of the social worker.
15. Attitude towards the structure authority	The (existing) structure of authority is the target for action and the system that has to be changed or overthrown.

Figure 3.4   Characteristics of the social action model

In Figure 3.4 presenting the social action model the consumer system consists of those who do not have access to their rightful share in the rights of sources, due to some of policy -related reasons. It is therefore the duty of the social worker to assist the community to put any unjust practices to rights. This is done by means of coercion, and also by utilising techniques such as arbitration, negotiation and direct influencing. The roles that the social worker performs is this of advocate and partial supporter of the aggrieved community. Lombard (1991) contends that the social action model is based on the following suppositions:

- communities, organisations and countries are structured hierarchical;
- the systems who have the power, may be hesitant to share their power or may be inclined to abuse that power to their own advantage and
- any real change in the power structure can only be brought about by some form of pressure or coercion.

By taking these suppositions into account the social action model covers a very broad spectrum concerning both goals and actions.

Lombard *et al.* (1992) proposes a four practice models and related strategies which is social community development, social planning, social action and **social community education model**. Social workers in the military utilises the **social community educational model** predominantly. The **social community education model h**ave two branches namely the community education and community liaison work.

3.6.4 Social community education model

The aim of the social community education model is to provide community members with knowledge of and insight into the nature of the community, as well as the community's latent and active problems and needs. The social education model also wants to make community members aware of ways in which problems can be solved and needs satisfied. Community members must also be motivated by the social worker to participate in problem solving and the satisfying of needs or to equip the community members with the necessary skills to perform their work satisfactorily (Lombard, 1991).

Attention will be given to the characteristics of the social community education model as presented by Lombard (1991) in the following schematic presentation:

Types of variables	Social community education model
1. Basic perception of the nature of man and the community	• The efficiency of the social functioning Of a given community and its member's ability to cope with the demands of life' are primarily determined by the individual and collective knowledge, insight and attitudes establishes in them by education. • A community's perception of a system will have a decisive influence on its member's receptiveness of the services of the system and on the nature of their support for the system. • The community is the milieu within which And the instrument through which education comes to pass.
2. Suppositions regarding the interests of the community subsystems	The subsystems of the community are in a state of mutual dependency.
3. Suppositions concerning the etiology of the impediments in the community	• Deficiencies concerning quality and the quantity of education received by the community members. • Community members do not dispose of enough relevant, applicable or accurate knowledge, insight, skills and abilities. • The presence of negative attitudes or a negative image towards institutions which can be of aid to the community.
4. Demarcation of the consumer system	Community members who need further education or re-education.
5. The primary level of intervention	All levels (from individual to mass levels).
6. Typical impediments which will be focused on	• Ignorance or inadequate knowledge, insight and skills. • Inadequate role fulfilment and leadership abilities. • The inefficient utilisation of services and facilities, including poor acceptance of new services, facilities, practices and ideas. • Insufficient insight, sympathy and support.
7. The goals category	Process goals (especially: education in role realisation; social and institutional education; education in enabling; leadership development; the improvement of public understanding and sympathy for, a swell as support for certain institutions).
8. Typical strategy which evolves from this Model	The development of the community member's collective and individual cognitive, emotive and cognitive potential with the aid of education and liaison actions.
9. Medium or instrument which change can be effected	Communication media or intermediary and mass levels.
10. Typical intervention objectives	Development of insight and change behaviour.
11. Typical mode of intervention	The mode of intervention centred on co-operation.
12. Typical techniques	Educational and liaison techniques.
13. typical roles of the social worker	Educator and public relations officer marketer
14. Perceptions regarding the role of the community	Learners or recipients of messages.

Figure 3.5   Characteristics of the social community education model (Lombard, 1991)

In Figure 3.5 presenting the social community education model, the community worker has to cope with some form of ignorance, and this model is aimed at education of the community members. The social community education model uses a one-step process to achieve the desired aim. The social community education model can be used as the only point of departure for a community strategy (Lombard, 1991). Jeffries (1996) states that using these variables as a framework as was discussed in Figure 3.2, 3.3 and 3.4 to explain the different models of community work it will enable the practitioners to more quickly make sense of the multi-dimensionality of community situations and of the welter of practice possibilities.

3.7   CONCLUSION

It is of utmost importance to expose the reasons for confusion that exists regarding the concept "community work" and secondly, to define community work in relation to community, and the social community development, the social action, the social planning and the social community education models.

In this chapter emphasis was placed on the principles of community work, the purpose, aims and the process of the community work models. The work in each of these models requires high levels of interpersonal relations, process and task skills, as well as technical skills. It is important for the community worker to have a commitment and a long term vision.

In the military it is important to utilise an integrated approach when applying field practice models of community work. An integrated approach will allow social workers in the military to render holistic social work services.

CHAPTER 4

UTILISATION OF COMMUNITY WORK IN THE MILITARY

4.1   INTRODUCTION

Although the method of the study has been discussed in chapter one, it is important to briefly mention it and, to link it to the results of the study. In this chapter attention will be   given to the profile of the research group, and the knowledge and experiences of social workers. This chapter will focus on the utilisation of community work in the military. It will also focus on problems experienced when applying community work.

4.2   RESEARCH DESIGN AND METHODOLOGY

The study is exploratory in nature. Grinnell (1993) states that the purpose of exploratory designs is to build a foundation of general ideas and tentative theories which can be investigated and tested with more precise and more complex designs and data-gathering techniques. The research design will be a quantitative design being a data collection instrument in the form of a questionnaire. This questionnaire was used to probe skills, knowledge, perceptions and attitudes relating to community work.

The universum of the study includes social worker officers in the South African National Defence Force that includes all post positions, such as assistant director, chief social workers, senior social workers, project managers and social workers in the units. In **total** 20 social workers in the military were selected to collect data from in the form of a questionnaire. The research were also geographically bound to the social workers in the military in the Western Province. Non-probability sampling (delibrate selection)) were to obtain a sample. The reason for this selection as explained by authors such as Arkava & Lane (1983:159) and Rubin & Babbie (1997:266-267) is that the researcher have knowledge of the study population and the respondents meet the requirements what the researcher wants to study. The data collected with the help of completed questionnaires will now be discussed, in the same sequence as presented in the questionnaire.

4.3 THE PROFILE OF THE RESPONDENTS

The profile of the respondents in the research group will include work information, years of services, highest social work qualifications and the nature of social work delivery.

4.3.1 Work information of the research group

It was requested of the respondents to indicate their functional appointment and there present post position in the SANDF.

(a) The functional appointment of respondents

Table 4.1: Functional appointment of the respondents

FUNCTIONAL APPOINTMENT	f	%
Social work officer	4	20
Senior social worker	6	30
Chief social worker	8	40
Assistant director	2	10
Total	**20**	**100.0**

N=20

It is evident from Table 4.1 that the highest percentage namely 40% (8) of the respondents are chief social workers. The second highest percentage 30% (6) of the respondents is senior social workers, 20% (4) of the respondents are social workers and 10% (2) of the respondents are assistant directors. It can be deduced from data that respondent's functional appointments are evenly spread over all four functional appointments that were investigated in the study.

The reason for the chief social workers being the highest percentage of respondents are because posts in the SANDF were upgraded during February 1998. In the past social workers with the rank of the captain and functional appointment of a senior social worker, could only be promoted to a chief social worker into a military post with the rank of a major. The upgrading of posts separated functional and military ranks of social workers. A senior social worker with the rank of a captain could be promoted to a chief social worker, irrespective of whether the post holds the rank group of a major. The criteria were that a

senior social worker had to have at least five years experience as a social worker in the government department. In the past there was only one post of assistant director with the rank of a lieutenant col. The separation of the military and functional ranks allowed social workers to be promoted to assistant directors, irrespective of whether the post was a lieutenant colonel's post or not.

(b)   The present post positions of the respondents

The respondents' present post positions are illustrated below in Figure 4.1. Six different post positions in the military were investigated in the study which is indicated in Figure 4.1.

Present Post Positions

01:	Section head	02:	General practitioner	03:	Consultant
04:	Supervisor	05:	Project manager	06:	Management
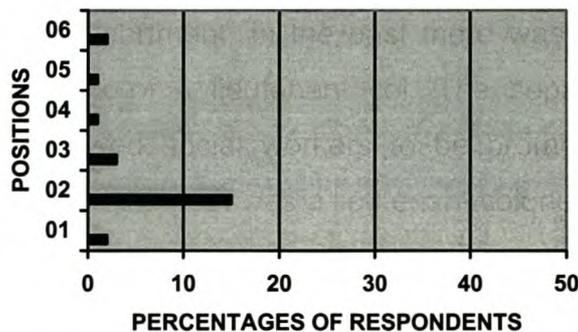
N=20   * Respondent's could mark more than one answer

Figure 4.1   Present post position of the respondent's

In Figure 4.1 the highest percentage of the respondents of the research group is (75% [15]) general practitioners(category 02). The rest of the post positions of the respondents of the research group are hold by the following numbers of the respondents: the post position consultant (category 03) is three (15%), the position section head (category 01) is two (10%) and the categories (04-05) is all one (supervisor, project manager and (category 06) management two (10%).

4.3.2 The years of services of the respondents

The respondents' years of services as a social worker in the SANDF, as well as the total years of services as a social worker in other organisations are presented.

(a)   Total years of services as a social worker in the SANDF

Table 4.2 indicates the total years of services of the respondents as social worker in the SANDF.

Table 4.2: Distribution of total years of service

TOTAL YEARS OF SERVICES	f	%
1 yr –4 yrs	11	55
5 yrs –8 yrs	3	15
9 yrs –12 yrs	3	15
13 yrs –17 yrs	3	15
Total	**20**	**100.0**

N=20

In Table 4.2 the respondents' years of services as a social worker in the SANDF is between one year and seventeen years. The highest percentage (55% [11]) of the respondents have one to four of total years of services. Three (15%) of the respondents have five to eight years of service, three (15%) have nine to twelve years of service and three (15%) have thirteen to seventeen year of experience.

(b)   Total years of services as a social worker

In Table 4.3 the total years of services of the respondents as social workers are indicated. This include years of service in the SANDF and other organisations.

Table 4.3: Total years of services as a social worker

TOTAL YEARS OF SERVICES	f	%
1yr - 4yrs	6	30
5yrs - 8yrs	5	25
9yrs – 12yrs	6	30
13yrs – 16yrs	0	
17yrs – 20yrs	1	5
21yrs – 24 yrs	1	5
25 +	1	5
Total	20	100.0

N=20

Table 4.3 indicates that the total years of services as a social worker is between one year of service to 25 years of service and above. The highest distribution of respondents falling between one to four years of services ([6]) 30%) and six (30%) of the respondents have nine to twelve years of service as a social worker. It is also important to note that 14 (70%) of the respondents total years of service as a social worker is between five to twenty five years. This indicates that the majority of social workers in the SANDF have good experiences as a social worker. Labuschagne (1993:126) also found in her study that 79% of the respondents in the research study had five to twenty tears of experience as a social workers.

4.3.3 Highest social work qualifications of the respondents

Table 4.4 reflects the respondents highest social work qualifications obtained by the social workers in the military.

Table 4.4: Highest social work qualifications of respondents

HIGHEST QUALIFICATIONS	f	%
Diploma in Social Work	2	10
BA SWK or BSocSc (SWK 3 yrs)	2	10
BA SWK or BSocSc (SWK 4yrs)	11	55
Masters Degree in Social Work	3	15
Honors Degree in Social Work	2	10
Total	**20**	**100.0**

N=20

By analysing the data it was found that five (25%) of the respondents in the research group have post graduate studies namely: two (10%) of the respondents have honours degree in social work and three (15%) of the respondents have masters degrees in social work. Just more than half (55% [11]) of the respondents have a four year BSocSc degree in social work, two (10%) of the respondents have a three year BSocSc degree in social work and two (10%) have a diploma in social work. The availability of funds, time, motivational levels of respondents could be possible reasons for not studying further, as fifteen (75%) of the respondents did not further there studies.

4.3.4 Nature of services

Social workers in the SANDF render a variety of services. The respondents were asked to indicate the types of services rendered in the military. The different categories of the services will be given, which will be indicated in figure 4.2.

Nature of services

01:	Family care	02:	Child care	03:	Geriatric care	
04:	Alcohol and substance dependency	05:	Mental health	06:	Physical disabled	
07:	Medical social work	08:	Generic	09:	Occupational social work	
10:	Management					
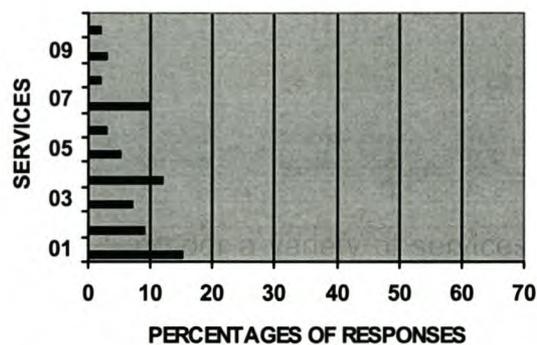
N=20   *Respondents could answer more than one answer
Figure 4.2   Nature of services of the respondents

Figure 4.2 indicates that a wide variety of services are being rendered by the respondents in the research group. It is evident that the majority of the respondents (75% [15]) renders family care service delivery, 12 (60%) of the respondents render services in the field of alcohol and substance dependency, ten (50%) of the respondents are involved with medical social work, 9 (45%) of the respondents are involved with child care, 7 (35%) are involved in geriatric care, five (25%) in mental health, four (20%) physical disabled, three (15%) occupational social work, two (10%) generic social work and two (10%) are mangers. In Figure 4.1 the majority of the respondents ([5% [15]) are general practitioner in the unit. Due to this respondents will focus on family and child care, alcohol and substance dependency. It is evident that the respondents present posts relates with the nature of services delivered by the respondent (Military Social Work Practice Model, 1998).

4.4   METHODS OF SOCIAL WORK

By investigating the methods utilised by the social workers in the military the researcher can determine how these social work models are integrated and applied in practice. The methods of social work utilised by the social workers in the military were investigated. Aspects which are: (a) methods of social work utilised by the respondents; (b) the respondents' understanding of the term developmental social work; (c) the respondents' understanding of the term community work; (d) the difference between developmental social work and community work.

4.4.1 Methods of social work utilised by the respondents

The social work methods utilised by the social workers in the military are indicated in Figure 4.3 .

Methods of social work

| 01: | Casework | 02: | Group work | 03: | Community work |
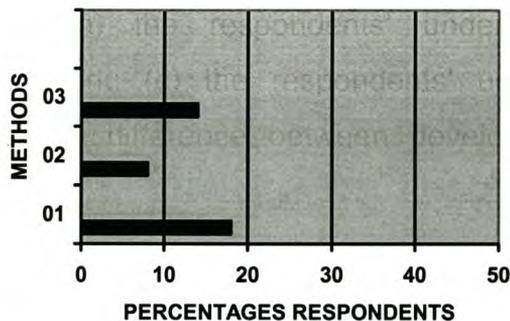
N=20

Figure 4.3   Methods of social work

It is evident that nineteen (90%) of the respondents are utilising casework as a social work method, while a further eight (40%) are using group work and fourteen (70%) of the respondents are using community work as a social work method. This findings are contradictory to the Military Social Work Practice Model (1998), which state that social workers in the military are generalist practitioners. Social work in

the military should practice in all field of social work (Military Social Work Practice Model, 1998).

In a study of occupational social workers in South Africa carried out between 1998 and 1990, Du Plessis found that fifty percent of the sample regarded individual employess as the major "client" (Du Plessis, 1994:159-161). Googins & Davidson (1993:477) state that Individual-focused practice is also reinforced by the commonly accepted measures of social work success in occupational settings, namely increasing employees' productivity and improving cost-benefit ratios. It is important for social workers in the military to utilise an integrated approach to social work. An integrated approach to social work methods aims at achieving the same goal as that which the social work profession is aiming at with each respective method, namely independent, self–appreciative, self–maintaining, happy and well adjusted people (Lombard 1991).

(a)   Respondents understanding of the term developmental social work

The respondents had to indicate their understanding of the term developmental social work. These findings are reflected in Figure 4.4. The White Paper for Social Welfare (1997) adopted a developmental approach for welfare services on a national level in South Africa. A developmental social work approach contends that services should enable people to do far more for themselves than to simply provide them with welfare. A developmental social work approach requires a holistic approach, which recognises the reciprocal interaction between the social and other spheres of life that are causes of social problems (Grobbelaar 1998).

It can be deduced by analysing the data of the respondents of the research group that the term developmental social work can be divided in three categories. In Figure 4.4 the three categories will follow.

Categories of the term developmental social work

01:          Developmental social work focuses on developmental and preventative services to improve the quality of life, workplace, family, community and the environment.

02:          It is a process of change that ensures physiological, economic, social, cultural and physical improvement of infrastructure and the development of human behaviour and capacity-building to fit in the changing environment.

03:          It is a macro perspective on social welfare
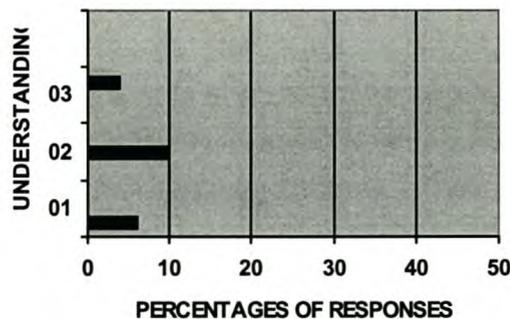
N=20

Figure 4.4:   Respondents' understanding of the term developmental social work

In Figure 4.4 it is evident that ten (50%) of the respondents understand the term developmental social work as a process of change that ensures physiological, economic, social, cultural, physical improvement of infrastructure and also as the development of human behaviour capacity building to fit into the changing environment. Six (30%) of the respondents understand developmental social work as focusing on developmental and preventative services to improve the quality of life, workplace, family, community and the environment. Further four (20%) of the respondents indicated that developmental social work is a macro perspective on social welfare.

Overall it can be deduced from the findings that the majority of the respondents had an understanding of the term developmental social work, as indicated in the White Paper for Social Welfare (1997). The embracement of the developmental social work approach by social workers in the military was necessitated as a result

of the changed military community, with a greater need to promote social development and social justice (De Klerk & Kruger ,1999).

(b)   Respondents understanding of the term community work

The respondents had to indicate their understanding of the term community work. The findings are reflected in Figure 4.5.

Community work uses multi-methods of empowerment-based interventions to strengthen participation in a democratic process. Community work assists groups and communities in advocating for their needs and organising for social justice. Community work improves the effectiveness and responsiveness of human service systems (Weil & Gamble, 1995). Thomas (1983:119) asserted that any attempt of definition must recognise that **community work** is an evaluating practice. A definition must therefore not be necessarily 'incomplete' but open enough to allow for modification as community work develops in its practice, research and theory whilst definitions will be influenced by the current moment. Definitions should also be able to convey the "enduring factors" of the practice, and factors that will be shaped by the "current moment".

01:   Community work is a method of social work directed to satisfy the broad needs of the community and to maintain a balance between resources and needs of the community

02:   Community work focuses on addressing the problems, which plays a role in people's social functioning.

03:   It is a process affecting change to the common needs of a community.
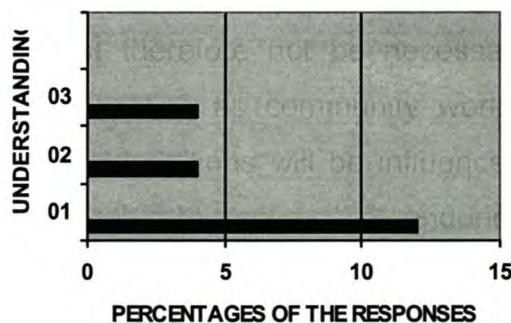
N=20

Figure 4.5: Respondents' understanding of the term community work

According to Figure 4.5 it is evident hat twelve (60%) of the respondents understand the term community work as a method of social work, which is directed to satisfy the broad needs of the community and to maintain a balance between the needs and the resources of the community. If one compare the respondents' understanding of the term community work it corresponds with the definition of community work as presented by various authors such as Lombard (1991), Rothmund (1991:3) and Weil (1996) who defines community work as a primary method of social work, community work is a social work method by means of which communities are helped along a scientific process to eliminate social problems and also to prevent them to satisfy social needs and to bring about the integration, co-operation and co-ordination of the action systems in the community for the advantage of the community. The above mentioned definition then implies that the community is helped to discover, develop and apply their strengths and potentials by means of active participation in the process of community work and also to give a firmer footing to social functioning.

Four (20%) of the respondents indicated that the community work focuses on addressing the problems which play a role in the social functioning of individuals of the community. Four (20%) of the respondents understand the term community work as a process affecting change to the common needs of the community. The above-mentioned understanding of forty percent of the respondents correlates with Lombard's (1992:72) definition of "community work".

4.5   PRINCIPLES OF COMMUNITY WORK

The principles of community work provide direction to community work and are also a starting point for the implementation of the community work method. Social workers in the military must take cognisance of social values and principles as they drive the practitioner's thinking, which establish criteria for selecting goals, and also influence how information is interpreted and understood.

The principles of community work include the following: respect for human dignity, self-determination, self-help, and community needs, partnership, change,

development of local leadership, involvement, participation and justice (Lombard, 1992; Weil & Gamble, 1995; Gray, 1996 & Neeting *et al.* 1998).

(a) **Respondents indicated that the following principles in community work is relevant in the military**

The respondents had to indicate the community work principles which is relevant to the military. The findings are reflected in Figure 4.6.

Principles of community work

01:	**Respect for human dignity**	**02:**	**Individuality**	**03:**	**Self determination**
04:	**Community needs**	**05:**	**Partnership**	**06:**	**Community change**
07:	**Development of local leadership**	**08:**	**Involvement & participation**	**09:**	**Social justice**
10:	**Self help**				
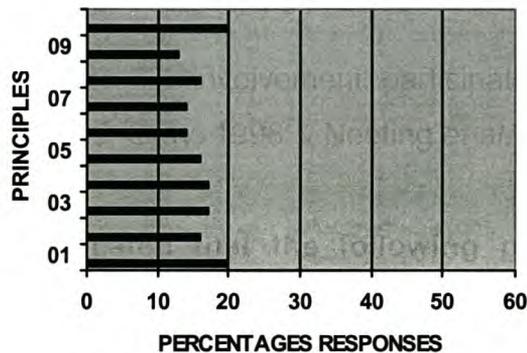
N=20

Figure 4.6 ***Respondents' indication of principles of community work relevant to the military setting***
* More than one answer could be marked

According to Figure 4.6 it is evident that twenty (100%) of the respondents indicated that respect for human dignity is an important principle when applying community work. Twenty (100%) of the respondents also indicated that self-help is another principle which should be considered when applying community work. Seventeen (85%) of the respondents indicated that self-determination, seventeen (85%) of the respondents indicated community needs, sixteen (80%) of the respondents indicated that individuality and a further sixteen (80%) of the respondents indicated that involvement and participation is principles utilised by the community worker. Another sixteen (80%) of the respondents indicated that partnership, and fourteen (70%) of the respondents indicated community change and development of local leadership. Thirteen (65%) of the respondents indicated

social justice as a principle to take cognisance of when applying community work. The above mentioned findings are similar to the viewpoints of various authors (Lombard, 1992; Weil & Gamble, 1995; Gray, 1996 & Neeting *et al.* 1998) which contends that the above mentioned principles expose the philosophical basis of community work and also provide the basis on which the purpose, aims and objectives of community work are formulated.

4.6 SYSTEMS OF COMMUNITY WORK

The respondents were asked to indicate the systems involved in community work. The findings are reflected in Figure 4.6. The composition of modern society composition reflects complexity of the present society. This complexity is brought about by the large numbers of systems and also the subdivision of the different systems into subsystems which exist in a community for example religion, political and educational systems (Schoeman, 1982; Lombard, 1992). In the process of community work there are various systems, which interacts on a continuous basis with one another. These systems are open and dependent on each other and or engaging in the one or the other form of interaction with each other and with the environment. These four systems are part of the community work process. The four systems, which are the field of activity of community work falls, were investigated and illustrated in Figure 4.7 which fall within the **four systems,** namely the **organisation** or the **change agent,** the **consumer/client system**, the **action system** and the **objective/target system** (Pincus & Minaham, 1977:81; Engelbrecht, 1980:49).

01:	The organisation or change agent	02:	The consumer or client system
03:	The target or objective system	04:	The action system

PERCENTAGES OF RESPONSES

N=20
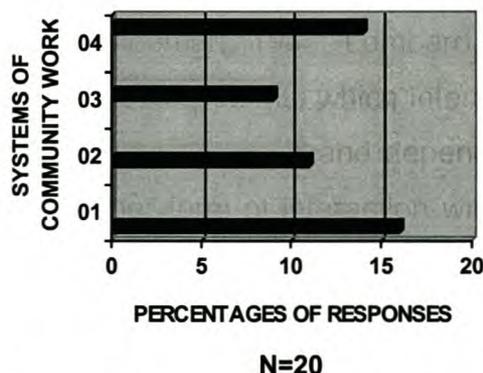
Figure 4.7: Systems involved in community work

According Figure 4.7 (category 01) the majority ([16]80%]) of the respondents indicated that the change agent system is involved when they apply community work in the SANDF. Fourteen (70%) of the respondents identified the action system, and another eleven(55%) of the respondents indicated the client system as one of the systems involved when applying community work. Nine (45%) of the respondents indicated the target system as a system involved when applying community work. It can be deduced from the findings that the majority of social workers in the military understand the composition and functioning of a community, the different systems and sub-systems of the community. Social workers in the military can therefore identify which of these systems are functioning poorly and which adaptations should be made to ensure a better social functioning of the community. It is therefore very important for social workers in the military to utilise a systems approach as a point of departure when applying community work (Lombard 1991).

4.6.1 Understanding of the term organisation or change agent

The organisation or change agent system refers to a welfare organisation which primarily accepts the responsibility for a specific community work project and which also represents the community worker. Pincus & Minahan (1973:54) contend that social work as a profession can be viewed as a change agent and the public, voluntary, or profit-making agency, organisation or community institution that employs him/her as a change agent.

The respondents' understanding of the term organisation or change agent are illustrated in Figure 4.8.

01:     SANDF (unit and department) is a system where change must occur
02:     The social worker plans and work with other systems in the organisation towards changes in the community
03:     Resources in the organisation, which must bring about change to the work environment.
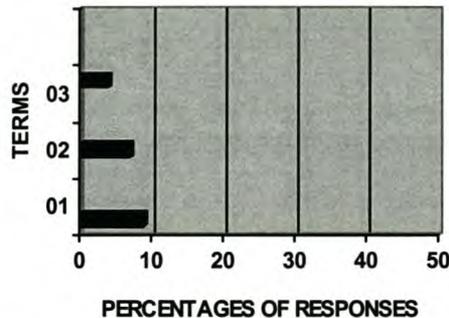
N=20
Figure 4.8: Respondents' understanding of the organisation or the change agent

Nine (45%) of the respondents understood the organisation or the change agent to be the SANDF (unit and departments) where change must occur. Seven (35%) of the respondents stated that the organisation or change agent is the social worker and the interaction of other systems that were involved in bringing about change in the community. Four (20%) of the respondents of the research group identified the change agent as the resources available in the organisation to bring about change in the work environment. The above mentioned findings indicate that the majority of the respondents' understanding link with authors such as Lombard (1991) and Pincus & Minaham (1977) who state that the organisation or change agent refers to the welfare organisation (SANDF (units and department), which primarily accepts the responsibility for a specific community work project and which is represented by the community worker.

4.6.2 Understanding of the term consumer or client system

The consumer/client system refers to specific systems which has to changed. If one looks from a social work perspective the concept 'client' depicts the needy or the destitute, as far as community work is concerned it pertains to the consumer system. In essence this will then mean that not every member is a client, but a potential client. The consumer system can also refer to the individual, family,

group, the organisation or community that occupies the time of the community worker and which negotiate a working contract or agreement with the worker in order to profit from the efforts of the community worker (Pincus & Minaham,1977). The respondents' understanding of the term consumer or client system are illustrated in Figure 4.9.

01:   **Person who services are being rendered (Individuals, families, groups, communities and the organisation.**
02:   **System that has to change**
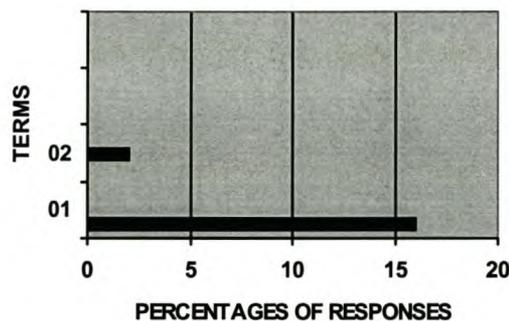
N=20

Figure 4.9: Respondents' understanding of

the term consumer or client system

From Figure 4.9 it is evident that sixteen (80%) of the members understood the term client system as the person to who services are being rendered (individuals, families, groups, communities and the organisation). Two (10%) of the respondents stated that the client system is the system that has to change.

4.6.3 Understanding of the term target or objective system

The target or the objective system refers to those people who must help the change agent to effect change in order to achieve the objectives of his/her change efforts. The consumer system and the objective system is often the same, however it can also partly overlap or differ from each other. The organisation system can also be the objective system, if for example a change in policy in the organisations own ranks is being planned (Pincus & Minaham 1977; Engelbrecht 1980).

The respondents' understanding of the term target/objective system was investigated and is illustrated in Figure 5.4.

01:   **The system that must change in order for the client system to benefit**
02:   **The target system reflects a certain grouping of people e.g. or a specific problem areas as a target at all levels, individuals, units, and the organisation.**
03:   **The SANDF – geographical and functional communities**
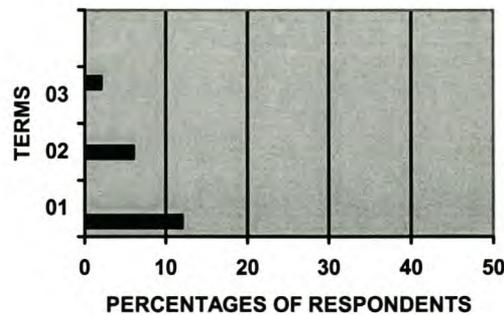
N=20

Figure 4.10: Respondents' understanding of
the term target/objective system

Figure 4.10 indicates that twelve (60%) of the respondents indicated that they understand the target system as a system that must change in order for the client system to benefit. Six (30%) of the respondents understood the target system as reflecting a certain grouping of people e.g. or a specific problem areas as a target at all levels, including individuals, units and the organisation. Two (10%) of the respondents indicated that the SANDF (including geographical and functional communities). The majority of the respondents understands the term target system to those people who must assist the community worker to effect change to achieve the objectives of the change efforts (Lombard, 1992; Pincus & Minahan, 1977).

4.6.4   Understanding of the term action system

An action system refers to the community worker and the people with whom the social worker co-operates, or with whom s/he works to achieve the objectives of the change efforts and also to execute his/her own professional tasks. The action system can also include the organisation system, representation from the community or the consumer system. The action system can also imply the

resources in the community (Pincus & Minahan, 1977). The understanding of the term action system was investigated which are as follow according to the respondents understanding:

01:   **Resources available to the social worker to bring about change.**
02:   **The social worker and the people that work with him/her to achieve objectives/goals of the community work project.**
03:   **The programmes designed by the social worker for the target system**
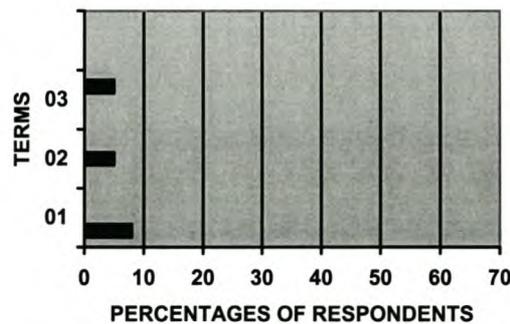
N-20

Figure 4.11: Respondents' understanding of the term action system

It is evident in Figure 4.11 that eight (40%) of the respondents understood the term action system as the resources that are available to the social worker to bring about change. Five (25%) of the respondents of the research group view the social worker and the individuals that assist her/him to achieve the objectives/goals of the community work projects. The majority of the respondents understood all four the systems involved in community work, and it also links to views of authors such as Lombard (1992) and Pincus & Minahan (1977) which state that the four systems specify the specific fields in which community work renders its service. The four systems also provide a broad framework in which service-delivery field can be demarcated. Social workers in the military have to take cognisance of the difference between the various field of activity as it makes it easier to differentiate the field of activity of community work   from that of community development (Lombard 1991).

4.7   COMMUNITY WORK MODELS

Various models exist for community work depending of the nature of the community (Cox, Erlich, Rothman & Tropman 1987:4-18). Rothmund *et al.* (1987) proposes three models of community organisation for macro practice of which was investigated and is indicated below in Figure 4.12

01:	Community development model	02:Social action model
03:	Social planning model	04:Social community education model
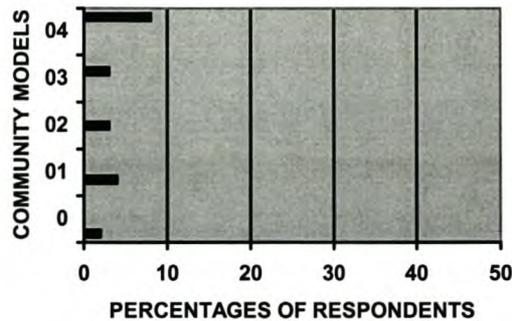
N=20

Figure 4.12: Respondents indication of community
work models utilised in the SANDF

Figure 4.12 shows that eight (40%) of the respondents utilise predominantly the social education model in the military. Four (20%) of the respondents utilise the community development model and three (15%) use the social action model. Another three (15%) utilise the social planning model in the military. Two (10%) of the respondents indicated that they are not utilising any community work models. The majority of the respondents utilise the social community education model in the military. Lombard (1992) emphasises that a integrated approach is needed which includes various practice models. In an ethnic sensitive cultural context it is also important that social workers' basis of knowledge for an integrated approach includes the following three components:

- structure
- functions and dynamics of individuals, families, groups, communities and organisations
- and physical and social environments on the other continuum.

4.8   VARIABLES UTILISED BY RESPONDENTS WHEN APLLYING COMMUNITY DEVELOPMENT MODEL

The variables utilised by respondents when applying the community development model are as follow in Figure 4.13:

01:   The community members are responsible for his/her fulfilment

02:   The primary level is the grass roots level of intervention

03:   The emphasis is on process goals

04:   Small tasks an orientated group is the medium through which change can be effected

05:   Group decision-making and consultation techniques are utilised

06:   Roles of the social worker are supporter/motivator/facilitator/catalyst/ educator/consultant and guide.

07:   None
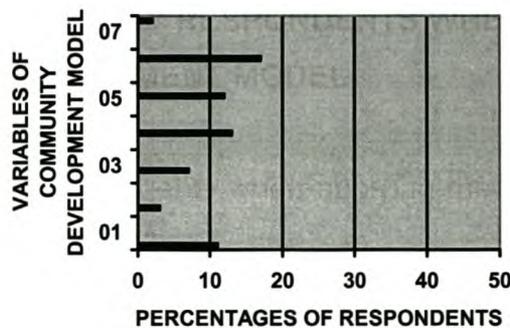
N=20

Figure 4.13: Respondents' indication of variables utilised when applying the community development model

Figure 4.13 reflects that seventeen (85%) of the respondents utilised the roles of a supporter/motivator/facilitator/catalyst/educator/consultant   and   guide.   Thirteen (65%) of the respondents use small tasks orientated groups as a medium through which change can be effected. Twelve (60%) of the respondents of the research group use group- decision and consultation techniques when applying the community development model. Eleven (55%) of the respondents work on a basis that the community members are responsible for their self-fulfilment. Seven (35%) of the respondents place emphasis on process goals when applying the community work model. A further three (15%) of the respondents indicted that the primary level of intervention is the grass roots level.

It is evident that an important characteristic of the social community development model activities are tasks–orientated groups which mainly focuses on resolving concrete problems and of satisfying concrete needs. The roles that the social worker fulfils is motivator, catalyst, consultant and guide. The mode of intervention used is aimed at co-operation, as well as decision-making and group consultation techniques (Lombard, 1991).

4.9   VARIABLES UTILISED BY RESPONDENTS WHEN APLLYING THE SOCIAL PLANNING MODEL

Lauffer (1981:584) asserts that social planning "attempts to provide a corrective to the inadequacies of the complex social services in our society." The social planning is concern with the development, expansion, and co-ordination of social welfare services and social policies. It also stresses the role of an expert and of expertise. Central to this approach is the problem-solving process. The respondents' understanding of the variables utilises was investigated when applying the social planning model. The findings of the survey are reflected in Figure 4.14.

01:     The community members need the services of a professional person/expert to aid them in solving their problems and satisfying of their needs.
02:     The intra and inter organisational level is the primary level of intervention.
03:     The emphasis is on task goals.
04:     Formal systems and/or data are the medium through which change can be affected in the community.
05:     Research, organising, Facilitating and funding techniques are utilised.
06:     Roles of the social worker are the researcher, decision-maker, administrator and mediator.
07:     None
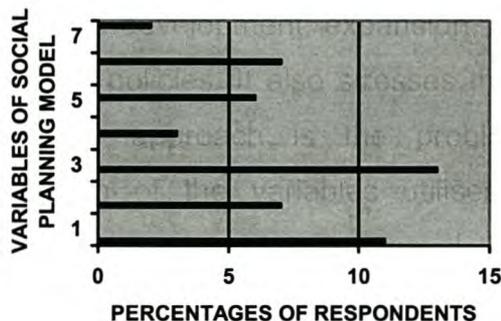
N=20

Figure 4.14: Respondents 'indication of variables utilised
when applying the social planning model

Figure 4.14 indicate that 13 (65%) respondents indicated that the emphasis is on tasks goals when applying the social planning model. Eleven (55%) of the respondents indicated that community members needs the services of a professional person to aid them in solving or their problems and satisfying their needs. Seven (35%) indicated that the intra and inter-organisational level is the primary level of intervention. A further seven (35%) indicated the roles that the social worker will be a researcher, decision-maker, administrator and mediator. Six (30%) of the respondents of the research group indicated that research, organising, facilitating and funding techniques are utilised. Three (15%) of the respondents indicated that formal systems and/or data is the medium through which change can be effected.

It is evident from the findings that the social planning model focuses mainly on substantive problems (e.g. marital problems and alcohol dependency) and concrete needs (e.g. the needs of distress relief and a service centre). The services that are also discussed here can encompass a widely diverse service such as therapeutic social work services or financial aid. The social worker mainly operates between the intra and inter-organisational levels. It is therefor necessary for the social worker in the military to develop and improve existing services by means of fostering co-operation and co-ordination. This will then ensure that work is being done to solve the community's social problems and also to satisfy its needs in the quickest and most cost effective ways (Lombard ,1991).

4.10   VARIABLES UTILISED WHEN APPLYING THE SOCIAL ACTION MODEL

The **social action model** refers to organised effort, which is directed towards change in social policy or the creation, modification or elimination of a social institution. Social action is also concerned with change. The nature of this change is to seek a redistribution of power or economic resources. The client group is sometimes referred to in the literature as 'the victims' of one or the other "exploitation" (Lombard, 1991; Rothmund, 1987).

The respondents had to indicate the variables utilised when applying the social action model. The findings of the survey are reflected in Figure 4.15.

01:     The community members have certain rights to which they claim and which should be protected.
02:     All levels (from grass roots level to national and international) are the primary levels of intervention.
03:     The emphasis is on tasks goals
04:     Political processes are the medium through which change can be affected in the community.
05:     Arbitration, negotiation and influencing techniques are being utilised.
06:     Roles of the social worker are advocate/partial supporter, negotiator, activist and agitator.
07:     None
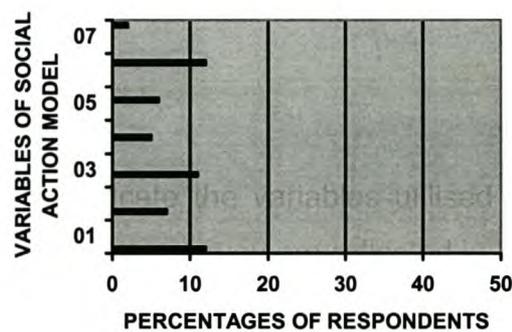
N=20

Figure 4.15: Respondents indication of variables utilised when applying social action model

According to Figure 4.15 twelve (60%) of the respondents indicated that the community members have a certain right to which they lay claim and which should be protected. Another twelve (60%) of the respondents indicated that the roles of the social worker are advocate/partial supporter, negotiator, activist and agitator. Eleven (55%) indicated that the emphasis is on tasks goals when applying the social action model. Seven (35%) indicated that all levels are the primary level of intervention.

4.11   VARIABLES UTILISED WHEN APPLYING SOCIAL EDUCATION MODEL

The aim of the social community education model is to bring members to knowledge of and insight into the nature of the community, as well as the community's latent and active problems and needs. The social education model also wants to make community members aware of ways in which problems can be

solved and needs satisfied. Community members must also be motivated by the social worker to participate in problem solving and the satisfying of needs or to equip the community members with the necessary skills to perform their work satisfactorily (Lombard, 1991).

The respondents were asked to indicate the variables utilised when applying the social education model. The findings of the survey are reflected in Figure 4.16.

01:     The efficiency of the social functioning of a given community and it's members ability to cope with the demands of life, are the primary determined by the individual and collective knowledge, insight, skills and attitudes established in terms of education.
02:     All levels (From individuals to mass levels) are the primary levels of intervention.
03:     The emphasis is on process goals.
04:     Communication media on intermediary and mass levels are mediums through whom change can be affected.
05:     Educational and liaison techniques are being used.
06:     Roles of the social worker are educator, public relations officer marketer.
07:     None
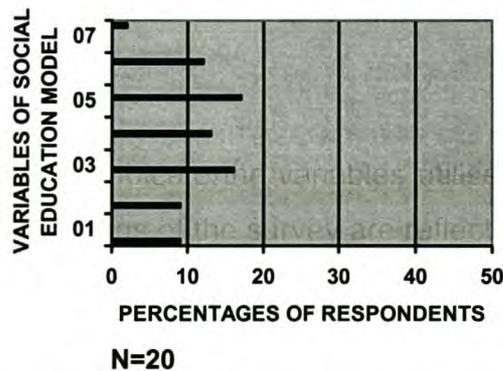
Figure 4.16: Respondent's' indication of variables utilised when applying the social education model

Figure 4.16 reflects that seventeen (85%) of the respondents indicated that educational and liaison techniques are being used when applying the social education model. Sixteen (80%) of the respondents stated that the emphasis in on process goals. Thirteen (65%) of the respondents of the research group indicated that communication media on intermediary and mass levels. Twelve (30%) indicated that the roles of the social worker are educator and public relations officer marketer. Nine (45%) of the respondents indicated that efficiency of the social functioning of a given community and it's members ability to cope with the

demands of life. It can be deduced from the findings that the majority of the respondents indicated that they utilises the majority of the variables of social community education. The social community education model can be used as the only point of departure for a community strategy. It can also be combined with successfully with the other field practice model (Lombard,1991).

4.12   INTEGRATION OF COMMUNITY WORK MODELS

An integrated approach to social work methods includes the broader terrain of the profession and the integration of social work methods is all part of the all-bracing integrated approach. The respondents were asked to indicate how they integrate community work models in the community work process. The findings of the survey are reflected in Figure 4.17.

01:     Community work models can be integrated if the social worker works eclectically.
02:     Social workers must utilise the most relevant characteristics of each model and apply to each specific project depending on the situation.
03:     No answer

N=20
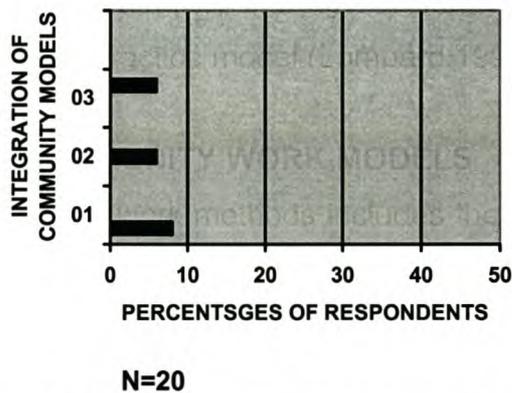
Figure 4.17: Respondents' integrating community work models

Figure 4.17 indicates that eight (40%) of the respondents indicated that community work models can be integrated as the social worker works eclectically. Six (30%) of the social workers indicated the social worker must utilise the most relevant characteristics of each model and applied to each specific project. Six (30%) of the respondents did not answer the question.

The majority of the respondents indicated that community work models can be integrated as a social work method . An integrated approach is particularly

applicable to community work. An integrated approach is the most relevant theoretical model for the development of community work because it focuses on the analysis of all systems which influence a problem (Lombard, 1991).

4.13 PROCESS OF COMMUNITY WORK

According to Henderson and Thomas (1987:23) "... the act of establishing a process provides a way of identifying, distinguishing, ordering and categorising the activities of the neighbourhood worker (community worker)."

The process of community work helps the social worker to identify all the practice elements of community work, consequently the attention of the community worker is focused on that which has to be done. The community worker during different phases of the process, identify the needs of certain groups and acquire an indication of specific roles, skills and knowledge required by the community worker. The respondents indicated the following motivations regarding the importance of following a process in community work:

01:     The community work process gives direction to and how a identified problem can be dealt with as well as specific knowledge a person needs to address the problem.
02:     It is a scientific process to substantiate our actions of change, which ensures that community work goals are reached.
03:     It ensures a thorough and a professional intervention
04:     No answer given to the question.
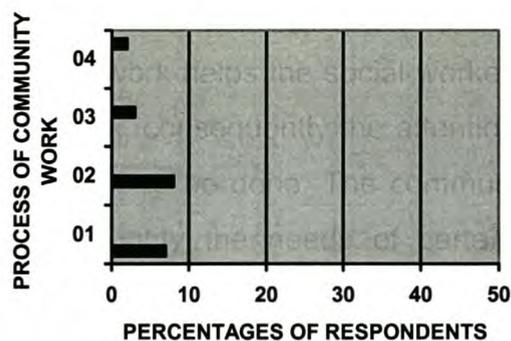
N=20

Figure 4.18: Respondents indicating the necessity

of following a community work process

Figure 4.18 reflects that eight of the respondents indicted that community work process gives direction to and how an identified problem can be dealt with as well

as specific knowledge a person needs to address the problem. Seven (35%) of the respondents indicated that the process of community work is a scientific process to substantiate actions of change, which result in the objectives of the community being reached. Three (15%) of the respondents indicated that the community work process is a thorough and professional intervention.

4.14   FOLLOWING A PROCESS IN COMMUNITY WORK

The researcher investigated whether the respondents utilise a process when applying community work. The findings of the survey are relected in Table 4.5.

Table 4.5   PROCESS IN COMMUNTY WORK

PROCESS OF COMMUNITY WORK	F	%
Yes	12	60
No	6	30
Unsure	2	10
	20	100.0

N=20

Table 4.5 indicate that twelve (60%) of the respondents indicated that they follow a process when applying community work. Six (30%) of the respondents indicated that they do not follow a process, a further two (10%) were unsure. It can be deduced from the findings that the majority of the respondents utilise a process when applying community work. The choice of following a process when applying community work, is based in the choice of a practice model. The different practice models offer process descriptions which should be seen as being primarily generic (Henderson & Thomas, 1987). Community workers in the military should then be able to utilise the different models and processes in a variety of organisations and roles.

4.15   ACTIONS TO BE PERFORMED DURING THE PROCESS OF COMMUNITY WORK

It has been emphasised that the practice situation determines the choice of phases to be included in the community work process. The respondents had to indicate actions to be performed during the process of community work as indicated in Table 4.7. The aim of investigating the above-mentioned actions is to not to point out the underlying differences in emphasis as far as consecutive

phases are concerned, but to point out the collective points of departure in the consecutive phases.

The respondents were asked to indicate the actions needed to perform the community work process. The findings of the survey is reflected in Table 4.6.

Table 4.6   Actions needed to perform during the community process

ACTIONS NEEDED TO PERFORM DURING THE COMMUNITY PROCESS	F	%
Situation Analysis	20	100
Identification and definition of needs and problems. Representation from the community	20	100
Negotiating a contract	20	100
Planning	20	100
Implementation of planning	20	100
Evaluation	20	100
Termination	20	100
	20	100
Total	20	100.0

N=20

In Table 4.6 all the respondents indicated that all the above mentioned actions need to be performed by the social worker during the community work process. Lombard (1991) and Rothmund (1991) state that regardless what practice model is selcted, the application of the problem solving process is centrally situated in effective community practice.

4.16   ROLES OF THE SOCIAL WORKER

It is important to note that the community worker, in the execution of his/her duties can fulfil many roles. Lombard (1991) regard the roles of the practitioner as prescriptions as how he/she should conduct him/herself in execution of tasks. In community work, the roles of community worker should be seen as tasks and functions expected of him/her in the accompaniment of the community process.

The following roles were identified by the respondents that they utilise when applying community work:

01: The role of a mediator/negotiator/broker/public relation's officer
02: The role of a facilitator/motivator
03: The role of organiser/planner/co-ordinate/expert/researcher and administrator
04: The role of an agitator/advocate
05: The role of educator
06: None
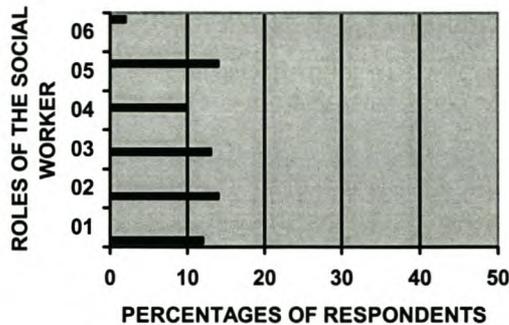
N=20

Figure 4.19: Utilisation of roles by the respondents

According to Figure 4.19 fourteen (70%) of the respondents indicated that they predominantly use the role as a facilitator and motivator during the intervention process of community work. Thirteen (65%) of the respondents indicated they use the role of an organiser/planner/co-ordinate/expert/researcher and administrator. Twelve (60%) of the respondents indicated that they utilise the role of a mediator/negotiator/broker/public relations marketer. Ten (50%) of the respondents indicating using the role of educator during the intervention process.

4.17   COMMUNITY WORK IN THE SANDF

The respondents had to indicate why it is important to utilise community work as a social work intervention in the military. The findings of the survey are reflected in Figure 4.20.

01: A large target group can be reached, and also a member who is experiencing the same problems can be empowered. This than being cost effective.
02: Community work can bring about change, growth, development and independent functioning of community members.
03: It improves the quality of life
04: Not practising community work, and no answer given.
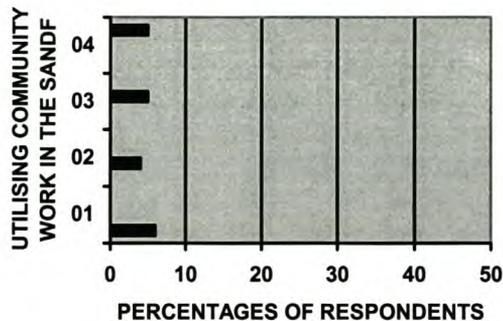
N-20

Figure 4.20: Utilisation of community work in SANDF

Figure 4.20 indicates that six (30%) of the respondents indicated that by utilising community work in the SANDF can reach a large target system that is experiencing the same problem. It is then more cost-effective service delivery. Four (20%) of the respondents indicated that community work can bring about change, growth, development and independent functioning of the community. Four (25%) of respondents indicated that community work can improves the quality of life.

Community work uses multi methods of empowerment-based interventions to strengthen participation in a democratic process. Community work assists groups and communities in advocating for their needs and organising for social justice. Community work improves the effectiveness and responsiveness of human service systems (Weil & Gamble 1995).

4.18 PROBLEMS OF COMMUNITY WORK

The respondents had to indicate problems experienced when applying community work as a social work method of intervention. The findings of the survey are reflected in Table 4.7.

Table 4.7: Problems with community work

PROBLEMS WITH COMMUNITY WORK	f	%
Yes	12	60
No	6	30
Unsure	2	10
Total	20	100.0

N=20

According to Table 4.7, 12 (60%) of the respondents indicated that they are experiencing problems when applying community work. Six (30%) indicated that they have no problems and two (10%) of the respondents was unsure. The majority of the respondents are experiencing problems when applying community work. The deficiencies regarding the application of community work practice and the lack of literature on South African community work may be brought into relation to the traditional emphasis which is placed on casework and group work (Lombard, 1991).

4.19   REASONS FOR PROBLEMS EXPERIENCED WTIH COMMUNITY WORK

The following reasons were given by the respondents for the problems experienced when applying community work are as follow:.

01:	Budget constraints	02:	Lack of interest and motivation
03:	Community work is perceived as time consuming by other role players	04:	Lack of insight of community members and not being motivated to change
05:	No answer given		
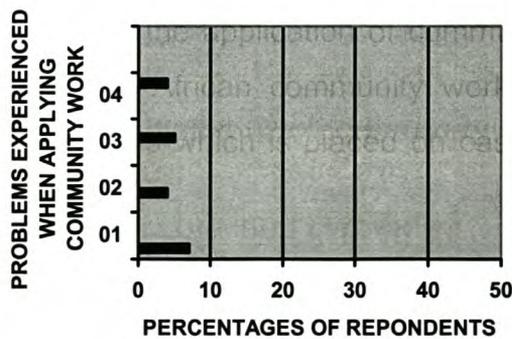
N=20

Figure 4.21: Problems experienced when applying community work

Figure 4.21 reflects that seven (35%) of the respondents indicated that budget constraints are the major constraint when applying community work. Five (25%) of the respondents indicated that community work is perceived as time consuming by other role players. Four (20%) indicated that a lack of interests and motivation, and 4(20%) respondents indicated that a lack of insight of community members and not being motivated to change. The majority of the respondents indicated that budget constraints are a major problem when applying community work.

4.20   CONCLUSION

It is evident from the data that the majority of the respondents of the research group are general practitioners, who has one year to seventeen years of experience as social workers in the South African National Defence Force. A further 25% of the respondents in the research group have post graduate qualifications. The respondents also indicated that 75% render family care service delivery.

It is also evident that 90% of social workers in the military are utilising casework as a social work method. A further 40% of the respondents are utilising group work, and 75% of the respondents are using community work as a method of intervention. It is also important to note that from analysing the data that the respondents have a good understanding of the concepts developmental social work and community work. The majority of the respondents make use of most of the principles during the community work process. The two highest principles used by respondents are **respect for human dignity** and **self-help**.

The majority of the respondents are involved with all four of the systems of community work. The respondents have an understanding of all four systems involved in the community work process. All four community work models are utilised by the respondents.

Most of the respondents (40%) utilise the social community education model, four (20%) utilise the social community development model and three (15%) use the social planning model. A further three (15%) utilise the social action model. Sixty

percent of the respondents have indicated that they follow a process when applying community work.

The majority (70%) of the respondents indicated that they predominantly use the roles of facilitator and motivator. The reasons for the problems experienced when applying community work was budget constraints, the perceptions by the other role players that it is time consuming and the lack of motivation and insight of the community members.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1   INTRODUCTION

Community work fulfils definite functions within the social work milieu and develops according to a process. The SANDF does not possess any definite guidelines regarding community work. The resultant consequence is that community work is not utilised to its full potential in that the client system does not always receive a quality service.

The goal of the study was to provide theoretical guidelines which social workers in the military setting can follow. The goal of the study would be realised by the aims, which are listed as the following:

(a)   To reflect on the nature and function of social work in a military context.

(b)   To describe the practice models of community work which can be utilised in a military context.

(c)   To investigate how social workers in the military utilises community work as a social work method of intervention.

(d)   To make recommendations on how community work can be utilised in a military context.

5.2   CONCLUSIONS

The researcher has formed certain conclusions as a result of the literature review and empirical study, and various recommendations will be made. The following conclusions based on the findings of the study have been drawn.

5.2.1 Nature of services in the military

From the survey results, it can be concluded that the majority of the respondents are general practitioners, which has between one to seventeen years of experience as social workers in the South African National Defence Force. The findings lead to the

conclusion that the majority of the respondents render social work service on family care.

5.2.2 Community work, developmental social work, methods of social work and community work models

It can be concluded that the majority of the respondents have an understanding of the concepts developmental social work, community work, the systems involved and the process and actions that need to be considered when applying community work. The survey reflects that the majority of the respondents use casework as social work method of intervention. From this the conclusion can be made that social workers in the military focus predominantly on casework oriented practice. Factors that can contribute to this are personal and professional characteristics that prevent the involvement of practice to macro change with a focus on tertiary prevention. It can also be concluded from the survey that characteristics in the military setting also places constraints for example budget constraints, the perceptions of other role players that it is time consuming, lack of motivation and insight of community members. It seems as if an integrated approach is needed in order to unite all three methods of social work. An integrated approach invites social workers to focus on the total problem configuration.

It can also be concluded that the majority of the respondents follow a process when applying community work as a social work method of intervention, and the majority of the respondents make use of the principles during the community work process. The survey also reflects that the two highest principles used by the respondents during the community work process are respect for human dignity and self help. Based on the findings of the study the majority of the respondents are involved in all four systems of community work.

It can also be concluded from the survey that all four models are being utilised by the respondents. The findings lead to the conclusion that most of the respondents utilise the social community education as a community method of intervention. From the

survey results it can be concluded that the respondents predominantly utilise the roles of a facilitator and motivator when applying community work.

5.2.3 Implementation of community work in the SANDF

The conclusion is drawn that the implementation of community work in the SANDF would develop the organisational skills and abilities of the community members, connects social and economic development to grass root level, advocate for broad coalitions in solving community problems and infuse the social planning process with the concern for social justice. The proper implementation of the community work process is crucial as it helps the social worker to identify the relevant practice elements of community work, and consequently the attention of the community worker is focused on that which has to be done.

Based on the empirical study and literature review, the conclusion is reached that training is a proven mechanism for promoting any organisational policy and procedures, whilst increasing awareness of social workers in the military. The conclusion is drawn that an appropriate in-service training can make social workers in the military aware of the importance to respond to the general needs of the community and that community work should be expanded.

5.3   RECOMMENDATIONS

Due to the above mentioned conclusions the following recommendations will follow:

5.3.1   that the social workers in the military theoretical knowledge be reinforced/updated, to ensure effective social work service delivery;

5.3.2   that social workers in the military receive in service training concerning community work, enabling the social worker to utilise community work as a social work method;

5.3.3   that community work guidelines for the South African National Defence Force be drawn up, which must be compiled in a policy document, and

5.3.4   that post graduate qualification becomes a prerequisite to be promoted to a management post. This will ensure that all managers are equipped with implementing management tasks, which include community work.

5.4   FURTHER RESEARCH

It is recommended that:

(i)   Social workers in the military must make use of policy practice approach when initiating training programmes.

(ii)   An evaluation by the social workers should be done after the in-service training programme regarding community work after it has been implemented, in order to determine the effectiveness of the implementation of the training of community work.

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APPENDIX 1.1

LETTER TO SOCIAL WORKERS IN THE MILITARY

IN THE

WESTERN PROVINCE

Telephone: (021) 469-6320
Enquiries: Capt K. Bagnall

9SAI BN
Private Bag X4
Eerste River
7103
March 2001

Dear Participant

COMPLETION OF QUESTIONNAIRE

1.   Thank you for your willingness to partake in this research. The purpose of this study is to determine the knowledge and skills of social workers in the military, regarding community work. The information gained from this research will serve as guidelines for community work in the SANDF. This research is part of the MA-degree requirements for the Department of Social Work at the University of Stellenbosch. This study is confined to social workers in the Western Province.

2.   Community work fulfills definite functions within the social work milieu and develops according to a process. The SANDF does not posses any definite guidelines regarding community work. The resultant consequence is that community work is not utilised to its full potential in that the client system does not always receive quality service.

3.   I trust that you will find the questionnaire meaningful. All the information will be handled confidential. Anonymity will be assured as far as possible. This research takes place with the consent of the SO1 Social Work.

4.   Once again, thank you for your willingness to complete the questionnaire.

Ours faithfully

(K. BAGNALL)
SOCIAL WORK OFFICER: CAPT

APPENDIX 1.2

QUESTIONNAIRE FOR SOCIAL WORKERS IN THE MILITARY

IN THE

WESTERN PROVINCE

CONFIDENTIAL

DEPARTMENT OF SOCIAL WORK

UNIVERSITY OF STELLENBOSCH

COMMUNITY WORK IN THE MILITARY CONTEXT: THE ROLE OF THE SOCIAL WORKER

QUESTIONNAIRE FOR SOCIAL WORKERS IN THE
SOUTH AFRICAN NATIONAL DEFENCE FORCE

PURPOSE

The purpose of this questionnaire is to determine the knowledge and skills of social workers in the military, regarding community work in the South African Defence Force. The findings of this research will be used to present guidelines for a policy on community work in the SANDF.

GENERAL

Read all the questions, and answer as honestly as possible. In order to facilitate anonymity, do not put your name on the questionnaire. The questionnaire will be completed within a group context.

Please note that certain questions require only a cross in the relevant block(s), while other questions may require an explanation or motivation.

It is important that all questions are answered.

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1. WORK INFORMATION

1.1 Present Employment

1.1.1 Indicate your functional appointment in the SANDF.
(Mark with a cross next to the appropriate block).

FUNCTIONAL APPOINTMENTS	
1. Social Work Officer	
2. Senior Social Work Officer	
3. Chief Social Worker	
4. Assistant Director	

1.1.2 Which of the following positions describe present post situation.
More that one choice can be made. (Mark with a cross in the
appropriate blocks).

POSITIONS	
1. Section Head	
2. Supervisor	
3. Consultant	
4. General Practitioner (Social worker in the units)	
5. Project Manager	
6. Other	

1.2 Years of Service

1.2.1 Indicate your years of service as a social worker within the SANDF.
(Indicate the number of years).

1.2.2 Indicate your total years of service as a social worker. This
Includes the period of service within the SANDF, as well as with
Other organisations. (Indicate the number of years).

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1.3   Qualifications

1.3.1   Indicate your highest social work qualification. (Mark with a
         cross in the appropriate block).

QUALIFICATIONS	
1. Diploma in Social Work	
2. BA Social Work or BSoc Sc (Social Work 3 years)	
3. BA Social Work or BSoc Sc (Social Work 4 years)	
4. Honours degree in Social Work	
5. Masters degree in Social Work	
6. Doctorate in Social Work	

1.4   Nature of Service

1.4.1   Indicate the nature of service rendered by you by indicating
         in which of the following fields you are working. (More than
         one field can be marked).

FILEDS OF SERVICES	
1. Family care	
2. Child care	
3. Geriatric care	
4. Alcohol and Drug Dependency	
5. Mental Health	
6. Physical Disabled	
7. Medical Social Work	
8. Other, specify	

2.   Methods of Social Work

2.1.1   Which of the following methods of social work do you use to render
         The nature of services indicated in the previous question?

METHODS OF SOCIAL WORK	
1. Casework	
2. Groupwork	
3. Community work	

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3. **COMMUNITY WORK**

3.2.1 <u>Descriptions</u>

3.2.2 Explain your understanding of the term, developmental social work as explained in the White Paper for Social Welfare (1997).

3.2.3 Explain your understanding of the term, community work.

3.2.4 What is the difference between developmental social work and community work?

----

4. PRINCIPLES OF COMMUNITY WORK

4.1.1 Which of the following principles in community work do you regard as relevant to community work in the military? (More than one principle Can be marked).

PRINCIPLES	
1. Respect for human dignity	
2. Individuality	
3. Self-determination	
4. Community needs	
5. Partnership	
6. Community change	
7. Development of local leadership	
8. Involvement and participation of community	
9. Social justice	
10. Self help	

5. SYSTEMS OF COMMUNITY WORK

5.1.1 Indicate which of the following systems are involved in community work That you are utilising in the SADF when rendering services. (More than one system can be marked).

SYSTEMS	
1. The organisation or change agent system	
2. The consumer or client system	
3. The target or the objective system	
4. The action system	

5.1.2 Explain your understanding of these systems, as they apply to the SANDF?

(a) The organisation or change agent

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(b)   The consumer/client system

(c)   The target/objective system

(d)   The action system

    ----

6.   COMMUNITY WORK MODELS

6.1.1 Which of the following community work models are you utilising in the SANDF? (More than one model can be marked).

Community Work Models	Always	Sometimes	Never
1. Community development model			
2. Social action model			
3. Social Planning model			
4. Social education model			

6.1.2 Indicate which of the following variables/characteristics are utilised when
You apply the community development model in the SANDF. (More than one can be marked).

CHARACTERISTICS	
1. The community members are responsible for his/her self-fulfillment.	
2. The primary level is the level of intervention.	
3. The emphasis is on process goals.	
4. Small tasks orientated groups is the medium through which change can be effected.	
5. Group decision-making and consultation techniques are utilised.	
6. Roles of the social worker are supporter/motivator/facilitator/catalyst educator/consultant and guide.	
7. None	

6.1.3 Indicate which of the following variables/characteristics are utilised when
You apply the social planning model in the SADF. (more than one block can be marked).

CHARATERISTICS	
1. The community members needs the services of a professional person to aid them in solving their problems and satisfying of their needs.	
2. The intra and inter-organisational level is the primary level of inter-vention.	
3. The emphasis is on tasks goals(solving of problems, the satisfying of needs, co-operation and co-ordination of services, the initiation and development of new services facilities and making provision for Physiological needs.	
4. Formal systems and/or data is the medium through which change can be effected in the community.	
5. Research, organising, facilitating and funding techniques are utilised.	
6. Roles of the social worker are researcher, decision maker, admini-strator and mediator.	
7. None	

6.1.4 Indicate which of the following variables/characteristics are utilised when you apply the social action model in the SANDF? (More than one block can be marked).

CHARACTERISTICS	
1. The community members have certain rights to which they lay claim and which should be protected.	
2. All levels (From grass roots level to national and international) are the primary level of intervention.	
3. The emphasis is on tasks goals(mainly: social restructuring, the just Distribution of resources and power, the changing of social and other forms of policies and practices of formal systems.	
4. Political processes are the main medium through which change can be effected in the community.	
5. Arbitration, negotiation and influencing techniques are being utilised.	
6. Roles of the social worker are advocate, partial supporter, activist and negotiator.	
7. None	

6.1.5 Indicate which of the following variables/characteristics are utilised when you apply the social education model in the SANDF. (more than one block can be marked).

CHARACTERISTICS	
1. The efficiency of the social functioning of a given community and it's members ability to cope with the demands of life, are primarily determined by the individual and collective knowledge, insight, skills and attitudes established in them by means of education.	
2. All levels (from individual to mass level) are the primary level of intervention.	
3. The emphasis are on process goals: mainly: education in role realisation, social and institutional education, educating in enabling, leadership development, the improvement of public understanding of sympathy for, as well as support for certain institutions.	
4. Communication media or intermediary and mass levels (intermediary media: special meetings, public meetings, organisational reports and newsletters, concise information documents e.g. pamphlets and extra-mural means of promotion.	
5. Educational and liaison techniques are being used.	
6. Roles of the social worker are educator and public relations officer.	
7. None	

7. THE PROCESS OF COMMUNITY WORK

7.1.1 How do you integrate the community work models as discussed in question 6.1.1 in the community work process in the SANDF? Motivate your answer, if yes or no.

7.1.2 Do you follow a process during community work?

YES	NO	UNSURE

7.1.3 Motivate your answer.

7.1.4 Which of the following actions need to be performed during the process of community work. (More than one can be marked).

ACTIONS	
1. Situation analysis	
2. Identification and definition of needs and problems.	
3. Representation from the community.	
4. Negotiating a contract.	
5. Planning	
6. Implementation of planning	
7. Evaluation	
8. Termination.	

8.   **ROLES OF SOCIAL WORKER**

8.1.1 Indicate which of the following roles are being used by you during the
intervention process of community work, within the SANDF. (More
than one can be chosen).

ROLES OF THE SOCIAL WORKER	
1. The role of mediator/negotiator/broker/public relations officer.	
2. The role of facilitator and motivator.	
3. The role of organiser/planner/co-ordinator/expert/researcher and administrator.	
4. The role of the agitator/advocate.	
5. The role of an educator.	

9. COMMUNITY WORK IN THE SANDF

9.1.1 Why do you think community work should be implemented in the
SANDF?

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10.   PROBLEMS WITH COMMUNITY WORK

10.1.1 Do you experience any problems during or when implementing
community work?

YES	NO	UNSURE

10.1.2 Motivate your answer, if yes.

10.1.3 If NO or UNSURE according to you, which problems might occur during community work?

THANK YOU FOR YOUR TIME