

***BARRIERS TO FORMAL COMMUNICATION  
IN THE SANDF***

***L.H. HARTLEY***

**BARRIERS TO FORMAL COMMUNICATION IN THE SANDF**

**by**

**LLEWELLYN HENRY HARTLEY**

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**SUPERVISOR : PROFESSOR G.C. ANGELOPULO**

**JOINT SUPERVISOR : DR D.F. DU PLESSIS**

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## **SUMMARY**

This dissertation is an exploratory study aimed at empirically identifying and examining manifestations of communication barriers in the South African National Defence Force.

A convergence model of communication is presented, describing the stages involved when individuals share the same information. The convergence model of communication delineates the relationship among the physical, psychological, and social aspects of communication.

Two complementary theorems deduced by Kincaid (1988) from the convergence principle and the basic cybernetic process involved in information processing are applied in the analyses. The theorems specify the conditions under which intercultural communication will lead to convergence between members of different cultures involved.

An empirically testable model was developed to collect information about possible communication barriers. The barriers are an indication of the restrictions on communication in the system and therefore indicate the possibility of restricting cultural convergence.

### **KEY TERMS**

Communication	Convergence	Divergence	Factor	Sample
Gender	SANDF	Primary	Secondary	Cronbach

## OPSOMMING

Die verhandeling is 'n eksploratiewe studie om die manifestering van kommunikasiehindernisse in die Suid Afrikaanse Nasionale Weermag te identifiseer en te ondersoek nadat verskeie militêre magte gedurende 1994 geïntegreer het om een weermag te vorm.

'n Konvergensie-model van kommunikasie word aangebied wat die verskillende stadiums beskryf waarby individue betrokke is wanneer hulle dieselfde informasie deel. Die konvergensie-model van kommunikasie beskryf die verhouding tussen die fisiese, sielkundige en sosiale aspekte van kommunikasie.

Twee komplementêre stellings wat afgelei is deur Kincaid (1988) van die konvergensie-beginsel en die basiese kubernetiese proses betrokke by die prosessering van informasie, word in die analises toegepas. Die stellings spesifiseer die omstandighede waaronder interkulturele kommunikasie tot konvergensie tussen die betrokke lede van verskillende kulture sal lei.

'n Empiries-toetsbare model is ontwikkel om informasie in te samel oor moontlike kommunikasiehindernisse. Die hindernisse is 'n aanduiding van die kommunikasiebeperkings in die sisteem en dui dus op die moontlike beperking van kulturele konvergensie.

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# **CHAPTER 1**

## **INTRODUCTION AND NEED FOR THE STUDY**

### **1.1 INTRODUCTION**

On 2 February 1990 State President FW de Klerk brought 42 years of apartheid ideology to an end. South Africa entered a transitional phase experiencing radical changes in the political, economic, social and technological fields affecting every organisation, manager and employee.

The transformation in South Africa and its society followed the 1994 elections, the changes in the international strategic environment after the Cold War and the reduced conventional military threat worldwide.

South African society is therefore undergoing a period of transition, leaving the past behind and entering a new future. Rapid changes in the South African society have had and will continue to have a tremendous influence on organisations, organisational and intercultural communication. These changes also affect the South African National Defence Force (SANDF).

Military leaders and managers are faced with challenges when called upon to handle the implications of demands made on organisations such as the SANDF. They increasingly realise that environmental change effects changes in management, organisational philosophy policies, procedures, rules and roles throughout the entire organisational culture.

During the period of transition South Africa has been confronted with a high potential for internal conflict and instability, and is therefore in need of a cohesive and politically subordinate defence force to stabilise the transition.

The challenge which faces South Africa and especially the South African National Defence Force (SANDF) is to maintain the capability to undertake its constitutional task in a way that will best satisfy the demands of national policy. To satisfy this demand, all members will have to carry out their prescribed tasks with undivided loyalty and total dedication. The influence of intercultural communication is extremely important in relations between members, because too often, members from different cultures attempt to communicate on critical issues affecting both cultures, without adequate skills in the code systems or values and beliefs of the other society. Their decisions and actions affect not only their own cultures, but often other cultures as well. Many cases of miscommunication occur within cultural communities and between communities, and go unidentified, or are simply ignored because it takes too much energy to deal with them.

Differences in normative beliefs, overt behaviour, differing perceptions of intent and relationship, as well as differences in code systems available for communicating, are highlighted in such cases.

## **1.2 NEED FOR THE STUDY**

On the 27 April 1994 the integration of the South African Defence Force (SADF) with the defence forces of the Transkei; Bophuthatswana; Venda; Ciskei (TBVC states) and Umkhonto We Sizwe (the armed wing of the African National Congress, known as MK), as well as members from the Azanian People's Liberation Army (APLA), was set in motion (National Defence Force Annual Report, Fy 94/95 : 12 - 13). The integration brought about a defence force consisting of a diversity of cultures, creating extensive demands on politicians and military leaders. Ideological, educational, cultural, military and class differences contribute to different value systems that create the potential for conflict.

Politicians and military leaders attempt to build a defence force of unity through the convergence of the various cultures, to form one common military culture.

The constitutional democracy that has been established in South Africa requires control of the South African defence force by the elected parliamentary and executive civilian authorities to ensure the legality, transparency and accountability of the defence function.

The Cabinet approved the restructuring of the National Defence Force (NDF) into a Department of Defence (DoD) of which the NDF is a component (NDF, FY 94/95 : 42). NDF refers to the SANDF. The study was focused on the SANDF and the Secretariat. References throughout the study are only to the SANDF. The SANDF Headquarters (HQ) and Secretariat form an integral part of the Ministry of Defence.

The established Ministry consists of the office of the Minister of Defence, the NDF HQ and the Defence Secretariat (NDF, FY 94/95 : 42).

With reference to the future of the defence force, the Minister for Defence, Mr Joe Modise, once said: "In any great venture, there will be obstacles and setbacks, but our achievements stand as testimony to the progress made in forging a new defence ethos and in maintaining the essential stability our country requires" (Modise 1996 : 24).

In any organisation such as the SANDF, when people are new to the situation or during periods of crisis, individuals often look to others for explanations of what to do and how to interpret events. If there are inconsistencies or if communication is restricted between members or between what top management says and what is actually rewarded, confusion and cynicism are likely to be the outcome among the members of the organisation. Such an outcome will also cause the SANDF to struggle with the challenges that accompany diversity, and the SANDF will not experience the benefits of the diversity, which could ultimately compromise its effectiveness.

It is therefore of cardinal importance to identify any communication restrictions that could impede the flow of communication. Malan (1994) points out that during any change in political and power relations, symbolic forms of culture can serve as important communication channels to convey ideological messages, values and relationship models.

One way of addressing the problem is through Kincaid's model. According to Lawrence Kincaid (1988), the convergence model of communication is a cybernetic process in which two or more individuals share information with one another, leading to a convergence between members of the cultures involved, provided that communication is unrestricted.

### **1.3 THE RESEARCH PROBLEM**

The convergence model, according to Rogers and Kincaid (1981), studies changes in relationships, differences and similarities that take place over a period of time. In the convergence model of communication the fundamental element of communication is seen as information, which according to Rogers and Kincaid (1981 : 48) has also become the basic concept for the study of all living systems.

In the convergence model, communication is seen as a dynamic process of convergence, and social systems are seen as networks of interconnected individuals who are linked by patterned flows of information, and on the basis of convergence the communication theory can be developed by discovering which conditions facilitate or impede convergence. Participants create and share information with one another to reach a mutual understanding. However, if conditions do not allow the free flow of information, there can be no convergence.

The free flow of information could be restricted by problems of communication which arise when communicators and recipients have different cultural backgrounds. Intercultural problems within the SANDF can be attributed to communication barriers caused by a variety of causes. Once identified, these communication barriers can be addressed through intercultural communication.

The aim of this study is to identify "communication barriers" in the SANDF's formal communication and to examine the manifestation thereof.

The following research questions were asked:

- \* What are the communication barriers in the SANDF?
- \* Where are the communication barriers manifested?
- \* Can a distinction be made in the communication barriers among identifiable groups?
- \* Does any specific group encounter more communication barriers than the other groups?

Chapter 2 explains the convergence theory of communication and the conditions under which convergence will take place.

In Chapter 3 the cultural situation in the SANDF is discussed, delineating the cultural diversity that exists within the organisation.

Chapter 4 describes the methodology of the study.

Chapter 5 presents the data and Chapter 6 contains a discussion of the data and draws conclusions.

## CHAPTER 2

### THE CONVERGENCE MODEL OF COMMUNICATION

#### 2.1 INTRODUCTION

After South Africa's first democratic election, the SANDF was established through the integration of former statutory and non-statutory forces. Integration implies the joining together of individuals or groups with other individuals or groups to create a new whole. Each member or group contributes something that is not necessarily characteristic of any of its constituent parts to the emergent culture (Malan 1993 : 23). Transforming the SANDF into a defence force of national unity requires the convergence of different cultures. The convergence theory of Kincaid (1988) states that intercultural communication will lead to a convergence between members of the cultures involved that will produce a state of greater cultural uniformity.

The most basic aspect of a theory is the concept. "A concept expresses an abstraction formed by generalisation from particulars" (Kerlinger 1986 : 26). An example is the concept of information. The process of conceptualising basically consists of grouping things and events into categories according to observed commonalities. Variables are observed by theorists in communication and these are classified and labeled according to perceived patterns. A goal of the theory is to present useful concepts and to provide an understanding of how things work. An integral part of any theory is the set of terms that captures the theory's concepts. Concepts and definitions tell the theorist what to consider and what is important.

Human systems of communication comprised a network of individuals and groups who share information over time and converge or diverge from one another in terms of mutual understanding of the symbolic representation of reality (Kincaid 1979 : 20).



In the convergence model of communication, human communication is represented as a dynamic, cyclical process over time, characterised by mutual causation and emphasis on the interdependent relationship of the participants. The primary goals of the communication process are mutual understanding and mutual agreement (Rogers & Kincaid 1981 : 69).

In this chapter the background of the convergence model will be delineated. Communication will be defined as a process based on the principle of convergence, in which participants create and share information with one another to reach mutual understanding. Feedback will be explained with reference to the cybernetic process in communication. The discussion about information emphasises uncertainty, perception, meaning, belief and action. The linear one-way models of the past give way to definitions of information and meaning that lead to a paradigm that presents communication as a cyclical process of convergence and divergence over time. There are two key elements in the paradigm: communication as a dynamic process of convergence and social systems as networks of interconnected individuals who are linked by patterned flows of information (Kincaid 1987 : 209).

The main objectives of this chapter are to explore the basic concepts of information, mutual understanding, mutual agreement, interpretation (recognition), perception, understanding, believing and action, the principles and propositions of the convergence theory, and the implications of the theory for intercultural communication.

Culture, communication and intercultural communication will also be discussed with reference to convergence. All the terms in the theory are defined.

## **2.2 THEORETICAL BACKGROUND OF THE CONVERGENCE MODEL OF COMMUNICATION**

The convergence model of communication of Lawrence Kincaid (1987) was derived from the basic concepts of information theory, cybernetics, and general systems theory. It is also rooted in the symbolic interactionism of sociology and small group dynamics of psychology. The pervasiveness of communication is often referred to as the fundamental social process or as synonymous with culture itself.

Charles Saunders Peirce decided almost a century ago to inquire into the nature of signs and meaning, and realised that no concept is absolutely precise because no man's interpretation of words is based on exactly the same experience as any other man's. Every symbol, word, sentence, or scientific formula must therefore be given meaning if it is to communicate intelligent thought (Rogers & Kincaid 1981 : 44).

The interpretation of a sign is accomplished in terms of, or by means of, "some further sign, which may confirm, amplify, qualify, correct or develop" the original sign (Gallie 1966 : 46). The meaning of utterance is disclosed by the reply it evokes, and which needs a return reply to interpret it. Peirce's insights capture the two basic principles underlying the convergence model in that information is inherently imprecise and uncertain, and that communication is a dynamic process of development over time (Rogers & Kincaid 1981 : 44).

Rogers and Kincaid (1981 : 44) states that Georg Simmel introduced the phrase "intersection of social circles" to indicate that each individual is unique in that his pattern of "group-affiliations" is never exactly the same as that of any other individual because the codes and concepts available to interpret information are based on each individual's past experiences which may be similar, never identical, to another individual's. As the patterns of interaction with other individuals become similar, their codes and concepts for interpreting and understanding reality also become similar.

According to Rogers and Kincaid (1981 : 45) following the development of information theory by Shannon and Weaver and following cybernetics by Wiener provided conceptual tools for Gregory Bateson (1972) to challenged the prevailing concept of a separate, isolated mind which could be differentiated from the body and from the individual's environment. Each "individual" exists only as part of a cybernetic (information) system, in which his/her behaviour is determined by behaviour at some former time. There is not a mind, but rather an ecology of the mind, for the "mental characteristics of the system are immanent, not in some part, but in the system as a whole" (Bateson 1972 : 316). The mind forms part of the network of closed circuits with the human system, body and brain, and man plus environment (Rogers & Kincaid 1981 : 46).

According to Jansen and Steinberg (1991), general systems theory offers the most complete description of communication from a "process" point of view. Systems theory originated in the work of the biologist, Ludwig von Bertalanffy. General systems theory describes a system as a whole which consists of interrelated parts (subsystems). "A system is a set of interrelated parts coordinated to accomplish a set of goals" (Churchman 1968 : 29). General systems theory emphasises interaction among parts of a system that operates through feedback, within boundaries which set the norms for their proper functioning.

Rodgers and Kincaid (1981) argue that there have been two main obstacles to the adoption of the systems approach in the study of human communication:

1. The lack of a model of communication which could adequately represent the interdependent relationships among parts.
2. The lack of suitable research methods to study the communication relationships.

The convergence model and methods of the network analysis are designed to overcome these limitations.

### **2.3 THE CONVERGENCE THEORY**

Kincaid (1979) and Rogers and Kincaid (1981) developed a convergence theory of communication that defines communication as a process in which two or more people share information and converge towards greater mutual understanding.

The emphasis is placed on the differences between individuals instead of on the individual itself. Communication is considered as a process made possible by differences among individuals, as well as the process by which such differences are reduced by the cybernetic mechanism of feedback. Rogers and Kincaid (1981) extended this model to the social system level by combining it with network theory, referring to it as the network/convergence paradigm (Kim & Gudykunst 1988 : 243).

This paradigm treats individuals as embedded in networks of social relationships that are both created and maintained by the exchange of information. Communication networks are seen as areas of relatively greater communication intensity between members inside the network than between members outside the network and because members inside the network tend to share the same information they have a greater chance to converge to a state of greater uniformity (Kim & Gudykunst 1988 : 243). This basic theorem of communication is considered a prerequisite for self-organisation and cultural evolution (Kincaid 1987 : 209 - 219).

In the convergence model of communication, Fig 2.1, the cyclical process of information-sharing among two or more individuals and the relationship among the physical, psychological, and social aspects of communication are described.

The principle of convergence and the basic cybernetic process in information-processing are used to deduce two complementary, general theorems of communication. The theorems specify the conditions under which intercultural communication will lead to a convergence between members of the cultures involved, producing a state of greater cultural uniformity within both cultures as a whole.

### **2.3.1 BASIC CONCEPTS OF THE CONVERGENCE THEORY**

The convergence theory is an abstract theory based on the presupposed principle of convergence. "Convergence" implies that at least two or more "things" are moving towards one point, towards one another, towards a common interest or towards uniformity. Movement towards a point implies a change of direction and does not imply meeting at that point. In actual communication this is the direction of change which is expected and is often the result. The principle of convergence states that if two or more individuals share information with one another, then over time they will converge towards one another, leading to a state of greater uniformity. "Toward one another" and "greater uniformity" do not mean perfect identity or absolute uniformity. These terms describe only the direction of movement and a level of greater uniformity relative to a previous state in the process.

The convergence theory proposes that communication is based on the principle of convergence, and then developed further by discovering which conditions facilitate or impede convergence.

Assuming the principle of convergence, the following terms in the theory of convergence may be defined: process, information, share, convergence, communication, perceiving, recognising, interpreting, believing, mutual understanding, mutual agreement, action and collective action, feedback, communication network, culture, and intercultural communication.

"Process is a change of state over time leading to a goal or 'purpose' " (Kincaid 1988 : 283). The sharing of information by participants brings about a change from a diverse cultural situation to a less diverse cultural situation, an overall change in diversity, converging to greater uniformity. The convergence model studies changes in relationships, differences and similarities that take place over a period of time, qualifying these as a process with a goal.

Kincaid (1988) defines convergence as "a process of movement towards one point, towards one another, towards a common interest or towards uniformity". Since convergence is defined as a process it will be noted that this process explains attempts to capture the mechanisms of the human by focussing on the ways in which information is acquired and organised and how memory is used in communication in the production and reception of messages and how people decide to act (Littlejohn 1992 : 108).

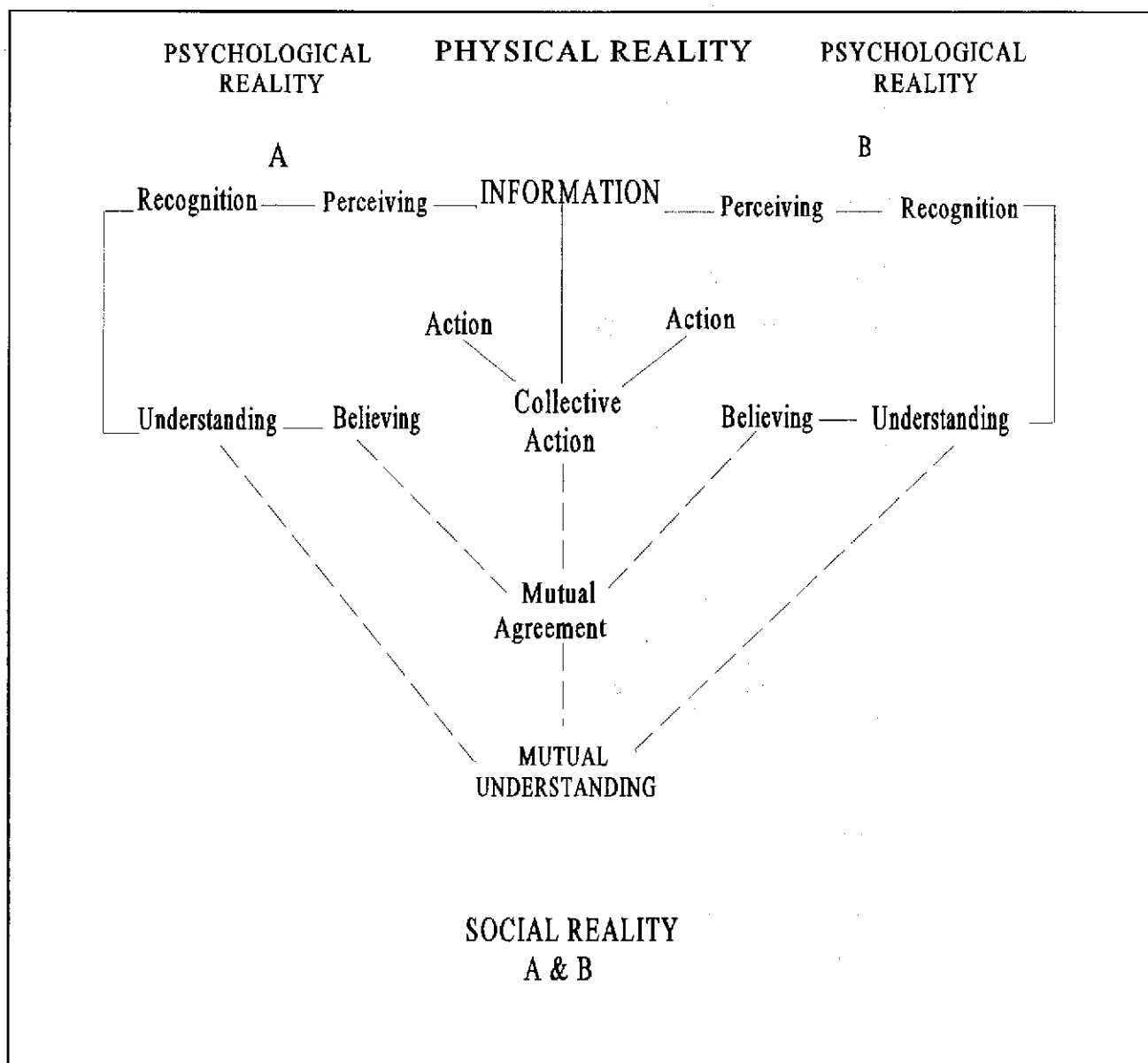
Convergence of two objects towards each other implies simultaneous divergence of these two objects from any other objects not involved in the process and also implies a prior divergence of the two objects at some point in their history. Convergence has a dynamic, progressing nature and always implies movement and goal orientation or purpose.

The fundamental element of communication in the convergence model is information (see Figure 2.1). To describe communication, reference must be made to information. According to Littejohn (1992), information is a measure of uncertainty in a situation; the greater the uncertainty the more the information. Information is defined "as a physical difference that effects uncertainty in a situation in which a choice exists among a set of alternatives" (Kincaid 1988 : 283). Information will be discussed with reference to difference in form, invariance and uncertainty. Form, according to Rogers and Kincaid (1981) is the arrangement of matter and energy, the shape or structure of something, for example, a key, a house or a ball, as distinguished from the material of which it is composed. The perception of form depends on the difference, the distinctive arrangement of matter. A particular form is one way of manifestation of the same substance, for example, metal shaped into a key or spoon. To perceive a certain form it must differ enough from other forms to be recognised, and it must be invariant enough over time and distance. If the physical substance varies too rapidly over time and distance it becomes difficult to perceive; it must therefore maintain its shape. When the perceiver is unable to know (recognise) a form accurately, it means that a definite decision cannot be made and the perceiver is uncertain of the form being perceived. Uncertainty in the psychological sense, according to Rogers and Kincaid (1981), is reduced by comparing the similarity of the perceived form (pattern) to some conventional word pattern from memory, thereby deciding what is represented (perceived). Similarity is therefore based on a relationship among parts, thereby reducing uncertainty.

During the communication process whereby individuals experience the same information, they are sharing something with one another. "To share is to experience something with someone else" (Kincaid 1988 : 283).

By combining the principle of convergence with the terms process, information, and sharing, a general definition of communication can be produced that states that "communication is a process in which two or more individuals share information and converge towards a state of greater uniformity" (Kincaid 1988 : 283).

When individuals communicate with one another, they experience the same information. The convergence model represented in Figure 2.1 describes the various steps involved during communication. Reality is assumed in this discussion, as movement and point towards which movement takes place are assumed. The meaning of the three types of reality, namely physical, psychological and social, is concluded from the components that comprise them. The psychological aspects of communication consist of the subprocesses of perceiving, recognising, understanding, and believing.



**FIGURE 2.1**  
**THE CONVERGENCE MODEL OF COMMUNICATION**  
 (Kincaid 1988)

Figure 2.1 is a model of the basic components of the Convergence Model of Communication, and indicates the relationship between the basic components of the communication process. The bold lines indicate the unity of information and action; when there is action, the result is information. Through the various stages of human information-processing, the information

may result in action. For example, a letter is written (action), the contents of the letter impart information to the reader, who reacts (action), to the message (information). The relationship between all the basic components of the convergence model enjoys the same fundamental unity. The communication process is cyclical, except for the mutually defining relationships among the parts which give meaning to the whole.

Information has been defined as a physical difference (see point 2.3.1) in the shape or patterns created in any physical medium, for example, sound waves in speech, in audio or visual media such as radio, television, telephones, cinema or computers (CDROM). Nonverbal information is also included in the definition, from the way one touches another person to the form of physical gestures. Information and action form a unity because all action is informative to the extent that it is a physical difference or pattern that has the potential of being perceived, recognised, interpreted, believed, and acted upon (Kincaid 1988 : 284).

According to Bateson (1972), an individual's interaction with his environment is mediated by symbols and concepts of his own creation. This is information to the individual which does not refer to physical reality such as, for example, a game of rugby being played, but rather to the results of discussion among the spectators perceiving and interpreting the game.

"Perceiving is the process of becoming aware of a physical difference (information) through one's senses" (Kincaid 1988 : 284). Once the form or pattern (information) has been perceived, it needs to be identified with a similar or identical pattern or form perceived before, allowing the new perceived pattern or form to be recognised. Therefore, "recognition is the process of identifying a previously known form or pattern (information) that has been perceived" (Kincaid 1988 : 284). Some words have a variety of meanings, which is another potential source of uncertainty. To determine the meaning of a word pattern, it must be considered in relation to other relevant concepts in a particular context, for example 'fighter' in flying against 'fighter' in boxing. Only then can the meaning of a word pattern be understood. It can therefore be said that "interpreting is the process of understanding the meaning of a form or pattern (information) that has been recognised" (Kincaid 1988 : 284).

The truth value of a word or proposition can only be determined by two or more individuals once they have reached some appropriate level of mutual understanding of its meaning. A particular concept refers indirectly to the "real world" through its meaning and valid application, bound by its relationship to other concepts with which it is used. "The process of accepting a particular interpretation as valid is called believing" (Kincaid 1988 : 284).



When two or more individuals reach a degree of similar interpretation of information that they have shared, a state is reached which is called mutual understanding. Therefore, when information is shared by two or more participants, the processing of information may lead to mutual understanding. "Mutual understanding is a state in which two or more individuals share to some degree a similar interpretation of information that they have shared" (Kincaid 1988 : 284).

The validity of the mutual understanding must be jointly accepted by the individuals that agreed to the mutual understanding. "Mutual agreement is a state in which two or more individuals to some degree jointly accept as valid a mutual understanding that has been reached" (Kincaid 1988 : 285).

Human action is influenced by what people believe and what they understand when someone else says something. Late for work, driving to work or writing a letter are overt actions in the physical world. "Action and collective action are the overt behaviour of an individual and the coordinated, overt behaviour of two or more individuals, respectively" (Kincaid 1988 : 285).

Perceiving, recognising, interpreting and believing are all decision processes that take place under some degree of uncertainty and the results can only be made known to other individuals through some form of overt action. The transformation of matter and energy creates information, therefore action is information. Action itself involves uncertainty which is again resolved by taking action.

Communication is social behaviour and not a series of individual psychological processes. Decisions reached by individuals almost always leave residual uncertainty. More questions may be asked, eliciting more answers. These actions initiate a new cycle of information processing and certain information that has been generated acts as feedback and is used to reduce uncertainties. According to the convergence model, then, "communication is a cybernetic process in which two or more individuals share information with one another, reducing each one's own uncertainty ...." (Kincaid 1988 : 286). From the perspective of two or more persons taken collectively, the initial number of alternative interpretations, beliefs, and forms of behaviour among them is expected to diminish over time as a result of this cyclical process of information-sharing. According to the definition (see point 2.3.1), the process of communication leads to a state of greater uniformity, or a reduction in diversity. Feedback, therefore, is a process crucial to all forms of communication. "Feedback is a diminishing series of under-and-over corrections converging on a goal" (Kincaid 1988 : 286). The active attempt to interpret what is said is an effort to reduce alternatives (uncertainty). The collective outcome is convergence over time towards a state of greater uniformity.

Sharing, uniformity and diversity are familiar terms in most definitions of culture. The convergence model must now be extended from the dyadic or small-group communication level (micro-level) to the level of communities, societies, or cultures. To achieve this requires some interceding phenomenon supported by additional conceptual tools. This can be achieved by means of communication "networks".

Individuals living in communities and societies are embedded within interpersonal networks that are created and maintained by communication. Large-scale networks can again be reduced to subnetworks of greater density characterised by a flow of the same information that is greater within their local boundaries than between them. "A communication network consists of interconnected individuals who are linked by patterned flows of information" (Rogers & Kincaid 1981 : 75). Members of the same local networks tend to share the content of and exposure to the same mass media. In this way the main media act as extensions of these local networks and also as a means by which information is shared.

Local networks can be seen as consisting of three main overlapping forms of human organisation, namely, organisations, community, and cultures. Organisation can be defined as a "complex pattern of communication and relationships in a group of human beings" (Simon 1976, p.xvii). A community is usually seen as an interacting population of individuals living in a particular area with a common history and common interests (Kincaid 1988 : 287). Given the close relationship between communication and culture, both organisations and communities are considered to have their own "cultures".

The definition of culture by Kincaid (1988) holds that "culture consists of the meanings, beliefs, values, sentiments, and behaviour that are shared by a group of people and transmitted from one generation to the next". Culture is not a property of individuals but something that is shared by a collectivity of individuals, which means that if everyone shares the same understanding to the same degree we refer to it as a uniform culture. Real culture is somewhere between perfect uniformity and diversity. An important aspect of culture is, therefore, the statistical distribution of meaning, beliefs, values, and behaviour shared by its members. If there are any differences among the members of a social system or subculture in terms of their beliefs, values or behaviours, those differences are evident in the shape of their statistical distribution. The statistical measure of entropy (lack of organisation) captures the degree of order, or conversely, the degree of disorder or randomness. This aspect applies regardless of the phenomena which create the distribution (Kincaid 1987 : 211).

The concept of entropy is closely identified with that of randomness. The intuitive idea of a random state is that it is characterised by equiprobable and independent events. This describes a state of maximum entropy, while lower entropy is characterised by nonrandom, dependent events.

The basic assumption of the convergence theory is that the communication process results in a change in the statistical distribution of the beliefs, values, and behaviours of a culture. A relatively uniform culture would be characterised by a low statistical variance. This variance is not a fixed property but will fluctuate over time. The shape of its distribution is a result of

communication. Regardless of the strength of a collectivity's culture, by definition it will have a higher degree of internal homogeneity within itself than between it and other distinct cultures (Kincaid 1988 : 288).

The delineation of the boundaries separating local networks, communities, and cultures is usually imprecise and sometimes arbitrary, but meaningful for both layperson and social scientist. Fewer connections and lower communication between such units is one indication of their relatively separate identities. Kincaid (1988) defines intercultural communication as communication between members of relatively diverse cultural groups.

The study of intercultural communication is concerned with the problems, as well as with the differences, in communication that are created by that relatively higher degree of diversity. Problems in intercultural communication, according to Hartley (1995) and Kincaid (1988), include language, nonverbal patterns, perceived similarity, adjustment and acculturation, conflict, stereotypes and competence and effectiveness.

### **2.3.2 THE CONVERGENCE THEORY AND INTERCULTURAL COMMUNICATION**

During intercultural communication the initial differences that affect communication between members of different cultures are expected to diminish over time with frequent contact, provided that there are no communication boundaries between the communication networks of distinct cultures.

According to Barth (1969), ethnic cultures could be protected by boundaries or a set of prescriptions which control communication between the networks in order to insulate part of their respective cultures from confrontation, modification, and eventual convergence. It can therefore be assumed that the same principle applies for other cultures, including military culture.

Levi-Strauss (1975) specifies three ways to prevent convergence should the protection of a specific culture be of importance:

1. Have each one deliberately introduce differences within its own group.
2. Bring in new parties from outside whose diversities are different.
3. Allow antagonistic political and social systems to block or reduce communication across cultural boundaries.

The suggestions and specifications to protect cultural diversity imply that once the boundaries restricting communication between members of distinct cultures are relaxed or removed, cultural convergence is inevitable. Such an implication is consistent with our basic definition of communication as a cybernetic process of convergence. According to Kincaid (1987) the convergence theory can be clearly stated by specifying ideal conditions in which the boundaries around the participants are relatively closed and communication within the boundaries is either completely restricted or unrestricted. The restriction of communication could also be due to communication barriers at the psychological level of reality (Figure 2.1), which is formed as a result of the different frames of reference caused by the different cultural backgrounds of the individuals involved in the communication process.

The following two theorems are laid down by Kincaid (1988), specifying conditions for greater cultural uniformity or greater cultural diversity:

**Theorem 1 :** In a relatively closed social system in which communication among members is unrestricted, the system as a whole will tend to converge over time towards a state of greater cultural uniformity.

**Theorem 2 :** In a relatively closed social system in which communication among members is restricted, the system as a whole will tend to diverge over time towards a state of greater cultural diversity.

The two theorems collectively state the assumptions of intercultural contact as described. At the dyadic level of communication, the two theorems are consistent with the principle of convergence and the cybernetic process. At the dyadic level communication is informal and spontaneous between two members (individuals) and involve their own thoughts, emotions, perceptions, expectations and reactions.

For diverse cultural groups in contact, variance can be measured statistically to establish the degree of uniformity and diversity.

In relatively strong, homogeneous cultures one can be more certain about what values, beliefs and behaviour to expect. In communication within a uniform culture, a smaller number of beliefs, values and behaviours are expressed by a greater proportion of members compared to communication within a diverse culture or between cultures. "This factor is referred to as a 'frequency-dependent bias'" (Kincaid 1988 : 290).

Every organisation has, implicitly or explicitly, a competitive strategy which dictates how it attempts to position itself with respect to its competitors. For a strategy to be successfully implemented, it requires an appropriate culture.

Culture can be thought of as the central norms that characterise an organisation. Norms are expectations about what are appropriate or inappropriate attitudes and behaviours.

#### **2.4 THE CONVERGENCE THEORY AND COMMUNICATION BARRIERS**

Communication begins with pre-set understandings which stem from a basis of accepted values, beliefs, and unities, thereby assuring areas of meaning and predictability. During communication there is within the cultural context underlying elements of meaning which determine what is or is not important, or whether something is or is not happening (Reilly & DiAngelo 1990 : 130).

Kincaid (1988) defines culture very broadly as a set of meanings and values within society and organisations that are transmitted among people from one period to the next. Members use these meanings and values to define reality. This cultural base or organisational culture classifies, expresses, and elaborates the meaning and content of communication. The culture is therefore embedded in the organisation's and society's reality, and together with cultural myths, symbols and meanings, is the medium which influences messages. This means that communication within an organisation or society has critical definitions which are the elements of corporate structure that influence the communication of the members in the organisation. According to Reilly and DiAngelo (1990), some of the cultural elements of definition are classified as follows:

Social and Cultural - Gender, age, nationality, race, education, and appearance.

Organisational - Structure, procedures, rules, regulations, policies, and status.

Each of these elements contains limitations on the meaning of individual communication and modifies the content of any message between the members of the organisation. To succeed in the communication process it is important to understand how the cultural elements give meaning to communication in order to avoid communication barriers.

The psychological aspects of communication consist of the subprocesses of perceiving, recognising, understanding, and believing. Each decision subprocess may be conceived as a decision to reduce uncertainty. However, the model of convergence (Figure 2.1) suggests that individuals act on their own interpretation and beliefs, that is, on their own information, about the world. According to Samovar and Porter (1982), messages change between encoder (communicator) and decoder (receiver) as a result of the cultural differences and influence decision-making through information that has the potential of being perceived, recognised, interpreted, believed, and acted upon. As these subprocesses are central to this work, each will be discussed individually.

#### 2.4.1 PERCEIVING, UNDERSTANDING, BELIEVING AND RECOGNISING

##### Perceiving

According to du Preez (1989) perceptions are the ways in which an individual or group experience the world and determine their reactions with respect to the world around them. It is therefore not the stimulus that brings about a specific reaction, but the way in which the stimulus is experienced. "The perception of reality is more important than reality itself" (UNISA 1991 : 13).

Perceptions are influenced by a variety of factors, such as physical determinants (for example the colour of an individual's skin, which can evoke a specific reaction from some individuals), environmental determinants (for example the absence of electricity in certain residential areas which makes the functioning of computers impossible), acquired determinants (for example where different responses are triggered by the insignia of the African National Congress (ANC), Pan Africanist Congress (PAC) or Afrikaner Weerstandsbeweging (AWB); socio-psychological determinants (which include needs, values, attitudes and creeds, and shape and change perceptions) (UNISA 1991 : 13).

According to Myers and Myers (1980) "how you do this selection, interpretation and organisation is largely based on how you have done it in the past, and in a very real sense, you are the product of your past perceptions".

Perceptions, therefore, are culture bound and influence intercultural communication. The misperceptions that result can be a serious communication barrier in intercultural communication.



## Understanding

The way in which individuals select, organise and interpret guidelines from their environment is related to their ability to verbalise experience. Verbal language is “the medium to think about and talk about ideas and perceptions. What one calls ‘knowledge’ is language and what one ‘knows’ is the product of your language. It is the medium through which one organises, talks about and makes sense out of reality” (Myers & Myers 1988 : 94).

There is a relationship between language and culture. Language is the channel through which reality is seen. However, individuals tend to “see” things by reference to symbols. It can therefore be expected that individuals or cultural groups with different languages will experience and see the world differently and therefore behave differently. Language thus serves as an expression of and an influence on culture. Different languages therefore reflect different cultures.

Knowledge of how meaning can change, even when the same word is used, is important during intercultural communication.

According to Argyle (1982), familiarity with a foreign language promotes the understanding of cognitive categories its speakers use to perceive their environment, hence, it gives insight into their culture, as well as the ability to identify problems in the exchange of information.

“How we understand what someone says and how much we believe it to be true subsequently influences how we will act, alone and in concert with others” (Rogers & Kincaid 1981 : 54).

The understanding of nonverbal communication patterns is as important as the understanding of verbal communication patterns. Owing to the differences in nonverbal communication between different cultures, mistrust can result from the misunderstanding of nonverbal communication by members of different cultures, leading to tension, irritation and conflict.

## **Believing**

"A belief system may be defined as having represented within it, in some organised psychological but not necessarily logical form, each and every one of a person's countless beliefs about physical and social reality" (Rokeach 1968 : 2).

What is of concern is the variations in the importance of a particular belief among different persons or the variations in the importance of several beliefs within a single person's belief system.

In most Western cultures the statement "time is money" is expected to mean that by completing a job quickly in as little time as is allowed to do a professional job, more money is saved, or gained, while in some cultures time is of no consequence, and whether one completes the job in one or two days, it costs the same, as long as one does complete it. Before two individuals reach agreement on whether "time is money", they will not react similarly, since they do not share the same belief.

## **Recognising**

To recognise information means that it is identified as information previously encountered (Kincaid 1988 : 284). An individual who recognises the statement "run for your life", could think in terms of running away from an enemy, while the individual who made the statement could have made it to an athlete, meaning that he has to run as fast as he can to win the race.

Until the stage is reached where individuals share the meaning of the information recognised, problems will occur owing to the different actions or reactions of the individuals. The recognition of information could also bring back pleasant or bad memories which will influence the actions taken.

#### 2.4.2 COMMUNICATION BARRIERS

Barriers are symbols of important meaning that relate to status, prestige, potential threats and constraints, and barriers declare support for existing social, cultural, and organisational priorities of importance and significance. Each individual communicates with the characteristics of his or her status, age, nationality, position, appearance and power (Reilly & DiAngelo 1990 : 132). Should communication between members of different cultures be restricted because of the barriers, according to the conditions specified in the convergence theory, convergence cannot occur. Communication barriers must therefore be defined and understood to prevent any restrictions on communication.

According to Levine (1980), communication barriers may be defined as those elements which are more important than the content of the message itself. Some of these elements are cultural elements classified as sex, age, race, nationality, education, structure, procedures, rules and regulations. Each of these elements contains limitations on the meaning of individual communication and modifies the content of any message between the organisation's members. The barriers are identifiable and relevant to the communication process. The communication barriers manifest themselves at the psychological level of reality in the convergence model of communication (Figure 2.1) as a result of the different perceptions and frames of reference of the various individuals from the different cultural backgrounds. At the psychological level of reality the information is perceived, recognised, understood and believed. Communication barriers are also defined by du Plooy (1991) as "anything which interferes with, or distorts the meaning of the message; or hinders the interpretation of a message exactly as was intended by the communicator". The definitions by Levine and du Plooy are somewhat too wide and too general for the purpose of this study but serve as a basis for another definition. With reference to the definition by du Plooy (1991) "elements" are substituted for "anything" and "distorts" can be replaced by "modifies" or "filters". In support of the two definitions, Reilly and DiAngelo (1990) state that culture is a historical reality with symbols, myths, and meanings embedded in the organisational reality and is the medium through which messages are filtered.

From the cultural elements which modify the content of the message and the subprocesses of perceiving, recognising, understanding and believing, a communication barrier may be defined as an "element through which the intended meaning of a message is filtered" (own definition).

## 2.5 CONCLUSION

The convergence model of communication delineates the cyclical process of information-sharing between two or more individuals. Information occurs at the physical level of reality, is interpreted at the psychological level of reality and is bridged by perception.

Two complementary general theorems of communication are deduced which specify the conditions under which intercultural communication will lead to convergence between members of the cultures involved, producing a general state of greater cultural uniformity. Communication is defined as a process in which participants create and share information with one another in order to reach mutual understanding. Convergence is the tendency of two or more individuals to move toward one point or of one individual to move toward another and in so doing unite in a common interest or goal.

In Chapter 3 a closer look is taken at the different cultures in the converging process by describing the present cultural diversity in the SANDF.

## **CHAPTER 3**

### **CULTURAL FACTORS IN THE SANDF**

#### **3.1 INTRODUCTION**

The present transformation of the military in South Africa dates back to March 1993 with the bilateral discussions between the former SADF and MK, and the subsequent integration of the members of seven independent military forces into a single National Defence Force. This resulted in the SANDF facing the process of cultivating a new military culture characterised by democratic values. Intercultural problems due to the integration process cannot be ruled out and factors such as cultural differences, system defects and grievances, different life worlds and communication barriers attributable to ignorance and negative attitudes can be expected.

The integration process formed a defence force rich in diversity. Michael Muendane (1995) writes that "South Africa, and indeed Africa as a whole, faces an unprecedented culture challenge". The challenge is not so much as to whether white culture and indigenous African culture can find common ground, but whether subcultures can merge into what one could call a common African or South African culture.

It is, however, far easier to change or control structures than values and attitudes. The emergence of a dominant new military culture from a selection of contending cultures and political ideologies, implies evolution and years of nation-building before a dominant culture will evolve.

The SANDF as a military force resembles any other military force in that it adheres to shared military values, such as a mode of conduct. Throughout history, military forces have recognised that the strength of a military culture enables diverse cultural groups to be integrated into a harmonious and effective fighting force.

The present SANDF culture includes both traditions and customs from various forces and is representative of all the cultures of South Africa. The way of doing things is such that it will become essentially a representative culture of the South African people.

Culture in general is dynamic and will change with time. Many traditions and customs are not prescribed or written down. Through common usage, they become a way of life within a defence force, regulating all aspects of the military life.

The process of democratisation calls for a fundamental transition within the armed forces, emphasising that a clear and unified culture cannot be taken for granted. Military and political values are subject to corruption and change over time. Important is that a functioning SANDF requires bonds of trust, sacrifice and respect within its ranks, and similar bonds of support and respect between the defence force and the nation it represents. To stabilise the SANDF there must be a "Gemeinschaft", where members show a deep commitment to a given set of beliefs that becomes a basis for a strong social organisation. The "Gemeinschaft" organisation is one in which people are strongly bound to one another through tradition, through friendship, through kinship, or because of some other socially cohesive factor. In short, "Gemeinschaft" refers to a "reciprocal, binding sentiment ... which keeps human beings together as members of a totality" (De Fleur & Ball-Rokeach 1982 : 151). In opposition to "Gemeinschaft" is "Gesellschaft", of which the essential condition of the social relationship is the contract. Parties agree upon a voluntary social relationship promising to fulfil specific obligations to each other or to forfeit specific commodities if the contract is breached. The reciprocal, binding sentiment of the "Gemeinschaft" is replaced by a contractual type of relationship. In the "Gesellschaft", everybody is on his own and isolated (De Fleur & Ball-Rokeach 1982 : 152). Since the integration of the various forces, it has been impossible to classify the SANDF with its increased cultural diversity as an organisation based on social bonds or intense feelings of "community" without any substantiating research to determine the impact of the present cultural diversity.

The aim of this chapter is to describe the diversity in the SANDF and to delineate the cultural environment in which formal communication is practised.

### 3.2 THE SANDF AT PRESENT

Noticeable differences in values, tradition and background exist among the members of the SANDF at present. The former South African Defence Force (SADF) can be characterised as essentially a conventional force with predominantly Western traditions and an Afrikaner Calvinistic culture (Deacon 1995 : 31). It was furthermore based on the British regimental system. The TBVC forces had a tradition based on that of the SADF, but with a dominant Afro-centric culture. Umkhonto we Sizwe (MK) was a revolutionary force with a developed but divergent political culture. The Azanian People's Liberation Army (APLA) had the same military cultural characteristics as MK, based on "people's power and struggle", underlined by an East Bloc-orientated doctrine. Both these forces had a command structure and a related commissariat structure which were adjacent. The latter played a very important role in looking after the day-to-day welfare and interests of the soldier (Masondo 1997 : 39).

The same historical moments were experienced but these moments were perceived differently, owing to the different life worlds of the people in South Africa that resulted from the sociopolitical situation before the 1994 elections. This led to a scenario where the same history was shared, but divergent value-sets emerged. The differences in these value-sets led to different frames of reference, interpretations and perceptions. The integration of the SADF, MK, APLA and the TBVC states brought about a SANDF with differences in gender, education, age, rank, military background and language, as well as differences beyond the scope of this study.

This cultural diversity in the SANDF at present will converge to a culture of greater uniformity, provided communication between members is unrestricted (see point 2.3.2). The definition of culture (see point 2.3.1) allows for a new SANDF culture to emerge from the present diversity. According to O'Reilly (1989), a military culture contains beliefs and expectations which produce norms that powerfully shape the behaviour of individuals and groups.

### 3.2.1 IMPLICATIONS OF THE SANDF DIVERSITY

The implications of the diversity can be described with reference to some of the factors responsible for the diversity.

Military operations require the accurate and specific transfer of commands and information. Clear communication is therefore a prerequisite. Military formations develop an extensive vocabulary of specific terms to cover a wide contingency of events and categories of information. Since training and the conduct of operations are interlinked, it is of cardinal importance that these occur through the same language. This requires terminology to be developed for every component and operational action, such as the components of an aircraft or battle tank.

The SANDF is now confronted with doing justice to the official languages of South Africa in accordance with the Constitution, which places the emphasis on recognising the use and status of the indigenous languages of the people of South Africa.

According to Cilliers, Schutte, Heineken, Liebenberg and Sass (1997 : 9), many of the indigenous languages now recognised in the constitution do not have the technical or tactical vocabulary to cover modern military correspondence, training and operations. The SANDF would have to embark upon an extensive preparatory programme to develop terms, phrases, and words to cater for its requirements.

Although there are provisions that stipulate that women have an open career path in the SANDF, there still appears to be popular resistance to women serving in combat positions within the SANDF. According to Cilliers *et al* (1997), problems associated with retaining the services of women to bring them in line for senior appointments include aspects such as day-care for young children and family disruptions when both parents are serving members.

The diversity in education levels implies that training must now allow for the lower-educated members. This means that study guides and courses have to be adjusted to accommodate the members concerned.



The differences in the sociopolitical environment, informal experience in the course of occupational practice and other cultural influences have led to differences in frames of reference (UNISA 1991 : 19). An example is the training received in foreign countries, such as those of the East Bloc, which have different training techniques.

### 3.2.2 THE SANDF AS A SYSTEM

The SANDF as an organisation resembles a complete set of interdependent parts, such as soldiers and civilians. These parts interact to adapt to a changing environment in order to achieve its goals. This changing environment encompasses the political and structural changes that take place as transition takes place. The soldiers and other members, structural and functional groups such as Arms of Service, Staff Divisions and work units, as well as organisational technologies and equipment (computers and arms) are all part of the system. The parts of the system depend upon one another in the performance of defence force activities. A change in or an influence on one component (change in values or culture) affects other components of the system.

In its functioning as a system the SANDF takes in resources (personnel, intelligence, logistics, finances). It processes these inputs in order to deliver outputs such as health care, road and air transport in emergencies and prevention of crime. These are used to support the police and other services in situations such as a war.

The mediating process of interaction among parts of the system and between the system and its environment allows the SANDF to create the necessary service or output. The combined and coordinated activities of all the components of the system create synergy, or added energy, to the output of the SANDF system.

In any system such as the SANDF, communication occurs at various levels as the system functions. Communication also occurs within each part (subsystem) and between the system and its environment, for example society and the Government of National Unity. This communication enables the various parts or subsystems such as the Arms of Service, units, groups or individuals to coordinate their activities.

Communication is crucial in organisations because what holds social structures together is essentially a system of attitudes, perceptions, beliefs, expectations, motivation and meanings, shared by the people who are part of the system (UNISA 1991 : 64). At the same time, the system develops its own culture (see definition of culture, point 2.3.1) which requires some mediating phenomena, such as a communication network, to facilitate cultural convergence. A diversity of cultures within one organisation results in various subsystems of attitudes, perceptions, beliefs, expectations, motivations and meanings, which are not necessarily shared by all the people of all the cultures. The subsystems may then not function in unison.

The contemporary SANDF system comprises Eastern and Western military values and traditions. Various Nguni, Sotho, European and Eastern languages are spoken, together with English and Afrikaans. Education levels range from Std 9 (form IV) and lower to university graduates who obtained their qualifications from institutions across the world, resulting in different standards within the same organisation. Interaction is not necessarily spontaneous and is sometimes problematic between the parts of the system owing to the differences. The system could therefore be out of equilibrium and fail to function effectively. The diversity in the SANDF in terms of rank, race and gender is reflected in Tables 3.1 and 3.2 (DoD 1997).

Table 3.1 reflects the diversity of the SANDF in terms of rank, race and gender on 15 August 1997.

**TABLE 3.1 : DIVERSITY ACCORDING TO RANK, RACE AND GENDER**

Rank	Whites			Coloureds			Asians			Black Africans		
	M	W	T	M	W	T	M	W	T	M	W	T
Uniform Members	19 538	5 297	24 335	6 554	592	7 146	802	93	895	41 631	3 348	44 999
Civilians	1 089	4 360	5 449	3 138	1 286	4 424	43	48	91	7 884	3 188	11 072

M = Men    W = Women    T = Total

Table 3.2 reflects the diversity of the SANDF in terms of former forces

**TABLE 3.2 : DIVERSITY ACCORDING TO FORCES**

	Uniformed	Civilians	
APLA	4 870	-	
Bophuthatswana	2 981	269	
Ciskei	1 123	173	
KZSPF	1 811	-	
MK	12 231	10	
SANDF	8 088	916	(New members, no previous force)
SADF	42 592	19 237	
Transkei	2 566	297	
Venda	1 122	126	
Total	77 392	21 028	= 98 411

### 3.2.3 THE SANDF AS A RELATIVELY CLOSED SOCIAL SYSTEM

"A closed social system is equivalent to a partially closed, open-ended system: It is closed to inputs of information from the external environment but remains open to the exchange of matter-energy which is required to sustain it as a viable, self-organising system" (Kincaid 1987 : 215).

The individuals (soldiers and civilians) in the military represent the various parts of a relatively closed social system. Personnel in the military are developed for and utilised in specific careers eg pilots, submarine crews and reconnaissance soldiers. Service in the military therefore requires that a member should have particular psychological and physical attributes and distinctive knowledge, skills, and attitudes that are not readily available on the open labour market. Recruitment at an early age is therefore essential to the military, in order to develop and maintain personnel of the desired calibre, because the success of the military depends on this development of personnel. For example, the Chief of the SANDF or a fighter pilot in the Air Force can only be found within the SANDF and not by placing an advertisement in the business section of a Sunday paper.

A person joining the SANDF in a specialist field may find that the need for such specialist skills could fall away before completion of a lifelong career in the SANDF. The introduction of single sideband high frequency radio and cryptic teleprinters meant that the traditional Morse Code signaller was no longer needed (SANDF 1995 : 4-2). Such persons have to be retrained to use the new equipment or, as in the case of the radio operator aircrew member, used as an air traffic controller where related skills could best be used. This is one advantage in the relatively closed military system: it recognises that the skills of the person cannot be discarded and that the person can be accommodated elsewhere in the system, often with only little extra training.

Until relatively recently members resided (a large number still do) in military housing. Frequent relocations are understood to be part of military life. The on-base military club is often a centre of social life. Members are expected to perform tasks not limited to their military specialities. Members are under purview of the military organisation whether on duty or off duty, whether on base or off the base. The conditions, therefore, under which people live and work, develop a sense of identity which binds them together, isolating, to some degree, people from outside the organisation. In the armed forces, the very fact of being part of the same organisation has traditionally been more salient than the fact that military members have different musterings (different jobs). The role of members in the military community extends to wives, or in some cases husbands, where they are expected to initiate and take part in a panoply of social functions and volunteer activities in the military community.

The military tends to evaluate its personnel according to "whole-person" criteria, to rely heavily on qualitative and subjective evaluations.

The military is an institution legitimated in terms of values and norms, that is, a purpose transcending individual self-interest in favour of a presumed higher good. Members are seen as following a calling captured in words like duty, honour, and country. They are commonly viewed and regard themselves as being different or apart from the broader society (Moskos 1988 : 59).

### 3.3 INTERPERSONAL COMMUNICATION NETWORKS IN THE SANDF

Members of the SANDF are embedded within interpersonal networks that are created and maintained by communication. The members of the SANDF are seen as being linked by a network of communication channels as described by Kincaid (1987) in his network-convergence paradigm. Communicator and recipient alternate between being sender and receiver of messages, constantly engaging and adjusting to the flow of information, creating a process of inter-exchanging information. Differences that occur become a function of the general structure of the network and are no longer a matter of individual characteristics or advantage of belonging to a specific group or culture.

The network-convergence paradigm is process-oriented, developing around cyclic communication and mutual causality. According to Kincaid (1987 : 192) the network-convergence paradigm is rooted in (first order) cybernetics and systems theory and has also been called a systems approach to communication. The SANDF and its members represent a system where the members who are linked by communication channels form a network of interactivity. There is continuous feedback during the process of cyclic communication. As the members agree on and strive towards the same cause, they approach a stage of convergence.

The network-convergence approach sees the SANDF members as communicators who are essentially democratic and participatory and focuses on the interaction among the communicators, or members, to bring about a homeostasis over time. It converges to, or diverges from, individual status within mutually acceptable limits. The network convergence paradigm relates the outcome of the interaction to the ongoing process of communication during which individuals adjust to one other and social relations emerge.

Communication in the SANDF work situation is emphasised because this is virtually the largest area of South African society in which statutory and non-statutory force members come into close contact with one another on a broad front.

The potential for conflict in values is considerable because ideological, educational, cultural, military and class differences contribute to different value systems. Communication rules are therefore of the utmost importance in any interpersonal contact situation to ensure the orderly flow of communication between groups or parties involved.

In a pilot study conducted by the Human Sciences Research Council (HSRC) on how people experience a transformation process, the findings seem to point to management style and communication as critical issues in the management of radical change (Roberts 1997 : 3).

### **3.4 INTERCULTURAL COMMUNICATION IN THE SANDF**

According to Singer (1987) no person is a part of all, or only, the same identity groups as anyone else and because each person ranks the attitudes, values, and beliefs of the identity groups to which he or she belongs differently, each individual must be considered to be culturally unique. This does not mean that every person is a culture unto herself or himself, since culture is a group-related phenomenon. Each individual is, however, a member of a unique collection of identity groups.

No two humans share only and exactly the same identity group memberships, or exactly the same ranking of importance, to themselves, of the identity group membership they do share. Thus each person must be culturally unique. Since every individual is culturally unique, all communication involving humans is to some degree intercultural.

If the intercultural nature of all interpersonal communication is recognised, all knowledge about intercultural communication can be applied to establish effective relations in the SANDF in order to build a united National Defence Force.

Tubbs and Moss (1981 : 8) define intercultural communication as communication between members of different cultures, whether defined in terms of racial, ethnic or socio-economic differences or a combination of these differences. Kincaid (1988) merely states that intercultural communication is communication between members of relatively diverse cultural groups.

Intercultural contact in the SANDF between the different cultures is a very complex phenomenon, but at the same time a very important one because confidence in government rests with a stable military in which meaningful communication plays a cardinal role. The importance of communication rules must therefore be stressed because of their importance to ensure the flow of communication between the parties involved. In situations where the members are strangers to one another, the rules become even more important.

Knowledge of the rules, especially those determining the content and the procedures, will contribute meaningfully to the successful outcome of the communication. "Knowledge of the rules of a specific culture also implies some knowledge of that particular culture and this is a very necessary component of effective intercultural communication" (Groenewald 1986 : 50).

The purpose of studying intercultural communication is to make it more effective. The importance of communicating effectively is to enable the other person to receive the message as closely as possible to the way it was intended to be when it was sent. The more accurate the receiver receives the messages, the better are the chances of eliminating the expected problems before they become issues.

The greater the difference in value system between individuals, the more difficult communication becomes. When communicating in a work situation, it is therefore important to understand each other's value systems. Once the value systems are understood, a situation of mutual trust can be created which will make intercultural communication more effective.

Since almost all human communication is an attempt to achieve goals, it is important to realise that a goal of the SANDF is for the members to converge through a process of communication to build a united National Defence Force to create a stable defence force.

There are, however, according to du Preez (1987), certain areas that could be problem areas and have to be taken note of, namely cultural differences, different life worlds, system defects and grievances, a high potential for conflict, and other communication stumbling blocks.

Du Preez (1987) further states that the essential conditions for intercultural communication are

- availability; and
- willingness and purpose, to which the following aspects can be added:
  - continuing communication,
  - creation of common ground,
  - adoption of the right attitude and creation of trust,
  - visualisation of a common purpose,
  - knowledge of the others culture,
  - knowledge of the others language,
  - training,
  - use of right communication channels,
  - knowing how to deal with trade unions,
  - work committees, etc,
  - good supervision,
  - consideration of unique needs and expectations, and other hints.

### **3.5 FORMAL COMMUNICATION IN THE SANDF**

A primary function of formal internal communication in the SANDF is formal task development, coordination and cooperation and the achievement of SANDF objectives. For example, it is used to give members task instructions and task evaluation messages; to send messages about work activities to workers; and to send and receive messages in the SANDF hierarchy.

Messages sent by communication channels prescribed by management are said to be formal, and include memoranda, newsletters, bulletins, reports, signals and meetings.

The flow of internal communication in the SANDF is upwards and downwards (vertical) and horizontal (lateral).



Downward communication flows from management to employees, from policy-makers to executive personnel, or from the top to the bottom in the organisational hierarchy. Employees are informed of the SANDF's rules, practices, procedures, history and objectives. Written, spoken and non-verbal communication are involved.

Upward communication occurs when management requests information from lower organisational levels; the resultant information is regarded as feedback. Employees talk to management about themselves, their work and ways in which it is performed and about their perceptions of the SANDF. This includes written and spoken and non-verbal communication and presentations.

Horizontal communication describes communication between workers on the same hierarchical level and is the primary method of attaining coordination. Members communicate more freely with one another.

### **3.6 RELATED LITERATURE**

As far as can be ascertained, no studies have been done in the newly formed SANDF pertaining to the convergence of different military cultures by means of the communication process. A study was done by Hartley (1995), where communication stumbling blocks were identified during adaptation to a new military culture.

However, various staff papers and articles related to culture and intercultural communication have been written since transition started in the SANDF.

### **3.7 CONCLUSION**

The SANDF is set for cultural change, ie new values, beliefs, traditions and norms will emerge. The SANDF is a system and the various parts depend upon one another in the performance of defence force duties. For the SANDF to become a harmonious and effective fighting force, convergence of the different cultures is a necessity.

In order to achieve convergence, communication barriers or stumbling blocks must be eliminated and where it is not possible to eliminate the barriers, they must be managed to achieve cultural synergy, a requirement for convergence through communication, where intercultural communication rules are of cardinal importance.

It is therefore necessary to establish whether communication barriers exist and to gain a better knowledge of the problems concerning the barriers. The methodology used to establish the existence of any barriers is discussed in the next chapter.

The discussion of formal communication in the SANDF should also be addressed, because it is dealt with in the research.

## **CHAPTER 4**

### **METHODOLOGY**

#### **4.1 INTRODUCTION**

The aim of this chapter is to explain the research methodology employed during the study.

Since the researcher had no idea as to what might be found, the research started with some generalisation regarding a relationship between the variables under study. According to Wimmer and Dominick (1983), such generalisation may take two forms: research questions and statistical hypotheses. Hypotheses predict an experimental outcome and research questions do not.

Research questions were used because the area had only been studied marginally. The study is therefore classified as exploratory research. The aim is to gather preliminary data in order to refine research questions. Exploratory research searches for data indications rather than ways to determine causality (Wimmer & Dominick 1983: 193).

The population was firstly explored by conducting focus groups, in order to gain impressions of the nature of existing problems. Thereafter, a questionnaire was developed as the measuring instrument. The data was analysed by factor analysis to achieve a better understanding of the phenomenon "communication barrier".

#### **4.2 CONCEPTUALISATION AND OPERATIONALISATION**

According to Ferreira *et al* (1988), human science research is directed towards exploring, describing and explaining thought, human emotions and human behaviour. The research can be qualitative or quantitative. Qualitative research describes or analyses a phenomenon without

specifically measuring variables and no statistical analysis is involved, whereas quantitative research requires that variables under consideration be measured (Wimmer & Dominick 1983 : 19).

Quantitative methodology is positivistic in nature and attempts to reconstruct reality according to natural science principles from a universal meaning system (Mouton 1983 : 124 - 131). The vastness and diversity of the population for this study convinced the researcher that a quantitative method of research would be more appropriate than a qualitative method. The use of questionnaires is relatively inexpensive and since the researcher decided on doing a factor analysis to examine the population for communication barriers, the large number of questions required for a factor analysis could best be collected by means of a questionnaire.

#### 4.2.1 CONCEPTUALISATION

Abstract concepts within theories of behavioural science are an everyday phenomenon and it is within these theories that concepts acquire meaning or new meaning. Kincaid (1981) states that "the word is given meaning by its specific context". It can therefore be said that the meaning of a word changes when it is used in different ways, in different contexts or in association with different words. What is even more important is how an individual understands what another individual says, and how much that individual believes it to be true, which subsequently influences how that individual will act, alone and in concert with others.

The phenomenon whereby concepts acquire meaning, or new meaning is specified within a determined conceptual framework, is referred to as theoretical concept or construct development (Mouton & Marais 1989 : 62).

The basic technique whereby the connotations of theoretical concepts or constructs are delineated is through theoretical or constitutive definition. The denotations of such concepts are described by means of operational definition. Theoretical validity is reached by means of theoretical definition.

The condition specified by Kincaid (1988) under which intercultural communication will lead to convergence between the cultures involved is when communication is unrestricted. In a very broad sense, culture is a set of meanings and values within an organisation that is communicated among its members and passed on in history. The members use these meanings and values to define what reality is and it is this understanding of the cultural base of the organisation which classifies, articulates, and elaborates the meaning and content of communication.

In an organisation such as the SANDF with a very diverse culture, the differences in the sociopolitical environment, education, informal experience in the course of occupational practice and many other cultural influences, result in different frames of reference which are manifested in languages, nonverbal communication and rules of etiquette. Therefore, during the decision-making process, the data received by the senses pass through several possibilities that have to be considered.

During the focus group discussions the facilitator registered issues or impressions that could possibly impede or facilitate communication. These impressions together with the convergence theory, initiated the conceptualisation of the phenomenon "communication barrier". (For a list of the impressions, see Appendix A.)

Kincaid (1988) proposes that the principle of convergence can be developed by discovering which conditions facilitate or impede convergence. If there are inconsistencies, or if communication is restricted between members, or between members and top management, confusion and cynicism are likely to be the outcome among the members in the organisation.

The convergence model of communication suggests that participants must reach mutual understanding before convergence can occur. However, to reach mutual understanding, the participants must reach a level of shared interpretation and understanding of the same information.

Within the framework of the convergence model, at the psychological level of reality, the sharing of information could be impeded by “communication barriers” that restrict the interpretation and understanding of the same information.

#### 4.2.2 CONCEPT AND SIGNIFICANCE

According to Mouton and Marais (1989), concepts are the primary instruments through which reality is understood. Concepts are therefore symbols of meaning and are symbolic constructs through which reality is specified. Concepts are defined by Mouton and Marais (1989) as the most elementary linguistic constructions through which the human can classify reality. Mouton and Marais (1989) also state that concepts consist of two parts, the basic elements of meaning, namely connotative (sense, supplied by the individual) and denotative (reference, supplied by a dictionary).

A “connotative” concept may be divided into two parts, the subjective and conventional. The subjective is that which a person personally believes the concept to mean, that is, “barrier” could mean a dislike of another person or a dislike of communicating in a particular cultural environment. The conventional is that widely accepted meaning of the concept, that is, barrier means fence, obstruction, obstacle, boundary (*Collins Compact Dictionary* 1991 : 40).

“Denotative” is the specific set of phenomena to which the concept refers. For example “barrier” refers to cultural differences, language and filtering of information. In this study the researcher tries to identify communication barriers during formal communication in a diverse cultural environment such as the SANDF. Denotatively, the specific set of phenomena to which this study refers includes cultural differences, language, filtering of information, etc.

The convergence model of Kincaid (1988), as illustrated in Figure 2.1, describes the stages involved when individuals communicate; that is, share information. The relationship among the three levels of reality is shown and the meaning of the three types of reality may be inferred from the components that comprise them. As mentioned in point 2.3.1, physical reality consists of patterns created in any physical medium, such as sound waves in speech or in audio-visual media (radio, television, telephones, cinema, etc). Nonverbal communication is also included, for example the way people shake hands, or the clothes they wear.

Psychological reality consists of the subprocesses of perceiving, recognising, understanding and believing. Subjectively, individuals could assign different meanings to these subprocesses because of their different cultural backgrounds. Social reality includes sharing, uniformity and diversity. The subprocesses at the psychological level of communication account for the core concepts of information-sharing which are central to convergence. At the same time perceiving, recognising, understanding, and believing suggest an ideal domain for the phenomenon "communication barrier", because of the connotative meaning which according to Roelofse (1982) moves past the "explicit and the stealthy". "Dit koppel denotatiewe betekenis aan persoonlike of groepshoudings, deur 'n proses van afleiding wat gegrond is op persoonlike gesteldheid of kulturele gebruike" (Roelofse 1982 : 85 - 86).

#### 4.2.3 FOCUS GROUPS

Focus group discussions were used to collect data from a small number of participants numbering four to six in a group. The focus group method is humanistically oriented and is used to reconstruct reality from the situational world of the subject (Ferreira *et al* 1988 : 137). The research objective of the focus groups was exploratory. A focus group discussion forms the basis from which information is obtained. The discussion was conducted as an open conversation in which each participant could comment, ask questions of other participants, or respond to comments by others, including the facilitator.

The aim of the focus groups was to allow the direction of the discussion to be influenced by the special concerns of the participants, by the natural "climate" of the group, and by the group facilitator or moderator (Ferreira *et al* 1988 : 172).

Groups were selected to provide for homogeneity *and* contrast within the group, for example, similar characteristics are desirable with regard to rank structure and a specific military culture. Differences in these characteristics may imply different needs, problems, resources, sets of experiences and perceptions of reality. The officer commanding the unit where the interviews were conducted was notified in writing, followed by a telephone call to confirm the arrangements. Three to four focus group discussions were conducted per unit. By the third discussion, most of what was said had been said several times before. Discussions began with a short explanation of the study, the scope of the discussions and the topics to be covered. Each participant was then asked to give his or her broad views or experiences. The discussions included the practices of tracking, pacing and balancing participation. The practice of tracking meant that the interviewer maintained focus of the conversation on the topics being investigated, while pacing ensured that a specific set of topics was covered within a fixed period of time. Balancing meant that the interviewer encouraged the less vocal participants to take part in the discussion (Ferreira *et al* 1988 : 176 - 177).

The presentation of the findings was organised around issues that emerged as apparently fundamental for an understanding of the motivations, means, processes, activities, opinions or attitudes that were investigated.

The value of the report lay in the preservation of what the participants had to say, since it was on the basis of what the participants had to say that the questions for the questionnaire were constructed.



The major advantage of the focus groups was the ability to collect preliminary information about communication barriers. Focus groups were used as a self-contained method of data collection to provide information in the exploratory stage and to provide supplementary information at the preliminary stage in the research process of investigation.

The phenomenon "communication barrier" can be explored from the impressions created by the focus group interviews (Appendix A). The following is a summary of the impressions:

- \* The different languages not understood by everybody.
- \* The terminology and abbreviations used during formal communication.
- \* The use of derogatory or offensive language.
- \* Conflicting information or a lack of information.
- \* Ignorance of other cultures.
- \* Gates and controls (gate-keeping).
- \* Structural restrictions.

The impressions gained from the focus groups can be interpreted as follows:

- \* There were subordinates who failed to understand their superiors/supervisors, despite the information they received. The reasons for the lack of understanding appeared to be the use of technical language with which the recipient is unfamiliar. Alternatively, the recipient got lost among the excessive detail in the discourse.
- \* Communication did not adequately represent the interdependent relationships among parts.

- \* **Information was imprecise and uncertain.**
- \* **Interpretation and understanding of information were not at the level of shared interpretation and mutual understanding.**
- \* **Ignorance of a foreign language impeded the understanding of cognitive categories its speakers use to perceive their environment, and no insight into their culture was gained. The ability to identify problems in exchange of information was also obstructed.**
- \* **Unshared meanings between subordinate and superior, conflicting emotions and dissatisfaction about the perceived withholding of information appeared to be a problem.**

**These impressions underlie the following elements in the convergence model: perceiving, recognising, understanding and believing.**

- \* **Language comprehension (understanding). Ignorance of a language makes understanding the message in that language a problem.**
- \* **Operational procedure terminology (understanding). Strange or foreign terms create a problem in understanding the message.**
- \* **Gates and controls (perceiving). Perceptions of unjustified modification of messages create stumbling blocks.**
- \* **Structural restrictions (recognition). A restriction in a structure is recognised as a problem.**
- \* **Ignorance of other cultures (believing). Lack of knowledge of another culture can create prejudice, stereotypes etc.**

- \* **Credence (believing).** To believe in a new system or belief can be a problem to some individuals.

On the basis of these impressions, the researcher decided to develop an instrument to measure the communication problems to determine their impact on formal communication in the SANDF.

#### 4.2.4 THE QUESTIONNAIRE

Survey research seeks to reflect current attitudes on certain issues in the belief that, having the results of a continuously updated accumulation of data to hand, the researcher can (approximately) predict what will happen in similar circumstances (UNISA 1989 : 37).

It must further be noted that surveys have five well-defined advantages. According to Wimmer and Domimick (1983), surveys can be used to investigate problems in realistic settings. Consumer behaviour can, for example, be examined where the behaviour takes place, or the behaviour of soldiers can be examined at the unit where they lodge.

Considering the amount of information gathered, the cost of the survey was reasonable. The researcher controlled expenses by electing to use a questionnaire.

Large amounts of data were collected with relative ease from a variety of people. The survey technique allowed the researcher to examine a large number of variables, such as communication restrictions, demographic and lifestyle information. The survey was not limited by geographic boundaries.

Data helpful to survey research already existed. Government documents, data archives, census material, rating books, personnel records, and voter registration lists were used as primary sources and supportive data.

The questionnaire is a customary instrument for observing data beyond the physical reach of the observer. The approach used in asking questions, as well as the physical appearance of a questionnaire, can affect the response rate. It was therefore not a waste to have spent enough time and effort in developing the questionnaire.

One way to increase the response rate was to prepare a persuasive introduction to the survey. It was important to convince respondents that the survey was a legitimate research project. It was also necessary to convince them that the survey was valuable and would help to solve theoretical and applied problems. Respondents were also given the assurance that their answers were absolutely confidential.

All instructions necessary to complete the questionnaire were clearly stated to respondents and facilitators. Procedural instructions for respondents were highlighted by using a different typeface (font).

Survey research is an important and useful method of data collection and is one of the most widely used methods of media research, mainly because of its flexibility.

"Whether the researcher uses an analytical or descriptive approach he must define the purpose of the study, review the available literature in the area, select a survey approach, a questionnaire design, and a sample, analyse the data, and finally decide whether to publish or disseminate the results" (Wimmer & Dominick 1983 : 134).

The questionnaire was designed to be completed within 30 minutes and to fulfil the specific research objective.

Provision was made for the collection of information on gender, age, rank group, education, former membership, home language and Arm of Service.

The questions on formal communication were set to identify communication barriers.

A five-point Likert scale regarding certain issues on formal communication was designed.

The points on the five-point scale were set as follows:

5	4	3	2	1
Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

The scale was drawn up in the form of a number of statements (questions) with respect to a topic. Respondents could then indicate their preference on the five-point scale by selecting strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree. Each response option was weighted, and each subject's responses were added to produce a single score on the topic (item). The scores were reversed for a negatively worded item in order to maintain attitude measurement consistency.

On the Likert-type scale, individuals were asked to read each statement and to state the level of their agreement with it, using the five-point scale. Each person's response values were then added to secure a total score per person. Following Emory and Cooper (1991 : 221), the total scores were then arranged and some part of the highest and lowest total scores were selected, for example the top 25 per cent and the bottom 25 per cent. These two extreme groups were interpreted to represent the most favourable and least favourable attitudes toward the topic being studied. They were used as criteria by which to evaluate individual statements and through a comparative analysis of response patterns to each statement by members of different groups, the researcher determined which statements consistently correlated with unfavourable and which with highly favourable attitudes.

The questionnaire was designed to collect the information with regard to the item scores. The questionnaire was a means whereby data was collected on the various variables (questions) in the questionnaire in order to do a factor analysis.

The questions were based on a literature study and on the remarks made by members during the focus group interviews and linked to one of the components, perceiving, recognising, understanding and believing, at the psychological level of reality. The specific question and number appear next to the impression created by certain remarks which inspired the specific question.

\* **Understanding**

People act on their interpretations of and beliefs (information) about their environment and the world. It is therefore important to understand what something means in order to resolve uncertainty. "Interpretation is the process of understanding the meaning of information about the world" (Kincaid 1988 : 284).

Question 35 : There is a feeling that some leaders are transformationally inclined while others show a resistance to change. This results in contradictory information being passed on to subordinates.

Question 36 : SANDF videos shown to members explained the new structures of the DoD and SANDF, but owing to unforeseen constraints these structures have not yet been established and this confuses the members.

Question 37 : This question attempts to establish where the content of the SANDF videos communicated an understandable message.

- Question 38 : The language used, especially the terminology, creates problems from time to time. For new members this could be a real bother during operations. Focus group respondents indicated that "language was a problem".
- Question 39 : A number of respondents indicated that they understood English, but did not understand the English used at official meetings.
- Question 40 : Some respondent indicated that they did not understand Afrikaans, for example, 'MK, APLA, we don't all know Afrikaans".
- Question 41 : Respondents complained that they did not understand the deductions reflected on their pay sheets.
- Question 42 : The different benefits and conditions for promotion attached to the different service contracts (for example, Short Term Service offers no medical benefits for dependants) are not understood by all the members.
- Question 43 : Respondents indicated that they struggled to understand one another, even though they all speak English, "... even English, we struggle to understand one another".
- Questions 44  
and 45 : The SANDF uses a wide range of abbreviations. This leads to frustration and misunderstanding of the intended message if the recipient is not familiar with the abbreviations.
- Question 46 : Too many different languages for formal communication can have serious operational and economic implications. "... some people refuse to speak my language ... in the end the job is not done".

Question 47 : Some members prefer to receive their orders verbally in a face-to-face situation. This allows them to ask questions and to clear uncertainties beforehand.

\* **Perceiving**

Perceiving is the process of becoming aware of a physical difference (information) through one's senses (Kincaid 1988 : 284).

Question 48 : The SANDF releases communication bulletins addressing matters of concern, such as transformation. Members complained that they do not receive these bulletins.

Question 49 : Various members complained that their supervisors gave them no feedback from the meetings held at higher levels, for example, top management meetings.

Question 51 : Certain members stated that by bypassing the official channels they can get the answers to their questions faster.

Question 52 : Some commanders do not speak directly to subordinates. There is no face-to-face communication, only via the supervisors.

Questions 53

and 54 : There is a perception at ground level that only that part of the message which the "people in between" want to pass on is passed on to the recipient, a kind of "gatekeeping" action is applied.

Question 57 : Various members perceive the many rules as a constraint which turns communication between sections, units etc into a cumbersome exercise.



Question 61 : Members are under the impression that they should receive more information concerning SANDF developments from their command groups.

Questions 63

and 64 : The many communication procedures are experienced by members as unnecessary and cumbersome, therefore communicating with other units and headquarters can be left to a minimum.

Question 69 : Some members are under the impression that members from the statutory forces do not want to combine or "mix" with members from the non-statutory forces.

Question 71 : Although SANDF videos are produced and made available, it is believed that very few members actually get to see the videos.

Question 72 : Formal lectures on communication procedures in the SANDF are only given on certain orientation and promotion courses. The result is that many members are not fully informed about the communication procedures.

Question 73 : The SANDF places emphasis on the resolving of grievances, yet sometimes members are still not satisfied with the procedures.

\* **Recognising**

When the previously known information is identified, it has reached the stage of recognition.

Questions 55

and 56 : Members identified situations where there are very few or no formal meetings or discussions. Owing to this shortfall of formal communication, problems are not discussed and resolved, resulting in disputes and conflict.

- Question 58 : Because of the command structure of the past, subordinates find themselves in a disadvantaged position when in the company of seniors and therefore do not really say what they want to say.
- Question 59 : Some supervisors never discuss work-related problems with their subordinates, even though the subordinates could make valuable contributions.
- Question 60 : Rumours are part and parcel of the daily "gossip" in organisations and a large number of members give credibility to rumours about pay and leave benefits, because in most cases rumours are the forerunners of changes in such benefits.
- Question 62 : At some units members are not given a chance to share in any decision-making, not even on their level. They feel that they are given no recognition in the decision-making process.
- Question 65 : Supervisors display different attitudes towards different members. Some members also need to be given more assistance to become acquainted with the work they have to do.
- Question 66 : Some supervisors have a tendency to use bad language or derogatory language when they address their subordinates.
- Question 67 : Common answers given to members enquiring about their statements are: the file is lost, your statement was misfiled or simply, it is not on the file.
- Question 68 : Suggestions by subordinates are very often flatly ignored by seniors and not treated with the necessary respect.
- Question 70 : Sometimes written orders reach the unit or member too late for action.

\* **Believing**

What someone says and the extent to which a person believes it to be true will subsequently influence that person's actions, such as converging or diverging from a situation (Rogers & Kincaid 1981 : 54).

Question 74 : Some members refuse to speak any other language but their own. They believe that their language should be the only official language. "... when we make a phone call the switchboard answers in Afrikaans".

Question 75 : Subordinates have mixed feelings of trust about their supervisors because work is not distributed evenly, some members display an attitude of tokenism while others work much harder, and yet they are paid the same.

Question 76 : The question of severance packages and affirmative action has raised the question of trust in the top management of the SANDF.

Question 77 : Commanders with an "open door" policy evoke trust among the members at their units, while many leaders do not lead by example and are rank-bound.

Question 78 : Ignorance of the other's culture, such as the question of funerals, has led to the belief that certain commanders show no respect for other cultures.

Question 79 : Many leaders are transformationally inclined while others have an attitude of autocracy and resist change.

Question 80 : At outside units, groups that refuse to mix with other groups have been formed. This creates mistrust among groups and members.

Question 81 : Most stumbling blocks could be attributed to ignorance or ineffective bridging training.

Question 82 : The fact that progress with transformation is not communicated verbally to members has created the impression that information on transformation is being withheld.

An expert jury was used to develop and improve the questionnaire. The jury consisted of a doctor in psychology, a doctor in communication, a senior officer in Section Effect Analysis responsible for the questionnaires used in opinion polls, as well as a Masters student in psychology, assisted by the Director Management Services, who holds an MBA. The recommendations by the jury were incorporated into the questionnaire. Subjectivity was minimised through the use of the jury.

#### 4.3 SAMPLING

"Survey sampling is the process of choosing, from a much larger population, a group about which we wish to make generalised statements so that the selected part will represent the total group" (Leedy 1985 : 153). The sample population must be both logically and statistically defensible.

In this study a probability sample that incorporates some form of random sampling in one or more of the stages was used. When designing the sample, all the characteristics of the population were taken into consideration and categorised. Firstly, the following questions were asked: How homogeneous are the areas and units? Are these units equal or unequal in terms of size, rank, Arms of Service, military culture, ethnic culture and gender? How large are the areas and units? How many stages will be involved? How large should the sample be? The population for this study was defined as all the personnel except cleaners, of all ranks and status in the SANDF and Secretariat, and include members from all the cultures in the SANDF. The abbreviation SANDF was used for both the SANDF and the Secretariat.

The population was divided into nine areas or regions, as this is a natural division since the population (SANDF) is spread over the entire country and is already divided into nine regions (the provinces). In these regions the Defence Force is represented by a number of units from the Army, Air Force, Navy, SA Medical Services, Staff Divisions, and Secretariat, although the Secretariat is not represented in every region. The units are similar or homogeneous in terms of military uniformity, since they all form part of the same organisation and the areas or regions are all part of the same country. All have similar characteristics.

However, within the units and between the units there is also a distinct heterogeneity due to the different cultural backgrounds of the individuals, the various military forces integrated into one force, with a different rank structure, different languages and different Arms of Service. The units are unequal in terms of their numerical strength. The researcher therefore decided to select a random sample proportionately representative of the numerical strength of each of the components (units) within each region. The units were selected from the nine regions by using the simple random method. Once the units had been selected, another stage of random sampling was applied to select the respondents for the questionnaires at each unit. Levels of stratification were also built into the sample, namely rank and Arm of Service. The researcher aimed at obtaining a 3,5 percent sample size in each of the nine regions, and therefore a 3,5 percent sample of the entire population. The sample can be classified as a cluster or area sampling design, which includes two levels of stratification and is represented in Figure 4.1.

GAUTENG	KWAZULU-NATAL	MPUMALANGA
NORTHERN CAPE	NORTHERN PROVINCE	NORTH-WEST
EASTERN CAPE	FREE STATE	WESTERN CAPE

Population divided into nine clusters or areas



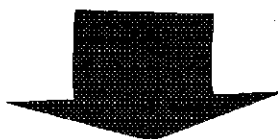
Different SANDF Units in each province/area	Different SANDF Units in each province/area
Different SANDF Units in each province/area	Different SANDF Units in each province/area

Randomisation level  
The units for sampling were selected according to the lottery method



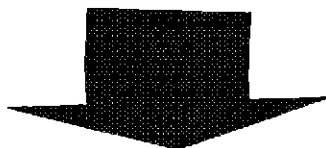
- SA ARMY
- SA AIR FORCE
- SA NAVY
- SA MEDICAL SERVICE
- STAFF DIVISIONS

Level of Stratification  
All Arms of Service are represented. Units comprise members of the various Arms of Service. Members were selected to represent every Arm of Service where possible



Levels of Rank

All levels of rank are represented. Individuals per rank selected at random.



Data extracted from those individuals in the clusters (SANDF UNITS)

Data level

**FIGURE 4.1  
REGIONS WITH SANDF UNITS**

The SANDF personnel size as at 15 August 1997 is indicated in table 6.1. These figures change every month as people resign from the SANDF, retire on pension, join the SANDF or as contracts expire.

**TABLE 4.1 : SANDF AND SECRETARIAT PERSONNEL STRENGTH**

Arms of Service	Number
Army	63 459
Air Force	14 159
Navy	9 147
SA Medical Services	8 742
Staff Divisions	2 796
Ministry/Secretariat	108
<b>TOTAL</b>	<b>98 411</b>

The actual sample comprised 3 340 respondents. The Arms of Service and rank groups were identified as the next point of departure. To these two variables were added gender, age, education, former military membership and home language. Table 4.2 is a complete delineation of the sample.

**TABLE 4.2 : SAMPLE**

Independent Variables	N (Total)	Percentage of Sample
<b>Sex (Gender)</b>		
i. Male	2 453	74,6
ii. Female	835	25,4
<b>Age</b>		
i. 24 Yrs and younger	615	18,7
ii. 25Yrs to 34 Yrs	1 598	48,6
iii. 35 Yrs to 49 Yrs	923	28,1
iv. 50 Yrs or older	153	4,7

Table 4.2 Continued	N (Total)	Percentage of Sample
<b>Rank Group</b>		
i. Maj Gen/R Adm and higher	11	0,3
ii. Col/Capt (SAN) to Brig/Cdre	115	3,5
iii. Maj/Lt Cdr to Lt Col/Cdr	251	7,7
iv. CO/Mid to Capt/Lt (SAN)	337	10,3
v. WO2 to WO1	253	7,7
vi. L Cpl/AB to Ssgt/Fsgt/CPO	1 399	42,7
vii. Pte/Amn/Sea	594	18,1
viii. Civilian	314	9,6
<b>Education (Highest Qual)</b>		
i. Std 9 (Form IV, NTC, II) or lower	774	23,7
ii. Std 10 (Form V, NTC III) or equal	1 712	52,5
iii. Post Matric	776	23,8
<b>Former Military Membership</b>		
i. SANDF Member	1 843	56,6
ii. TBVC Member	184	5,7
iii. MK/APLA Member	496	15,2
iv. None Above (New members)	733	22,5
<b>Home Language</b>		
i. English	1 637	49,4
ii. Sotho: Southern Sotho	75	2,3
iii. Western Sotho	151	4,6
iv. Northern Sotho	174	5,3
v. Nguni: Swazi	41	1,2
vi. Ndebele	13	0,4
vii. Xhosa	303	9,1
viii. Zulu	253	7,6
ix. Afrikaans	557	16,8
x. Shongaana/Tsonga	32	1,0
xi. Venda	61	1,8
xii. Eastern Languages	1	,0
xiii. Other European Languages	8	0,2
xiv. Other African Language	7	0,2
<b>Arm of Service</b>		
i. SA Army	1 405	42,6
ii. SA Air Force	752	22,8
iii. SA Navy	485	14,7
iv. SA Medical Services	519	15,7
v. Staff Divisions	120	3,6
vi. Secretariat	17	0,5



#### 4.4 IMPLEMENTATION AND MEASUREMENT

The quality of a study depends on the adequacy of the research design and the appropriateness of the measuring concepts and procedures (Emory & Cooper 1991 : 171). "In its broadest sense, measurement is the assignment of numerals to objects or events according to rules" (Kerlinger 1986 : 392). It can therefore be stated that a numeral is a symbol of the form 1, 2, 3 ..... or I, II, III. It has no quantitative meaning until given such a meaning.

There are four general levels of measurement to choose from, nominal, ordinal, interval and ratio (Kerlinger 1986 : 398). In this study a nominal scale was used to gather the biographical information on the respondents (questions one to nine).

In constructing the questionnaire, a Likert-type scale was used. The Likert-type scale is a rating scale to which subjects respond with degrees of agreement or disagreement (intensity). "The scores of the items of such a scale are summed, or summed and averaged, to yield an individual score" (Kerlinger 1986 : 454).

Facilitators were supplied with the easy to-follow questionnaire. All instructions were clear and simple to ensure that the questionnaires were not impaired and the number of respondents who complete the test lowered.

Questions were simple and easy to answer. Two "warm-up" questions not directly related to the study were demonstrated by the facilitator on a blackboard so that respondents could become accustomed to the task of answering. Subject interest was also created by means of these "warm-up" questions. The questionnaire sequence was logical and the transitions between the different question sections were clear.

The advantage of having a facilitator present during the completion of the questionnaire was that he/she could clarify anything that was not clear to the respondent. Questionnaires were collected immediately after the respondent had completed the questionnaire, thereby cutting down on delays caused by mailing or transport.

The biographical information was numbered from one to nine (1 - 9) during the codification and in the questionnaire.

The coding of the questions in this questionnaire on formal communication was done by the computer programmers who also coded other questionnaires at the same time. The questions on formal communication in this study start at question 35 and end with question 82, a total of 48 questions, which is a workable number of questions for the purpose of doing factor analysis, while allowing enough scope to cover the four components of the psychological level of reality in the convergence model of communication as presented by Lawrence Kincaid (1988). Questions 10 to 34 did not form part of this questionnaire and were coded for another questionnaire.

The questions were formulated to accommodate an average education level of std 6, since this is where the diversity appeared to be greatest. This allowed for most members to be able to answer the questionnaire. Questions were close-ended to permit quick answers and allow for easy codification.

Direct questions were asked and care was taken not to offend anybody by moving onto the political terrain. Care was also taken not to create the impression that the research had any hidden intentions.

#### 4.4.1 FACTOR ANALYSIS

Factor analysis is a general scientific method for analysing data. The factor analysis technique is statistical and was used to identify a number of factors that were used to represent relationships amongst sets of many interrelated variables.

The basic assumption of factor analysis is that underlying dimensions or factors can be used to explain criteria phenomena. By means of factor analysis the researcher attempted to achieve a better understanding of "communication barriers" in the SANDF.

A factor is a combination of items/scales that measure the same dimension/characteristics. Factors were divided into levels which represent various subgroups. A factor may have two or more levels such as male and female, or large, medium and small, or no training, brief training, and extended training (Emory & Cooper 1991 : 432). The fact that factor scores were based on a number of items/scales rated them more reliable and stable than individual items. The computer package used to analyse the data was the Statistical Package for the Social Sciences, commonly known as SPSS.

The following steps, as described by Norusis (1994 : 50) were taken:

The correlation matrix for all variables was completed. Variables that did not appear to be related to other variables were identified from the matrix and associated statistics. The appropriateness of the factor model was also evaluated. At this step, the researcher decided what to do with cases that had missing values for some of the variables.

Secondly, factor extraction was undertaken. Factors were extracted and the number of factors necessary to represent the data and the method for calculating them were determined. The researcher also ascertained that the chosen model fitted the data.

The aim of factor extraction was to determine the factors. In the principal components model unities (1.00) were used in the principal diagonal of the correlation matrix.

In principal components, linear combinations of the observed variables were formed. The first principal component was the combination that accounted for the largest amount of variance in the sample, the second principal component accounted for the next largest amount of variance and was uncorrelated with the first. Successive components explain progressively smaller portions of the total sample variance and all are uncorrelated with each other (Norusis 1994 : 53).

The principal component analysis transforms a set of correlated variables to a set of uncorrelated variables (principal components) and the proportion of variance accounted for by the common factors is one for all the variables. A questionnaire was designed to collect the required information (data) on a number of different variables at the interval level. These quantified variables were then transformed via computer into a correlation matrix.

To determine whether the particular correlation matrix was valid, Bartlett's Sphericity Test was used.

Factoring a matrix consists of extracting eigenvectors and their associated eigenvalues.

These two sets of values are used to reproduce the correlation matrix mathematically. Eigenvectors are factor loadings, or numerical values from -1.00 to +1.00, indicating the amount of contribution each variable makes towards defining a factor. The factor loading indicates the relevance of the variable to the factor; the further the factor value is from zero, the more relevant the variable is to the factor. The eigenvalues determine which factors are relevant and should therefore be analysed.

The initial factor loadings are generally too complex to be used for interpretation. The researchers therefore performed a third step, factor rotation.

Thirdly, the factors were transformed by means of rotation to make them more interpretable.

Since factor analysis aims at identifying factors that are substantively meaningful by summarising sets of closely related variables, the rotation of factor analysis attempts to transform the initial matrix into one that is easier to interpret. The researcher used orthogonal rotation, which keeps the angles at 90°, and assumed that the factors were not intercorrelated (Wimmer & Dominick 1983 : 237).

A variety of algorithms is used for orthogonal rotation to a simple structure. The researcher selected the most commonly used method, the varimax method, which attempts to minimize the number of variables that have high loadings on a factor. This enhanced the interpretability of the factors.

The fourth step was the interpretation of the factors. Interpretation of factors depended on the meaning of the particular correlation of observed variables that correlated highly with each factor. A factor is more easily interpreted when several observed variables correlate highly with it compared to variables which do not correlate with other factors.

To interpret a factor, therefore, the researcher tried to understand the underlying dimension that unified the group of variables loading on it. These loadings were obtained from the loading matrix in the orthogonal rotation. After rotation, the values in the loading matrix are correlations between variables and factors. The researcher decided on a criterion for meaningful correlation, 0,3 or larger, collected together the variables with loadings in excess of the criterion, and searched for a concept that unified them (Tabachnick *et al* 1989 : 639). Only factors with eigenvalues greater than 1,00 were considered. With these criteria as bases, nine factors were extracted.

Factor nine consisted of only one question and was discarded by the researcher, because according to Wimmer and Dominick (1983), three variables or two variables in the same direction is required to provide a direction.

To concisely describe and understand the relationship among observed variables, or to examine underlying processes, the following questions were asked:

- \* How many reliable and interpretable factors are there in the data set?
- \* How many factors are needed to summarise the pattern of correlations in the correlation matrix?
- \* What is the meaning of the factors?

- \* How are the factors to be interpreted?
- \* How much variance in a data set is accounted for by the factors?
- \* Which factors account for most variance?
- \* How well does the obtained factor solution fit an expected factor solution?
- \* How similar are the factors for persons with different characteristics or different experiences?
- \* Had factors been measured directly, what scores would subjects have received on each of them?

#### 4.4.2 ANALYSIS OF VARIANCE (ANOVA)

Analysis of variance was performed to test for significant differences between two or more group means and also to break down the total variability of a set of data into its component sources of variation, that is, to "explain" the variation in a set of scores on one or more independent variables.

In ANOVA, sums of squares were computed between groups of subjects, within groups of subjects, and in total (the sum of between and within figures). The sum of squares between groups and within groups were then divided by their respective degrees of freedom to obtain a mean square. The F-ratio was then calculated.

The F-ratio derived from the data was then compared to the value in the F-distribution table that corresponded to the appropriate degrees of freedom and the desired probability level. Where the calculated value equalled or exceeded the table value, the ANOVA was considered to be statistically significant.

Multiple comparisons were used to find true differences. One of the simplest is the Bonferroni test. It adjusts the observed significance level based on the number of comparisons made by the researcher, eg if five comparisons are made, the observed significance level for the original comparison must be less than  $0,05/5$ , or  $0,01$ , for the difference to be significant at the  $0,05$  significance level (Norusis 1993 : 273).

#### 4.4.3 "T-TEST"

The "T-test" is a method for comparing the mean scores of two groups, ie males and females, as performed in this study. The results were compared to determine if there was a statistically significant difference between the groups.

### 4.5 CONCLUSION

The researcher explored the environment by means of focus groups and gained impressions which indicated the nature of the existing problems. From the impressions gained, a questionnaire was developed as a measuring instrument to collect data during the empirical phase of the study.

Factor analysis permitted the researcher to take a wide and complete view of the variables' fields of influence and at the same time isolate important variables. Previously unstudied phenomena were explained by means of factor analysis. Factor analysis reduced the number of variables, which made it easier to identify underlying structures and patterns.

An ANOVA was performed to test for significance between two or more group means, allowing the researcher to investigate differences between more than two groups of subjects.

The "T-test" was used to determine a statistically significant difference between males and females.

## **CHAPTER 5**

### **PRESENTING THE DATA : ANALYSIS AND INTERPRETATION**

#### **5.1 INTRODUCTION**

The primary aim of this chapter is to interpret the data collected. In the first part of the chapter the primary data on the whole sample is interpreted and thereafter the secondary data is interpreted.

The exploratory nature of this study, in which the researcher set out to gain insight into the phenomenon "communication barrier", inspired the researcher to conduct a number of focus groups in order to gather background information on any possible communication problems in the organisation and to refine questions for a questionnaire to be used as measuring instrument to collect the required data.

The researcher manipulated the data in various ways: "You need to doodle with the data. Try them out in every conceivable arrangement. See what various patterns the data will fit before beginning to think in terms of means, deviations, correlations and tests of hypothesis" (Leedy 1989 : 175).

#### **5.2 BIAS**

Leedy (1989) defines bias as follows: "... any influence, condition, or set of conditions that singly or together distort the data from what may have been obtained under the conditions of pure chance; furthermore, bias is any influence that may have disturbed the randomness by which the choice of a sample population has been selected".



It is almost impossible to prevent data from being contaminated by some form of bias and the researcher should be sensitive towards any form of bias during his research (Leedy 1991 : 166 - 167).

The following events could to some negligible degree have influenced the findings:

A hundred and sixty questionnaires were returned unanswered/incomplete or not returned.

This is a loss of 160 questionnaires from the original sample of 3 500. However, the questionnaires not completed did not represent one specific group or culture, and the uncompleted questionnaires were spread across the whole population.

The SANDF had not yet reached its proposed cultural representivity and this could have had a bias effect.

The intention of the researcher was not to disguise the objective of the questions and he therefore asked for information:

- from respondents who know it at a conscious level and are willing to provide it;
- from respondents who know it at a conscious level but are unwilling to provide it;
- that is knowable at a conscious level but which the respondents do not know; and
- which the respondents do not know at a conscious level although they have the information at some deeper level (Emory & Cooper 1991 : 352 - 353).

It is assumed there is always the possibility that respondents, even though they have the necessary intelligence, do not give honest answers. This could be due to politics or other hidden reasons. As mentioned in point 2.7, during communication there are underlying elements of deep meaning, the cultural context, that could determine what is important or unimportant.

A translator was used to translate the questionnaire for 47 Portuguese respondents who cannot read or write English or Afrikaans.

The officers commanding the various units were briefed to select the individuals by randomisation because the researcher or facilitators could not be present during the selections.

Strict regulations pertaining to politics limited the questions that could be asked in a culturally diverse environment.

Of the 3 340 respondents who participated in the investigation, between 27 and 84 failed to provide their biographical particulars in answer to particular questions, namely:

i.	Gender	-	52 respondents	(1,5 %)
ii.	Age	-	51 respondents	(1,5 %)
iii.	Rank Group	-	66 respondents	(1,9 %)
iv.	Education (Highest qualification)	-	78 respondents	(2,3 %)
v.	Former Membership	-	84 respondents	(2,5 %)
vi	Home Language	-	27 respondents	(0,8 %)
vii.	Arm of Service	-	42 respondents	(1,2 %)

The impact of respondents who failed to complete all the biographical particulars was minimal since the respondents did not represent only one cultural group, but were spread across the whole cultural spectrum in the SANDF.

### 5.3 FACTOR PRESENTATION

Eight factors were extracted by means of a factor analysis. Each of the eight factors are defined by two or more variables. To decide which factors are relevant and should be analysed, the researcher selected factors with eigenvalues greater than 1.00 (following Wimmer & Dominick 1983 : 236).

In Table 5.2 the value for each factor is given, as well as the percentage variance declaring each factor. The total variance declared by each factor is also given.

**TABLE 5.2 : FACTOR VALUE AND PERCENTAGE VARIANCE DECLARING EACH FACTOR**

Factor	Value	Percentage Variance	Cumulative Percentage
1	13,80603	28,8	28,8
2	2,22327	4,6	33,4
3	2,04060	4,3	37,6
4	1,74349	3,6	41,3
5	1,51478	3,2	44,4
6	1,48238	3,1	47,5
7	1,20347	2,5	50,0
8	1,11681	2,3	52,4

Bartlett's Sphericity Test and Kaiser's Measure of Sampling Adequacy (MSA) were used to determine the quality of the correlation matrix and to indicate whether the information is adequate for analysis (Wimmer & Dominick 1983 : 236). The following measures were achieved:

Kaiser - Meyer - Olkin Measure of Sampling Adequacy = ,94 990

Bartlett Test of Sphericity = 55596,297 Significance = ,000 00

According to Norusis (1994), Kaiser characterises measures in the 0,90s as "marvellous", in the 0,80s as "meritorious", in the 0,70s as "middling", in the 0,60s as "mediocre", in the 0,50s as "miserable", and below 0,5 as "unacceptable", therefore the MSA is "marvellous".

An assessment of general reliability was performed. The assessment is known as Cronbach's alpha or just alpha. In measuring reliability, a high correlation coefficient is required. The normal correlation coefficient range is from -1,00 to +1,00. In this study the assessment achieved a Cronbach alpha equal to ,9434, which indicates a high correlation.

A conceptual description of the eight factors is given in the following paragraphs.

### 5.3.1 CONCEPTUAL DESCRIPTION OF THE EIGHT FACTORS

#### FACTOR 1 : VERTICAL INTERDEPENDENCE

TABLE 5.3 : ITEMS CONSTITUTING FACTOR 1

Item No	Item	Loading
34	My immediate supervisor never discusses work problems with me	,72609
50	Generally speaking, I trust my immediate supervisor	,70157
41	I don't like the way my supervisor speaks to me	,69836
43	My seniors do not listen to my suggestions	,69239
40	When I am unsure of something about my work, my immediate supervisor explains what to do	,65897
24	My immediate supervisor gives me feedback from the unit's top management meetings	,60107
27	There is no face-to-face (direct) communication between me and my immediate commanding officer	,58584
31	There is conflict between me and my seniors owing to a lack of formal communication	,58401
36	In general I receive too little information from my commanding group	,58315
37	I am not allowed to contribute to any decision-making on my level at my unit	,57658
42	The statements that I put in writing get lost in the channels	,54251
52	Generally speaking, I trust the command group at my unit	,52006
25	I receive good feedback concerning my complaints	,50725
26	I must bypass official communication channels to get an answer	,47239
30	There is conflict between me and my colleagues owing to a lack of formal communication	,46167
33	I am hesitant to say what I think to senior officers	,44777
45	I receive written orders too late for timely execution	,42159
48	I think the grievance procedures are adequate at my unit	,39739
35	Rumours are an important source of information in my unit	,34988

The questions grouped together to define Factor 1 place a high emphasis on interrelationships, particularly between the command structure and the subordinates. The interrelationship between the parts of a system, and between the system and its immediate environment is referred to as "Interdependence". Interdependence implies that all parts (subsystems) of the organisation are interrelated (UNISA 1991 : 64) and that they rely for their continuing operation upon other parts of the organisation.

Factor 1 was titled "Vertical Interdependence" because it refers to specific emphasis on interrelations between seniors and subordinates..

#### FACTOR 2 : LANGUAGE COMPREHENSION

TABLE 5.4 : ITEMS CONSTITUTING FACTOR 2

Item No	Item	Loading
15	I do not understand commands given in Afrikaans	,74882
21	I think English should be the only official language in the SANDF	,68763
22	I want to be told what my orders are (verbally)	,60413
16	The deductions on my paysheet are not clear to me	,51760
53	The command group at my unit does not respect my culture	,50525
13	The language used in written orders is understandable	,50410
17	I do not understand all aspects of my conditions of service	,41229

In this group of items that defines Factor 2, there is a clear emphasis on understanding, ie items 15, 13, 16 and 17. Language is referred to in 15, 21 and 13. Item 22 implies that by having orders given verbally, the receiver can ask questions should he/she not understand the order or the language. Item 53 refers to culture, and since cultural differences are manifested in language (UNISA 1991 : 19) the lack of respect could be due to ignorance of a language or culture. Factor 2, therefore, is named "Language Comprehension".

#### FACTOR 3 : CULTURAL DIVERSITY

TABLE 5.5 : ITEMS CONSTITUTING FACTOR 3

Item No	Item	Loading
55	Former MK/APLA and former SADF members trust one another	,72001
44	Former MK/APLA and former SADF members avoid one another	,66496
54	I do not believe the good things said about transformation	,55408
56	The lack of knowledge of each other's culture causes communication problems in the SANDF	,54586
57	The top management of the SANDF withholds important information about the transformation	,52441
49	The different language preferences restrict communication at my unit	,37967

The cultural diversity is emphasised in items 55 and 44, where different cultures are measured against each other. Item 56 suggests that ignorance of other cultures causes communication problems and item 49 highlights different languages, thus depicting a diversity in culture. Within the context of the transformation process in the SANDF, culture refers to different military, ethnic and language groups. Factor 3 is therefore titled "Cultural Diversity". (See 3.2.11.)

#### FACTOR 4 : COMMUNICATION PROCEDURES

TABLE 5.6 : ITEMS CONSTITUTING FACTOR 4

Item No	Item	Loading
38	The many communication procedures hinder communication with other units	,74975
39	The many communication procedures hinder communication with headquarters	,73695
32	The many communication rules hinder communication between the various divisions in my unit	,54972

The items that define Factor 4 emphasise procedures and rules and suggest that these procedures and rules impede communication. Factor 4 is titled "Communication Procedures".

#### FACTOR 5 : OFFICIAL TERMINOLOGY

TABLE 5.7 : ITEMS CONSTITUTING FACTOR 5

Item No	Item	Loading
19	I do not understand all the abbreviations used in written orders	,83925
20	I do not understand all the abbreviations used in letters	,81998
18	Incorrect pronunciation of English words causes misunderstandings at my unit	,53609
14	I do not understand the English spoken at official meetings	,46785

Official terminology in the SANDF refers to specific terms and abbreviations used during formal communication. Incorrect pronunciation and understanding of these official terms and abbreviations and the use thereof during official meetings place Factor 5 under the title "Official Terminology".

#### FACTOR 6 : INCONSISTENT INFORMATION

TABLE 5.8 : ITEMS CONSTITUTING FACTOR 6

Item No	Item	Loading
12	The content of the SANDF videos is contradictory	,81065
11	The content of the SANDF videos is confusing	,79369
10	I receive contradictory information from my command group	,61141

Confusing or contradictory information impedes the understanding of the message. Items 12, 11 and 10 emphasise the words "contradictory" and "confusing", indicating a contradiction in the information communicated by the organisation. Factor 6 is termed "Inconsistent Information".

#### FACTOR 7 : ACCESSIBILITY OF INFORMATION

TABLE 5.9 : ITEMS CONSTITUTING FACTOR 7

Item No	Item	Loading
46	I hardly ever see any SANDF videos	,5980
23	I do not receive any SANDF communication bulletins	,54233
47	I am not fully informed about the communication procedures in the SANDF	,42575

In Factor 7 the terms "hardly ever see", in item 46, "I do not receive any" in item 23 and "not fully informed" in item 47 point to the problem of access to information. The factor is therefore described as "Accessibility of Information".

#### FACTOR 8 : REGULATED INFORMATION

TABLE 5.10 : ITEMS CONSTITUTING FACTOR 8

Item No	Item	Loading
29	Communication messages from bottom to top are being filtered	,84795
28	Communication messages from top to bottom are being filtered	,83220

Items 29 and 28 place the emphasis on the "filtering" of messages flowing vertically in the organisation. The filtering of messages coincides with the "gate keeping" concept, whereby only that part of the message allowed by the "gate-keeper" reaches the receiver. The information received by the receiver is therefore perceived to be regulated somewhere along the communication channel, hence the name "Regulated Information".

### 5.4 PROCESSING THE DATA

The data is processed in two ways. The aim is firstly to identify "communication barriers" from the results obtained from the sample group, and secondly to analyse the results to determine the role that the independent variables play in the perceptions of the respondents.

For each factor a total score and a mean score are calculated. In the tables only the mean scores are recorded.

Standard deviations are also reflected in the tables. A standard deviation is a measure of the variance of the scores. It gives an indication of the extent to which the scores of the respondents conform (agree). The greater the standard deviation, the smaller the conformity between the respondents, indicating a greater distribution of scores on the items. For example, there is more conformity in the reaction of the respondents to an item with a standard deviation of 0,92 than an item with a standard deviation of 1,45.

Mean percentages were also calculated as follows:

All the five-point scales were converted to three point scales - the frequencies for scale points one and two were added separately, as well as those for scale points four and five, while those for the neutral point (scale point three) were left unchanged. The frequencies for every converted scale point were added and percentages calculated.

The mean percentage on scale point one (scale points one and two of the original scale) indicates the number of respondents who chose the negative answer option in that specific factor. This group of respondents have a mean score on the specific factor of lower than three ( $< 3,00$ ).

The mean percentage on scale point three (scale points four and five of the original scale) indicates the number of respondents who selected the positive option in the specific factor. Their mean score on the specific factor is higher than three ( $> 3,00$ ).

In order to delineate the reaction of respondents as explicitly positive or negative, the following parameters are specified:



On all the factors where the mean score is 3,00 or higher, the reaction of the sample group is rated as positive. Where the mean score is 2,90 or lower, the reaction of the sample group is rated as negative. A negative reaction indicates a problem area and therefore, for the purpose of this study, a “communication barrier”.

To summarise:

- \* A mean score between 3,20 and 5,00 indicates an explicitly positive reaction (no barrier).
- \* A mean score between 2,91 and 3,19 is between positive and negative and is rated as neutral.
- \* A mean score between 1,00 and 2,90 indicates an explicitly negative reaction and therefore suggests a communication barrier.

With the parameters as specified for communication barriers, there are two problem areas classified as communication barriers that are identified by the whole sample. The two communication barriers are: *Cultural Diversity* and *Regulated Information*. These two barriers confirm that communication is restricted and that there can therefore be no convergence.

#### 5.4.1 IDENTIFICATION OF COMMUNICATION BARRIERS IN THE WHOLE SAMPLE

The mean factor scores of the sample, as well as the standard deviations in the frequency distribution of the answer options, is given in table 5.11. The number of respondents (N) who reacted to each factor is also given.

**TABLE 5.11 : DATA DISTRIBUTION PER FACTOR**

- 1 = Vertical Interdependence  
 2 = Language Comprehension  
 3 = Cultural Diversity  
 4 = Communication Procedures  
 5 = Official Terminology  
 6 = Inconsistent Information  
 7 = Accessibility of Information  
 8 = Regulated Information

WHOLE SAMPLE	FACTORS							
	1	2	3	4	5	6	7	8
Mean score ( $\bar{x}$ ) per factor. Min 1, Max 5	3,34	3,31	2,28	3,06	3,53	3,29	3,13	2,85
Standard deviation (S) per factor	0,75	0,88	0,73	0,91	0,81	0,83	0,89	0,96
Percentage of sample < 3,00	26,8	31,8	41,7	32,8	22,9	22,3	34,7	42,9
Percentage of sample = 3,00	19,2	12,9	29,5	28,2	14,7	31,3	7,0	26,6
Percentage of sample > 3,00	54,0	55,3	28,8	39,0	62,4	46,4	48,3	30,5
Total number of respondents	3312	3319	3294	3292	3297	3278	3309	3261

According to the parameters specified in point 5.6, the reaction of the sample group indicates a barrier when the mean factor score of a factor reaches 2,90 or lower, and indicates no barrier when the mean factor score reaches 3,20 or higher.

With reference to the specified parameters the respondents indicated communication barriers with regard to two factors, namely Factor 3 (Cultural Diversity) and Factor 8 (Regulated Information).

From the distribution of points it can be deduced that the greatest single percentage of the respondents experienced these two factors as communication barriers, because their answer options towards factor scores is lower than three (<3,00).

On Factor 4 (Communication Procedures) and Factor 7 (Accessibility of Information) the mean score of the respondents is recorded between the parameters for a communication barrier and the parameters for no communication barrier.

With reference to the percentage of respondents who experienced a communication barrier ( $\bar{x} < 3,00$ ) 32,8 percent experienced Factor 4 and the items comprising it, and 34,7 percent experienced Factor 7 and the items comprising it, as communication barriers. In conclusion it can be said that these two factors indicate problem areas.

With regard to Factors 1, 2, 5 and 6, the respondents indicated that they do not experience any communication barrier. The mean score of these four factors varied between 3,29 and 3,53. This finding is confirmed by the percentage distributions of the answer options, namely, that the largest number of respondents chose the positive answer option ( $\bar{x} > 3,00$ ) ie they do not experience any problems.

Two further tendencies can be highlighted with regard to Factors 6 and 2. Although, as mentioned before, the greatest single percentage of respondents chose the positive answer (no barrier) option, almost a third (31,3 %) chose the neutral option in Factor 6, and almost a third (31,8 %) chose the negative option (approaching a barrier) in Factor 2. This indicates an area of concern, because it means that almost one third of the respondents experience problems with the use of language. Factor 6 being neutral indicates that respondents are undecided and is not really concerned about inconsistent information.

According to Tabachnick and Fidell (1989), "In a good factor analysis, a high percentage of the variance in the observed variables is accounted for by the first few factors. And, because factors are computed in descending order of magnitude the first factor accounts for the most variance". (See Table 5.2.). Factor 1 of this study accounts for a variance of 28,8 %, while Factor 8 accounts for a variance of only 2,3 %. It is also important to note that as the factors account for less and less of the variance, they become less reliable, therefore Factors 1, 2, and 3 are more reliable than Factors 6, 7 and 8.

The most reliable factor is therefore Factor 1, but it does not represent a communication barrier. Instead, Factors 3 and 8 represent communication barriers. Factor 3 is therefore a more reliable factor and at the same time a more reliable or definite barrier than Factor 8.

As a rule of thumb, only variables with loadings of 0,30 and above are interpreted. The greater the loading, the more the variable is a pure measure of the factor. Comrey (1973) suggests that loadings in excess of 0,71 (50 % overlapping variance) are considered excellent; 0,63 (40 % overlapping variance) very good; 0,55 (30 % overlapping variance) good; 0,45 (20 % overlapping variance) fair; and 0,32 (10 % overlapping variance) poor.

In terms of the above percentages of overlapping variance, it can be said that the variables in Factor 8 denote an "excellent" measure of the factor. They load in excess of 0,71 (0,84795 and 0,83220 respectively) and therefore emphasise the importance of Factor 8.

It is also noticeable that Factor 1 is defined by 19 variables or items, whereas the two communication barriers, Factors 3 and 8, are only defined by six and two items respectively. This explains why although Factor 1 is more important in terms of definition by items, Factors 3 and 8 are more important to the respondents in terms of "barriers".

## **5.5 SECONDARY DATA**

During the implementation of the sample, randomisation was achieved in selecting the various SANDF units. However, since the researcher had no control over the selection of the individuals in the units, it was left to the officers commanding the units to select the respondents at random, for the completion of the questionnaire.

As far as representivity and diversity of the various military and language cultures are concerned, the data retrieved can be used to fill in specific references, as the basis for further research, thus complementing the exploratory nature of this study.

## **5.6 PROCEEDINGS FOR THE IDENTIFICATION OF COMMUNICATION BARRIERS BETWEEN VARIOUS GROUPS OF THE POPULATION**

### **5.6.1 INDEPENDENT VARIABLES WITH TWO SUBPOPULATIONS : GENDER**

To ascertain whether the mean factor scores of males and females are significantly different, the t-test was performed. The t-test is a statistic used to determine significance between groups' means, ie the mean scores of two groups are compared to determine if there is a significant difference. The reason why gender was treated differently from the other subpopulations is that it is the only criterion with only two variables.

The following paragraphs delineate the results of the analysis of the t-tests that were performed to determine the role played by gender in the factor scores. Only differences that are significant on the 0,05 % level were accepted as statistically meaningful. The mean factor scores of the subpopulations are presented in Table 5.12. Only those factors where gender played a statistically meaningful role are reflected in Table 5.12. The criteria for interpretation are as specified in point 5.4.

## GENDER

**TABLE 5.12 : SIGNIFICANT FACTORS IN GENDER**

FACTOR	GROUP	( $\bar{x}$ ) MEAN SCORE
Vertical Interdependence Factor 1	Male	3,3201
	Female	3,3935
Language Comprehension Factor 2	Male	3,2298
	Female	3,5637
Cultural Diversity Factor 3	Male	2,8577
	Female	2,9625
Inconsistent Information Factor 6	Male	3,2749
	Female	3,3565

Only four factors indicated a statistically significant difference, namely:

- Factor 1 = Vertical Interdependence.
- Factor 2 = Language Comprehension
- Factor 3 = Cultural Diversity
- Factor 6 = Inconsistent Information

It can therefore be concluded from Factor 1, that females have a perception of better relationships in the SANDF than males.

With respect to Factor 2, females have fewer problems with language comprehension than males.

In Factor 3 the male respondents indicated a communication barrier ( $\bar{x} = 2,8577$ ). The mean score for female respondents is located within the neutral parameters ( $\bar{x} 2,9625$ ), indicating that females do not experience cultural diversity as an explicit communication barrier.

Factor 6 indicates that neither males nor females experience significant problems with inconsistent information, but that males experience more problems than females with regard to receiving inconsistent information.

In all the cases, namely, Factors 1, 2, 3 and 6, females reacted more positively than males. It can therefore be concluded that females perceive lower barriers to communication.

#### **5.6.2 INDEPENDENT VARIABLES WITH MORE THAN TWO SUBPOPULATIONS : AGE; RANK; HIGHEST EDUCATIONAL QUALIFICATION; FORMER MEMBERSHIP; HOME LANGUAGE AND ARM OF SERVICE**

To ascertain the effect of the above-mentioned independent variables, an (one-way) analysis of variance (ANOVA) was performed. Where meaningful F-ratio results were derived, the Bonferroni test was performed to indicate where the differences were located.

The tables used to delineate the meaningful differences reflect only those factors where the specific independent variable played a statistically meaningful role at the 0,05 % level. Tables reflect only the mean factor scores of the subpopulations.

Because the frequency (representivity) of some of the levels of rank, language groups, and arms of service was too low to draw any meaningful conclusions, the researcher decided to reduce the categories to those of rank group, home language, and arms of service. The new groups are indicated under the heading "Groups".

Only uniformed personnel were considered by the researcher because of the diversity among the civilians, namely, civilian or retired uniformed personnel etc.

## KEY TO RANK INSIGNIA

TABLE 5.13 : KEY TO RANK INSIGNIA

SA NAVY		OTHER ARMS OF SERVICE	
Capt	Captain	Col	Colonel
Cdr	Commander	Lt Col	Lieutenant Colonel
Lt Cdr	Lieutenant Commander	Maj	Major
Mid	Midshipman	CO	Candidate Officer
Lt	Lieutenant	Capt	Captain
WO1/WO2	Warrant Officer Class 1 or 2	WO1/WO2	Warrant Officer Class 1 or 2
AB	Able Seaman	LCpl	Lance Corporal
CPO	Chief Petty Officer	SSgt	Staff Sergeant
Sea	Seaman	FSgt	Flight Sergeant (Air Force)
		Pte	Private
		Amn	Airman (Air Force)

### GROUPS

Rank Group : Col/Capt (SAN) and higher  
 Maj/Lt Cdr to Lt Col/Cdr  
 CO/Mid to Capt/Lt (SAN)  
 WO2 to WO1  
 Lcpl/AB to Ssgt/Fsgt/CPO  
 Pte/Amn/Sea

Home Language : Afrikaans  
 English (Eastern and other European languages)  
 Sotho-languages (Suthern, Western and Northern Sotho)  
 Nguni languages (Zulu, Xhosa, Swazi and Ndebele)  
 Other African languages (Shangaan, Tsonga, Venda and others)

Arms of Service : SA Army  
 SA Air Force  
 SA Navy  
 SA Medical Services  
 Staff Divisions (Defence Secretariat included)

## AGE

TABLE 5.14 : SIGNIFICANT FACTORS IN AGE

FACTOR	GROUP	( $\bar{x}$ ) MEAN SCORE
Vertical Interdependence Factor 1	24 Yrs or Younger	3,2710
	25 Yrs to 34 Yrs	3,2287
	35 Yrs to 49 Yrs	3,5169
	50 Yrs or Older	3,7376
Language Comprehension Factor 2	24 Yrs or Younger	3,1908
	25 Yrs to 34 Yrs	3,1741
	35 Yrs to 49 Yrs	3,5605
	50 Yrs or Older	3,7225
Cultural Diversity Factor 3	24 Yrs or Younger	2,8443
	25 Yrs to 34 Yrs	2,7455
	35 Yrs to 49 Yrs	2,8279
	50 Yrs or Older	3,0156
Communication Procedures Factor 4	24 Yrs or Younger	3,0379
	25 Yrs to 34 Yrs	2,9621
	35 Yrs to 49 Yrs	3,2226
	50 Yrs or Older	3,3444
Inconsistent Information Factor 6	24 Yrs or Younger	3,2881
	25 Yrs to 34 Yrs	3,2266
	35 Yrs to 49 Yrs	3,3866
	50 Yrs or Older	3,4797
Accessibility of Information Factor 7	24 Yrs or Younger	3,0066
	25 Yrs to 34 Yrs	3,0513
	35 Yrs to 49 Yrs	3,3089
	50 Yrs or Older	3,3543
Regulated Information Factor 8	24 Yrs or Younger	2,7966
	25 Yrs to 34 Yrs	2,7893
	35 Yrs to 49 Yrs	2,9845
	50 Yrs or Older	3,0068

Statistical analysis shows that in seven of the eight factors, age plays a significant role. The exception is Factor 5 (Official Terminology), where no significant difference was noted.



Although statistically significant differences were registered in the seven factors in Table 4, no general pattern can be highlighted for the reasons explained hereafter. If the mean factor scores of the two younger age groups are compared with each other, it will be noticed that except for Factor 3 (Cultural Diversity), no significant difference is indicated. In Factor 3, personnel in the age group 24 yrs or younger indicated that they have less of a problem than the age group 25 yrs to 34 yrs. When the mean factor scores of the two older age groups are compared with each other, it appears that significant differences are indicated in Factors 1 and 3, where the age group 50 yrs or older experienced fewer problems than the age group 25 yrs to 49 yrs. When a comparison is made between the mean scores of the two younger age groups and the two older age groups, it will be noticed that four Factors (1, 2, 4 and 7) indicate a significant difference between the younger age groups (24 yrs or younger and 25 yrs to 34 yrs) and the older groups (35 yrs to 49 yrs and 50 yrs or older).

In all four cases the older groups experienced fewer problems. The three remaining factors showed divergent results. In Factor 3, all the mean scores differ significantly from one another, except where the mean score of the age group 35 yrs to 49 yrs is compared with that of the age group 24 yrs or younger. In Factors 6 and 8 there is a significant difference between the mean scores of the age group 25 yrs to 34 yrs and the two older age groups of 35 yrs to 49 yrs and 50 yrs or older. In both cases the older respondents perceived less of a communication barrier than the younger group.

To summarise, it can be stated that the respondents in the age group 50 yrs or older generally experience fewer communication barriers. Their loading on Factors 3 and 8 supports the statement. Factor 3 (Cultural Diversity), for example, poses a communication barrier for the younger respondents ( $\bar{x} < 2,9$ ), while respondents in the older age group reacted neutrally ( $\bar{x} = 3,0156$ ). Factor 8 (Regulated Information) appears to be a communication barrier ( $\bar{x} < 2,9$ ) for the age group 25 yrs or younger, while for respondents 50 yrs or older it is no issue ( $\bar{x} = 3,0068$ ).

#### **RANK GROUP**

Significant factors for rank group are reflected in Table 5.

**TABLE 5.15 : SIGNIFICANT FACTORS IN RANK GROUP**

FACTOR	GROUP	( $\bar{x}$ ) MEAN SCORE
Vertical Interdependence Factor 1	Col/Capt (SAN) and Higher	3,7527
	Maj/Lt Cdr to Lt Col/Cdr	3,6812
	CO/Mid to Capt/Lt (SAN)	3,4914
	WO2 to WO1	3,6902
	L Cpl/AB to Ssgt/Fsgt/CPO	3,2508
	Pte/Amn/Sea	3,0152
Language Comprehension Factor 2	Col/Capt (SAN) and Higher	3,6701
	Maj/Lt Cdr to Lt Col/Cdr	3,6844
	CO/Mid to Capt/Lt (SAN)	3,4350
	WO2 to WO1	3,7717
	L Cpl/AB to Ssgt/Fsgt/CPO	3,2681
	Pte/Amn/Sea	3,0152
Communication Procedures Factor 4	Col/Capt (SAN) and Higher	3,4616
	Maj/Lt Cdr to Lt Col/Cdr	3,2070
	CO/Mid to Capt/Lt (SAN)	3,1682
	WO2 to WO1	3,3427
	L Cpl/AB to Ssgt/Fsgt/CPO	2,9703
	Pte/Amn/Sea	2,9041
Official Terminology Factor 5	Col/Capt (SAN) and Higher	3,7626
	Maj/Lt Cdr to Lt Col/Cdr	3,7383
	CO/Mid to Capt/Lt (SAN)	3,7142
	WO2 to WO1	3,7236
	L Cpl/AB to Ssgt/Fsgt/CPO	3,4925
	Pte/Amn/Sea	3,3497
Inconsistent Information Factor 6	Col/Capt (SAN) and Higher	3,5600
	Maj/Lt Cdr to Lt Col/Cdr	3,4800
	CO/Mid to Capt/Lt (SAN)	3,3454
	WO2 to WO1	3,5047
	L Cpl/AB to Ssgt/Fsgt/CPO	3,2338
	Pte/Amn/Sea	3,1236
Accessibility of Information Factor 7	Col/Capt (SAN) and Higher	3,4974
	Maj/Lt Cdr to Lt Col/Cdr	3,3710
	CO/Mid to Capt/Lt (SAN)	3,2677
	WO2 to WO1	3,5072
	L Cpl/AB to Ssgt/Fsgt/CPO	3,1117
	Pte/Amn/Sea	2,7946
Regulated Information Factor 8	Col/Capt (SAN) and Higher	3,0873
	Maj/Lt Cdr to Lt Col/Cdr	2,9207
	CO/Mid to Capt/Lt (SAN)	2,7439
	WO2 to WO1	3,1420
	L Cpl/AB to Ssgt/Fsgt/CPO	2,8414
	Pte/Amn/Sea	2,7088

As mentioned before, only members in uniform were evaluated in this section.

According to the F-ratio values, seven of the eight factors were statistically significant when evaluated by rank. The exception is Factor 3 (Cultural Diversity), where no significant differences in the factor scores between the various rank groups were recorded.

In Factors 1 to 7, excluding Factor 3, the scores of the rank group Pte/Amn/Sea and non-commissioned officers (NCOs) generally suggested a stronger perception of a communication barrier than those of the respondents in the rank groups warrant officers and higher. In Factors 1, 2, 5 and 7 the scores of the respondents in the rank groups Pte/Amn/Sea and lower also suggest the existence of a communication barrier.

The rank group Pte/Amn/Sea classify Factor 2 (Language Comprehension) as neutral and Factor 7 (Accessibility of Information) as a communication barrier ( $\bar{x} < 2,91$ ) while the other rank groups indicated no barrier on Factors 2 and 7.

With respect to Factor 4 (Communication Procedures), the researcher noticed that where the reaction of the respondents in the rank group NCOs and lower bordered on a barrier, the rank group Pte/Amn/Sea indicated a communication barrier.

Respondents in the rank groups NCOs and higher indicated no problems ( $\bar{x} > 3,20$ ) with Factor 1 (Vertical Interdependence), while the experience of the rank groups Pte/Amn/Sea on Factor 1 is that it is no problem ( $\bar{x} = 3,0152$ ).

Senior officers, Col/Capt (SAN) and higher, and the group Maj/Lt Cdr to Lt Col/Cdr indicated a neutral tendency in Factor 8 (Regulated Information). The junior officers (CO/Mid to Capt/Lt (SAN)), NCOs (L Cpl/AB to Ssgt/Fsgt/CPO) and the rank group (Pte/Amn/Sea) experience Factor 8 as a communication barrier ( $\bar{x} < 2,90$ )

## EDUCATION

TABLE 5.16 : SIGNIFICANT FACTORS IN EDUCATION

FACTOR	GROUP	( $\bar{x}$ ) MEAN SCORE
Vertical Interdependence Factor 1	Grade 11 (Form IV, NTC II) or Lower	3,2185
	Grade 12 (Form V, NTC III) or equiv.	3,3707
	Post-matric	3,4043
Language Comprehension Factor 2	Std 9 (Form IV, NTC II) or Lower	3,0800
	Std 10 (Form V, NTC III) or equiv	3,3815
	Post-matric	3,4041
Communication Procedures Factor 4	Std 9 (Form IV, NTC II) or Lower	2,9967
	Std 10 (Form V, NTC III) or equiv.	3,1070
	Post-matric	3,0461
Official Terminology Factor 5	Std 9 (Form IV, NTC II) or Lower	3,4275
	Std 10 (Form V, NTC III) or equiv.	3,5628
	Post-matric	3,5923
Inconsistent Information Factor 6	Std 9 (Form IV, NTC II) or Lower	3,2149
	Std 10 (Form V, NTC III) or equiv.	3,3200
	Post-matric	3,3220
Accessibility of Information Factor 7	Std 9 (Form IV, NTC II) or Lower	2,9475
	Std 10 (Form V, NTC III) or equiv.	3,1555
	Post-matric	3,2518

According to their factor scores, education played a significant role in six of the eight factors. The two factors not significantly implicated are Factor 3 (Cultural Diversity) and Factor 8 (Regulated Information).

From the results obtained from the analysis, the researcher concluded that respondents educated with a Matric or equivalent qualification and those with a post-matric qualification showed no tendency towards a barrier on Factors 1, 2, 4, 5, 6 and 7, while those with Grade 11 or lower, showed a tendency to neutral on Factors 2, 4 and 7.

Respondents with an education of Grade 12 (Form V, NTC III) or equivalent and those with a post-matric qualification registered statistically significant differences on Factor 7 (Accessibility of Information). The post-matric respondents indicated that they had fewer problems than respondents qualified to Grade 12 (Form V, NTC III) or equivalent.

**FORMER MEMBERSHIP**

**TABLE 5.17 : SIGNIFICANT FACTORS IN FORMER MEMBERSHIP**  
(The group indicated is the former membership)

FACTOR	GROUP	( $\bar{x}$ ) MEAN SCORE
Vertical Interdependence Factor 1	SADF	3,4513
	TBVC	3,0597
	MK/APLA	3,9910
	New members	3,3561
Language Comprehension Factor 2	SADF	3,6002
	TBVC	2,4416
	MK/APLA	2,4057
	New members	3,4083
Cultural Diversity Factor 3	SADF	2,8392
	TBVC	2,5657
	MK/APLA	2,5648
	New members	2,9081
Communication Procedures Factor 4	SADF	3,1478
	TBVC	2,9082
	MK/APLA	2,8101
	New members	3,0689
Official Terminology Factor 5	SADF	3,6340
	TBVC	3,3272
	MK/APLA	3,2985
	New members	3,4784
Inconsistent Information Factor 6	SADF	3,3526
	TBVC	3,0241
	MK/APLA	3,1248
	New members	3,3252
Accessibility of Information Factor 7	SADF	3,2611
	TBVC	2,7852
	MK/APLA	2,8466
	New members	3,0710
Regulated Information Factor 8	SADF	2,9243
	TBVC	2,6600
	MK/APLA	2,6611
	New members	2,8376

The criteria ANOVA indicated that there is a statistically significant association between former membership and all eight factors.

From the results of the analysis, the following deductions can be made:

There is no statistically significant difference in the mean scores of MK/APLA and TBVC members on all eight factors. In comparison to the mean scores of MK/APLA and TBVC members, the scores of SADF members are significantly different. Former SADF members showed that they had less of a problem on all eight factors when compared to the reaction of MK/APLA and TBVC members. While Factor 2 (Language Comprehension), Factor 3 (Cultural Diversity), Factor 4 (Communication Procedures), Factor 7 (Accessibility of Information) and Factor 8 (Regulated Information) are identified as communication barriers by former MK/APLA and TBVC members ( $\bar{x} < 2,90$ ), former SADF members identify only Factor 3 as a communication barrier.

When comparing the results of former MK/APLA members with the results of new members, it is noticed that in all eight factors there is a significant difference. New members are less inclined than former MK/APLA members to perceive the factors as barriers, in all eight factors. Whereas two Factors (3 and 8) are communication barriers to new members, five of the eight Factors (2, 3, 4, 7 and 8) are identified as communication barriers by MK/APLA members.

However, the mean scores of new members and former TBVC members only differed significantly in five of the eight factors, namely Factors 1, 2, 3, 6 and 7. The new members' scores were higher than the TBVC members' scores in all five factors. In the five situations concerned, three Factors (2, 3 and 7) indicate communication barriers to former TBVC members, while only Factor 3 appeared as a communication barrier to new members.

When comparing the scores of former SADF members with the scores of new members, significant differences appeared in loadings on four of the eight factors, namely, Factor 1 (Vertical Interdependence), Factor 2 (Language Comprehension), Factor 5 (Official Terminology) and Factor 7 (Accessibility of Information). Former SADF members indicated that except for Factor 3, all the other factors were perceived to be less of a barrier to them compared with the other groups.

To summarise, it appears that former SADF and new members experience formal communication in the SANDF to be less of a burden than former MK/APLA members.

**HOME LANGUAGE**  
**TABLE 5.18 : SIGNIFICANT FACTORS IN HOME LANGUAGE**

FACTOR	GROUP	( $\bar{x}$ ) MEAN SCORE
Vertical Interdependence Factor 1	Afrikaans	3,5322
	English	3,3533
	Sotho	3,0144
	Nguni	3,0564
	Other African Languages	3,0431
Language Comprehension Factor 2	Afrikaans	3,8722
	English	3,2186
	Sotho	2,6508
	Nguni	2,4286
	Other African Languages	2,5748
Cultural Diversity Factor 3	Afrikaans	2,8802
	English	2,8620
	Sotho	2,6366
	Nguni	2,6305
	Other African Languages	2,7473
Communication Procedures Factor 4	Afrikaans	3,2307
	English	3,0219
	Sotho	2,8231
	Nguni	2,8445
	Other African Languages	2,8633
Official Terminology Factor 5	Afrikaans	3,6288
	English	3,5935
	Sotho	3,3932
	Nguni	3,3030
	Other African Languages	3,4992
Inconsistent Information Factor 6	Afrikaans	3,5055
	English	3,1220
	Sotho	3,0844
	Nguni	3,0790
	Other African Languages	2,9562
Accessibility of Information Factor 7	Afrikaans	3,3320
	English	3,0711
	Sotho	2,8876
	Nguni	2,8138
	Other African Languages	2,9833
Regulated Information Factor 8	Afrikaans	2,9960
	English	2,7717
	Sotho	2,6843
	Nguni	2,7132
	Other African Languages	2,4444



Respondents with Afrikaans as home language experience Factor 3 (Cultural Diversity) as a communication barrier ( $\bar{x} = 2,8802$ ). The English-speaking respondents experience Factors 3 and 8 (Cultural Diversity and Regulated Information) as communication barriers ( $\bar{x} = 2,8620$  and  $\bar{x} = 2,7717$ ); while the respondents with an African language as home language experience Factor 2 (Language Comprehension), Factor 3 (Cultural Diversity), Factor 4 (Communication Procedures), Factor 7 (Accessibility of Information) and Factor 8 (Regulated Information) as communication barriers ( $\bar{x} < 2,90$ ).

From the statistical analysis the researcher can conclude that the home language of respondents plays a significant role in their response to all eight factors. With regard to specific comparisons, the following is noticeable:

Except for Factor 2, there is no significant difference in the scores of the three African language groups (Sotho, Nguni and other African languages). In Factor 2 (Language Comprehension) there is a significant difference in the scores of the Sotho- and Nguni-speaking groups. Both these language groups experience Factor 2 (Language Comprehension) as a communication barrier, with the Sotho-speaking respondents perceiving it as a little less of a communication barrier. Both groups experienced a  $\bar{x} < 2,90$ .

Respondents with Sotho and Nguni as their home language differed significantly from those speaking Afrikaans in all eight factors. The respondents with an "Other African language" as home language differed significantly from Afrikaans-speaking respondents in six of the eight factors. The two exceptions are Factor 3 (Cultural Diversity) and Factor 5 (Official Terminology). The mean scores of the Afrikaans-speaking respondents were higher than those of the three African language groups in all eight factors, which means that the Afrikaans-speaking respondents experienced no communication barriers, except for Factor 3, which was experienced as a barrier.

Significant differences are also indicated between respondents with English as home language and respondents with an African language as home language. Sotho- and Nguni-speaking respondents differed significantly from English-speaking respondents in six of the eight factors. The exceptions are Factor 6 (Comprehensive Information) and Factor 8 (Regulated Information). The "other African" languages differed significantly from English-speaking respondents in Factor 1 (Vertical Interdependence), Factor 2 (Language Comprehension) and Factor 8 (Regulated Information). English-speaking respondents in general experienced the factors to be less of a barrier than respondents with an African language as home language.

The mean scores of Afrikaans- and English-speaking respondents differ significantly in six of the eight factors, namely Factor 1 (Vertical Interdependence), Factor 2 (Language Comprehension), Factor 4 (Communication Procedures), Factor 6 (Inconsistent Information), Factor 7 (Accessibility of Information) and Factor 8 (Regulated Information). In all six cases Afrikaans-speaking respondents experienced less of a barrier than their English-speaking counterparts.

Overall, it can therefore be stated that the Afrikaans-speaking respondents showed that they perceive fewer barriers than the English-speaking respondents. In comparison, the respondents speaking African languages tended to perceive a greater number of communication barriers.

### **Arm of Service (AoS)**

Staff Divisions consist of SANDF members from all the arms of service, viz Army, Air Force, Navy and Medical Services. The respondents were asked to indicate where they actually worked, when answering the question on Arm of Service, ie in which AoS or Staff Division they physically worked every day.

## ARM OF SERVICE

(Where the respondents actually work)

TABLE 5.19 : SIGNIFICANT FACTORS IN ARM OF SERVICE

FACTOR	GROUP	( $\bar{x}$ ) MEAN SCORE
Vertical Interdependence Factor 1	SA Army	3,2613
	SA Air Force	3,4508
	SA Navy	3,3693
	SA Medical Service	3,2137
	Staff Divisions	3,7984
Language Comprehension Factor 2	SA Army	3,1155
	SA Air Force	3,6183
	SA Navy	3,2930
	SA Medical Service	3,2505
	Staff Divisions	3,8332
Cultural Diversity Factor 3	SA Army	2,7563
	SA Air Force	2,8770
	SA Navy	2,8310
	SA Medical Service	2,6996
	Staff Divisions	3,0353
Communication Procedures Factor 4	SA Army	3,0432
	SA Air Force	3,1316
	SA Navy	3,0337
	SA Medical Service	2,9712
	Staff Divisions	3,2966
Official Terminology Factor 5	SA Army	3,4889
	SA Air Force	3,5808
	SA Navy	3,6381
	SA Medical Service	3,4481
	Staff Divisions	3,6681
Inconsistent Information Factor 6	SA Army	3,2766
	SA Air Force	3,3799
	SA Navy	3,1775
	SA Medical Service	3,2567
	Staff Divisions	3,5234
Accessibility of Information Factor 7	SA Army	3,0057
	SA Air Force	3,5277
	SA Navy	2,9741
	SA Medical Service	2,9339
	Staff Divisions	2,4363

The AoS (where the respondents actually work) indicate a meaningful association with seven of the eight factors, namely Factors 1 to 7.

Six significant differences became apparent when the following comparisons were made:

Staff Divisions vs SA Army; Factor 1 (Vertical Interdependence), Factor 2 (Language Comprehension), Factor 3 (Cultural Diversity), Factor 4 (Communication Procedures), Factor 6 (Inconsistent Information) and Factor 7 (Accessibility of Information).

Staff Divisions vs SA Navy; Factor 1 (Vertical Interdependence), Factor 2 (Language Comprehension), Factor 3 (Cultural Diversity), Factor 4 (Communication Procedures), Factor 6 (Inconsistent Information) and Factor 7 (Accessibility of Information).

Staff Divisions vs SA Medical Services; Factor 1 (Vertical Interdependence), Factor 2 (Language Comprehension), Factor 3 (Cultural Diversity), Factor 4 (Communication Procedures), Factor 6 (Inconsistent Information) and Factor 7 (Accessibility of Information).

SA Air Force vs SA Medical Services; Factor 1 (Vertical Interdependence), Factor 2 (Language Comprehension), Factor 3 (Cultural Diversity), Factor 4 (Communication Procedures), Factor 5 (Official Terminology) and Factor 7 (Accessibility of Information).

Only one statistically significant difference became apparent when the following comparisons were made:

Between the Staff Divisions and the SA Air Force the difference was in Factor 1 (Vertical Interdependence), with the Staff Divisions obtaining the highest score, which means that the Staff Divisions experience the fewest problems.

Between the SA Army and the SA Medical Services, the difference concerned Factor 2 (Language Comprehension), with the SA Medical Services scoring the highest, which means that the SA Medical Services experience the fewest problems.

Inspection of the mean factor scores indicates that the Staff Divisions and the SA Air Force generally scored the highest and the SA Army and SA Medical Services the lowest, indicating that they encounter more problems. This means that the Staff Divisions and SA Air Force experience fewer problems in general than the other Arms of Service.

## **5.7 CONCLUSION**

The undisputed presence of communication barriers in the SANDF is an affirmation of a restriction on communication which is manifested in language, interdependence, and perception.

The results of the analysis of the different cultural groups experiencing different communication barriers and to different extremes confirm their different backgrounds and the difference in frames of reference.

## **CHAPTER 6**

### **DISCUSSION AND CONCLUSION**

#### **6.1 INTRODUCTION**

The aim of this chapter is to discuss the results and to analyse the theory in the light of the results. The convergence model of communication, which was discussed in Chapter 2, is reconsidered in terms of the findings.

#### **6.2 DISCUSSION**

Impressions pertaining to the communication problems were noted during focus group discussions and brought into relation with the components at the psychological level of reality in the convergence model of communication. These items were then placed as questions into a questionnaire which was submitted to members of the SANDF, who answered the questions in the light of their communication experiences. The completed questionnaires were then submitted to a factor analysis. The fact that the cultural diversity and regulated information objectives were grouped into factors which can be categorised "cultural diversity" and "regulated information" confirms the dimensionality of objectives and theorem 2 which specify divergence if "barriers" are present. The confirmation is supported by the fact that the factors comprised objectives which could be termed as subsections of cultural diversity and regulated information, for example, language preferences, ignorance of another culture, filtering of information etc.

Further problems are experienced by one third of the sample in the areas indicated by the factors "communication procedures", "accessibility of information" and "language comprehension". Subdivision of the data according to independent variables indicated that specific sub-populations experience certain factors as communication barriers, particularly the rank groups Pte/Amn/Sea, former MK/APLA and TBVC members and respondents with an African language as home language.

Statistical analysis of the data indicated that the independent variables gender, age, rank group, education, former membership, home language and Arms of Service played a statistically significant role in the response of the respondents, particularly concerning female members, respondents of 50 years and older, senior and warrant officers, respondents with education levels of Grade 12 (Form V, NTC III) and higher, former SADF members and new members, Afrikaans speaking members, members from the Staff Divisions and the SA Air Force.

### **6.3 RE-EVALUATION OF THE CONVERGENCE MODEL**

With reference to the findings, the convergence model which was discussed in Chapter 2 may be considered. Structurally it is assumed that the model is sound. The application of the model can, however, be discussed.

The biographical information collected by the questionnaire describes the cultural diversity in Chapter 3. The model suggests that the diverse cultural situation can converge to greater cultural uniformity, provided that the individuals with different cultural backgrounds share the same information. Sharing information reduces uncertainty in both receiver and communicator. However, the model also specifies conditions under which convergence will not take place, that is, if communication between individuals from different cultures is restricted.

In Chapter 5 restrictions on formal communication are illuminated by identifying communication barriers.

In the light of the findings of this study, the researcher supports the model in that, because of the restrictions in communication, convergence cannot take place.

Convergence occurs where information is shared. In intercultural communication the success of sharing is determined by the extent to which the uncertainty of the communicator's message is interpreted correctly by the recipient. For this to occur, communication must be unrestricted. There must be no communication barriers that could filter or modify the intended

meaning of the message. This is as important for the SANDF as any other diverse cultural organisation where unity is a prerequisite for the achievement of goals. Divergence is characterised by a lack of clear intention. Where the intention is not clear to both manager and employee, there is little chance of sharing information (meaning). The success of convergence is in the quality of the information-sharing, which requires the removal of any communication barriers.

The model allows for the converging of individuals to a state of greater cultural uniformity through the unrestricted sharing of information.

In this study the focus was on formal communication only. However, communication is social behaviour and also involves other aspects of communication in an organisation, such as symbolic and informal communication. The bigger the restrictions are in formal communication, the stronger informal communication will figure. Although formal communication is the official method of communication for the execution of the SANDF daily operations, the impact of informal or symbolic communication must not be overlooked. The model addresses restrictions in communication as a whole to measure convergence. The model does not make any distinction between different aspects of communication, for example, whether convergence can take place if informal communication is unrestricted.

#### 6.4 CONCLUSION

The primary objective of this work was to identify communication barriers and to gain insight into the phenomenon. The presence of communication barriers indicates that communication is in some way restricted, which influences the sharing of information. The sharing of information is a requirement for convergence. The presence of communication barriers in formal communication should be seen as a restriction on the sharing of information in a subsystem which could be detrimental to the whole system.



Little attention has been paid up to now to communication barriers and the resulting restriction of communication with regard to the sharing of information and convergence. The closest that opinion polls have come to such a distinction is to distinguish between communication problems in general, such as grievances, structural defects, and conflict. The reason for this is that the communication problems were not related to the greater communication objectives of the organisation.

Further research is called for to assist in answering questions which have not been fully answered in this work. From the point of view of the research carried out in this study, research in the following areas is justified:

- \* Repetition of the factor analyses with a different or greater sample of the population of the SANDF or DoD.
- \* The validity of generalising the findings of this study to include areas of communication other than formal communication, for example symbolic communication and informal communication.
- \* The level of restriction attained in formal communication where the cause thereof is directly related to organisational ideologies, for example, my way is the only way.
- \* The type of environment best suited to the attainment of the specific communication objectives.

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**APPENDIX A****FOCUS GROUP DISCUSSIONS****1. INTRODUCTION**

The researcher conducted focus group discussions on different SANDF units in different regions of the RSA. The different groups were compiled according to rank and culture. The rank stratification was as follows:

- \* Privates.
- \* Lance Corporals and Corporals.
- \* Sergeants and Staff Sergeants.
- \* Lieutenants.
- \* Captains and Majors.

The different groups included old SADF, TBVC, MK and APLA members from various ethnic cultures as well as male and female members across the rank and cultural spectrums.

**2. THE DISCUSSIONS**

The purpose of the discussions was to explore the environment in which the various SANDF members communicate so that preliminary data could be gathered to compile a questionnaire for the purpose of determining communication barriers in the SANDF. Determining the barriers for communication will indicate the level of restriction of communication, thus allowing for possible convergence amongst the various cultures in the SANDF.

Before commencing each focus group interviews, the members in each group were briefed on the purpose of the interview.

All the interviews were conducted in the form of a discussion during an open conversation.

The researcher made use of specific topics to guide the discussion. These topics were:

- \* Transformation (rationalisation, integration, affirmative action, rightsizing and equal opportunities).
- \* Management (Transparency, participation).
- \* Task or work stress.
- \* Career.
- \* Communication.
- \* Discipline.
- \* Relationships.
- \* Image as a soldier.
- \* General (grievances).



The short service schemes and other schemes, medium service and permanent, cause problems between the people and for the people in social life. Short service members can't open accounts or get loans in civil life and we don't have any family benefits.

### 3.2 TASK/WORK STRESS

My section leaders is not competent enough to do the job, I've got to teach him how to do the job.

Woman are not operational, they don't go into operations, or don't do certain duties, but in the work environment they dominate the officers in charge.

### 3.3 DISCIPLINE

Short contracts effect the discipline negatively, members on short service have an attitude that they don't have to be well disciplined because after a short while they are no longer in the SANDF.

### 3.4 FORMAL RELATIONS (WORK)

The Officer Commanding listens to our grievances, but it takes too long before we can talk to him, the chain of command is too long.

### 3.5 INFORMAL RELATIONS (SOCIAL)

We do not have a good esprit de corps because we do not have braai's together as a unit with everybody. There is no spontaneous functions. If we want a braai we must write a memorandum and ask for a braai.

### 3.6 COMMUNICATION/GRIEVANCE PROCEDURES

There is a lack of information from the top. We also don't get feedback on our complaints.

Language is a problem, we don't understand each other, even English we don't all understand English well enough. When we make a phone call the switchboard answers in Afrikaans, sometimes they just put the phone down.

When we do a course and pass the course, we don't get promotion when we finish, they don't tell us why.

MK, APLA don't know Afrikaans, the SANDF uses too much Afrikaans, they don't conform to JMCC standards.

When you ask the seniors to explain something, they refer you to the corporals and they just speak Afrikaans.

Members come in from civilian life and get permanent contracts, while my own contract only get renewed for six months at a time.

I've got 10 years service without rank, civilian come in as full corporals.

We were given an induction course when we arrived, but since then we were forgotten.

Discussions were held to compare cultural differences, but not with everybody.

There is no full representivity in the structure from bottom to top.

### 3.7 WORK PRESSURE/STRESS

No impressions gained.

### 3.8 IMAGE

I am a Short Term (Short Term Service) member. I did not get promoted after my last course. Therefore I am no longer proud of being a soldier.

Short service members have no "step outs", that is bad.

We are given R550,00 for uniform maintenance, but there are no uniform pieces available.

Some civilians wear uniform with civilian clothes, this annoy's us we are not proud, the uniform must change completely.

### 3.9 POLITICS

The uniform was agreed upon, we exercise our patience. At first we felt uncomfortable but that is personal, we think the uniform is OK.

### 3.10 PHYSICAL ENVIRONMENT

No impressions gained.

### 3.11 MAIN PROBLEMS

Due to SANDF activities I had to drop my correspondence course, this effects my education.

**4. GROUP TWO RANK : LANCE CORPORAL TO CORPORALS  
TOTAL : FOUR (1 COLOURED, 3 WHITE)**

**4.1 TRANSFORMATION**

Different forces come together they have different cultures and I find that the people are not disciplined, they have no respect for rank.

Higher ranks don't give recognition to lower ranks, we feel we are not important enough, for example, I've requested my adjustment for my salary to corporal, it is now two years later and it is not sorted out yet.

"Ons oud SAW lede staan nou agter in die ry, die nuwe mense se range en bevorderings moet glo eerste (einde van die jaar) in plek wees, ons moet nou eers wag".

"Oud SAW lede is KTS (Kort Termyn Stelsel) aangestel terwyl die TBVC lande se mense permanent (PE) aanstellings gekry het".

"Oud SAW lede kry net twee kanse om in kursus te slaag terwyl nuwe lede kan aanhou probeer totdat hy eendag wel slaag".

"Vir my voel dit asof die oud SAW lede die proses wil laat slaag terwyl die nuwe lede die proses wil kelder".

"Die opleiding standaarde tussen oud SAW en nuwe lede verskil baie".

There are more high ranking officers than lower ranks, but the lower ranks must do the work.

"Hoër hiërargie het nie empatie met mense laer af in die hiërargie nie".

"Ons respekteer die rang maar nie die persoon nie. Die rede is as gevolg van sommige mense se drinkery".

People who want to apply for severance packages can't get application forms to do so. We are not informed about the severance packages, we don't really know what it entails.

#### 4.2 MANAGEMENT

"Bestuurspersoneel het nie die vermoë om bestuur reg toe te pas nie, ons word van bakboord na stuurboord gestuur, die mense kan ons nie met ons probleme help nie".

"Daar kan gerus meer kursusse oor bestuur op grondvlak aangebied word, veral vir agtergrond, en ook voordat slegte gewoontes en metodes aangeleer word".

People are not trained to do other jobs to help somebody out. When somebody goes on leave, there is nobody else that can do his/her job.

"Die bevelvoerder is maklik bereikbaar om mee te praat, hy volg 'n oop deur beleid".

#### 4.3 TASK/WORK STRESS

No impressions gained.

#### 4.4 CAREER

No impressions gained

#### 4.5 COMMUNICATION

Language is a problem, some people refuse to speak my language or does not want to communicate in a language, other than his own, in the end the job is not done.



We don't get timeous feedback, and sometimes no feedback at all, for example my statement was never, to date, answered.

The induction programme partly achieved its aim, it depends on the individual.

"Griewe word pertinent aangespreek nie, eerder op sy gestoot".

I am not satisfied with the way conflict, misunderstandings and problems are handled, it is not done properly.

#### 4.6 DISCIPLINE

As far as we are concerned, the seniors don't respect the lower ranks, for example, I was kicked by my sergeant and my senior did not even take up my case (Human dignity).

"Die dissipline is swak. Die kamers is vuil, deurmekaar en papier lê oral rond. Sommige mense bad nie en dit beïnvloed hulle werk en algemene gedrag. Saluut en eerbewys is ook swak".

"Na ure is sommige seniors en juniors 'hand om die blaas', dit ondermyn gesag gedurende werksure (Familiarity breeds contempt)".

"Self dissipline is ook baie swak en opdragte word nie flink uitgevoer nie. Soms word opdragte gladnie uitgevoer nie".

Discipline is consistently "bad" or "low".

"Strafmaatreëls word nie eenvormig onder die verskillende kulture toegepas nie".

"Kultuur word gebruik om pligte te ontduik of om iets te bereik".

#### 4.7 RELATIONSHIPS

"Op buite eenhede word daar groepies gevorm wat nie met ander groepe meng nie".

"Daar is nie baie funksies, ons leer nie mekaar op sosiale gebied ken nie".

Mixing is not so much a cultural problem but rather a language problem, people struggle to understand each other, so they don't speak easily.

Esprit de corps is not very high.

#### 4.8 IMAGE

We feel proud, but the shortage of uniform pieces and the resultant different uniforms on the same unit (browns and camouflage) is no good, we look like a box of "smarties".

**5. GROUP THREE RANK : SERGEANTS TO STAFF SERGEANTS  
TOTAL : SIX (ALL WHITE, 4 MEN AND 2 WOMAN)**

#### 5.1 TRANSFORMATION

"Sommige mense is onbevoeg vir die pos waarin hulle aangestel is, nou moet ander mense hulle werk doen".

"Die dissipline van sommige lede van die ander magte beïnvloed alle dissipline negatief".

"Lede het nie almal gelyke kans om kursusse deur te kom nie en party lede word in 'n rang aangestel voordat hulle gekwalifiseer het vir die betrokke rang. Die gevolg is iemand wat die salaris kry maar nie die werk kan doen nie. As gevolg hiervan is daar baie druk op die ou SAW lede om die werk te doen".

“Oud SAW blankes mans moet deesdae agter in die tou staan, omdat hulle nou moet plek maak vir dames nie, maar as hulle nie die ‘pyp rook’ nie, dan het ek ‘n probleem”.

“Ek voel dat blankes uit die stelsel uitgewerk word”.

“Kundiges verlaat die Weermag terwyl nuwe aanstellings nie bevoeg is om die werk te doen nie, en die wat in die stelsel bly kan nie die Weermag ‘dra’ nie”.

“Almal moet by die ‘nuwe militêre kultuur’ aanpas en by die nuwe ‘Military Code of Conduct’”.

“Regstellende aksie binne weermag verband behandel my stief. Ek is ‘n oud SAW lid en kan die werk doen maar die nuwe lid kry die pos”.

“Regstellende aksie het wel die deur vir die vrou oop gemaak en ek sien dit as positief”.

## 5.2 MANAGEMENT

“As gevolg van die groot werkslas is daar te min tyd om sinvolle bestuur toe te pas”.

## 5.3 CAREER

“Die kursusse wat ons doen is nie loopbaan of werk-gerig nie. Die ‘bestuur’ wat ons geleer word is nie van toepassing op die funksionele taak nie”.

“Ons kry nie erkenning in die Weermag vir buitemuurse kwalifikasies nie, die Weermag kursus moet nog steeds gedoen word. Ons kan nie net ‘n aanpassing doen nie”.

“Wanneer ander offisiere hulle plafon bereik sit hulle vas, hy kan niks verder kom nie. Dit is moeilik om in aanmerking vir ‘n oorbruggingskursus vir ‘n offisier te kom. Indien hy wel in aanmerking vir ‘n offisiërskursus kom en oorskakel, is dit vir ‘n lang periode ‘n finansiële verlies. Daar is dus baie min of geen ‘scope’ mgt loopbane nie”.

"Ek is baie skepties mbt toekomstige bevordering omdat ek 'n oud SAW lid en blank is".

"Ek neem 'n pakket omdat ek nie saam met hierdie mense kan werk nie. Ek werk terwyl hy lê en slaap, en drink, tog kry hy die bevordering en nie ek nie".

"Ek dink dit sal tyd vat maar ek sal vasbyt, ek is positief en dink dit sal reg kom".

"Die huidige stelsel vir bevordering benadeel die wat gekwalifiseerd is. Merietes word nie altyd regverdig gedoen nie en daarom is bevorderings ook nie regverdig nie".

"Op die grens het ek snelle bevorderings gekry maar nou word ek as gevolg daarvan benadeel en dit is demoraliserend".

"Ek dink elke lid se loopbaan is in sy eie hande, as jy jou werk doen sal jy bevorder word. Daar is kanale waarlangs 'n lid werkklarings kan indien as so 'n lid voel hy/sy word benadeel".

#### 5.4 COMMUNICATION

"Ons is seiners wat met kommunikasie werk maar ons kan self nie kommunikeer nie, die boodskap word nie verstaan nie, ek moet self die werk gaan doen".

"Die kanale is selektief oop, die inhoud van die boodskap bepaal of dit by die ontvanger gaan uitkom. Terugvoer is nie altyd tydig nie en lêers wat wegraak veroorsaak vertraging van bevorderings ens".

"Ek is 'n blanke vrou en vind dat ek nie gesag by die swart mans afdwing nie, ek kry die gevoel dat hulle my nie vertrou nie".

"Die amptelike kommunikasie kanale werk maar is baie stadig".

## 5.5 IMAGE

"Ek hou nie van die dames 'camouflage' drag nie, dit is ongemaklik en daar is ook 'n te kort aan uniform stukke".

"Ek kan leef met die verandering in kentekens, die name van plekke en strate maar ek dink die geld moes liever vir behuising aangewend word".

Politics play a major role in the SANDF, it is all politics at present.

6.	<b>GROUP FOUR</b>	<b>RANK</b>	<b>:</b>	<b>LIEUTENANTS (5)</b>
				<b>CAPTAINS (3)</b>
				<b>MAJORS (1)</b>
		<b>TOTAL</b>	<b>:</b>	<b>NINE (3 WHITE WOMAN, 2 BLACK MALES, 4 WHITE MALES)</b>

## 6.1 TRANSFORMATION

"Daar is dispuiteit, gelyke werk word nie deur gelyke range gedoen nie. Party mense ry net saam. Een persoon doen soms vier mense se werk".

"Mense word in poste geplaas as gevolg van politieke beslissings. Een persoon moet die mense se werk doen. Die vraag oor merietes ontstaan nou, hoe word merietes nou gedoen?"

"Ons het mense wat net nie wil leer nie, al sit jy hom op 'n kursus dit help niks. Intussen gaan produktiwiteit ook agteruit".

"Daar is nie gelyke regte tussen mans en dames nie, dames word bevoordeel deur meer tyd af te kry en meer geleenthede word aan dames toegestaan om siviele drag te dra. Dames draai senior offisiere om hul pinkies. Daar moet gelyke geleenthede met dieselfde standarde wees".

There are certain differences in standard where woman gain unfairly, for example, dain duty in certain areas.

“Ons stelsel is nie gerat vir gelyke regte tussen mans en vroue nie, byvoorbeeld, ek kan nie ‘n dame in veld saam met mans laat stort nie. Dames is ook minder weerbaar as mans”.

“Ons werk verg baie fisiese inspanning en daar is tye wat dames op hulle vroulike regte aanspraak kan maak. Dames in ons eenheid word ook aangery na ‘n oefening toe terwyl mans soontoe moet inarsjeer of draf. Die dames buit die mans uit”.

There is an under utilization of new members, especially women, during this integration.

## 6.2 CAREER

I am not sure of my career in the future. The non-statutory members are under utilized but are given the posts. They don't do the work, they just stand around.

“‘n Lid wat in ‘n pos aangestel is, moet sy eie inisiatief kan gebruik. Wanneer die organisasie my oplei moet ek terug ploeg en lojal wees teenoor die organisasie”.

“Party persone kry meer geleenthede om kursusse te slaag”.

People should be given a chance to understudy those who can do the job, even if they are more senior. Some seniors just pass their work on to the juniors.

“Op grondvlak word ons nie geleer om te bestuur nie. Ons word somner by die diepkant ingegooi en moet self sien en kom klaar. Dit word ook met nuwe lede gedoen wat uit totaal ander lewensomstandighede uitkom. Ons gee nie om vir die mens nie, ons bestuur sy loopbaan maar ons maak nie seker of hy geskik is vir so ‘n loopbaan nie”.

"Mans word verplaas na eenhede ver van hulle tuistes en families af. Dit maak hulle negatief want hulle kry finansiële swaar en sukkel met vervoer".

"Wanneer mense verplaas word, word hulle te laat in kennis gestel, alles word reaktief gedoen. Verplasings word nie met genoeg vooraf waarskuwing aan lede bekend gemaak nie. Mans wie se vrouens by siviele organisasies werk het dan 'n probleem om so vinnig ook 'n verplasing te reël en moet dan in baie gevalle hulle werk bedank".

"Baie mense is in die Weermag net vir 'n werk om kos, klere en geld te kry, nie vir 'n loopbaan nie".

How do we solve the problem of an understudy that just won't learn or co-operate? In many cases the juniors are better qualified than the seniors and manipulate their seniors.

### 6.3 MANAGEMENT

"Die aanhoudende gesnoei van die begroting wek kommer, byvoorbeeld wat gaan gebeur as hulle vir ons sê ons kan net werk tot Woensdag elke week want die geld is op? Ons projekte word ook opgeskort en die geld vir ander dinge aangewend. Daar is nie meer geld vir praktiese opleiding nie".

"Mense word ook te duurste opgelei, dan verlaat hulle die Weermag vir beter salarisse elders. Sommige lede selfs vir ander of minder waardiger werke".

"Salarisse vs belasting is ook buite verhouding en buitensporig. Die werk word nie minder maar die mense wel, dit vererger die las".

"Hier by ons is daar wel deelnemende bestuur, daar is forums waar lede hulle menings kan lig".

The management style is good because the Officer Commanding has an open door policy, he is approachable.

"Hier is nie 'n konsekwente beleid nie, almal kry nie dieselfde aantal kanse om 'n kursus te slaag nie".

#### 6.4 COMMUNICATION

Due to the language problem and policy we must repeat everything in English and Afrikaans during training sessions. This causes a problem because we don't get extra time for the period, but due to the repeating it takes twice as long to complete the period. In the end the training is rushed and not up to standard.

Another problem is that when a translator is used the message gets distorted and mistrust sometimes develop.

"Lede wat van 'n kursus afgeskors word blameer altyd die taal wat op die kursus gebruik is".

Language is a problem and the system is defect as far as language is concerned, the English in orders is not clear to me. I understand English, but I don't understand the English spoken or official meetings, it is too difficult.

#### 6.5 RELATIONS (FORMAL AND SOCIAL)

Higher and lower ranks don't mix easily. Lower ranks are ignored most of the time.

"Op sosiale vlak, in die kroeg en by funksies vorm verskillende ranggroepe en geslagte hulle eie groepies, hulle meng nie maklik nie".

"Ons het nie 'n gesamentlike doel nie, dit is waarom .....".

They take off too much money on my pay sheet, I don't know why.



## COMMUNICATION SURVEY

The Chief of the SANDF requested Section Effect Analysis of Intelligence Division to conduct an opinion survey within the SANDF in order to furnish him with certain information on communication. To comply with this request, Section Effect Analysis has compiled a structured questionnaire to be completed by members of the SANDF.

The questionnaire consists of a number of statements/questions. The respondents must indicate their response to each statement/question by making a cross against the answer best expressing their personal view. Respondents' answers are absolutely confidential since no identification appears on the questionnaire and at the end of the survey all the combined answers are processed by a computer. It is not the answer of a particular person that is important, but the view of the group as a whole. You are therefore urgently requested to answer honestly; it is your right to do so and the researchers are only interested in honest answers. Therefore, please help to make a success of the survey, because in the long run it will be to the advantage of the SANDF and each individual member. Without your help this aim cannot be achieved.

We trust that you will give a honest opinion and we thank you in advance for your support.

## KOMMUNIKASIE-OPNAME

Die Hoof van die SANW het Seksie Effek Ontleding van Afdeling Inligting versoek om 'n meningsopname binne die SANW te doen om hom met sekere informasie met betrekking tot kommunikasie te voorsien. Om aan die versoek te voldoen het Seksie Effek Analise 'n gestruktureerde vraelys saamgestel om deur lede van die SANW voltooi te word.

Die vraelys bestaan uit 'n aantal stellings/vrae. Die respondente moet hulle respons met betrekking tot elke stelling/vraag aandui deur 'n kruisie te trek teenoor die antwoord wat hulle persoonlike standpunt aandui. Respondente se antwoorde is absoluut vertroulik aangesien geen identifikasie op die vraelys verskyn nie en aan die einde van die opname al die antwoorde deur 'n rekenaar verwerk word. Dit is nie die antwoord van 'n spesifieke persoon wat belangrik is nie, maar die standpunt wat deur die groep in geheel. U word derhalwe ernstig versoek om eerlik te antwoord; dit is u reg om eerlik te antwoord en die navorser stel sleg in eerlike antwoorde belang. Help asseblief om 'n sukses van die opname te maak, want oor die lang termyn sal dit tot voordeel van die SANW en elke individu wees. Sonder u hulp kan die doel nie bereik word nie.

Ons vertrou dat u in eerlike mening sal gee en ons dank u by voorbaat vir u ondersteuning.

**VERTROULIK/CONFIDENTIAL**

1

**BIOGRAFIESE BESONDERHEDE**

**BIOGRAPHICAL PARTICULARS**

1. Geslag.

1. Gender.

Manlik	Vroulik
Male	Female
1	2

2. Ouderdom.

2. Age.

24 jr en jonger	25 - 34 jr	35 - 49 jr	50 jr en ouer
24 yrs or younger	25 - 34 yrs	35 - 49 yrs	50 yrs and older
1	2	3	4

3. Tot watter ranggroep behoort u?

3. To which rank group do you belong?

Genl Maj/S Adm en hoër/Maj Gen/R Adm and higher	1
Kol/Kapt (SAV) tot Brig/Kdoor/Col/Capt (SAN) to Brig/Cdre	2
Maj/Lt kdr tot Lt kol/Kdr/Maj/Lt Cdr to Lt Col/Cdr	3
KO/Adb tot Kapt/Lt (SAV)/CO/ Mid to Capt/Lt (SAN)	4
AO2 tot AO1/WO2 to WO1	5
Okpl/Bes tot Ssers/Vsers/Ebmn/Lep1/AB to Ssgt/Fsgt/CPO	6
Wm/Lmn/See/Pte/Amn/Sea	7
Burgerlik/Civilian	8

4. Wat is u hoogste opvoedkundige kwalifikasie?

4. What is your highest educational qualification?

St 9 (Vorm IV, NTS II) of laer	St 10 (Vorm V, NTS III) of gelykwaardig	Na-matriek kwalifikasie
Std 9 (Form IV, NTC II) or lower	Std 10 (Form V, NTC III) or equivalent	Post-matric qualification
1	2	3

5. Ek was 'n voormalige ...

5. I was a former ...

SAW lid	TBVC lid	MK/APLA lid	Geeneen van bogenoemde nie
SADF member	TBVC member	MK/APLA member	None of the above
1	2	3	4

**VERTROULIK/CONFIDENTIAL**

## VERTROULIK/CONFIDENTIAL

2

6. Wat is u huistaal dws die taal wat u die meeste by die huis praat?

6. What is your home language, in other words the language most often spoken in your home?

Afrikaans	01
Engels/English	02
Ander Europese taal/Other European language	03
Oosterse taal/Oriental language	04
Sotho: Suid-Sotho/Southern Sotho	05
Wes-Sotho/Western Sotho (Tswana)	06
Noord-Sotho/Northern Sotho (Pedi)	07
Nguni: Swazi	08
Ndebele	09
Xhosa	10
Zoeloe/Zulu	11
Shangaan/Tsonga/Shangana/Tsonga	12
Venda/Lemba	13
Ander taal/Other language	14

6a. In watter **EEN** van bogenoemde tale verkies u dat daar met u in die Weermag gekommunikeer word? Skryf slegs die kode van die betrokke taal neer, bv (16)

6a. Which **ONE** of the above languages would you prefer as your medium of communication in the Defence Force? Write down only the code of the relevant language, eg (16).

.....

7. In watter weermagsdeel werk u tans?

7. In which arm of service do you work at present?

SA Leër/SA Army	1
SA Lugmag/SA Air Force	2
SA Vloot/SA Navy	3
SA Geneeskundige Dienste/SA Medical Service	4
Stafafdelings/Staff Divisions	5
Sekretariaat/Secretariat	6

8. Watter uniform dra u?

8. Which uniform do you wear?

SA Leër	SA Lugmag	SA Vloot	SA Geneeskundige Dienste	NVT - Burgerlik
SA Army	SA Air Force	SA Navy	SA Medical Service	NA - Civilian
1	2	3	4	5

9. In watter provinsie woon u?

9. In which province do you live?

Gauteng	1
KwaZulu-Natal	2
Mpumalanga	3
Noord-Kaap/Northern Cape	4
Noordelike Provinsie/Northern Province	5
Noordwes/North-West	6
Oos-Kaap/Eastern Cape	7
Vrystaat/Free State	8
Wes-Kaap/Western Cape	9

## VERTROULIK/CONFIDENTIAL

5

## FORMELE KOMMUNIKASIE

## FORMAL COMMUNICATION

Dui aan in watter mate stem u saam of nie saam  
nie met die volgende stellings:

Indicate to which extent do you agree or disagree  
with the following statements:

10. Ek ontvang teenstrydige informasie van my  
bevelsgroep af.

10. I receive contradictory information from my  
command group.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

11. Die inhoud van die SANW videos is verwarrend.

11. The content of the SANDF videos is confusing.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

12. Die inhoud van die SANW videos is teenstrydig.

12. The content of the SANDF videos is contradictory.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

13. Die taal wat in geskrewe orders gebruik word, is  
verstaanbaar.

13. The language used in written orders is  
understandable.

Stem beslis saam	Stem saam	Stem ewe veel saam as nie saam nie	Stem nie saam nie	Stem beslis nie saam nie
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
5	4	3	2	1

## VERTROULIK/CONFIDENTIAL

5

14. Ek verstaan nie die Engels wat by amptelike vergaderings gebruik word nie.

14. I do not understand the English spoken at official meetings.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

15. Ek verstaan nie bevale wat in Afrikaans gegee word nie.

15. I do not understand commands given in Afrikaans.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

16. Die aftrekkings op my betaalstaat is nie vir my duidelik nie.

16. The deductions on my pay sheet are not clear to me.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

17. Ek verstaan nie alle aspekte van my diensvoorwaardes nie.

17. I do not understand all aspects of my conditions of service.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

18. Die verkeerde uitspraak van Engelse woorde veroorsaak misverstande in my eenheid.

18. Incorrect pronunciation of English words causes misunderstandings at my unit.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

## VERTROULIK/CONFIDENTIAL

6

19. Ek verstaan nie al die afkortings wat in geskrewe orders gebruik word nie.

19. I do not understand all the abbreviations used in written orders.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

20. Ek verstaan nie al die afkortings wat in briewe gebruik word nie.

20. I do not understand all the abbreviations used in letters.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

21. Ek dink Engels behoort die enigste amptelike taal in die SANW te wees.

21. I think English should be the only official language in the SANDF.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

22. Ek verkies dat orders mondelings aan my gegee word.

22. I want to be told what my orders are (verbally).

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

23. Ek ontvang geen SANW kommunikasiebulletins nie.

23. I do not get any SANDF communication bulletins.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

## VERTROULIK/CONFIDENTIAL

7

24. My direkte toesighouer gee aan my geen terugvoer oor die eenheid se topbestuursvergaderings nie.

24. My immediate supervisor gives me no feedback from the unit's top management meetings.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

25. Ek ontvang goeie terugvoering oor my klagtes.

25. I receive good feedback concerning my complaints.

Stem beslis saam	Stem saam	Stem ewe veel saam as nie saam nie	Stem nie saam nie	Stem beslis nie saam nie
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
5	4	3	2	1

26. Ek moet amptelike kommunikasiekanale omseil om 'n antwoord te kry.

26. I must bypass official communication channels to get an answer.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

27. Daar is geen aangesig-tot-aangesig (direkte) kommunikasie tussen my en my direkte bevelvoerder nie.

27. There is no face-to-face (direct) communication between myself and my immediate commanding officer.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

28. Kommunikasieboodskappe word van bo na onder selektief deurgegee (gefiltreer).

28. Communication messages from top to bottom are being filtered.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1



## VERTROULIK/CONFIDENTIAL

8

29. Kommunikasiehoodskappe word van onder na bo selektief deurgegee (gefiltreer).

29. Communication messages from bottom to top are being filtered.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

30. Daar outstaan konflik tussen my en my kollegas as gevolg van 'n gebrek aan formele kommunikasie.

30. There is conflict between myself and my colleagues owing to a lack of formal communication.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

31. Daar ontstaan konflik tussen my en my seniors as gevolg van 'n gebrek aan formele kommunikasie.

31. There is conflict between myself and my seniors owing to a lack of formal communication.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

32. Die baie kommunikasieëls belemmer die kommunikasie tussen die verskillende afdelings in my eenheid.

32. The many communication rules hinder communication between the various divisions in my unit.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

33. Ek is huiwerig om my idees aan senior offisiere deur te gee.

33. I am hesitant to say what I think to senior officers.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

## VERTROULIK/CONFIDENTIAL

9

34. My direkte toesighouer bespreek nooit werksprobleme met my nie.

34. My immediate supervisor never discusses work problems with me.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

35. Gerugte in my eenheid is 'n belangrike bron van informasie.

35. Rumours are an important source of information in my unit.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

36. In die algemeen ontvang ek te min informasie van my bevelsgroep af.

36. In general I receive too little information from my command group.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

37. Ek word nooit toegelaat om in my eenheid aan enige besluitneming op my vlak deel te neem nie.

37. I am not allowed to contribute to any decisionmaking on my level at my unit.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

38. Die baie kommunikasieprosedures belemmer kommunikasie met ander eenhede.

38. The many communication procedures hinder communication with other units.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

VERTROULIK/CONFIDENTIAL

10

39. Die baie kommunikasieprosedures belemmer kommunikasie met hoofkwartiere.

39. The many communication procedures hinder communication with headquarters.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

40. Wanneer ek oor iets omtrent my werk onseker is, verduidelik my direkte toesighouer wat om te doen.

40. When I am unsure of something about my work my immediate supervisor explains what to do.

Stem beslis saam	Stem saam	Stem ewe veel saam as nie saam nie	Stem nie saam nie	Stem beslis nie saam nie
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
5	4	3	2	1

41. Ek hou nie van die manier waarop my direkte toesighouer met my praat nie.

41. I don't like the way my immediate supervisor speaks to me.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

42. My skriftelike verklarings raak altyd in die kanale verlore.

42. The statements that I put in writing get lost in the channels.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

43. My seniors luister nooit na my voorstelle nie.

43. My seniors do not listen to my suggestions.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

**VERTROULIK/CONFIDENTIAL**

11

44. Voormalige MK/APLA en voormalige SAW lede vermyn mekaar. 44. Former MK/APLA and former SADF members avoid each other.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

45. Ek ontvang geskrewe orders te laat om dit betyds uit te voer. 45. I receive written orders too late for timely execution.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

46. Ek kry nooit enige SANW videos te sien nie. 46. I hardly ever see any SANDF videos.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

47. Ek is nie ten volle ingelig oor die kommunikasie-prosedures in die SANW nie. 47. I am not fully informed about the communication procedures in the SANDF.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

48. Ek dink die grieweprosedures in my eenheid is voldoende. 48. I think the grievance procedures are adequate at my unit.

Stem beslis saam	Stem saam	Stem ewe veel saam as nie saam nie	Stem nie saam nie	Stem beslis nie saam nie
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
5	4	3	2	1

**VERTROULIK/CONFIDENTIAL**

12

49. Die verskillende taalvoorkeure beperk kommunikasie in my eenheid.      49. The different language preferences restrict communication at my unit.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

50. Oor die algemeen vertrou ek my direkte toesighouer.      50. Generally speaking I trust my immediate supervisor.

Stem beslis saam	Stem saam	Stem ewe veel saam as nie saam nie	Stem nie saam nie	Stem beslis nie saam nie
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
5	4	3	2	1

51. Oor die algemeen vertrou ek die topbestuur van die SANW.      51. Generally speaking I trust the top management of the SANDF.

Stem beslis saam	Stem saam	Stem ewe veel saam as nie saam nie	Stem nie saam nie	Stem beslis nie saam nie
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
5	4	3	2	1

52. Oor die algemeen vertrou ek die bevelsgroep in my eenheid.      52. Generally speaking I trust the command group at my unit.

Stem beslis saam	Stem saam	Stem ewe veel saam as nie saam nie	Stem nie saam nie	Stem beslis nie saam nie
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
5	4	3	2	1

53. Die bevelsgroep in my eenheid eerbiedig nie my kultuur nie.      53. The command group at my unit does not respect my culture.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

*VERTROUOLIK/CONFIDENTIAL*

13

54. Ek glo nie die goeie dinge wat oor transformasie gesê word nie.

54. I do not believe the good things said about transformation.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

55. Voormalige MK/APLA en voormalige SAW lede vertrou mekaar.

55. Former MK/APLA and former SADF members trust one another.

Stem beslis saam	Stem saam	Stem ewe veel saam as nie saam nie	Stem nie saam nie	Stem beslis nie saam nie
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
5	4	3	2	1

56. Die gebrek aan kennis van mekaar se kulture veroorsaak kommunikasieprobleme in die SANW.

56. The lack of knowledge of each other's culture causes communication problems in the SANDF.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1

57. Die topbestuur van die SANW verswyg belangrike informasie oor die transformasie-proses.

57. The top management of the SANDF withhold important information about the transformation process.

Stem beslis nie saam nie	Stem nie saam nie	Stem ewe veel saam as nie saam nie	Stem saam	Stem beslis saam
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5	4	3	2	1