

**The Middle Management Learning Programme of the South African Police Service: a critical evaluation**

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**Mini-dissertation submitted in partial fulfilment of the requirements for the degree Master of Development and Management in Public Management and Governance at the Potchefstroom Campus of the North-West University**

**SUPERVISOR: MR M DIEDERICKS**

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## DECLARATION

I, **Linkie Slinga Masilela**, hereby declare that this study *The Middle Management Learning Programme of the South African Police Service: A critical evaluation* is original and the result of my own work. I further declare that all information used and quoted was duly acknowledged by means of reference, and that this mini-dissertation was not previously in its entirety or partially, submitted by me or any other person for degree purposes at this or any other university.

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## ABSTRACT

The aim of this study was to assess the effective functioning of the Middle Management Learning Programme (MMLP) within the South African Police Service (SAPS), as well as evaluate the performance and effectiveness of employees who were sent for training to enhance their skills and develop their capacity in order to improve service delivery within the broader South African society. The research focused specifically on middle managers who had completed the MMLP. The MMLP was presented at the SAPS Academy in Thabong from 2007 to 2011.

According to Meyer *et al.* (2004:225), a learning programme is a coordinated combination of learning activities, methodologies, processes and other elements of learning, crafted to assist learners to acquire the required knowledge, skills and attitudes. The primary objective of this study was, therefore, to evaluate the effective functioning of the MMLP within the SAPS and to provide sound recommendations based on the empirical findings.

Semi-structured interviews and questionnaires were used to determine the effectiveness of the MMLP and obtain information from the respondents who completed the programme during the 2007/8 and 2009/10 financial years. The literature review, interviews and completion of the questionnaires by respondents confirmed the objectives of this study. The overall results indicated that the MMLP had a positive impact on middle managers in the SAPS. The middle managers appear to be driven by a need for recognition, and authorities could exploit this to its advantage by providing a reward system for good performance.

The study concludes by, *inter alia*, recommending that the SAPS review its military culture or style, because the managers who attended the MMLP are unable to advise their seniors, respondents feel overwhelmed, powerless, and helpless and this leads to ineffectiveness in their performance. The requirements to attend the MMLP should be placed on record and should not be compromised to suit particular individuals. The MMLP should also be made a prerequisite for promotion as invaluable skills are transferred to course attendees.

**Keywords:** Effectiveness, learning programmes, South African Police Service (SAPS), service delivery, skills, skills development, evaluation, assess, performance, functioning.

## OPSOMMING

Die doel van die studie was om die effektiewe funksionering van die Middelbestuur-leerprogram (MBLP) in die Suid Afrikaanse Polisie diens (SAPD) te assesseer, asook om die prestasie en effektiwiteit van werknemers te evalueer wat vir opleiding gestuur was om hulle vaardighede te versterk en hulle kapasiteit te ontwikkel met die oogmerk om dienslewering in die groter Suid-Afrikaanse samelewing te verbeter. Die navorsing het spesifiek op middelbestuurders gefokus wat die MBLP voltooi het. Die MBLP is by die SAPD Akademie in Thabong van 2007 tot 2011 aangebied.

Volgens Meyer *et al.* (2004:225) is 'n leerprogram 'n gekoördineerde kombinasie van leeraktiwiteite, metodologieë, prosesse en ander elemente van leer wat opgestel is om leerders te help om die benodigde kennis, vaardighede en houdings te verkry. Die primêre doel van die studie was dus om die effektiewe funksionering van die MBLP in die SAPD te evalueer en om aanbevelings te verskaf wat op empiriese bevindinge gegrond is.

Semi-gestruktureerde onderhoude en vraelyste is gebruik om die effektiwiteit van die MBLP te bepaal en om inligting van die respondente te verkry wat die program gedurende die 2007/2008 en die 2009/2012 finansiële jare voltooi het. Die literatuur oorsig, onderhoude en voltooiing van vraelyste deur respondente het die doelwitte van die studie bevestig. Die algehele resultate het aangedui dat die MBLP 'n positiewe impak op middelbestuurders in die SAPD gehad het. Die middelbestuurders word blykbaar deur 'n behoefte aan erkenning gedryf en owerhede kan dit tot hulle voordeel gebruik deur 'n beloningstelsel vir goeie prestasie te voorsien.

Die studie sluit af deur onder andere aan te beveel dat die SAPD se militêre kultuur of styl hersien moet word omdat die bestuurders wat die MBLP bygewoon het, nie hul seniors kan adviseer nie, die respondente voel oorweldig, magteloos, hulpeloos en dit lei tot oneffektiewe werkverrigting. Die vereistes waaronder die MBLP bygewoon moet word, moet op rekord geplaas word en moet nie bloot verander word om sekere persone tegemoet te kom nie. Die MBLP moet 'n voorvereiste gemaak word vir bevordering omdat waardevolle vaardighede aan kursusgangers oorgedra word.

**Sleutelwoorde:** Effektiviteit, leerprogramme, Suid-Afrikaanse Polisie diens (SAPD), dienslewering, vaardighede, vaardighede ontwikkeling, evaluering, assessee, prestasie, funksionering.

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## **CHAPTER 1**

### **ORIENTATION AND PROBLEM STATEMENT**

#### **1.1 INTRODUCTION**

This study assessed the performance and effective functioning of police officials who attended and completed the Middle Management Learning Programme (MMLP) during the 2007/8 and 2010/11 financial years within the Pretoria-cluster police stations. Development of employees in the South African Police Service (SAPS) poses many challenges in the sense that it needs to be well-structured to execute their tasks effectively. The national strategy of the SAPS emphasises the importance of providing effective and efficient service to its clients, the South African community (SAPS, 2010:4). The values of the SAPS are outlined in its Strategic Plan for 2010-14, and include the development of skills of all members through equal opportunity.

This chapter outlines the problem statement, specifies the research objectives and stipulates the value of the research. The method of data collection, population and sampling as well as scientific analyses are furthermore discussed.

#### **1.2 ORIENTATION AND PROBLEM STATEMENT**

The task of the SAPS, according to the Constitution of the Republic of South Africa, 1996, is to ensure a safe and secure environment for all, in accordance with the needs that are identified in specific communities. It is also to render an effective and efficient service to the communities. The SAPS should, therefore, equip its personnel with the necessary skills and knowledge to execute their duties. The Constitution guarantees the right of all persons to be developed to the fullest of their capacity. In the SAPS, the capacity of middle managers is developed through the Middle Management Learning Programme (MMLP). This programme is presented by the SAPS Division: Human Resource Development, which is a support service-related division responsible for managing training provision programmes. The National

Commissioner, in terms of Section 32 of the South African Police Act 68 of 1995, has the authority to determine the training needs of the employees in the organisation.

The MMLP offers modules that include Personal Management and Leadership, Interpersonal Leadership, Professional Leadership, Client Service, Resource Management, Project and Quality Management and Financial Simulation Level II. According to the Education, Training and Development Policy of the SAPS (2007d:5), the MMLP is one of the learning programmes developed with the principles of outcomes-based education in mind. It is aligned with registered unit standards and qualifications as required by SAQA.

In 2007, the Emerging Leadership Programme (ELP) was phased out and replaced by the MMLP. The current focus of the MMLP is to invest in human capital by further sharpening the skills of managers. Managers who attend these learning programmes are expected to implement what they were taught and to become more effective and efficient in their work environments. The aim of the MMLP is to equip the SAPS management with the necessary knowledge and attributes that enable them to manage resources effectively. In this regard, Smit and Cronje (1999:9) assert that there are four fundamental management functions namely, planning, organising, leading and controlling. Management is an important component, therefore its main role is to give direction and align the institution so that it achieves its set goals using the resources at its disposal. According to Broodryk (2005:28), management is regarded as a process that provides direction to all resources of an institution, with the main objective being to achieve the highest productivity or the best service delivery possible.

Career development training is crucial in that it helps raise the standards of service delivery. Botha *et al.* (2007:48) state that training is the specific way to facilitate learning in an institution. Formal learning in an institution forms the basic foundation for programmes and improves attitudes and beliefs, knowledge or skills and behavior through experiences. Van Dyk *et al.* (2001:148) perceive training as an essential component of the institution and describe it as a major management tool with which

to develop the full effectiveness of the organisation's most important resource namely its employees.

According to De Vries (2008:125-126), the SAPS formally came into being in 1995 with the appointment of the first national commissioner. The author indicates that a proclamation on the rationalisation of the SAPS created schemes for the reorganisation of the service into a structure that delivers better service. De Vries (2008:134) attributes the problem of inadequate service delivery experienced in 2007 not only to the lack of operational policies and policy making capacity but also ineffective managers in the SAPS. De Vries further points out that the managers in the SAPS were expected to create and implement policies but their capacity was limited from the top management, as middle and junior managers were being appointed at times without the requisite formal training (De Vries, 2008:134).

The insufficient and ill-equipped managers, combined with the outdated systems, contributed to a system that failed to provide a satisfactory service (Schwartz *et al.*, 2007:38).

The shortcomings in management skills in the SAPS thus gave birth to the idea of the MMLP, which seeks to equip middle managers with knowledge and skills to cope, even with scarce resources.

Benefits of the MMLP have been noticed in the significant decreases in crimes, showing it was not the lack of will that hampered service delivery, but inadequate training (De Vries 2008:134). As the work of the SAPS is mainly to curb crime, the statistics in the Crime Report for 2010/11 show reductions in several categories, suggesting participants in the MMLP managed to improve their policing methods after training in order to curb crime.

Taking the aforementioned into account, this study investigated and evaluated the effectiveness of the MMLP as implemented since 2007 for middle managers in the SAPS.

From the aforementioned the problem that arises is how the MMLP of the SAPS can contribute towards effective, efficient and capacitated managers, where subordinates are mentored and coached in order to provide effective service delivery?

### **1.3 RESEARCH OBJECTIVES**

The main objective of this study was to determine the effective functioning of the MMLP in the SAPS, as well as to evaluate the impact of the MMLP on service delivery of employees who took part in the training.

To achieve the main objective, the secondary objectives of this study were to:

- provide a theoretical overview of the nature and extent of skills and capacity development initiatives in South Africa, such as the MMLP of the SAPS; and to explore policies, procedures, systems and approaches regarding the effective implementation of skills and capacity development initiatives;
- investigate the challenges in the implementation of the MMLP;
- conduct empirical research regarding skills and capacity development initiatives to ensure effective implementation of learning programmes within the SAPS;
- investigate the extent to which middle managers in the SAPS have applied their learning experiences to their work environments; and
- to make recommendations based on the empirical findings regarding the adjustment of the MMLP to make it more effective.

### **1.4 RESEARCH QUESTIONS**

To achieve the above-mentioned objectives, the following research questions were answered by means of this study:

- what are the theories, principles and practices underlying the skills and capacity development programmes of the South African government?

- how effective are the policies and procedures of the SAPS learning programmes; and what are the skills and capacity development initiatives that ensure the effective implementation of the programmes?
- to what extent do the SAPS middle managers apply their learning experience to the work environment?
- what are the challenges in the effective implementation of the MMLP? and
- how could the MMLP be adjusted to ensure optimal and efficient service delivery?

## **1.5. CENTRAL THEORETICAL ARGUMENTS**

The following preliminary statements were made:

- Human Resource Development is a healthy, progressive and necessary function for any organisation or individual as it gives guidelines on increasing productivity, competencies and employability, thereby improving the performance of the organisation and ultimately that of a country (Torrington *et al.*, 2005:356). Development of middle management police officials through the MMLP would also bring about increased productivity and competencies.
- Carrel (1998:308) indicates that the majority of South African workers need new or significantly expanded skills to keep up with the demands of their jobs. These include new technology, management, customer service and basic skills training. This information is also applicable for middle management SAPS officials.
- The purpose of on-the-job-training is to bring about service of a high standard and this includes the formulation of a personnel policy as well as the training and development of existing staff members (Kroon, 1991:04). Training of middle management police officials is therefore essential for improved service delivery.

## **1.6 RESEARCH METHODOLOGY**

According to Welman *et al.* (2005:2), research methodology explains the logic behind research methods and techniques. This study makes use of a literature review, questionnaires, semi-structured interviews by means of open-ended questions and an analysis of the MMLP in order to determine the effectiveness of the Middle management learning programme within the Pretoria-cluster police stations.

### **1.6.1 Literature review**

The literature review included books, periodicals, legislation, SAPS Division Human Resource Development (HRD) reports and other relevant documents. Computer (internet) searches for relevant material were undertaken at the library of the North-West University (NWU) (Potchefstroom Campus) and the SAPS Library, Pretoria.

### **1.6.2 Databases consulted**

The following databases were consulted in preparation of the research to ascertain the availability of relevant study material:

- NRF: Nexus;
- Index to South African Periodicals (ISAP);
- National SAPS database;
- Catalogues of theses and dissertations of South African universities;
- Catalogue of books: Ferdinand Postman Library (Potchefstroom Campus: NWU);
- SA ePublications;
- Website of the National Government (<http://www.gov.za>); and
- SA media.

## **1.7 EMPIRICAL STUDY**

According to Black (2002:3), the word *empirical* means that information, knowledge and understanding are gathered through experience and data collection. Data can

be collected daily although it may be unintentional. Mouton (2001:53) states that in empirical investigation, information of any sort such as documents, interviews, questionnaires responses and test scores are collected, analysed and interpreted to address the research problem. The two approaches which can be used to acquire knowledge and to solve problems are qualitative and quantitative. For this study, both approaches were utilised and are described below.

According to Maree (2007:51), qualitative research typically studies people or systems by interacting with and observing the participants in their natural environment and focusing on their meaning and interpretations. Maree (2007:51) further states that the emphasis is on the quality and depth of information and not on scope or breadth of information provided as in quantitative research. Fink (2007:10) writes that qualitative methods involve investigating respondents' opinions, behaviours and experiences from their point of view by using logical induction.

A quantitative approach is described by Miller and Brewer (2003:192) as numerical measurement of specific aspects of phenomena. Struwig and Stead (2001:4) state that quantitative research is a form of conclusive research involving large representative samples and fairly structured data collection. The qualitative approach was used in this study in order to minimize the distance and obtain as much data as possible. The qualitative approach was done in an open manner. Questionnaires were used to collect data, because the respondents did not fill in their names on it and this enabled them to be open when expressing their perceptions. Semi-structured interviews were used to conduct interviews with respondents. Struwig and Stead (2001:98) indicate that semi-structured interviews are interviews that are only partially prepared. The questions for this research venture were formulated prior to the interviews.

### **1.7.1 Research design and technique**

According to Welman and Kruger (1999:46), research design is a plan according to which research participation (subjects) can be obtained and information can be collected.

The research design for this study involved using survey questionnaires which were used to obtain information from individual middle managers who attended the MMLP during the 2007/8 and 2010/11 financial years. The questionnaires were compiled on the basis of research findings from the literature review.

Follow-up interviews were conducted with the respondents for the purpose of validity. The respondents included officers holding the ranks of colonel and lieutenant-colonel. The respondents were visited at their workplaces.

### **1.7.2 Data collection**

According to Sarantakos (1998:203), data collection entails the searching for sources, establishing access to such sources and studying and collecting information. Permission was sought in advance from the Gauteng Provincial Commissioner's Office to collect information from participants. A list of all employees who had completed the MMLP was requested from the Division: Human Resource Development, Management Information Systems, in order to deliver the questionnaires. Out of 29 police stations in the Pretoria-cluster, only 11 stations were considered as part of the study population.

The respondents included eight section commanders holding the rank of colonel, six section commanders holding the rank of lieutenant-colonel and six sub-section commanders from police stations of the rank of lieutenant-colonel. The questionnaire was used as an instrument to measure the effective functioning of respondents after their attendance of the MMLP.

### **1.7.3 Data analysis**

Struwig and Stead (2001:4) assert that quantitative research is a form of conclusive research involving large representative samples and fairly structured data collection procedures. A mixed-method approach (qualitative and quantitative research) was therefore used. Open-ended questions as well as closed questions were posed to respondents to establish their level of agreement or disagreement with statements provided on a Likert-scale.

### **1.7.4 Population and sampling**

Struwig and Stead (2001:118) point out that a population has certain characteristics that are homogeneous (the same), and a sample of one would be adequate to measure those particular attributes.

The population of this study included 20 respondents randomly chosen from the 11 police stations within the Pretoria-cluster. Respondents were mostly lieutenant-colonels and colonels. The participants constituted a purposive sample in the sense that they had all completed the MMLP.

## **1.8 ETHICAL CONSIDERATIONS**

The researcher did not manipulate any data. Participants/respondents completed a consent form. They were assured of confidentiality, hence the anonymous completion of the questionnaires.

The SAPS has a clear protocol governing access to its information and personnel. The researcher had to apply for permission from the area Commission (Division: Human Resource Development) in Pretoria to conduct the research unconditionally. The researcher did not divulge any confidential information and have ensured the protection of participants' identities.

## **1.9 CHAPTER LAYOUT**

The chapter layout for this mini-dissertation is structured as follows:

### **Chapter 1: Orientation and problem statement**

The orientation, motivation, problem statement, goals and objectives, research methodology as well as the central theoretical arguments of the study are presented in this chapter.

### **Chapter 2: Learning programmes and service delivery within the SAPS**

This chapter reviews the literature on the SAPS structure and how it's Middle Management and Leadership Learning Programme functions. Concepts such as skills development, capacity-building and SETAs are investigated.

### **Chapter 3: Statutory and regulatory framework governing learning programmes**

In this chapter all pieces of legislation regarding skills and capacity development are discussed. An interpretation of South African Qualifications Authority (SAQA), National Qualification Framework (NQF), Skills Development Act 1988, Skills Development Levies Act 1999, Sector Education and Training Authority (SETA), National Skills Development Strategy (NSDS III), Joint Initiative on Priority Skills Acquisition (JIPSA), and Education Training Quality Assurance (ETQAs) is provided.

### **Chapter 4: The effectiveness of learning programmes: Empirical findings**

This chapter discusses data obtained during interviews, detailed explanations of the research design and methods, the target population, data collection procedures and problems, research techniques and instruments used to establish the effectiveness and impact of learning programmes at the SAPS police stations in Pretoria.

### **Chapter 5: Summary and recommendations**

This chapter draws conclusions and makes recommendations based on the empirical findings.

## **1.10. CONCLUSION**

This particular chapter addressed the introduction and reasons for this study, the research objectives and questions, theoretical arguments and research methodology, while the structure of this study was also outlined. As outlined, the MMLP of the SAPS is a learning programme which aims to equip middle managers with the necessary knowledge and attributes to enable them to manage resources more effectively and efficiently.

The next chapter therefore provides a detailed description of the nature and extent of learning programmes within the SAPS, with specific reference to the MMLP.

## **CHAPTER 2**

### **LEARNING PROGRAMMES AND SERVICE DELIVERY WITHIN THE SAPS**

#### **2.1. INTRODUCTION**

The research problem, questions and objectives were presented in chapter 1. The purpose of this study has been outlined namely, to determine the levels at which the MMLP is operating with the view to discerning areas of weakness and improve service delivery. To achieve this objective, this chapter focuses on the secondary research objectives and investigates and analyses all relevant literature regarding learning programmes and the functioning of the MMLP. This chapter also gives a detailed description of the SAPS learning programmes with specific reference to the content and structure of the MMLP.

In 2007, the SAPS developed the MMLP with the view to improving leadership and managerial knowledge and skills of officers to make them more effective and responsible leaders.

According to the interview made with Lieutenant Colonel Spear who piloted the MMLP, the requirement on the training of middle managers in the SAPS is that a manager should at least occupy the rank of lieutenant-colonel or colonel to attend the MMLP.

This chapter investigates the effectiveness of the MMLP and evaluates the application of knowledge amassed during training by participants at their workplaces. To achieve the aforementioned objective, certain essential concepts are clarified. Secondly, the purpose, characteristics, nature and profile of learning programmes in the SAPS are outlined. Thirdly, the importance and necessity of learning programmes for skills development and improved service delivery in the SAPS are determined.

#### **2.2. CONCEPTUAL CLARIFICATION OF IMPORTANT TERMS**

For the purpose of this study, the following terms namely: training, learning programmes, skills development and evaluation are defined below in order to

understand the training and personnel development process in a public institution. This will form the basis for further discussion in subsequent chapters.

### **2.2.1 Training**

Training can be described as a systematic and planned process aimed at changing the knowledge, skills and behavior of employees in such a way that organisational objectives are achieved (Erasmus & Van Dyk, 1999:2). According to De Cenzo and Robbins (1994:255), training is a learning experience in that it seeks a relatively permanent change in an individual that will improve ability to perform the job. Training can therefore be regarded as a planned process to modify attitude, knowledge or skilled behaviour through a learning experience, so as to achieve effective performance in an activity. It is also nothing less than the act of creating a competence superior to what existed before. Training is aimed at enhancing an organisation's standing through the improvement of service delivery (SAPS, 2007c:4). Training also increases employee loyalty and retention and helps the organisation to attract the best employees.

Training interventions determined by the Divisional Commissioner: Human Resource Development may be implemented through education, training and development at institutions such as Pretoria College, Bishop Lavis College, Chatsworth College, Ulundi College, Phillip College and All Saints College within the SAPS along the following lines:

- entry level training – entry level constables undergo the basic training learning programme of the SAPS which consists of institutional and field training over a period of two semesters;
- reservists training – reservists undergo education, training and development which includes theoretical as well as on-job training, presented in phases;
- lateral entrant training – lateral entrants undergo the introductory police training learning programme;
- in-service training – is provided to develop the functional competencies and skills of employees in support of the strategic objectives of the service;

- animal training – the dogs, horses and other animals used as aids in policing activities in the service must be certified competent to do the job after undergoing training;
- management and leadership training – training provides management of the service with updates on change needs in education and training and paves the way for effective, efficient and smooth communication and support; and
- ABET – Adult Basic Education Training (Grades 1 to 9) is provided to employees whose education and training levels are below the Further Education and Training (Grade 10 to 12) standard (SAPS, 2007c:4-5).

In the SAPS, admission to a training programme is determined by the requirements that employees must meet. Training is offered in the form of courses depending on the nature of the desired outcomes and the assessment is determined by the Divisional Commissioner: Human Resource Development (SAPS, 2005:5).

Learning programmes are meant to transfer knowledge and skills to course participants in efforts to close the wide skills gap (SAPS, 2011:4). The next section will discuss what learning programmes entail. This particular concept is important for the extent of this research.

### **2.2.2 Learning programmes**

Botha *et al.* (2007:123) define a learning programme as a plan to implement the needs of a curriculum, covering the specific what, when, and how of learning and assessment activities, which leads to the attainment of the programme's intended outcome.

According to Bellis (2000:35), the quality of a qualification, and for that matter, of any journey a person makes towards being truly competent in any sphere of human activity, depends on the quality of the learning that takes place in reaching the intended destination. Bellis (2000:35) further states that qualifications also provide a basis for moving on to destinations further ahead whereas in the past it was practice to prepare learners for the examination alone meaning that in many cases learners

did not finish the syllabus and therefore their qualification did not reflect real knowledge. This means that learners memorized enough to “pass”, yet the way they were taught shows they understood very little of what they memorized. According to Bellis (2000:36), the quality of education and training and the way these are imparted are important if learners and teachers/trainers are to help to transform society.

Meyer *et al.* (2004:225) point out that a learning programme is a co-ordinated combination of learning activities, methodologies, processes and other elements of learning, crafted to assist learners to acquire the required knowledge, skills and attitudes.

Bellis (2000:5) states that a learning organisation has to comprise people who possess the following three types of recognised competencies:

- practical competence: a demonstrable ability to perform a task;
- foundation competence: must be able to demonstrate what his/her learners must do and explain why they are doing it; and
- reflective competence: must demonstrate the ability to integrate or connect performance with an understanding of it so that learners can learn from actions, adapt to changes and unforeseen circumstances, and are capable of reflecting on their performance to ensure continual improvement.

SAPS (2011:2) describes a learning programme as structured activities designed to meet the needs of a curriculum, leading to the achievement of a particular qualification or unit standard.

There are specific requirements for learning programmes in South Africa which are discussed in the next session.

### **2.2.2.1 Requirements for learning programmes**

According to Bellis (2000:193) and Coetzee (2000:156), it is mandatory that learning courses comply with the following National Qualification Framework (NQF)

requirements:

- learning programmes must be planned and directed towards identified outcomes, competencies and standards;
- the outcomes and competencies must be pitched at particular “levels and categories” of work and learning. The type of training must help human resource practitioners to determine where to place those who have gone through it in the workplace to enhance efficiency. Experience has shown that people can only be more productive and effective in jobs for which they were specifically trained;
- the processes of learning and the decisions about activities, content and methods must be directed or guided by “outcomes and or learning objectives” that describe in particular the necessary performance, the skill, the context, the standards of performance and understanding and assessment criteria involved;
- these processes must be observed and assessed through methods and in accordance with levels of assessment that are work-based or institutionally-based and that they are both continuous and final; and
- the processes of learning, teaching and assessing must be delivered in “learning programmes, curricula, syllabi, courses and modules that enable those outcomes and competencies to be achieved.

With these general requirements in mind, consideration can be given to the structure of the programmes in the form of certain units or modules as discussed below.

### **2.2.3 Learning programme modules**

A learning programme entails the study of learning activities that form a curriculum, leading to the achievement of a particular qualification, or unit standard (SAPS, 2007c:1).

The MMLP offers the following modules: Personal Management and Leadership, Interpersonal Leadership, Professional Leadership, Client Service, Resource Management, Project and Quality Management and Financial Simulation Level II. Each module has its own envisaged outcomes. However, the general outcomes

expected of the MMLP are:

- to demonstrate life skills, identify their motivating abilities and values to manage their professional function;
- make appropriate decisions to provide leadership;
- support the development of fellow members;
- perform police-specific and managerial duties;
- exercise control according to legislation; and
- use critical and creative thinking to find solutions to internal and external challenges (SAPS, 2007d:3).

According to Education, Training and Development (ETD) it is accepted that the term “outcomes” refers to the applied competence that learners demonstrate after completing a learning programme (Botha *et al.* 2007:22).

In this context the concept of skills development is a further element to be defined and discussed as it is relevant to training in the SAPS.

#### **2.2.4 Skills development**

Skills development refers to optimum personal and professional development of each employee (Greyling, 2001:38). The concept refers to the process of building the capacity of individuals to be able to do things, to perform tasks, to create things, and to do these to specified standard (Public Service Sector Education and Training Authority, 2006:10). The SAPS skills plan is developed by the Division: Human Resource Development to ensure that education, training and development are properly focused. Opportunities are provided to employees to improve and acquire new skills to enhance their effective function in the service (SAPS, 2007c:7).

Skills Development in SA is governed by the National Qualification Framework (NQF) and:

- the South African Qualification Authority Act, 58 of 1995;
- the Skills Development Act, 97 of 1998; and

- the Skills Development Levies Act, 9 of 1999.

These Acts are discussed in chapter 3 of this study as part of the regulatory framework.

Van Dyk *et al.* (2001:4) state that skills development through education and training has always been the most powerful lever for improving both individual opportunity and institutional competitiveness of countries worldwide. Governments and employers recognize the critical role a skilled and knowledgeable workforce can play in securing competitive advantages in international markets (Van Dyk *et al.*, 2001:4). The skills development legislation has had a major impact on the training and development functions in organisations. Training of managers or skills development facilitators has to ensure that training programmes reflect the new outcome-based approach and that all training culminates in a nationally recognised qualification. The trainers or facilitators must be suitably accredited in accordance with the Education, Training and Development Practitioner's (ETDPs) requirements (SAPS, 2007c:3).

The benefits of the skills development is discussed below.

#### **2.2.4.1 Benefits of skills development**

The National Commissioner, in terms of Section 32 of the South African Police Act 68 of 1995, must determine the training needs of the employees. The MMLP is also part of the training programme of the SAPS.

According to Folscher (2003:18-20), if properly implemented, skills development has benefits which include:

- increase in effectiveness in achieving goals set by organisations, centres, divisions and departments;
- retention of people in designated groups;
- measurable return on training investment;
- focused skills development directed at the supply and demand of skills within the organisation;

- outcome-based training that provides the desired results of performance at the workplace; and
- provision for a rebate for employers in the Skills Development Levies Act.

Legislation does not only provide for certain benefits from skills development, but also lays down certain requirements as described below.

#### **2.2.4.2 Requirements for skills development for the workplace**

Every employer in SA has to nominate a Skills Development Facilitator (SDF) in terms of the Skills Development Act, 1988. The SDF must be registered with the relevant Sector Education and Training Authority (SETA) in line with applicable legislation.

The SDF in the SAPS is appointed in terms of the Skills Development Act, 1998. The SAPS is part of the Police, Private Security, Legal, Justice and Correctional Services (POSLEC) SETA.

Provincial offices have SDFs based at the stations to identify employees' development needs. The SDFs also recommend suitable training for personnel. The responsibilities of the SDFs are discussed below to outline their function and or role in terms of the implementation of learning programmes within the workplace.

#### **2.2.4.3 Responsibilities of the Skills Development Facilitator**

According to Bellis (2000:166) and Coetzee (2000:54), the functions of the skills development facilitator include:

- assisting the employer and employees in the development of a Workplace Skills Plan (WSP) for the financial year, which complies with specific requirements, guidelines and a set time-table;
- submitting the WSP to the relevant SETA, and thereafter advising the employer on its implementation to ensure that the specified training needs are implemented; and

- assisting the employer with drafting an annual training report in accordance with the approved WSP and other requirements. The report must be accompanied by appropriate training records and must be submitted on the date determined by the SETA. A detailed report on the use of all levy funds must be included, advising the employer on requirements relating to quality assurance as set by the SETA, and ensuring effective communication between the employer and the SETA.

There is a need to create awareness in the workplace, to support and encourage skills development. The following section discusses the possible shortcomings of skills development efforts (Bellis, 2000:166 & Coetzee, 2000:154). All these factors have the potential to affect the outcome of efforts to improve employee skills and performance and eventually service delivery to the community.

The need for personnel capacity-building programmes in the SAPS is an important factor with long-term implications on its future. According to the Oxford English Dictionary (2004:207), “capacity” relates to the ability or power to do something that is to a person’s legal competence. The capacity-building aspect focuses on incorporating systems thinking into the mindset of employees, breaking down the command and control mindset by building a new norm around high involvement of committed teams, and developing skills sets to support continuous learning and improvement in order to align the organisational system (Ford, 2007:321).

Discussed below is the evaluation, as the importance is to determine to what extent the training activities have met the training objectives.

### **2.2.5 Evaluation**

According to the SAPS (2011:2), evaluation entails the determination of the extent to which the training activities meet set goals. Botha *et al.* (2007:398) define evaluation as the determination of the monetary worth of Education Training and Development (ETD) interventions to ascertain their compliance with quality standards and best practices. The concepts include the systematic collection of descriptive and

judgmental information necessary to make effective decisions related to the selection, adoption, value and modification of various ETD activities. Swanepoel *et al.* (2003:473) are of the opinion that evaluation should commence at the same time as the planning for the training programme begins.

Maboa (2009:17) states that evaluation is an integral part of most instructional design models because it helps trainers establish if a particular programme is yielding its intended results and helps them devise ways to improve. Evaluation tools and methodologies help determine the effectiveness of instructional interventions.

Possible reasons for inadequate evaluations of training programmes include:

- insufficient budget allocation for training;
- insufficient allocation of training time;
- lack of expertise from trainers;
- blind trust in training solutions; and
- lack of methods and tools appropriate for the kind of training envisaged.

Evaluation is the critical observation of approved training programmes, revisiting their content, outcomes and at times the performance of participants and trainers to check areas of strengths and weaknesses that might need improvement.

In the SAPS, every department has a monitoring and evaluation services section tasked with ensuring that the quality management system of the Division: Human Resource Development provides:

- a framework which meets the required standards and quality objectives set by Safety and Security Sectoral Education and Training Authority (SASSETA) which includes monitoring, evaluation, control and feedback of the processes and services within the Education Training Development function with the view to ensuring continuous improvement of quality; and
- policies and implementation guidelines for all training.

Evaluation requires assessments to accurately measure the achievements recorded. The purpose of the evaluation and assessment is discussed below (SAPS, 2011:3).

### **2.2.5.1 Purpose of evaluation and assessments in the SAPS**

The purpose of evaluation and assessments is to regulate the evaluation of training in a consistent manner by:

- conducting impact assessment of learning programmes to determine whether education, training and development interventions have achieved their objectives; and by
- assessing the effectiveness and quality of training interventions (SAPS, 2011:1).

### **2.2.6 Assessments**

Assessment is defined by Malan (1997:24) as a means by which the quality of a candidate's achievements can be judged, recorded and reported. The judgment can be made through continuous observation or during final evaluation. Assessment is the gathering of authentic evidence of a learner's performance for the purpose of determining competence (SAPS, 2011:2).

Assessments can take on two basic forms namely formative and summative assessments. These forms of assessment are subsequently discussed.

#### **2.2.6.1 Formative assessment**

Formative assessment is conducted during learning and teaching in order to measure the progress of a learner against the standard prescribed criteria or unit standard.

According to the MMLP, formative assessment is conducted during the process of learning and teaching to measure the progress of a learner against the standard prescribed by the assessment criteria or unit standard; and provides for remedial measures and reassessment at the discretion of the trainer or instructor (SAPS, 2007c:6). According to the MMLP assessment plan, there are eight formative assessments on which learners should receive feedback the following day.

### **2.2.6.2 Summative assessment**

Summative assessment is conducted at the end of a learning programme to determine whether a learner has reached the required level of competency. It provides for remedial measures as determined by the Divisional Commissioner Human Resource Development (SAPS, 2007c:6).

There are four summative assessments in the MMLP. Learners receive feedback on the third day.

The next section provides an overview of the historical perspective of training in the SAPS.

## **2.3 OVERVIEW OF THE SOUTH AFRICAN POLICE SERVICE (SAPS)**

Policing activities that had been operating in SA were integrated into the South African Police Force during 1913 to become a unified and centrally-controlled police force (SAPS, 2007a:1). The SAPS Training Academy in Pretoria West was established in 1913. The training colleges at Hammanskraal, Bishop Lavis and Chatsworth were established during apartheid in 1941, 1968 and 1991 respectively (Scheepers, 2008:25-27).

The then South African Police was characterised by human rights abuses which included torture, murder and detention without trial. Disadvantaged communities were policed through fear, repression of freedom of expression and the stifling of their rights to life and association. Command and control in the SAP were also characterised by racism, sexism and unfair labour practices and were regulated by discrimination standing orders and policies (SA, 1994:1).

With the adoption of the interim Constitution in 1994, the homelands and old development regions were abolished and integrated into a united South Africa with nine provinces. The homelands were part of grand apartheid's vision of racial segregation and separate development and as results became central location for many black Africans (King, 2006:1). The Constitution of SA, 1996 established a

single National Police Service under the executive command and control of a national commissioner to be appointed by the president (SA, 1994:1).

Section 205 (1) to (3) of the Constitution of SA, 1996 states that the national police service must be structured to function in the national, provincial and, where appropriate, local spheres of government. National legislation was charged with establishing the powers and functions of the police service and enabling the police service to discharge its responsibilities effectively, taking into account the requirements of the provinces. The objects of the SAPS are to prevent, combat and investigate crime, maintain public order, protect and secure the inhabitants of the republic and their property, and to uphold and enforce the law. This is supported by the vision and mission of the SAPS (SA, 1996:124).

The Strategic Plan (2010:1) states that the vision of the SAPS is to create a safe and secure environment for all in South Africa. The SAPS mission is to combat all forms of crime and to investigate all threats to the safety and security of communities.

Fivaz (1996:1) states that "...the South African Police is undergoing fundamental change which is the direct outcome of the socio-political transformation in the country." Van Beek (2003:103) added that the change-linked vision includes changing the nature and style of policing and the overhauling of police culture, structures and management style.

The Constitution of SA, 1996 outlines the SAPS vision as to create a safe and secure environment for all people in South Africa; and its mission as to:

- prevent and combat anything that may threaten the safety and security of any community; investigate all crimes that threaten the safety and security of any community; ensure offenders are brought to justice; and participate in efforts to address the root causes of crimes (SAPS, 2010:1).

The role of a unified police service is to uphold the Constitution. To fulfill this role, SAPS members are subjected to a Code of Conduct. The code is a written undertaking which each member of the SAPS is obliged to uphold, in order to bring about a safe and secure environment for all inhabitants of South Africa. All members

of the SAPS are expected to make the code a part of their life, principles and values. The SAPS Code of Conduct underpins the way in which every member should behave, on and off-duty. The code seeks to establish standard police behaviour that does not allow any leniency for poor service delivery or corrupt activities by members and is therefore expected to be embraced by all members in their daily tasks (SAPS, 2010:2).

The Code of Conduct is the SAPS moral guideline on how members should conduct themselves. It includes:

- Integrity - employees must regard the truth as being of utmost importance and strive to uphold the mission, values, ethical principles and standards of the SAPS.
- Respect for diversity – employees of the SAPS must acknowledge the diversity of the people of our country and treat every person with equal respect.
- Obedience to the law – employees must respect and uphold the law at all times by enforcing it, and staying within the law and Constitution of the country.
- Service excellence – employees must work towards service excellence and perform duties to the best of their abilities.
- Public approval – employees of the SAPS must always work with and for the good of the community (SAPS, 2010:2).

The major challenge that the SAPS encounters is that many experienced officers left the organisation when the country attained majority rule in 1994, and the resultant brain-drain created a vacuum in its ranks. The transition from a police force to a police service as well as the review of policies with regard to the delivery of learning, posed even more challenges. Limited funds did not help matters either; they created a backlog in training as well as shortage of personnel (Klipin, 2002:3).

## **2.4 CONCLUSION**

This chapter analysed the challenges regarding learning programmes and training within the SAPS and in particular that of certain Pretoria-cluster police stations. Conceptual clarifications regarding important concepts used in this mini-dissertation were furthermore highlighted. The issue whether the MMLP of the SAPS was contributing effectively in improving service delivery was investigated. It is expected of middle managers who have successfully attended the MMLP to be more focused and innovative in completing their daily tasks.

This chapter also gave an overview regarding the historical establishment and development of the SAPS within South Africa since 1913. This information was necessary in order to understand the challenges regarding in-service training by means of learning programmes.

Chapter 3 will focus on the statutory and regulatory framework governing learning programmes and work-related in-service training within the South African public sector.

## **CHAPTER 3**

### **STATUTORY AND REGULATORY FRAMEWORK GOVERNING LEARNING PROGRAMMES**

#### **3.1 INTRODUCTION**

In the previous chapter all relevant literature regarding learning programmes within the SAPS structure and functions was investigated and analysed. Challenges regarding skills development and lack of effective service delivery were also discussed

According to Folscher (2003:21), the challenges facing government institutions today include skills shortages, the need to increase productivity, the need to improve performance and service delivery, the requirements of skilled employees, poor quality of education and training, the need to develop the knowledge of affirmative action candidates and the need to increase diversity in the work place. The emphasis has, however, shifted to the skills and competencies required to support productivity, competitiveness, the mobility of workers and, most importantly, meeting the defined and articulated community needs through excellent service delivery.

The aforementioned will be addressed in this chapter by providing an interpretation of relevant legislation and authorities such as the South African Qualification Authority (SAQA), National Qualification Framework (NQF), Skills Development Act, 1988, Skills Development Levies Act, 1999, Sector Education Training Authority (SETA), National Skills Development Strategy, Joint Initiative for Priority Skills Acquisition (JIPSA) and Education and Training Quality Assurance Bodies (ETQA). The chapter, however, firstly provides a very brief description of education and training in the SAPS to equip the researcher with the necessary knowledge that would allow her make an informed decision whether the MMLP of the SAPS was indeed effective since its implementation in 2007.

### **3.2 BACKGROUND OF EDUCATION, TRAINING AND DEVELOPMENT IN THE SAPS**

The SAPS transformation in training and development started at the time the South African Qualifications Authority Act 58 of 1995 came into effect. The SAPS has experienced a skills and knowledge gap because of the lack of training, and poor or inadequate training (SAPS, 2007b:1). According to Bosman and Frost (1996:1), the SAPS training needs had to be addressed as a matter of urgency to close the gap between skilled and unskilled members. One of the solutions was the development of the middle management learning programme. In terms of Section 32 of the Police Act 68 of 1995 the national commissioner is responsible for staff development in the SAPS.

Work-related training and development have evolved significantly over the past few years, because of the need for skilled people within organisations. Meyer *et al.* (2004:2) point out that skilled people play a crucial role in an organisation's ability to produce services and in a country's ability to improve productivity and economic growth. Training and development are however not synonymous concepts and can each be interpreted in their own right. This chapter investigates training and development in SA by reviewing important and relevant existing legislation.

The next section discusses the South African Qualifications Authority Act, 1995 as the main piece of legislation which regulates the National Qualification Framework, and the Skills Development Act, 1988. Public and private organisations have to be involved in the alignment of the NQF for their learning programmes to be recognised by SAQA.

### **3.3 SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

Training is of utmost importance in the new SA and this has been recognised through the renewal of a significant number of government policies. The SAQA Act 56 of 1995 was crafted to ensure the provision of quality education and training acceptable by institutions in SA. The SAQA Act sets up the National Qualifications Framework (NQF) that comprises of eight levels of learning areas and provides for

specialisation in fields such as communications and engineering. These levels are discussed in section 3.4 below.

SAQA is charged with the responsibility of overseeing the implementation and development of the NQF levels (SA, 1995:15). The NQF is regulated by principles that encourage the registration of diverse skills and knowledge. The South African NQF is split into manageable pieces called levels, intended to award registered learners national accreditation, based on their knowledge and skills. Several qualifications fit into this framework and are classified according to their demand in the market.

The SAQA Act was jointly steered through parliament by the Ministers of Education and Labour in 1995. It aims to promote the provision of quality education at school in the workplace or wherever learning may take place. The SAQA Act, 1995, is viewed as an enabling Act, and together with the Employment Equity Act 55 of 1998, it aims to achieve the objectives which include:

- creating an integrated national framework of learning achievements;
- facilitating mobility and progression in education, training and career paths;
- enhancing the quality of education and training;
- redressing past unfair discrimination in education, training and employment opportunities; and
- providing an institutional framework to devise and implement national sector and workplace strategies to develop and improve skills in the workplace, and contribute to the personal development of learners and to socio-economic development (SA, 1995:3).

The following section discusses the NQF in detail.

### **3.4 NATIONAL QUALIFICATIONS FRAMEWORK (NQF)**

The NQF reflects a national effort at integrating education and training into a unified structure of recognised qualifications.

The purpose, relevance and the rationale of NQF is explained below.

### **3.4.1 Purpose, relevance and rationale of NQF**

According to Meyer *et al.* (2004:12), the NQF incorporates a set of principles and guidelines by which records of learner achievements are registered to enable national recognition of acquired skills and knowledge, thereby ensuring an integrated system that encourages lifelong learning.

The objectives of the NQF are the following:

- Create an integrated national framework of learning achievement.
- Facilitate access to, and encourage mobility and progression within education, training and career paths.
- Accelerate the redress of unfair discrimination in education, training and employment opportunities.
- Contribute to the full development of learners.
- Enhance the quality of education and training (Erasmus *et al.*, 2008:68-69).

The Human Sciences Research Council (HSRC) (1995:132) is of the view that the NQF seeks to enforce the performance of three functions:

- Development of overall policy and procedures.
- Setting of standards for units and qualifications.
- Ensuring that the assessed outcomes meet the required standards.

According to Erasmus and Van Dyk (1999:12), the NQF is the foundation for people to achieve national qualifications through formal and informal learning and in the process contribute to the government's aims of providing quality education, promote access to opportunities and redress past inequalities.

Van Dyk *et al.* (2001:64-65) describe the NQF as a framework on which standards and qualifications, agreed to by education and training stakeholders throughout the country, are registered. Registered unit standards and qualifications are structured in such a manner that learners are able to gain recognition on successful completion.

The framework also allows for multiple pathways to the same learning end.

The principles underlying the NQF are cited in the table below to show its scope and importance in the context of development.

**Table 1: Principles forming the basis of the NQF**

<b>Principle</b>	<b>Definition: Education and Training</b>
Integration	Form part of a system of human resources development which provides for the establishment of an integrated approach.
Relevance	Be and remain responsive and appropriate to national development needs.
Credibility	Have national and international value and acceptance.
Coherence	Work within a consistent framework of principles and certification.
Flexibility	Allow for multiple pathways to the same learning ends.
Standards	Be expressed in terms of a nationally agreed framework and internationally acceptable outcomes.
Legitimacy	Provide for the participation of all national stakeholders in the planning and co-ordination of standards and qualifications.
Access	Provide access to appropriate levels for all prospective learners in a manner which facilitates progression.
Articulation	Provide for learners, on successful completion of accredited prerequisites, to move between components of the delivery system.
Progression	Ensure that the framework of qualifications permits individuals to move through the levels of national qualifications via different appropriate combinations of the components of the delivery system.
Portability	Enable learners to transfer their credits or qualifications from one learning institution or employer to another.
Recognition of prior learning	Give credits, through assessment, to learning which has already been acquired in different ways, such as through life experience.
Guidance of learners	Provide for the counseling of learners by specially trained individuals who meet nationally recognised standards for education and trainers.

Source: Van Dyk *et al.* 2001:65

The NQF can be defined as the framework of qualifications developed by SAQA for which the appropriate benchmarks for standards of quality are registered on the SAQA database. SAQA oversees the implementation and development of NQF

levels and this makes it imperative to understand them in the context of development.

### 3.4.2 NQF Levels

The NQF consists of eight levels providing for General, Further, and Higher Education and Training bands.

The levels are determined by the degree of difficulty and depth of the qualifications as opposed to the period of time that the learner takes to complete the studies. The levels allow for comparisons between various courses.

**Table 2: NQF Structure levels**

<b>NQF Level</b>	<b>Band</b>	<b>Qualification</b>
8	Higher	-Post-doctoral research degrees
7	Education	-Doctorates
6	And	-Masters' degrees
5	Training	-Professional qualifications
		-Honours degrees
		-National first degrees
		-Higher diplomas
		-National diplomas
		National certificates
<b>Further Education and Training Certificates (FETC)</b>		
4	Further	
3	Education	-National certificates
2	And	
	Training	
<b>General Education and Training Certificates (GETC)</b>		
1	General	
	Education	-Grade 9 ABET Level 4
	And	
	Training	

Source: South African Qualifications Authority (1999b).

In accordance with table 2, level 1 of the NQF is attained at the end of compulsory schooling which is Grade 9 (Standard 7). Adults, who did not reach this stage through formal education, have an opportunity to do so through basic adult education

and training. Levels 2, 3 and 4 of the NQF make up the second band. The second band is for further education and training schooling and technical certificates equivalent to the standards of Grade 12 or matric. Levels 5, 6, 7 and 8 are in band 3 for higher education and training. Level 5 is for holders of undergraduate diplomas and certificates. Level 6 is for Bachelor's degrees completed at universities and technicons. Adults who did not complete primary education have an opportunity to enter the first level of the NQF system. There are non-governmental organisations (NGOs) offering such programmes. In the SAPS the programme is offered in the workplace. The NQF makes provision for an outcomes-based education (OBE) system. The MMLP is not yet registered; however, it is envisioned to pitch at an Honours or Postgraduate level (NQF level 7).

### **3.4.3 Outcomes-based training and development**

According to Olivier (2001:1), outcomes-based learning is mainly interested with the end result, which usually is the number of people able to do a job after training and not the content of the programme. Outcomes-based training has proven that there are various methods that can be used to solve the same problem. Because of this, the SAQA Act allows changes in the curriculum, learning programmes development process, and the way training and assessments are conducted (Olivier, 2001:28). The MMLP programmes were developed and changed in 2007 to align with the guidelines stipulated by SAQA and are fully compliant with outcomes-based training and development (SAPS, 2007b: 2).

Olivier (2001:33) further outlines that SAQA aims to achieve three outcomes:

- critical outcomes, which are personal, thinking and life skills that make people more effective in executing their jobs, such as effectively working and communicating with others and identifying and solving problems;
- specific outcomes refer to the knowledge, skills and values the person attains. They are context-linked and show how a person does his/her work; and
- end-product outcomes reflect the outcome of the learning; the clear purpose or end product of the learning is seen. It leads to a product, service or a decision.

Outcome based learning concentrates on the end results of a learning programme and is not based on input learning. It is achieved by obtaining and mastering of contextual knowledge, skills, values and procedural steps in order for the learner to do work properly (Oliver, 2001:1).

According to Williams (2001:82-85), it is unrealistic to expect a learner to attend brief periods of inadequate training and to apply such training immediately thereafter in the workplace.

Specific outcomes relate to the context of a particular sector or organisation, while “critical cross-field outcomes” are generic and form a foundation for all learning. This is discussed in the next section.

#### **3.4.4 Critical cross-field outcomes (CCFOs) and developmental outcomes**

The critical cross-field outcomes (CCFOs) are derived from education, training and development outcomes and are an additional mechanism through which coherence is achieved in the framework. These outcomes describe the qualities that the NQF identifies for learner development within the education, training and development system, regardless of the specific area or content of learning. These are the outcomes deemed critical for the development of the capacity for lifelong learning (SAQA, 2000:18). The CCFOs’ purpose is to enhance the development of the capacity for lifelong learning. This is clearly outlined in the NQF vision which states that all qualifications, learning programmes and unit standards should give attention to CCFO.

According to Smith (2006:76), the aim of the CCFO is to direct educational and training activities towards developing learners to fit into the social and economic environment. After learners have accomplished the CCFOs they will be in good stead to execute the developmental outcomes. Smith (2006: 61) states that the development outcomes are acquired the same way as CCFOs as outlined in the legislation.

The Skills Development Act of 1998 is the next important piece of legislation for work-related learning programmes within South Africa. In the MMLP, CCFOs are found in modules whereby problem solving, team management and technology are linked to the programme.

### **3.5. SKILLS DEVELOPMENT ACT, 1998**

The Skills Development Act, 1998 is the key piece of legislation in relation to skills development. The Act forms part of the National Skills Development Strategy which is aimed at addressing social and economic problems in South Africa. The overall framework within Sector Education and Training Authorities is set out in this Act.

The purpose and relevance of this particular Act are discussed in the next sections.

#### **3.5.1 Purpose of the Skills Development Act, 1998**

The purpose of the Skills Development Act (1998:8) is to develop the skills of the South African workforce and to improve and promote its quality of life and prospects of work and labour mobility. Bellis (2000:143) indicates that the purpose of the Act is to develop the skills of the South African workforce by:

- improving their prospects of work;
- ensuring labour mobility;
- improving productivity in the workplace and the competitiveness of employees;
- providing self-employment;
- increasing the levels of investment in education and training in the labour market and to improve returns on that investment;
- improving the delivery of social services;
- providing employees with the opportunities to acquire new skills;
- providing opportunities to new entrants to the labour market to gain work experience; and to employ persons who otherwise find it difficult to be employed due to their lack of skills;
- encouraging employers to use the workplace as a learning environment to

- give employees opportunities to acquire new skills;
- improving the employment prospects of persons previously disadvantaged by discrimination and to redress those disadvantages through training and education;
- ensuring that the quality of education and training is appropriate for the workplace; and
- assisting job seekers to find work and retrenched workers to re-enter the labour market and employers to find qualified employees.

Van Dyk *et al.* (2001:36) indicate that the Skills Development Act seeks to develop the skills of the South African workforce and thereby increase the quality of working life for workers, improve the productivity of the workplace, promote self-employment and improve the delivery of social services. They further state that the above-mentioned Act also seeks to encourage employers to use the workplace as an active learning environment and to provide opportunities for new entrants to the labour market to gain work experience.

### **3.5.2 Rationale for the Skills Development Act, 1998**

According to the White Paper on the Skills Development Act (1998:2), the rationale for the Act is to:

- provide an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African workplace;
- integrate those strategies into the NQF as outlined in the South African Qualifications Authority Act, 1995;
- provide for learnership that leads to recognised occupational qualifications;
- provide for the financing of skills development through a levy-grant scheme and a National Skills Fund;
- provide for and regulate employment services; and
- provide for matters connected therewith.

The Act introduced a planned approach to skills development at national, sector and

organizational levels. Meyer *et al.* (2004:11-12) explain that the Human Resource Development strategy for SA provides evidence of the seriousness of the government's intention to address the problem of skills shortages. The government's commitment to shore up the labour market is demonstrated through policies as reflected in the Skills Development Act, 1998, and the Skills Development Levies Act, 1999.

The objective of the Skills Development Act is to develop the skills of the South African workforce by:

- increasing the levels of investment in education and training;
- encouraging employers and employees to buy into the new system;
- improving employment prospects of previously disadvantaged groups;
- ensuring quality of education and training; and
- assisting with finding and matching of employment opportunities.

The Skills Development Act, 1998 and Skills Development Levies Act, 1999 introduced new institutions, programmes and funding policies designed to increase investment in skills development. Although public service departments are not expected to pay levies in terms of the Skills Development Act, 1998, they are under an obligation to develop appropriate measures to improve employees' skills in accordance with national and sectoral strategies and objectives. According to Bellis (2000:166) and Coetzee (2000:54), the skills development facilitator's responsibilities are to ensure that the organisation implements the Skills Development Act, 1998, by:

- understanding the requirements of skills development facilitation;
- appointing a skills development facilitator;
- developing a workplace skills plan;
- compiling and submitting an annual report on training; and
- identifying areas for specific initiatives for skills development.

According to Coetzee (2000:202), implementing the Skills Development Act, 1998, and the SAQA Act, 1995, requires the allocation of considerable resources if the process is to improve productivity, quality and competitiveness. Compliance with the legislation can be demanding and time-consuming, but the commitment of

management, creative leadership, and collaborative relationship with employees will ensure good results.

The MMLP improves the skills level of managing personnel and thus ensures improved productivity in the workplace. It also ensures that the services are rendered in an improved qualitative manner. It brings new ideas and approaches to the workplace so that the workforce sees the value in a learning environment.

### **3.5.3 Learnership and skills programme**

The Skills Development Act makes provision for learnerships and a skills programme. The difference between learnerships and skills programmes within the South African context is discussed below.

#### **3.5.3.1 *Learnership***

Chapter 4 of the Skills Development Act 97 of 1998 describes a learnership as consisting of a structured learning and practical work experience component, leading to a qualification tied to an occupation and recognised by SAQA.

The implementation of the Skills Development Act and other pieces of legislation makes public and private sector organisations responsible for developing their employees in an effort to narrow the skills gaps.

Learnership and the effective management of its systems will help to address the employment needs of the country. The success will, however, be determined by the co-operation, enthusiasm and understanding with which those involved implement the system. Geysers (2004:17) states that the significance of the learnership or skills programme is that it aims at enhancing the skills required in a workplace. The significance of formal qualifications differs, however, in the sense that they are intended to provide generic skills and knowledge which are applicable across the workplace.

A variety of learnerships are offered in the SAPS in line with the organizational and sectoral needs. Learnerships which must lead to a qualification are registered on NQF as a qualification (examples thereof are Public Sector Accounting NQF 5, Resolving of Crime NQF 5 and Forensic Science NQF 5). These are job specific qualifications (occupationally based) which ensure improved skills levels and productivity due to its nature to include workplace learning as a component.

### **3.5.3.2 Skills programmes**

Chapter 5 of the Skills Development Act 97 of 1998 introduces the concept of a skills programme as a new Education, Training and Development (ETD) initiative. In accordance with the Act, skills programmes are specific to occupants and make use of accredited ETD providers to train learners. On completion of the skills programmes, learners obtain credits towards a qualification registered with SAQA. ETD providers that are accredited by an ETQA or comply with accreditation regulations may be used to deliver the skills programmes that make up learnership qualifications (Botha *et al.*, 2007:42). Meyer *et al.* (2004:224) state that learnership and skills programmes are occupationally-based programmes that combine learning with on-the-job experience, thus integrating learning with real-life working experience.

However, the MMLP is not based on a registered Unit Standard. It went through a process of internal evaluation and approval to conform to internal standards to address the specific needs of the organization. The completion adds skills to the individual but has no credit value on the NQF system.

Another important piece of legislation regarding learning programmes is the Skills Development Levies Act 1999. This Act is applicable to all employees in public and private organisations within South Africa.

## **3.6 SKILLS DEVELOPMENT LEVIES ACT, 1999**

Chapter 3 of the Skills Development Levies Act, 1999, states that every employer must pay a skills development levy to the South African Revenue Service (SARS).

Meyer *et al.* (2004:67) state that the Skills Development Levies Act, 1999, establishes a compulsory levy scheme for the purpose of funding education and training. SARS is responsible for administering the Skills Development Levies Act, 1999. The rationale behind a national levy scheme for skills development is premised on the assumption that the acquisition of effective skills is dependent on a strong link between occupationally-based education and training and the workplace, which should be complementary (Van Dyk *et al.*, 2001:41). The aforementioned implies that public education is funded from taxation, while skills development is funded from the levy.

### **3.6.1 Purpose of the Skills Development Levies Act, 1999**

The above-mentioned Act introduced a levy equivalent to 0.5% of the employees' payroll per month with effect from April 1, 2000 which rose to 1% with effect from April 1, 2001. Employers pay the levy to the Commissioner of SARS. However, the Ministers of Labour and Finance, when satisfied that sufficient grounds exist, and certain criteria are met, may grant permission for employers within the jurisdiction of a particular Sector Education and Training Authorities (SETA) to pay their levies directly to a particular SETA (SA, 1999(a):14)

### **3.6.2 Elements of the Skills Development Levies Act, 1999**

The above-mentioned Act determines that the director-general of the Department of Labour may delegate any part of the administration of the act to the relevant SETA, subject to conditions he/she may impose. The Act provides for exemptions from payment of the levy. Any public service employer in the national or provincial sphere of government is exempted (SA, 1999(a):6).

All employers expected to pay the levy must register with the SARS commissioner and indicate within which SETA they must be classified. Employers pay 1% of their payroll; from this levy SARS deducts 2% for administration and 18% goes to the National Skills Fund and the balance goes to the SETAs to establish infrastructure at SETA level and to pay grants (SA, 1999(a):6).

The SAPS belongs to the South African Safety & Security Education Training Authority (SASSETA) which is the safety and security environment and do pay an administrative levy to the SETA. It does have registered Skills Development Facilitators (SDF) and a structure of SDFs down to station level.

The SAPS prepares and compile an annual Workplace Skills Plan (WSP) as well as an Annual Training Report (ATR) to indicate that at least 1% of its payroll was spent on training and development. It actively participates in the structures of the SASSETA and the reaching of targets in terms of the SETA's performance plan and the NSDS III. The role of the SAPS, before the Acts have been promulgated, was very much internally directed but the training horizons and the responsibility within the South African context has moved the boundaries to participate in a broader community development.

### **3.7 SECTOR EDUCATION AND TRAINING AUTHORITIES (SETA)**

A Sector Education and Training Authority (SETA) is a body that comprises representatives of labour, employees (including small businesses), key government departments, any professional body with a reason to be there, and any bargaining forum from the business or industry sectors (Meyer *et al.*, 2004:69).

In accordance with the Skills Development Act (SDA) section 10(1) (a), each SETA is required to develop a Sector Skills Plan (SSP) within the framework of the National Skills Development Strategy (NSDS).

The SETA creates a skills development plan for that organisation or sector using the national skills development strategy as a basis. It implements its sector skills plan by:

- establishing learnerships;
- approving a workplace skills plan; and
- allocating skills grants to employers, training providers and workers (SA,1998:14).

### **3.7.1 Purpose of the Skills Plan**

The skills plan sets out a strategy to meet the development needs of the employees and to ensure that the core skills requirements of the organisation are met. The purpose of the skills plan includes to:

- determine skills development priorities after an analysis of the demand and trends, and supply issues within the sectors;
- identify a set of sector-specific objectives and goals that will meet sector needs;
- devise economic or industrial sector growth strategies and produce critical skills that are scarce in the sector;
- identify activities that will support strategies;
- identify strategies to address objectives and goals;
- implement and provide resources to activities; and
- report on performance in relation to objectives and goals.

The sector plan is largely made up of skills plans from organisations within the sector, influenced and guided by the national skills plan. The SAPS is part of the body convened with the mission to develop and implement a sector specific skills plan, registering and promoting learnerships (SA 1998b:20).

### **3.7.2 Functions of SETAs**

According to SA (1998b:14), the Minister of Labour is empowered to establish SETAs in accordance with specific criteria. The functions of SETAs are:

- To develop a sector skills plan within the framework of the national skills development strategy.
- To implement its sector skills plan by:
  - ✓ establishing learnerships;
  - ✓ approving workplace skills plans;
  - ✓ allocating grants to employees, education and training providers and workers; and
  - ✓ monitoring education and training in the sector.
- To promote learnership by:

- ✓ identifying workplaces for practical work experiences;
- ✓ supporting the development of learning materials;
- ✓ improving the facilitation of learning; and
- ✓ assisting in the conclusion of learnership agreements.
- Registering learnership agreements.
- Collecting and disbursing skills development levies in their sector.
- Liaising with the National Skills Authority on:
  - ✓ the national skills development policy; and
  - ✓ the national skills development strategy and its sector skills plan.
- Liaising with the Department of Labour and education bodies in the gathering of relevant information:
  - ✓ about employment opportunities; and
  - ✓ between education and training providers and the labour market.

A SETA's main function is to contribute to the development of skills. Its aim is to develop the skills of prospective workers and those people already employed in its sector.

The next section discusses the National Skills Development Strategy (NSDS) as enacted by the Department of Labour in 2000. It is an example of how efforts are being made to redress the inequalities in education and training (SA, 1998b:26).

### **3.8 NATIONAL SKILLS DEVELOPMENT STRATEGY**

The National Skills Development Strategy (NSDS), 2005-2010, represents a detailed performance of Sector Education and Training Authorities and National Skills Fund initiatives.

Its vision is to create a skills development system that stimulates economic and social development through education, training and job-creation. The strategy to achieve this would be to create an environment conducive for investment skills development. The system should be:

- **demand-orientated:** Emphasis must be placed on skills required most by

enterprises and putting those out of work through training that gives them the opportunity to gain hands-on experience.

- **flexible and decentralised:** There must be national co-ordination and support for decisions made and a strategic approach to education and training.
- **partnership:** A partnership must be forged between the public and private sectors for joint control over the Skills Development Strategy.

### **3.8.1 The New National Skills Development Strategy III (NSDS III)**

The National Skills Development Strategy (NSDS) is an overarching strategic instrument for skills development and guides sector planning and implementation in the SETA (SA, 2010:5). The National Skills Development Strategy III (NSDS III) is a new document crafted to guide the intensive work needed to develop the Sectoral Skills Plan (SSP) and contributes to the achievement of the country's new economic growth and social development goals (SA, 2010:7). This is in order to address the problem of illiterate people and to help those without skills to meet the demand of the workplace and new technology.

The NSDS 2011/12 – 2015/16 (2010:8) states that the NSDS III rests firmly on Sector Plans (SSPs) through sectoral lenses so that the character of future skill needs can be anticipated. The SSPs will be taken forward, building on the best information derived from sector analysis and forecasts, and informed by public strategies and plans in each sector. Within the SAPS there are also initiatives to root out illiteracy.

#### **3.8.1.1 Purpose of the Skills Development Strategy**

The objectives of skills development are to enable SA to achieve competency in promoting social development and economic growth. According to Erasmus and Van Dyk (1999:21), the objectives are to:

- facilitate an increase in the skills of the population through education and training linked to the National Qualification Framework;

- ensure the quality and quantity of intermediate delivery;
- facilitate more effective social and infrastructural delivery; and
- improve the cost-effectiveness, quality and relevance of skills development.

After recognising the low employment rate of its people, especially the youth, the SA government started the Joint Initiative on Priority Skills Acquisition (JIPSA) in a bid to develop the skills that were needed most.

JIPSA is one of the important parts of the Accelerated and Share Growth Initiative for South Africa (ASGISA) and is discussed in the following section.

### **3.9 JOINT INITIATIVE ON PRIORITY SKILLS ACQUISITION (JIPSA)**

JIPSA was established in March 2006 as a high-level partnership between government, business and organised labour to accelerate the acquisition of priority skills to meet the demands of ASGISA. The intention was to identify solutions to skills shortages in critical areas. The ASGISA initiative identified the shortage of skilled labour as one of the six constraints to its goal of boosting economic growth. The other five are exchange rate volatility, infrastructure backlogs, limits on investments opportunities, the regulatory environment, and deficiencies in state organisation, capacity and leadership (SA, 2006:2). Blockages were resolved to fast-track skills delivery in critical areas.

Issues that received attention were:

- sector education and training authority (SETA), National Skills Fund and government department funding JIPSA-related initiatives;
- the alignment between SETA skills plans and JIPSA, and ASGISA objectives;
- the implementation and outcomes of learnership, apprenticeships, internships and bursary schemes;
- the composition and functioning of SETA boards; and
- the balance between higher and further education and training in terms of expenditure, outcomes and the needs of the economy (SA, 2006).

According to the State of the Nation address of the then President of South Africa, Thabo Mbeki (2006), JIPSA was established for the purpose of creating a multi-stakeholder working group in which government, business, labour and civil society act jointly to respond practically to the skills challenge. The skills interventions through JIPSA are discussed below.

### **3.9.1 Skill Interventions through JIPSA**

JIPSA identified several interventions in need of urgent attention. These include mentoring programmes and overseas placements of trainees to fast-track development; special training programmes; rehiring retirees and expatriate South Africans; and roping in qualified legal immigrants. It also planned major upgrades of Further Education and Training colleges and a revamping of the ABET programmes. It also resolved to set up Employment Services Systems (ESSs) to close the gap between potential employers and those seeking employment. A scarce-skills database was to be established to cater for the needs of the individual projects included in ASGISA (SA, 2006).

## **3.10 EDUCATION TRAINING QUALITY ASSURANCE (ETQA)**

Quality is an important and integral part of SETAs and Skills Development. A quality management system is therefore needed for the accreditation, monitoring and auditing of ETQA and its service providers. The quality assurance is tasked with assessing learners, the quality of education and of the expected achievements.

### **3.10.1 Quality management**

In the SAPS (2007b:8), the Divisional Commissioner: HRD is charged with the responsibility to ensure that a quality management system is developed, implemented and managed according to the criteria provided by SAQA or SASSETA to ensure continued accreditation of the service as an education, development and training provider and that all ETD products and systems are in line with legislation and official directives.

The quality of products and systems of ETD must be improved continuously through the quality management processes which include:

- implementation of approved quality assurance processes;
- internal or external evaluation of all learning programmes to ensure integrated knowledge and skills;
- management of assessments;
- monitoring of implementation of learning programmes;
- verification of learner achievements;
- evaluation of performance of assessors and moderators; and
- continuous review of the quality management system (SAPS, 2007c:8).

The structure of ETQAs and the quality management systems are discussed in the next section.

### **3.10.2 Structures for quality assurance: ETQAs**

Quality assurance is necessary in accrediting, monitoring and evaluating of ETQA providers, assessment systems and the learners.

The functions of ETQA concern the following:

- accreditation within a sector, demonstrated needs, primary focus, capacity and resources, quality management system, separation and independent quality assurance and provision functions; national stakeholder representatives and advancing the objectives of the NQF; and
- facilitating moderation, register of assessors, co-operation with ETQA moderator bodies, recommendation of new or modification of standards and qualifications to NSBs, maintaining an acceptable SAQA database, submitting reports to SAQA, as well as any other SAQA assigned functions (SA, 2000:8).

### **3.10.3 Quality Management System (QMS)**

SETAs appoint quality assurance managers to put quality management systems in place, especially where the organisation has not yet implemented a quality assurance system. The organisation should develop a quality management system

(QMS) at its own pace and level appropriate to the particular organisation and context, as well as comply with the criteria for quality management (Meyer *et al.*, 2004:294).

In the SAPS all the learning programmes which are presented are continuously monitored and evaluated by Monitoring and Evaluation sections from different institutions for the purpose of ensuring quality (SAPS, 2010:2).

### **3.11 CONCLUSION**

Relevant legislation and an interpretation of SAQA, NQF, Skills Development Act, Skills Development Levies Act, SETA, National Skills Development Strategy, JIPSA, and ETQAs have been discussed.

In this chapter it was emphasised that government institutions must approach training and work-related development from a strategic point of view to be able to respond to the need for improved productivity and a more flexible workplace. The chapter reflected on the provision of a skilled labour force and the challenges institutions are faced with regarding the lack of skills. Evaluation of training should play a significant role in the effectiveness and efficiency of the human resources function in an organisation. It should form part of the organisation's growth plan. The responsibility for efficient and effective training is a burden since this determines the overall success of an organisation.

Implementing quality management in ETD will assist the training functions not only to meet the requirements of SAQA, but also to improve the quality of products and services.

Chapter 4 of this study focuses on the empirical findings regarding the effectiveness of learning programmes within the SAPS.

## **CHAPTER 4**

### **MIDDLE MANAGEMENT LEARNING PROGRAMME OF THE SAPS: EMPIRICAL FINDINGS**

#### **4.1 INTRODUCTION**

The statutory and regulatory framework governing learning programmes was discussed in the previous chapter. This chapter discusses the research methodology and empirical findings regarding the effectiveness of Middle Management Learning Programmes within Pretoria-cluster police stations. The population of the study was drawn from police stations based in the Pretoria-cluster, namely, Pretoria Central, Sunnyside, Mamelodi East, Mamelodi West, Sinoville, Wonderboom, Eersterus, Brooklyn, Garsfontein, Mabopane, Rietgat and Hammanskraal police stations. The survey was conducted specifically in these stations to evaluate the effectiveness of the SAPS Middle Management Learning Programme among respondents who had completed the course.

Furthermore, this chapter discusses the research design and how data was collected. Questionnaires were distributed to respondents who completed the MMLP within the 2007/8 and 2009/10 financial years.

The main objective of this chapter is to determine the effective functioning of the MMLP training within the SAPS as well as to evaluate the extent to which the knowledge acquired during training were applied in work-related situations.

#### **4.2 RESEARCH METHODOLOGY**

Leedy and Ormrod (2001:3) state that the word "research" is loosely employed in everyday speech and that only a few people understand its real meaning. However, research is the systematic process of collecting and analysing information (data) to increase our understanding of the phenomenon with which we are concerned or interested (Leedy & Ormrod, 2001:4). Research methodology is the general approach the researcher takes in carrying out the research project (Leedy & Ormrod 2001:14).

#### **4.2.1 Description of qualitative and quantitative research**

According to Struwig and Stead (2001:13), qualitative research methods reflect certain approaches to knowledge production and include any research that makes use of qualitative data. Struwig and Stead (2001:13) further state that the term “qualitative research” does not describe a single research method. There are many research methods associated with it. It is done in many fields including management science, sociology, anthropology, archaeology, psychology, social work, education and history.

According to Blumberg *et al.* (2008:191), quantitative studies rely on quantitative information that is numbers and figures. Collis and Hussey (2003:13) further state that a quantitative approach involves collecting and analysing numerical data and applying statistical tests.

This study conducted empirical research at Pretoria-cluster police stations. Data was collected using questionnaires and semi-structured interviews with respondents who completed the MMLP in the 2007/8 and 2009/10 financial years. Hesse-Biber and Leavy (2006:125) state that semi-structured interviews assist in guiding the conversation to allow respondents some latitude to expand and further discuss what is of interest or utmost importance to them.

The questionnaire comprised both quantitative (closed-ended statements) and qualitative information (open-ended questions). Section A sought demographic information, Section B dealt with statements to evaluate the effectiveness of the SAPS learning programme, while Section C comprised open-ended questions.

The respondents had to indicate their choice in the following manner:

1 = strongly agree

2 = agree

3 = disagree

4 = strongly disagree

The above likert-scale responses were recommended by Statistical Consultation Services at the Potchefstroom Campus of the North-West University. Statistical

Consultation Services made the recommendation based on the fact that when neutral responses are included within a questionnaire, respondents would easily choose the option to avoid thinking about challenging statements nevertheless answering them. Neutral responses are also more complicated to interpret and in some instances it does not necessarily contribute in promoting the scientific responses.

Respondents were asked to give their own views about the learning programme and give an account of the experiences and challenges they have encountered. Blanche *et al.* (2006:490) state that a short and simple questionnaire has potential to yield a high response rate. The researcher developed simple and short questions that the respondents could easily understand.

#### **4.2.2 Characteristics of qualitative research**

Struwig and Stead (2001:12) outline the following characteristics of qualitative research:

- **The participants' and researcher's perspective**

The participants' views on the same research may differ, making it imperative that the researcher understands and has a good grasp of issues being researched to be able to analyse and interpret the data together with the participants.

- **Contextualism**

It is necessary to provide a comprehensive description and analysis of the environment or social context of the research participants.

- **Process**

It is important for a researcher to understand how past events can influence and shape the behaviour of respondents in any exercise to gather facts, information and other data.

- **Flexibility and the use of theories**

Qualitative researchers prefer to begin research in a relatively open and

unstructured manner and appear hesitant to rely excessively on theory to provide a framework for the research. It is argued that such an unstructured approach encourages a researcher to be sensitive to unexpected events and that too much reliance on theory or previous research may influence their understanding and interpretation of events.

According to Struwig and Stead (2001:25), qualitative research methods emphasise the quality of the study and not on solving problems by means of statistical process. However, the methods exist to analyse qualitative data.

### **4.3 RESEARCH DESIGN**

Babbie (2007:112) defines research design as the process of focusing your perspective for the purposes of a particular study, and further states that research starts with an initial interest, idea, or theoretical expectation and process through a series of interrelated steps to narrow the focus of the study so that concepts, methods and procedures are well defined. According to Mouton (2005:55), a research design is a plan or blueprint of how a researcher intends to conduct a study. The research design for this research includes a literature review, construction of a questionnaire and data collection methods. These components of the research design are discussed below.

#### **4.3.1 Literature review**

Leedy and Ormrod (2001:70) state that a literature review has numerous benefits. The literature review was presented in chapters 2 and 3. The literature review involved secondary sources such as books, journals, policies, legislation, government documents and reports containing information related to the research.

#### **4.3.2 Construction of the questionnaire**

Struwig and Stead (2001:89) explain that questions asked in questionnaires derive from a review of literature on the subject matter and interviewing people. Blanche *et al.* (2006:484) define a questionnaire as a set of written questions used to gather

information from respondents. It is regarded as one of the common tools for gathering data in social sciences and institutions. Kanjee (2006:484) describes a questionnaire as a group of written questions used to gather information from respondents and one of the most common tools for gathering data in social sciences. The questionnaire was divided into three Sections A, B and C which are discussed below:

- Section A contains questions that were designed to obtain demographic information from respondents such as gender, age, race, and highest educational level, the number of years in a supervisory rank in the SAPS, and current rank and province.
- Section B dealt with the statements contained in the research proposal and forms part of the achievement of the objectives of the research. Section B continues with statements determining the level of the respondent's improvement or development after completion of the learning programme. Respondents had to indicate whether they "strongly agree", "agree", "disagree" or "strongly disagree"
- Section C comprises open-ended questions asking respondents to express their views regarding the learning programme and to shed light on the challenges they encountered and other experiences. Respondents were expected to give an overview of their expectations on enrolling for the course, state the skills which had been lacking that they had learnt, and explain how their leadership will be influenced for the better by the programme.

#### **4.3.3 Data collection methods**

Martins *et al.* (1999:90) describe that the data gathering process may vary from observation at a specific location to an extensive survey of large corporations across the world. Collis and Hussy (2003:173) indicate that a questionnaire is a list of carefully structured questions, chosen after considerable testing, with a view to eliciting reliable responses from a chosen sample.

A questionnaire was the instrument used in this study to obtain information concerning the effectiveness and impact of the learning programme for the SAPS middle managers. The questionnaire was designed to ensure confidentiality to encourage respondents to participate. The questionnaire was divided into three main sections that were simple and less time-consuming to complete. The estimated time to complete it was 15 to 20 minutes.

#### **4.3.4 Study population**

The study was conducted among the Pretoria-cluster police stations. Simple random sampling was done to select 11 out of the initial 29 police stations. The population included the following police stations: Pretoria Central, Sunnyside, Mamelodi East, Mamelodi West, Silverton, Brooklyn, Wonderboom, Garsfontein, Mabopane, Rietgat and Hammanskraal. All respondents who had completed the MMLP at the above-mentioned police stations, were selected. The Information System Management (ISM) division based in the Human Resource Development (HRD) Department assisted in identifying the managers. This study made use of specific targeted respondents who successfully completed the MMLP. However, most of the respondents were difficult to trace because they had either been transferred or promoted to take up posts at other places. Brooklyn Police Station, for example, had only three officers who had attended the MMLP after many had been transferred to other provinces and divisions. The researcher had to follow the SAPS protocol which outlines how questionnaires should be managed. A total of 43 questionnaires were distributed as follows: Pretoria Central (6); Sunnyside (4); Garsfontein (2); Mamelodi West (7); Mamelodi East (3); Sinoville (2); Brooklyn (8); Wonderboom (1); Mabopane (3); Rietgat (2); Hammanskraal (5).

Completed questionnaires were returned as follows:

Pretoria Central (3); Sunnyside (3); Garsfontein (2); Mamelodi West (1); Mamelodi East (3); Mabopane (0); Rietgat (2); Hammanskraal (3); Wonderboom (0); Sinoville (1); and Brooklyn (2). Together they made up a total number of 20 respondents for the entire population.

#### **4.3.5 Problems encountered**

The list of prospective respondents obtained from ISM Division: HRD was not updated; some members had been transferred from one police station to another, yet their names appeared under their previous stations. Thankfully, they transferred to police stations and not to divisions. The researcher did not consider those transferred to clusters outside Pretoria.

The researcher had to visit some stations at night since many respondents worked on the night shift. The reaction of the respondents varied even though the questionnaire clearly stated the aim of the study. Some did not care to respond; some claimed to be too busy; while some were on sick leave.

#### **4.3.6 Processing of research data**

According to Blanche *et al.* (2006:52), the objective of data analysis is to enable the researcher to take a closer look at the emerging trends and interpret the findings to answer questions arising from the research.

The confirmation of permission to distribute the questionnaires was granted in writing on August 29, 2011. This is attached as Annexure C. The questionnaires were collected, administered by the researcher and sent to the Statistical Consultation Services, North-West University (Potchefstroom Campus) for scientific analysis to ensure reliability and validity.

### **4.4 ANALYSIS AND INTERPRETATION OF EMPIRICAL DATA**

In this section the response to data collection questionnaires are captured as follows:

#### **4.4.1 Section A: Biographical Information**

Below is the demographic information from respondents to determine gender, age, race, highest educational level, work-related experience of respondents and the post levels of respondents.

### A.1 Gender of respondents

The graph below illustrates the gender of respondents in percentages. Most of the employees who attended the MMLP were male, 75% of the total sample. Female respondents constituted a mere 25%. The figures also indicate that gender equity is still far from being realised in the SAPS.

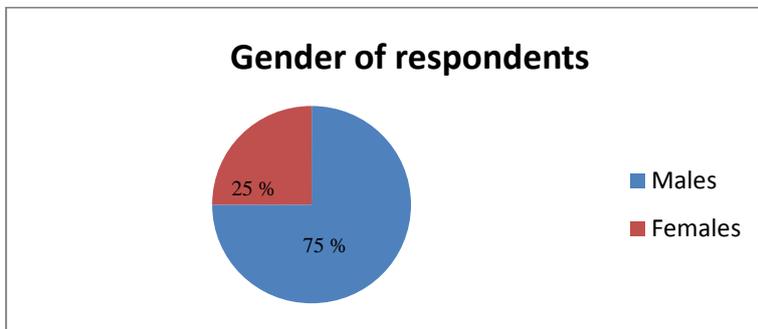


Figure 1: Gender percentages

### A.2 Age group of respondents

The respondents were put into five categories. The results indicate the following: Ten percent of the respondents were between 34 and 41 years and 25% between 42 and 45 years. Those aged 46 and above, the majority of the respondents, constituted 65%. The purpose of asking the ages of respondents was to determine the age groups of the managers who participated in the empirical study.

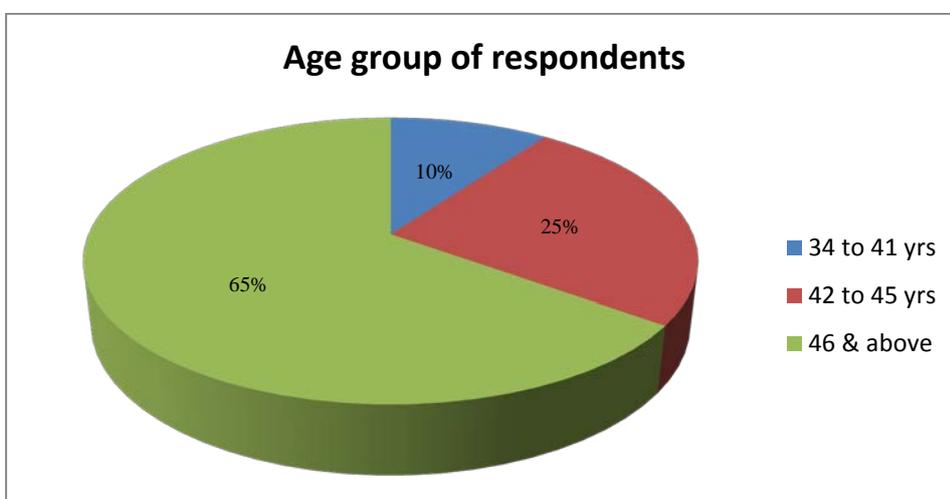


Figure 2: Age group percentages

### A.3 Race

Figure 2 shows that a large number of managers attended the MMLP. Seventy percent were Blacks, followed by 20% of Whites and 10% of Coloureds. No Indian respondents completed the questionnaire, although there was a marginal number that completed the course.

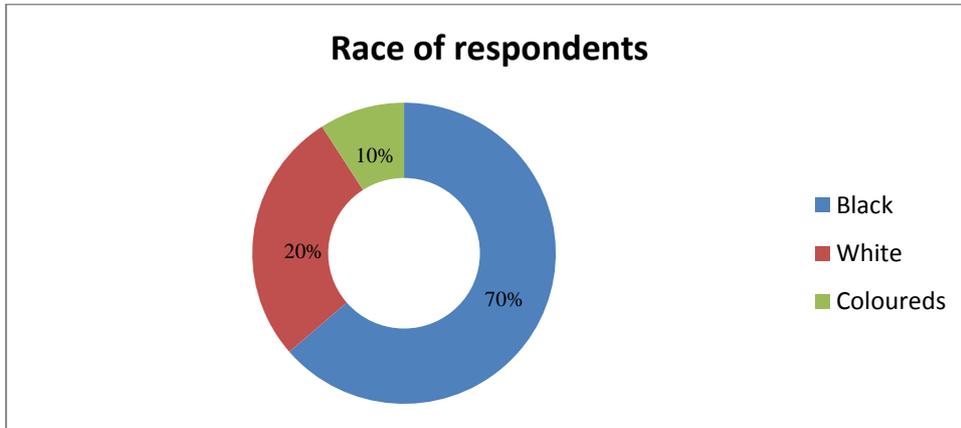
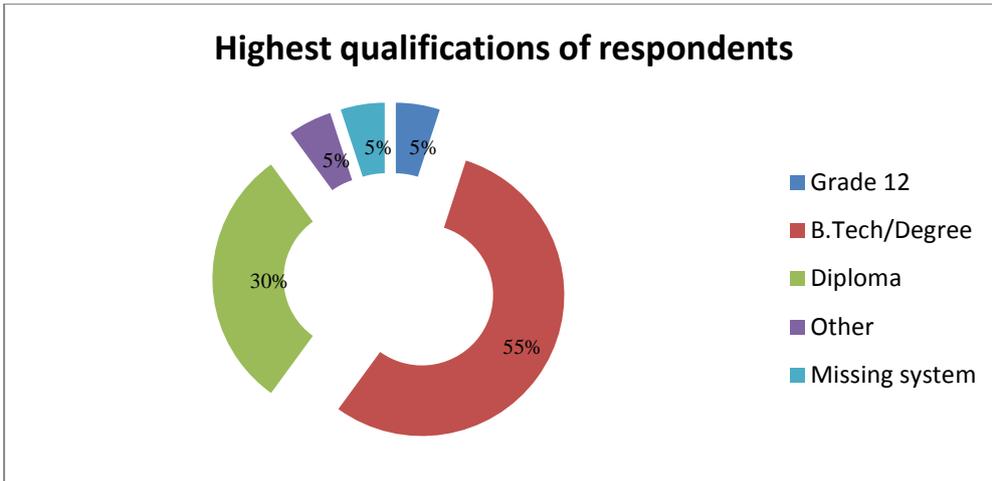


Figure 3: Race group

### A.4 Highest level of formal education completed

Figure 4 reflects the highest level of formal education attained by the respondents. Fifty five percent of the respondents had a bachelor's degree; 30% had diplomas while 5% held some other sort of qualifications. Five percent had only a Grade 12 certificate while the qualifications of 5% of respondents were unaccounted for. None of the respondents indicated to be in possession of a certificate.

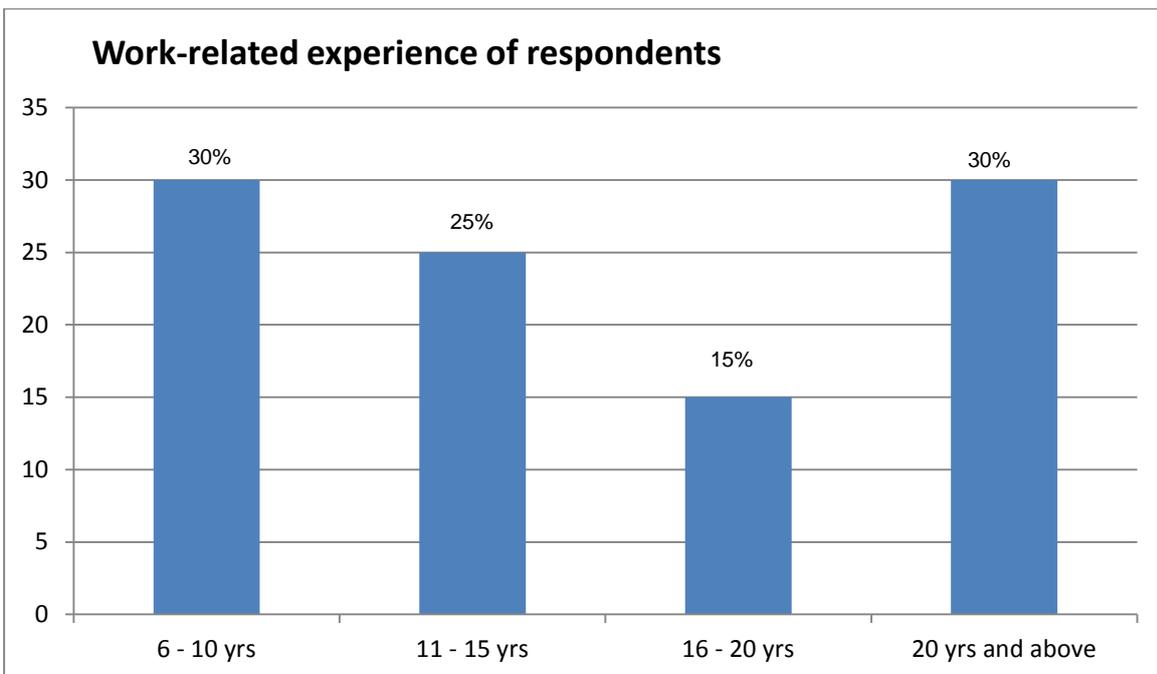


**Figure 4: Qualifications**

**A.5 Number of years in a supervisory rank within the SAPS**

The experience of respondents in middle management positions is graphically displayed in figure 5.

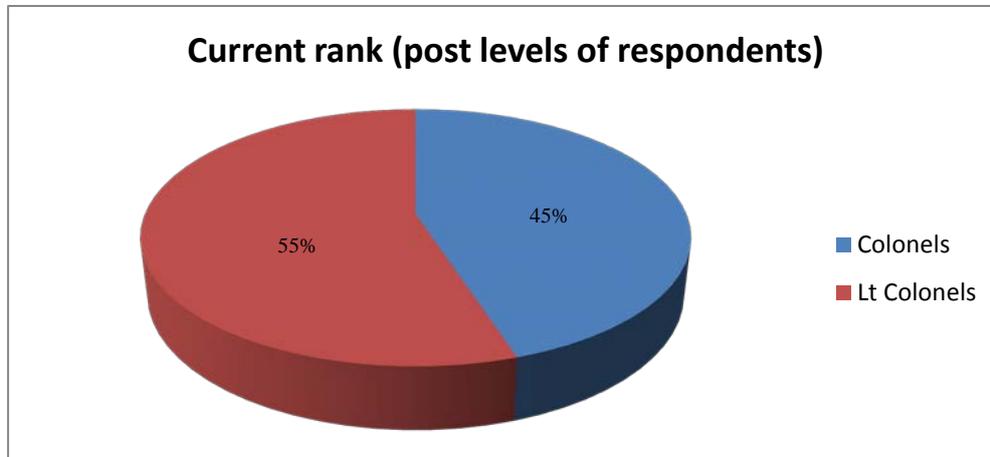
Thirty percent of respondents had six to 10 years of experience, 25% had 11-15 years of experience, 15% had 15-20 years of experience and 30% had 20 years and more experience.



**Figure 5: Number of years in supervisory position**

## A.6 Current rank

Figure 6 shows that 55% of the respondents were at the rank of lieutenant-colonel and 45% are at the rank of colonel.



**Figure 6: Current rank**

### 4.4.2 Section B: Likert-scale statements

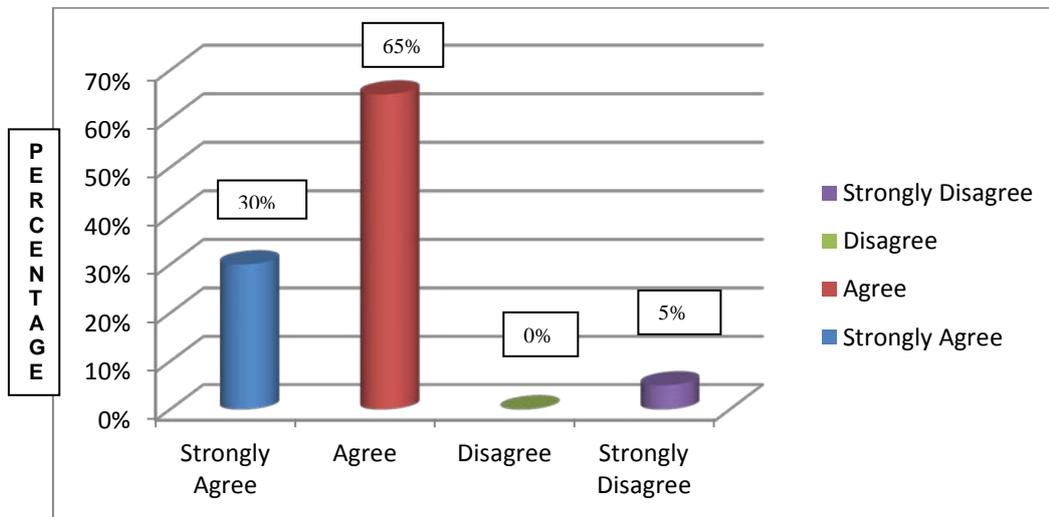
In this section, Likert-scale statements were used to determine the level of the respondent's improvement in skills development after the completion of the learning programme. This measurement is important to determine the effective functioning of the MMLP.

**Statement B1: After completion of the MMLP, I am able to identify difficulties encountered by subordinates in my section/unit in the execution of their duties.**

The statement was meant to determine the identification of performance difficulties of subordinates.

Figure 7 below reflects that 30% of respondents strongly agreed; 65% agreed; while 5% strongly disagreed. Based on the findings, a high percentage of respondents agreed that after completing the MMLP they can now identify the difficulties their

subordinates encounter in performing their assigned tasks. None of the respondents disagreed.

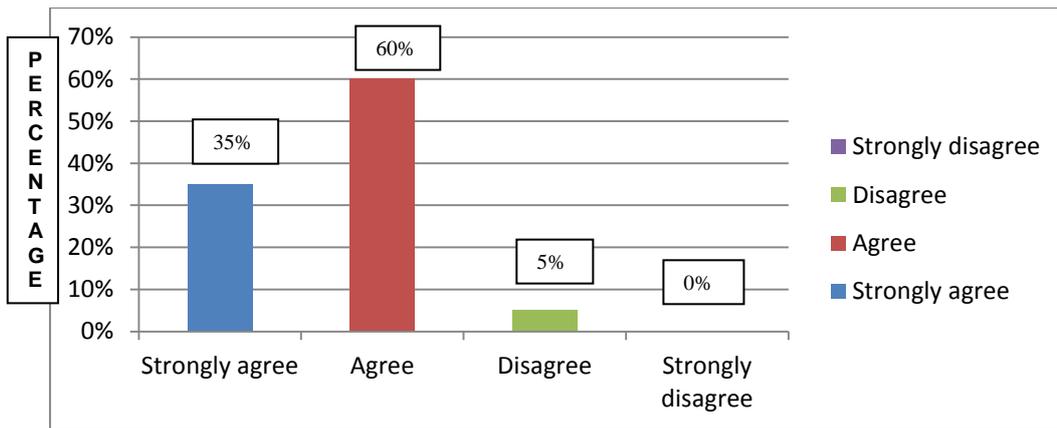


**Figure 7: Identification of performance difficulties of subordinates**

**Statement B2: After completion of the MMLP, am I able to provide support to subordinates who are experiencing difficulties in terms of their job performance?**

Thirty-five percent of the respondents strongly agreed and 60% agreed that they can now provide support to struggling subordinates after completing the MMLP. Five percent disagreed.

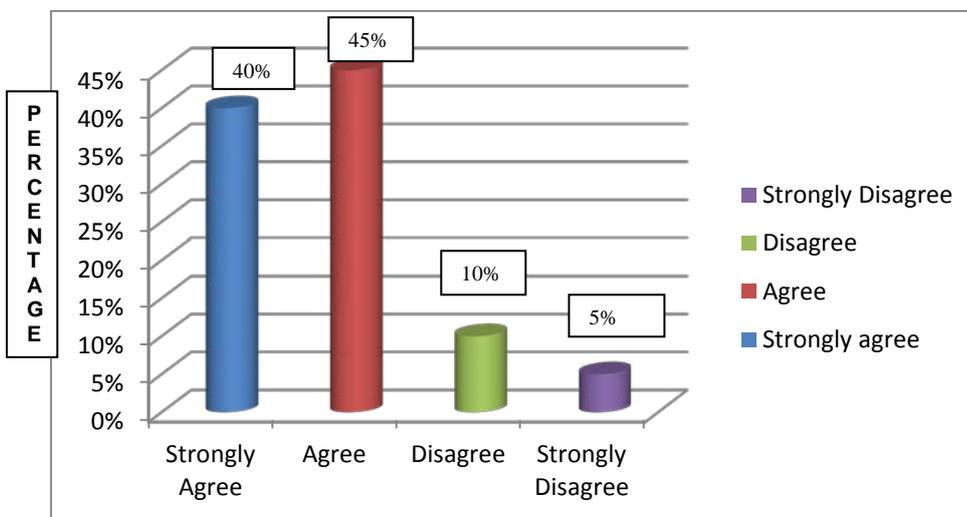
Based on the results, the researcher draws the conclusion that the respondents are able to support their subordinates when they experience difficulties in terms of their job performance.



**Figure 8: Rendering of support to subordinates**

**Statement B3: Has the MMLP equipped you with knowledge to effectively implement the policy?**

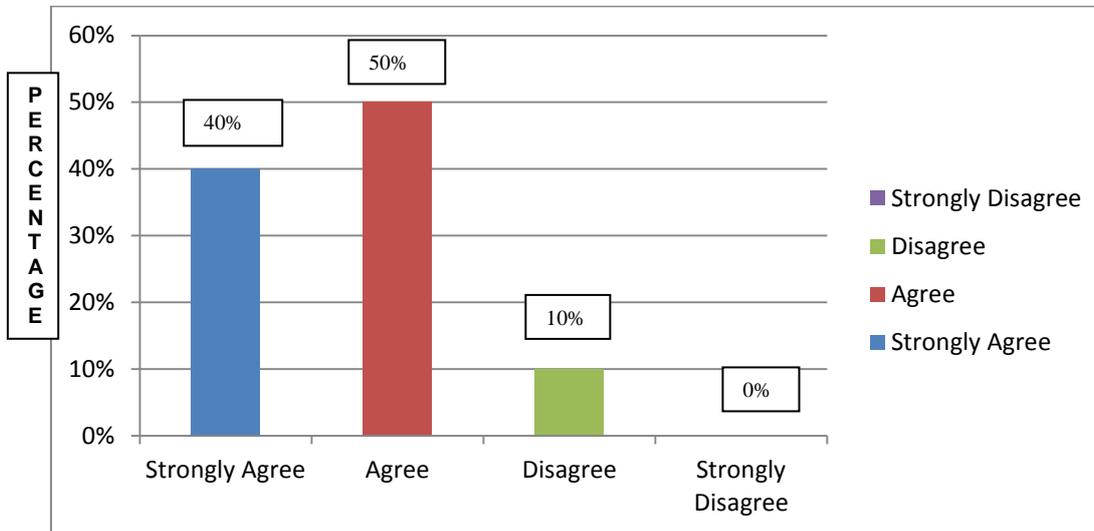
Forty-five percent of the respondents agreed that the MMLP has equipped them with relevant knowledge to implement the SAPS policy successfully. Forty percent strongly agreed, 10% disagreed and 5% strongly disagreed. The deduction can be made that the majority respondents felt that they were equipped with the relevant knowledge to implement policy effectively after attending the MMLP.



**Figure 9: Knowledge to implement policy**

**Statement B4: The MMLP improved my skills and enabled me to function more effectively at middle management level?**

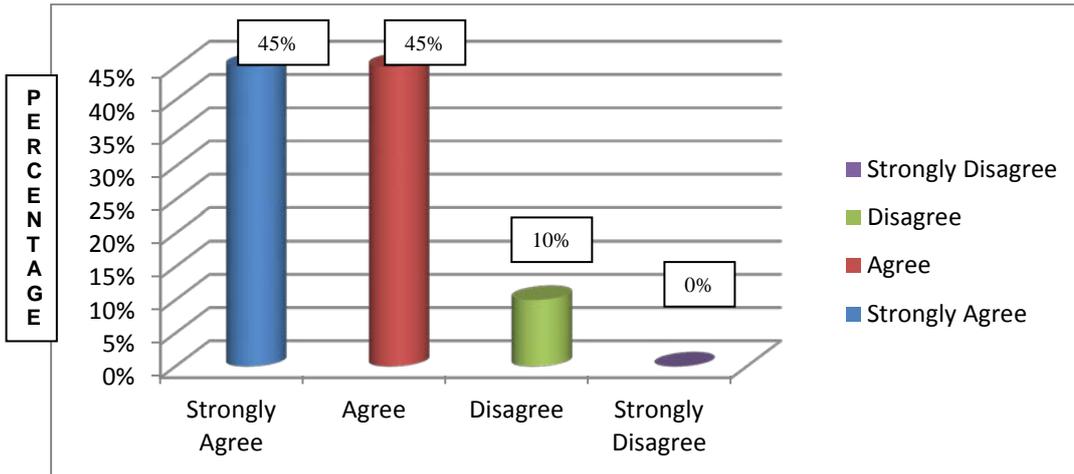
Fifty percent of the respondents agreed, 40% strongly agreed, and 10% disagreed. In accordance with the results, most of the respondent's skills were improved in order to function more effectively at middle management level.



**Figure 10: Improvement of skills**

**Statement B5: The MMLP developed my skills and enabled me to function more effectively at middle management level?**

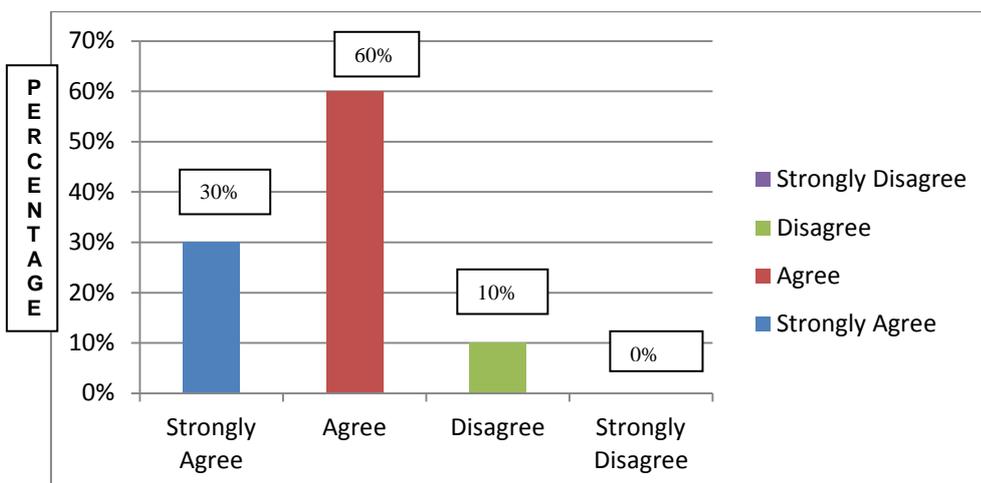
Forty-five percent of the respondents strongly agreed and agreed while 10% disagreed. Taking the results into account, it is clear that respondents' skills were developed in order to function more effectively at middle management level.



**Figure 11: Development of skills**

**Statement B6: I received adequate assistance/support that equipped me to understand and implement the MMLP policy effectively?**

Sixty percent of respondents agreed, 30% strongly agreed and 10% disagreed that there was adequate assistance to understand and implement the MMLP policy effectively. The deduction can be made that most of the respondents were able to implement policy effectively.



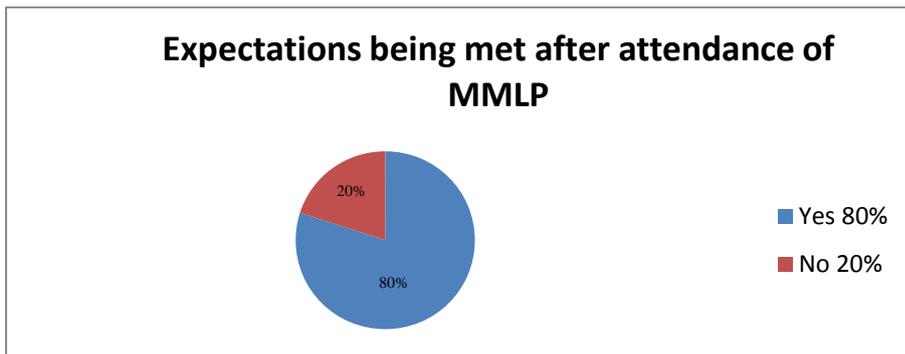
**Figure 12: Adequate support to implement policies after attending the MMLP**

Based on the results in Figure 12, the MMLP had immense benefits and equipped

respondents with appropriate skills to tackle challenges that encountered in their work environment.

**Statement B7: To what extent were the respondents expectations being met after completion of the programme?**

The statement wanted to test the expectations of respondents after the completion of the programme.

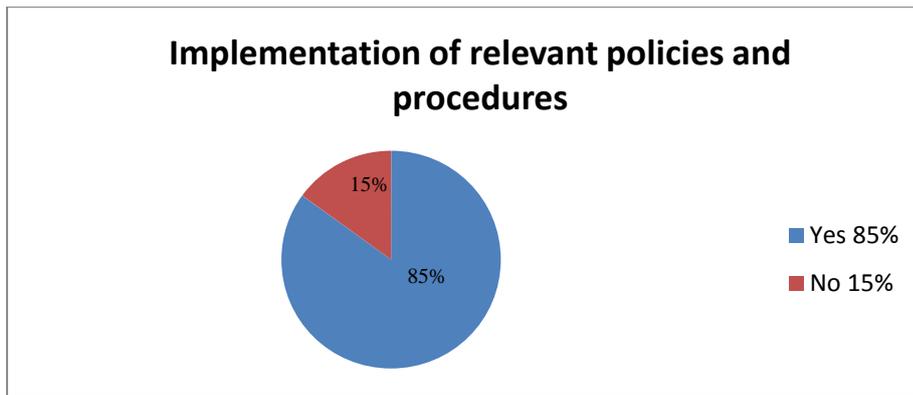


**Figure 13: Expectations being met after attendance of MMLP**

Eighty percent of the respondents indicated that their expectations were met after completion of the programme, while 20% felt that their expectations were not met. From the above results, it can be deduced that the respondents were positive and the programme was fruitful as expectations were met.

**Statement B8: Are you now equipped with the necessary skills to effectively implement relevant policies and procedures at middle management level?**

This statement wanted to test whether the participants gained any new skills to help them implement policies and procedures expected of them at middle management level.



**Figure 14: Implementation of relevant policies and procedures**

At least 85% of the respondents indicated that they were equipped with the necessary skills to implement relevant policies and procedures at middle management level; 15% were not. According to the respondents who had reservations, the level of the programme was suitable for lower rank employees.

#### **4.4.3 Section C: Open-ended questions and comments**

In this section, respondents were asked questions regarding their views about the learning programme in order to determine the respondents' challenges and experiences.

##### **Question C1: What motivated you to attend the MMLP?**

This question sought to determine from respondents their shortcomings they discovered in the execution of their duties; hence the resolve to enroll for the course to learn and further sharpen their skills.

The following motivations were indicated from the respondents:

- Promotions to be considered after completing the programme.
- The military structure and culture of the SAPS be reviewed because only juniors expected to obey orders from seniors.
- To know more about new challenges facing the SAPS.

- To share ideas with other fellow members from other provinces.
- Motivated by members who first attended and the way they do things differently.
- To be a better equipped with knowledge and skills to render the best service as a member of the SAPS.
- To be part of the management to share the same decision as the SAPS members.
- To learn and improve the leadership and management skills and function properly as a manager.
- For the development individually and for the benefit of the SAPS organisation.

### **Interpretation of the results of question C1**

The above responses indicate that respondents attended the MMLP for different reasons. However, the assumption can be made (based on the information provided) that all respondents attended the MMLP in order to be promoted in their careers, including gaining more equipped knowledge and leadership skills in order to promote service delivery within the SAPS.

### **Question C2: What were your expectations from the programme?**

The question assessed whether respondents expectations were met after attendance of the MMLP

The following expectations were mentioned from the respondents:

- To get promoted to the next level after the completion of the programme.
- To be better equipped to deal with managerial, leadership skills and in all areas of management related issues.
- To come back with different skills or knowledge acquired that can make change in my work place.

- Explore on leadership issues and interact better with experienced managers.
- To enrich respondents capability and ability with knowledge.
- Be deployed at local police stations for visibility and the practical part of the programme.
- To improve, develop the management skills, unlocked the mind and gain more knowledge.
- Expectations had not been met as expected, but managerial skills had improved.

### **Interpretation of the results of question C2**

Based on the above information provided, the respondents are more interested in developing their leadership and managerial skills for the purpose of being promoted to the next level, yet some respondents indicated that their expectations were not met. Due to the skills and knowledge acquired respondents felt that there can be proper placement.

### **Question C3: How were you selected to attend the MMLP?**

This question evaluated how respondents were selected to attend the MMLP.

The following selections were indicated:

- Approached the Section commander HRM to request to be nominated.
- After the completion of Station Management Learning Programme, then nominated for MMLP.
- Attended the programme voluntarily, name was sent to Provincial: HRD Skills Development Facilitator to be nominated.
- Some respondents were nominated according to the instruction of the Provincial Commissioner or Divisional Commissioner, and respondents felt it to be unfair as they were not properly consulted to prepare themselves.

- Selected because they had not completed/attended the programme according to the instruction. All Lieutenant-Colonels and Colonels must attend the MMLP.
- To replace someone who failed to attend the MMLP.

### **Interpretation of the results of question C3**

The above responses indicate that the respondents were selected differently to attend the MMLP. According to the instruction, it is obligatory to attend the learning programme. Respondents felt that criteria to nominate members to attend the programme must be reviewed, as some waited for too long to attend the programme.

### **Question C4: Has your leadership and managerial abilities improved after attending the MMLP? Motivate how?**

The following abilities were mentioned:

- Acquired the ability to support subordinates and listening skills were improved.
- The ability to make decisions, according to policies and regulations of SAPS.
- The improvement in the Component's performance were excellent.
- Understand more about management and leadership as well as own style.
- Able to delegate duties with knowledge and supervise with confidence.
- Know what is expected from a manager, a leader, their skills and their roles.
- The ability to know the different types of people, their culture, diversity, working as a team and understanding more about other members.
- Having a broader perspective and ability to be accommodated and tolerance towards other members.

### **Interpretation of the results of question C4**

Based on the above information the respondents' leadership and managerial skills improved after attending the MMLP. Respondents mentioned that their listening

skills, interpersonal skills, team dynamics, decision-making according to policies and regulations as well as management and leadership styles improved due to the effect of the programme. Furthermore, they also indicated that they are able to acknowledge different types of people, cultural diversity, tolerance and that this result in excellent team formation.

### **Question C5: What tools do you require to implement what you have learnt?**

This question sought to determine if the respondents had adequate resources to execute their duties.

The following tools were indicated to execute duties.

- A workplace that is conducive and inviting, structural offices at the stations and units.
- Adequate physical resources: vehicles, working land line telephones, fax machines, relevant stationery and enough skilled human resources.
- Finance is the critical part; investigators encounter challenges when they have to execute their duties.
- Sufficient support from the cluster and the station commander.
- Follow up learning programme on work related matters like CSC registers.
- Library at station level, books more relevant to policing, to assist members in their studies.

### **Interpretation of the results of question C5**

The above information highlights that there is a lack of resources that hinder respondents in providing comprehensive and effective performance. Respondents need sufficient skilled human resources which will be able to produce quality products for excellent service delivery. They also mentioned that there is insufficient support from clusters and station commanders as well as follow-up programmes that are work related.

**Question C6: In your opinion, what are the skills and capacity development initiatives that can ensure effective implementation of the learning programme?**

The following opinions were suggested to ensure effective implementation of the learning programme:

- The criteria used to nominate members must be reviewed. Operational Commanders have their own manager programme that exclude human, financial and physical recourses.
- Conflict management is still a challenge in the SAPS and it must be included in the MMLP as a module.
- Mentorship and coaching be added as a module in MMLP.
- Listening skills is an important skill that top management overlooked because of the culture of the organisation.
- Planning, organising and posting members accordingly in order to address the crime.
- Lack of interpersonal, leadership skills from the management from all levels.
- Knowledge of policies, regulations, code of conduct is important to be adhered to.
- Middle manager to be exposed to leadership activities, to make decisions.
- To equip members from the basic police training, the curriculum to be in line with the universities.
- To understand more about strategic issues, vision and mission of the SAPS, from the top management.
- Top management attend learning programmes like MMLP.
- Training be undertaken continuously as learning is a journey.

**Interpretation of the results of question C6**

The above responses indicate that MMLP is attended by different managers from different units or sections. Furthermore, the respondent indicated that there must be

a separation of learning programmes according to different working environments. Mentorship, coaching and conflict management need to be included in the programme.

The respondents indicated that more emphasis be placed on the understanding of the vision and mission of the SAPS from top management to operational level. They felt that police officers must be equipped from basic level about management functions. Middle managers must be given an opportunity to make decisions and be exposed to leadership activities.

**Question C7: How can the MMLP be adjusted to ensure optimal functioning of the SAPS?**

The following adjustments were indicated:

- MMLP be in line with university curriculum (Diploma or Degree).
- The content of the MMLP manual be reviewed to higher level, the impact study be conducted.
- Captain with more than five years in a rank be allowed to attend MMLP to prepare as middle managers.
- Data integrity on CAS system be added as an additional module.
- MMLP is theoretical. Role play should be included for members to understand the practise.
- Top management to attend the programme, because they are the stumbling block, consequently, implementation is ineffective.
- Extend the duration of the programme.
- After attending MMLP, commanders must give members the opportunity to implement what was learnt.
- Members be given a project to implement at the station level after the learning programme, and Division HRD to make a follow-up by monitoring and evaluation.
- MMLP be broken down to work environments; for example, Visible Policing, Detective, Operational and Support.

## **Interpretation of the results of question C7**

The above information indicates that respondents felt that the MMLP be accredited and that it benefitted them as far as furthering their studies is concerned. This will encourage managers to attend the learning programme.

Follow-up be made after the completion of the learning programme to ensure the implementation of what have been learnt and the effectiveness of the programme. Respondents indicated that the learning programme be broken down according to the relevancy of the working environment.

## **Question C8: Are there any problems/challenges regarding the MMLP that you would like to bring to the attention of the researcher?**

The following problems / challenges regarding the MMLP were mentioned:

- Higher ranking managers undermine members who have attended MMLP and that is why implementing is difficult.
- Human resources module is very broad and is only the basics for the members who are working in that environment.
- Members who have attended MMLP need to be considered either by being promoted to the next rank or posted directly to relevant environment.
- The programme needs more information to be added for purpose of clear understanding to members.
- Work-load at the stations result into burn-out which causes most of the members to take sick leave.
- Communication, command and control by top management must be addressed, as this frustrates subordinates.
- Lack of implementation due to resistance from top management.
- Human resources module is a waste of time to Operational members.
- Members who are from Specialised Units be accommodated with their work environment modules.

## **Interpretation of the results of question C8**

According to the information above the respondents indicated that the issue of promotion be highlighted. The communication channel is frustrating as mentioned, which results in a lack of effective implementation due to resistance by top management. The respondents highlighted that the MMLP programme be designed such that it will accommodate each manager from the backgrounds of their different working environments.

### **4.5 SUMMARY OF STATEMENTS AND THE RESPONSES FROM THE OPEN-ENDED QUESTIONS AND COMMENTS**

In this chapter, the researcher analysed the data gathered from respondents and relevant interpretations were made. In section A, the demographic data was analysed and interpreted. In section B, the Likert-scale statements were evaluated and interpreted. Section C contained the open-ended questions whereby the respondents provided their views about the effective functioning of the MMLP. The information was necessary to determine the perceptions of the respondents. With regard to the effectiveness of the MMLP within the SAPS it is clear that respondents are of the view that their competencies were better developed and had gained knowledge by attending the MMLP.

### **4.6 CONCLUSION**

This chapter analysed and interpreted the empirical findings from the face-to-face interviews and responses to questionnaires distributed to Pretoria-cluster police stations. Furthermore, the aims and objectives of this research, the methodology used, and the primary and secondary sources and the data collection processes were discussed. The chapter also provided an analysis and interpretation of data collected by using bar charts, graphs and pie charts.

In the next chapter the research will be concluded with a summary of the researcher's findings. Recommendations will also be made based on findings on the effectiveness of the MMLP within the SAPS.



## **CHAPTER 5**

### **SUMMARY AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

This chapter provides a summary and recommendations made according to the interpretation of data received and processed from the questionnaires and semi-structured interviews with randomly selected respondents. The recommendations focus on the possible solutions to the problem identified by the researcher during the research. The main outcomes of the literature study and empirical investigation and the findings on the research objectives are presented in this chapter. These findings, together with the literature study, form the basis on which the recommendations are made.

#### **5.2 SUMMARY OF THE STUDY**

In chapter 1, an orientation and problem statement, objectives, research questions, central theoretical arguments, research methodology as well as the method used for the research and procedures were highlighted. The method of investigation, work procedure and objectives of the study were also presented. It also explained the reason for the study and explained the background to the SAPS learning programmes.

The key questions posed for the research were theoretically explored in chapter 2 of this mini-dissertation. The chapter also investigated learning programmes and service delivery within the SAPS and reviewed the applicable literature regarding how the SAPS is structured and the way its MMLP functions. Important concepts such as skills development, capacity building and SETAs were clarified.

Chapter 3 focused on the statutory and regulatory framework governing learning programmes. All relevant pieces of legislation regarding skills and capacity development were discussed. The roles of bodies such as the South African Qualifications Authority (SAQA), and legislation pieces and authorities such as the

Skills Development Act, 1988, Skills Development Levies Act, 1999, Sector Education and Training Authority (SETA), National Qualification Framework (NQF) and Education Training Quality Assurance (ETQA), Joint Initiative on Priority Skills Acquisition (JIPSA), were explained.

Chapters 2 and 3 concentrated on the first two objectives of the study, namely:

- to evaluate the theories, principles and practices underlying the skills and capacity development programmes of the South African government; and
- to determine how effective the SAPS policies and learning programmes are and the skills and capacity development initiatives that could help ensure effective implementation of the programmes.

Chapter 4 investigated the problems hindering the effective implementation and functioning of SAPS learning programmes. This chapter also provided detailed explanation of the data collection methods obtained through questionnaires, semi-structured interviews, the research design and the target population. Research techniques and instruments were also explained to explore the effectiveness and impact of learning programmes in enhancing leadership and managerial capacity. The findings were scientifically analysed with the help of Statistical Consultation Services at the Potchefstroom Campus of the North-West University.

The researcher made use of questionnaires to conduct semi-structured interviews with respondents who completed the MMLP. The questionnaires were divided into three Sections A, B and C which are discussed below:

Section A contained questions that were designed to obtain demographic information from respondents such as gender, age, race, highest educational level, the number of years in a supervisory rank in the SAPS, and current rank and province.

Section B dealt with statements contained in the research proposal and forms part of the achievement of the objectives of the research. Section B of the questionnaire determined the level of the respondents' possible improved or developed

competencies after completion of the MMLP. Respondents had to indicate whether they “strongly agree”, “agree”, “disagree” or “strongly disagree” with the statements.

Section C comprised of open-ended questions. The respondents were requested to express their views regarding the MMLP and to shed light on the challenges they encountered during and after attending the programme. Respondents gave an overview of their expectations on enrolling for the course, stated the skills which had been lacking that they had learnt, and explained how their leadership was influenced for the better by the programme.

Respondents felt that attendance of the MMLP had equipped them to be better managers, and that they would be better able to execute their duties with the limited resources they had.

According to the respondents, their leadership, management and listening skills had improved and they now realised the necessity of implementing policies as stipulated. The major concerns of the respondents were the heavy workload, “burn-out” and the number of employees who book off sick because of stress. The duration of the MMLP is a serious concern; it was suggested that the programme be extended, and measured against criteria applicable to higher learning education

Chapter 5 summarises the study and discusses the results of the empirical study. Through interpretation of the results, conclusions can be reached as to whether the objectives of the study were achieved. These findings, collected through the literature study and questionnaires sent out by the interviewer are summarised in the next section.

### **5.3 FINDINGS WITH REGARD TO RESEARCH OBJECTIVES**

The conclusion indicates if the objectives of this study were achieved. This will be done by analysing each of the research objectives.

The primary objective of this study was to assess the MMLP with the view to gauge its effectiveness in improving service delivery through well-trained and skilled middle managers.

**Objective one** was to find answers regarding the question: *“What are the theories, principles and practices underlying the skills and capacity development programmes of the South African government?”*

This objective was achieved in chapter two by discussing theories, principles and best practices of learning programmes, training skills and capacity development in SA.

**Objective two** was to investigate and explore current policies, systems, and procedures regarding the effective implementation of SAPS learning programmes to find answers to the following questions:

*“How effective are the policies and procedures of learning programmes within the SAPS? and, What are the skills and the capacity development initiatives that ensure effective implementation of the learning programmes?”*

This objective was achieved in chapter three by discussing relevant statutory and regulatory legislation focusing on learning programmes, skills and capacity development.

**Objective three** was to find answers to the question: *“To what extent do middle managers in the SAPS apply their learning experience to the work environment?”*

This objective was achieved by using a questionnaire as part of the empirical study (chapter 4), and conducting personal interviews by posing open-ended questions to respondents. During the interviews, respondents listed the challenges they faced after attending the MMLP.

**Objective four** was to find answers to the question: *“How can the MMLP be adjusted to ensure optimal and efficient service delivery?”*

This objective was achieved by making recommendations based on the findings regarding the effectiveness and impact of SAPS learning programmes. Recommendations are presented in the next section.

The findings were achieved by using the semi-structured questionnaires as part of the empirical study and conducting personal interviews with respondents who attended the MMLP.

#### **5.4 RECOMMENDATIONS**

The following recommendations are made based on the findings of the empirical study, in order to improve the effective functioning of the MMLP within the SAPS.

- Respondents indicated that they felt motivated to attend the MMLP programme, they were discouraged by the militarisation of the organisation which makes it difficult for junior employees to advise senior ranks, and to implement what they have learnt at the training.
- Employees must be consulted timeously before they are nominated to attend the programme. Some of the respondents indicated they had attended the programme merely to comply with instructions, but that they had been negative from the start, as they felt that they had not been informed properly.
- The requirements to attend MMLP must be clearly outlined and should not be compromised to suit particular individuals.
- Some respondents indicated that the MMLP constituted too much work in too short a period of time. Whilst possible reasons for this could pertain more to the abilities and attitudes of such respondents themselves, the reason may also be systemic. The duration and the content of the MMLP, therefore, bear reviewing.

- Research methodology must be included as a module, because most of the respondents were not exposed to research, and it is relevant in their work environment especially at their level.
- Middle managers should also be considered for international programmes to keep abreast with international trends. Such international exposure would improve their managerial skills and enhance their performance.
- Division: HRD must follow-up in order to evaluate the effectiveness of the MMLP after it was attended by SAPS members. This will help to ensure that the programmes stay current and in contact with reality and the “real world” out there.
- Station Commanders at stations must provide members that have attended the MMLP with the opportunity to implement what they have learnt.
- The rewards system of the SAPS must be reviewed as respondents expressed the desire for recognition after putting up a good performance in the programme. This will bring about positive attitude and boost the morale of the members.
- To upgrade the quality of management and to improve service delivery, the MMLP must be made a prerequisite for promotion to the next level in the SAPS. This would encourage employees to attend the learning programme.

## **5.5 FINAL CONCLUSION**

The study focused on the effectiveness of the MMLP in the SAPS, specifically taking a closer look at middle managers that have completed the programme.

The researcher found that the MMLP was effective as respondents were able to put into practice what they have learnt even if they were faced by challenges posed by the structure of the SAPS. Despite the limited resources at their disposal, many

respondents managed to provide satisfactory service. The statistical results are ample proof that the MMLP puts middle managers on the track to victory over virtually all forms of crime.

Respondents expressed a keen need for recognition after completing the MMLP and the SAPS top management could help maintain the enthusiasm for the programme by drawing up a favorable reward system for good performance.

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## **Annexure A: Questionnaire**

The aim of the study was to determine the effective functioning of the Middle Management Learning Programme (MMLP) in the SAPS as well as evaluating the performance of employees who were sent for training to sharpen their skills and whether acquired knowledge are applied in work-related environments to improve service delivery.

### **SECTION A: DEMOGRAPHIC INFORMATION**

The following personal information was necessary for statistical purposes, to summarise the conclusion of the study in a proper manner and to reflect the opinions of members on all post-levels, ages and gender in the SAPS.

Participation was voluntary. All answers were confidential and have been used for research purposes only. Participants remained anonymous. Gender, age, race and position was only required for records, in order to ease the process of data analysis.

1. Gender	Male	1
	Female	2
2. Age	18-25 Years	1
	26-33 years	2
	34-41 years	3
	42 -45	4
	46 & above	5
3. Race	Black	1
	White	2
	Coloured	3
	Indian	
	Other / Specify	4
4. What is the highest level of formal education you have completed?	Below grade 12	1
	Grade 12	2
	Certificate	3
	B Tech / B Degree	4
	Diploma	5
	Postgraduate	
	Other / Specify	6
5. Number of years in a supervisory rank within the Service (SAPS)	0-1 year	
	2-5 years experience	1
	6-10 years experience	2
	11-15 years experience	3
	16-20 years experience	4
	20+- years experience	5
6. Current rank	Lieutenant Colonel	1
	Colonel	2
	Other /Specify	3

## SECTION B: STATEMENTS

Please indicate to what extent you agree with the following statements by marking the appropriate box with an 'x'.

1. After completion of the MMLP, I am able to identify performance difficulties of subordinates in my section/unit.

Strongly Agree 1	Agree 2	Disagree 3	Strongly disagree 4
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2. After completion of the MMLP, I am able to provide support to subordinates that are experiencing difficulties in terms of their job performance?

Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4
---------------------	------------	---------------	------------------------

3. The MMLP has equipped me with relevant knowledge to implement the policy successfully?

Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4
---------------------	------------	---------------	------------------------

4. The MMLP improved my skills in order to function more effectively at Middle Management level?

Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4
---------------------	------------	---------------	------------------------

5. The MMLP developed my skills in order to function more effectively at Middle Management level?

Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4
---------------------	------------	---------------	------------------------

6. I have received adequate assistance/support to understand and implement the MMLP policy effectively?

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

7. Have your expectations being met after completion of the programme?

Yes	1	No	2
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Comment, if necessary: \_\_\_\_\_  
 \_\_\_\_\_

8. Are you now equipped with the necessary skills to implement relevant policies and procedures at Middle Management level effectively?

Yes	1	No	2
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Comment, if necessary: \_\_\_\_\_  
 \_\_\_\_\_

**SECTION C: QUESTIONS AND COMMENTS**

Please provide elucidation regarding the following open-ended questions.

1. What motivated you to attend the MMLP?


2. What were your expectations from the programme?


3. How were you selected to attend the MMLP?


4. Has your leadership and management abilities improved after attending the MMLP? Please motivate how?


5. What kind of tools do you require to implement what you have learnt at the MMLP?


6. In your opinion, what are the skills and the capacity development initiatives that can ensure effective implementation of a learning programme?


7. How can the MMLP be adjusted to ensure optimal and efficient functioning within the SAPS?


8. Are there any perceived problems/challenges regarding the MMLP that have not been outlined above which you would like to bring to the attention of the researcher?
